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AN INVESTIGATION OF PARENTS' PERCEPTIONS OF THE JUNIOR-  
ACADEMY PRINCIPAL'S ROLE IN THE LAKE UNION CONFERENCE OF  
SEVENTH-DAY ADVENTISTS

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AN INVESTIGATION OF PARENTS' PERCEPTIONS  
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IN THE LAKE UNION CONFERENCE OF  
SEVENTH-DAY ADVENTISTS

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

by

John Carey


December 1984

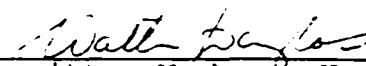
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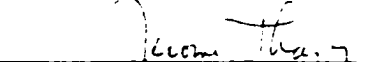
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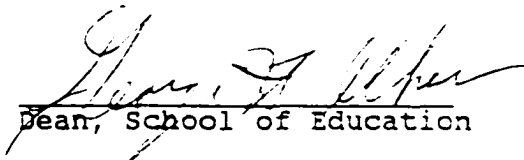
  
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ABSTRACT

AN INVESTIGATION OF PARENTS' PERCEPTIONS  
OF THE JUNIOR ACADEMY PRINCIPAL'S ROLE  
IN THE LAKE UNION CONFERENCE OF  
SEVENTH-DAY ADVENTISTS

by

John Carey

Chairman: Edward Streeter

ABSTRACT OF GRADUATE STUDENT RESEARCH  
Dissertation

Andrews University  
School of Education

Title: AN INVESTIGATION OF PARENTS' PERCEPTIONS OF THE  
JUNIOR-ACADEMY PRINCIPAL'S ROLE IN THE LAKE  
UNION CONFERENCE OF SEVENTH-DAY ADVENTISTS

Name of Researcher: John Carey

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

Date Completed: December, 1984

Problem

If he/she is to satisfy or accommodate the expectations of the various groups that interact with him/her, the principal needs to be aware of how they perceive his/her role; but no studies were found on parents' perceptions of the junior-academy principal's role. Therefore, the purpose of this study was to determine parents' perceptions of the role of the principal in Seventh-day Adventist junior academies in

the Great Lake states of Illinois, Indiana, Michigan, and Wisconsin.

### Method

A descriptive survey design was utilized for this study. A closed-type questionnaire developed by the researcher was submitted to a panel of eleven judges, modified, and pretested before it was sent to a stratified random sample of 434 parents whose children attended Seventh-day Adventist junior academies in the Lake Union Conference.

The data collected were coded, and processed at Andrews University Computing Center. Chi-square was the statistical analysis used.

### Results

This study revealed the following results:

1. Parents agreed that the role of the junior-academy principal should include forty-eight of the forty-nine role responsibilities listed on the questionnaire.

2. The top three role responsibilities parents expected the junior-academy principal to perform were:

- (1) Promote unity among teachers
- (2) Gain and maintain constituency confidence
- (3) Hold personal conferences with teachers

3. Of the seven areas of administrative

responsibility identified, student personnel was ranked highest and spiritual leadership lowest.

4. There was a significant difference between parents' perceptions of the junior-academy principal's role in relation to eight demographic and personal variables.

### Conclusions

Based upon the results of the study, these conclusions were made:

1. Parents' perceptions of the junior-academy principal's role were similar to the expectations for that role as published in Seventh-day Adventist educational literature, and as expressed by Lake Union educational administrators.

2. There seems to be a relationship between parents' perceptions of the junior-academy principal's role and certain demographic and personal variables.

3. Parents regarded developing a good principal-parent relationship and a healthy principal-staff relationship as very important areas of administrative responsibility.

4. Parents regarded spiritual leadership the least important area of administrative responsibility.

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## CHAPTER I

### INTRODUCTION

#### Background of Problem

Some observers of schooling and the process of formal education have clearly stated that it is the principal who plays the leading role in the educational development of the children who come under his/her care (Mason, 1962; Pharis, 1975; Pukerson, 1977). Cubberly (1923) recognized the importance of the principal's influence in the school when he said, "As is the principal, so is the school" (p. 304). This view was also supported by the results of a study conducted by some researchers from Oregon State University. Their study revealed that the level of dynamism, aggressiveness, and professional alertness of the principal determined the success of the school (Goldhammer & Becker, 1970).

Several other studies also emphasized the importance of the principal in shaping the direction of education in a school. Edmonds (1982) found that one of the leading characteristics of an effective school was that the principal demonstrated strong administrative and instructional leadership. The correlation between school effectiveness and the administrative and instructional



leadership of the principal revealed by Edmonds' study substantiated the appropriateness of the emphasis that some well-known authors in education literature placed on the influence of the principal's leadership on the morale and performance of teachers and on the achievement of students (Griffiths, 1956; Jacobson, 1973; Beauchamp, 1981; and Smyth, 1982).

In another study (Parish & Arends, 1983), the principal was identified as the "key" person in selecting and adopting innovative ideas in the school. Farley (1982) viewed the principal as "one of the keys to a good school" and a very important influence on teacher growth. The vital contribution that principals made in determining the quality and "tenor" of education and school climate was further emphasized by Block (1982) in an Educational Research Services report. Block said:

They (principals) perform or direct the basic activities that determine the quality and tenor of the instructional program and of the school climate... the fundamental determinants (the research indicates) of a school's success. (p. iii)

Somewhat more forcefully, Lasley and Wayson (1982) asserted that the principal had a greater impact on the climate of the school than any other person. Watson (cited in Erickson & Reller, 1979) explained that the principal was the person who was ultimately held accountable for all that happened in the school. He acknowledged that "As far as parents, teachers, and students are concerned, the buck stops on the principal's desk" (p. 43).

Although educators as well as laypeople agreed that the principal was the most influential person in the school, they varied in their perceptions of the principal's role. Enger (1967) pointed out two examples of the profusion of expectations concerning the principal that pervaded the literature of educational administration. She observed that "Leadership, innovative behavior, and skill in decision-making are apparent expected and perceived qualities of today's administrators" (P. 277). But in many instances the principal's role was perceived to be "that of a head-teacher and clerk disciplinarian" (p. 278).

Brown (1961) perceived the principal both as an organizer and planner of the program for the school year and as supervisor of instruction, while Weischadle (1974) stated that the principal's role included instruction, curriculum development, management, community, and staff relations.

Hughes and Ubben (1980) believed that the principal was responsible for everything "in and around the school," but that he/she was especially charged with guiding the teachers in formulating policies to control the behavior of students (p. 248). Also, there were certain tasks which, because of their importance or because of the principal's expertise, had to be carried out by the principal him/herself.

According to Afton (1974), principals were not

having an easy time determining their role. He explained:

School principals are finding it more difficult to define their role, and to defend their existence. The various segments of the school community - the school board, the superintendent, the parents, the teachers, the non-professional staff, and all people who live in the school community - have different and often diverse ideas of the primary role of the principal. To each group the principal should be something different, and his effectiveness in the eyes of different groups is evaluated by how well he does the things that these groups consider important. (p. 71)

The research completed and the literature on the role of the principal indicate that the principal's role needs to be clarified. Campbell and Wayson (1962) believed that it was necessary to clarify the principal's role to enhance the "selection and training of the principal" and to provide a basis for "effective decision-making" (p. 22). A clarification of the principal's role includes determining what the various reference groups perceive that role to be. If the principal were aware of the perceptions of the role held by the various groups, he/she could predict their responses with greater accuracy. Thus the principal would be able to adapt administrative actions to accommodate those with whom he/she had to deal (Conrad, 1952). The process of adaptation and accommodation is necessary and important to facilitate good relations with the different groups that interact with the principal.

Of all the groups that hold expectations for the principal's role, parents are among the most important. Goldman (1966) suggested that "perhaps the group of

noneducators of greatest significance for the principal is the group of parents whose children attend his school" (p. 67).

Wiles stressed the importance of the parents' involvement in the child's education. He argued that parents were the direct contact with the home; therefore, they should be included on the team of those who educated the child (p. 108). But according to Gorton (1976), research concerning parents' expectations "for the role of the school administrator" had been "surprisingly little" (p. 74). Surely principals, without exception, need to familiarize themselves with parents' perceptions of the principal's role. Parents' expectations are important, not only because they influence community support for the school but also because they have an effect on the children's attitude toward the school. The children's attitude toward the school influences the level of their involvement in the school program and their ultimate success in school.

According to Gallard (1977), it was clear that educators could not afford to ignore parents any longer, if parents were expected to help in educating their children. And, as Campbell (1957) pointed out, parents were concerned about how their children were being treated at school; for parents loved and cherished their children more than anything else.

Statement of the Problem

Parents are a very important part of the team of individuals who are directly involved in the education of children. Accordingly, as partners in the business of education, parents are in a position to make judgments about the principal and indicate how they perceive him/her. Principals ought to be aware of how they are perceived by parents; for the parent-principal relationship and ultimately the child's education can be affected by the parents' perceptions of the principal. Although a few studies have been conducted on parents' perceptions of the principal's role, the results of these studies can only be applied to the populations from which the samples were drawn. Because "parents are heterogeneous in their expectations," Gorton pointed out that it was not easy to make generalizations concerning the perceptions of a particular group of parents (p. 74).

It should also be noted that no studies have been found on parents' perceptions of the junior-academy principal's role in the school system operated by the Seventh-day Adventist Church. Yet, like principals in other school systems, the junior-academy principals in Seventh-day Adventist schools must seek to reconcile the differences between their own perceptions of their roles and the way parents perceive them in order to enhance parents-school relations and increase their effectiveness.

The junior-academy principal administers a unique

type of school. A junior academy is a school that may include grades 1-9 or 10. All the students in this school (grades 1-10) are considered junior-academy students. This adds to the increased confusion as to the junior-academy principal's role.

Griffiths (1956) also stressed the need for studies to ascertain how different groups perceived the principal's role. He explained thus:

What we are saying is that there is a difference in the way in which the job of the administrator is perceived by different people in the community. Examples with pupils and parents would further bear this out. It is not enough to know how the administrator perceives his role. We need a series of studies to show how various individuals and groups perceive the administrator. (pp. 67, 68)

#### Theoretical Framework

The theoretical basis for this study is embedded in role theory. Historically, role concept has its beginnings in the early theatrical performances in Greek and Roman culture. The characterization assumed by an actor in a dramatic performance was regarded as his role. Eventually, the social sciences incorporated the use of this concept. In the new context of the social sciences, role referred to the functions performed by an individual when holding a focal position within a given social milieu (Shaw & Costanzo, 1970). The individual's role was partly determined by the role assumed by other persons functioning in a similar position.

Biddle observed that while roles might be linked with anyone at random, the term "role" was most often

used to identify position, "which may be defined as behaviors characteristic of those sharing a commonly recognized identity or social position" (1979, p. 66).

According to Gross, Mason, and McEachern (1958), role did not refer to the "actual behavior" of the person in a particular position. Rather, it denoted standards of behavior. These authors further contended that various conceptualizations of role revealed that the behavior of individuals in a social group was influenced by expectations. They argued that human beings did not behave without a purpose, but that "their behavior is influenced to some extent by their own expectations and those of others in the group or society in which they are participants" (p. 17).

Bales and Davenport (1975) reinforced this concept when they said

A role has certain normative rights and duties, which we may call role expectations. When the role incumbent puts these rights and duties into effect, he is said to be performing in his role; the expectations define what the actor, whoever he may be, should or should not do under various circumstances while occupying the particular role in the social system. (p. 21)

Therefore, when a person is appointed principal of a school, he/she assumes a positional identity that carries with it certain expectations or perceptions held by members of various groups connected with the school (Monahan, 1975; Sergiovanni & Carven, 1980). As a social system, the school is made up of people who are concerned

about a common objective--the education of children. While performing his/her role, the principal interacts with members of the school social system. Thus the need for adjustments in behavior arises, for the objective of each member of the group is to fulfill a role with minimum friction between members of the social system.

Since the principal interacts with persons in the internal as well as the external environment of the school, he/she has a need for the approval of both groups. But it is impossible for anyone to be or do what everyone expects. Consequently, a role conflict develops.

Getzels (cited in Halpin, 1958) stated that the administrative function is effective only if the persons affected by the administrative acts are in agreement. He said, therefore, that the interpersonal relationship was the "crucial factor in the administrative process" (p. 152). Because interpersonal relationship is so important for effective administration, the administrator should try to minimize conflicts in his/her interactions with others. One way to accomplish this is to harmonize the role expectations of the various reference groups with his/her own perception of the role. But to achieve this harmony, the administrator should be cognizant of what each group is expecting.

As a significant part of the external environment of the school social system, parents had certain expectations for the principal's role. These expectations might conflict with what the principal and



others might perceive to be the role. The uncertainty as to what parents perceived to be the principal's role required that parents' perceptions of the principal's role be investigated. By determining parents' perceptions of his/her role, the principal would have a basis for isolating and reconciling any differences that might exist between his/her perception of his/her role and what parents perceive to be his/her role.

#### Purpose of the Study

The purpose of this study was to determine parents' perceptions of the role of the principal in Seventh-day Adventist junior academies in the Great Lake States of Michigan, Wisconsin, Indiana, and Illinois. Specifically, this study attempted to:

1. Identify the established role of the junior academy principal as stated in published Seventh-day Adventist educational literature and as perceived by selected union and local conference educational administrators.
2. Determine parents' expectations for the junior-academy principal's role.
3. Discover whether there was a significant difference between parents' expectations for the principal's role and the expectations for his/her role as published in the Seventh-day Adventist literature.

While attempting to achieve these objectives, the

researcher sought answers to the following related questions:

Do parents' perceptions of the junior-academy principal's role vary with:

1. The number of children they have in school
2. The occupations they pursue
3. The years of formal education completed
4. Their church affiliation
5. Their sex
6. Their age
7. The distance of their residence from school
8. The frequency of contacts between them and the school
9. Their participation in the Home and School Association
10. Their leadership positions in formal organizations.

The achievement of the purpose and objectives of this study, and the answers to the questions stated, provided information that would contribute to the solution of possible conflicts in perceptions of the principal's role and enhance the effectiveness of the junior academy principal.

#### Importance of the Study

Although several studies have been conducted on perceptions of the principal, fewer researchers have investigated parents' perceptions of the principal's

role. Further, most of the studies on this topic that involve parents treat them as a minor aspect of the study. This study, however, made parents' feelings about what should be the principal's role its main emphasis. This researcher has not found any study dealing with parents' perceptions of the junior-academy principal in the Seventh-day Adventist school system. If the principal is to maintain a harmonious relationship with parents, without whose cooperation the school could not achieve maximum success, he/she should attempt to eliminate, as far as possible, those factors that create conflicts between the parents and him/herself. But the principal can eliminate only the problems with which he/she is familiar. Consequently, if the role as perceived by parents is known, the principal will be in a position to actively work toward reconciling his/her own perception of the role with how parents perceive it. Therefore, the information that this study generated contributes to its importance for the following reasons:

1. The study utilized a procedure that can be used to help the principal see his/her role from the parents' perspective. The principal's knowledge of parents' perceptions of the role could be instrumental in helping him/her to resolve any conflicts that might exist because of differences between his/her and parents' perceptions of the role.

2. It provides information that will guide those who train principals.

3. It provides information that could guide school boards in selecting personnel to fill administrative positions in Seventh-day Adventist junior academies.

4. The results of this study should serve as a stimulus for a more comprehensive study of parents' perceptions of the principal's role in Seventh-day Adventist and other school systems.

#### Delimitations of the Study

The focus of this study was on parents of students attending Seventh-day Adventist junior academies in the Great Lake States of Michigan, Wisconsin, Indiana, and Illinois. Consequently, application of the findings of this study is limited to the constituency of these states and to junior academies, since the junior academy is a unique school organization within the Seventh-day Adventist school system.

#### Assumptions

The following assumptions should be noted: (1) It was assumed that parents' responses to a questionnaire provided a basis for the researcher to determine their perceptions of the principal's role. (2) It was also assumed that the sample of the population that was studied provided valid and reliable results.

Definition of Terms

The following terms are defined as they were used in this study:

Administrator: This term refers to the principal, the person responsible for the day-to-day operation of the school, the superintendent, or union education director.

Role: "Role" refers to the function or job that the principal should fulfill. It denotes certain duties for which he/she is expected to be responsible.

Perception: This refers to the way the principal's role is viewed (the expectations for the principal's role).

Constituency: In this study, "constituency" denotes church or churches that operate or support a junior academy in the Lake Union Conference of Seventh-day Adventists.

Community: The neighborhood in which the school is located as well as the constituency are included in the term community.

Junior Academy: A school within the Seventh-day Adventist system of education that includes grades 1-9 or 10 is called a junior academy. Secondary work is offered in grades 9 and 10, but students in grades 1-8 are also considered junior-academy students.

Local Conference: This is the initial administrative unit of the Seventh-day Adventist church.

It consists of several churches in a specific geographical area or state, such as Michigan or Illinois.

Union Conference: A union conference is the secondary administrative unit of the Seventh-day Adventist church organization. Several local conferences combine to make a union.

Division: A division is the major administrative unit of the General Conference of Seventh-day Adventist. Several unions combine to make a division.

General Conference: The highest governing body in the hierarchy of the Seventh-day Adventist Church is referred to as the General Conference.

#### Organization of the Study

This study has been divided into five chapters. In chapter one, the context of the problem, statement of the problem, the purpose and importance of the study, the delimitations of the study, the definition of terms, and the organization of the study have been presented.

A survey of related literature is given in chapter two. This includes an historical perspective of the principalship and specific research studies on perceptions of the principal. Also, in this chapter the junior-academy principal's role was identified, mainly from the Seventh-day Adventist educational literature and from interviews of selected union and conference educational administrators.

Chapter three deals with the methodology that was

used in the study. A description of the development of the instrument, pilot study, procedures, selection of the sample, data collection, and analysis is included.

The results of the study are presented and discussed in chapter four. A summary, conclusions, and recommendations constitute chapter five.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### Introduction

Several studies and short papers on perceptions of the principal's role have been presented in various periodicals and unpublished documents. But literature on parents' perceptions of the principal is limited; and materials on parents' perceptions of the junior-academy principal's role could not be found. Consequently, the major portion of this review of literature consists of material on the development of the principalship and how various groups perceive the principal's role. The review has been divided into the following areas: (1) historical perspective of the principalship, (2) perceptions of the principal, (3) research on perceptions of the principal's role, (4) review of SDA literature, and (5) The SDA junior academy and other schools.

#### Historical Perspective of the Principalship

##### Position of Headmaster

The position of headmaster was the first stage in the development of the principalship. The holder of this position was everything to everybody. Although the secondary school principalship is the "oldest



administrative position" in the American educational system, it has not always been regarded as a professional function. A record of the responsibilities of the colonial headmaster indicated the varied duties that the head of the early secondary school had to perform:

The duties of master or principal of the early colonial secondary school were extremely varied. In addition to teaching and administering his school, he often served as the town clerk, church chorister, official visitor of the sick, bell ringer of the church, grave digger, and court messenger, not to mention other occasional duties. (Jacobson, Logsdon, & Wiegman, 1973, p. 28)

The size of the early secondary school appeared to have some effect on the development of the principalship. Because most of these schools were small, the headmaster devoted very little time to administrative duties. He was more a teacher than an administrator. Up to the late 1840s, the position of principal was mainly occupied by a male teacher who functioned as head of the school. Female principals were supervised by male principals (p. 30).

Ensign (1923) observed that Ezekiel Cheever, an outstanding schoolmaster and authority on education, lacked fame as an administrator because "his administration duties were limited to the routine of a little school and, at most, to requiring but one teacher in addition to himself" (p. 187).

The early academy was a typical "little school." Boasting an enrollment of approximately forty students, it was staffed by the principal or headmaster and one or

two assistants. Jacobson, Logsdon, and Wiegman noted that although the academy teachers made significant contributions to education, "it is fair to assume that the headship of such a school provided little opportunity for demonstration of administrative or supervisory competence" (p. 29).

Recent research seems to support the idea that the size of the school affected the functions of the principal. Salley et al. (cited in Erickson & Reller) reported concerning their research on the principal's job that

The most pervasive influences on the principal's job were exerted by the size of the school (as presented by either the number of teachers or by the number of students) and by grade range. (p. 30)

#### New Responsibilities

According to Hunt and Pierce (1958) the development of the principalship "began with the rapid growth of cities and the introduction of grading into schools in the decades approximately from 1830 to 1860" (p. 226). Hunt and Pierce also pointed out that although the Quincy school in Boston was regarded as being the first to have a principal in charge of all departments in the school, this distinction was achieved in 1838 in Cincinnati.

Later this growth in the cities resulted in similar expansion of the school system. Jacobson et al. reported that the rapid growth of schools in the cities during the 1930s prompted the superintendent to assign

some of his supervisory responsibilities in the individual school to the headteacher. But the new role of the principal teacher gave rise to conflict in his/her relationship with the rest of the teaching staff. To ameliorate the situation, the Cincinnati school committee attempted to make a distinction between the principal teacher and the other teachers by spelling out specific functions that should be performed by the principal. This committee stated that the principal should:

1. Function as head of the school
2. Regulate the course of instruction and classes of all pupils in his/her school
3. Seek out defects in the school and apply corrective measures
4. Report defects that he/she could not correct to the ward or district trustee
5. Give necessary instruction to his/her assistants
6. Classify the pupils
7. Protect the physical plant and furniture of the school
8. Keep the school clean
9. Protect the integrity of the assistants, particularly in the pupil's presence
10. Require the assistants' cooperation

(pp. 29 & 30).

The assistants were to recognize the principal as head of the school, follow his/her instructions, protect

his/her reputation, and become familiar with the regulations that governed the school.

McNeil (1961) pictured the role of the principal emerging out of increasing enrollment "as a mutation that was neither fish nor fowl" (p. 59). He suggested that the development of the principalship was gradual and imperceptible. Consequently, McNeil contended that the efforts of educational leaders to adjust the principal's role to accommodate the expectations of today's society would not have the desired effect.

Guttek (1983) explained that "the position of building principal evolved from the concept of the principal teacher of the school" (p. 255). This teacher was thought to have more knowledge and experience than the other teachers in the school. He/she was looked upon as a "master teacher" who could help, advise, and supervise teachers with less experience, especially those who were just beginning their teaching career. In addition to the educational leadership responsibility, several other duties were assigned to the principal. These functions included responsibility for administering transportation, meals, and health services in the attendance area under his/her jurisdiction. The principal was also held responsible for school planning, staff development, maintaining student records, class schedules, and handling student and staff problems (p. 256).

Jacobson, Logsdon, and Wiegman pointed out that from time to time the principal was released from his/her

teaching assignments to perform administrative and other duties, but this was not a satisfactory arrangement. Therefore, starting as a position for a "principal-teacher" with limited routine administrative assignments, the principalship eventually became an established administrative and supervisory function. By 1867 in the city of New York, all the principals were non-teaching principals.

#### Professional Development

After World War I, the principalship took on added significance; for universities started programs to enhance the professional growth and development of the principal. It is evident that this new emphasis on the principalship was motivated by developments in the area of business administration. The literature revealed that early perceptions of the principal paralleled the perception of the manager in the field of business. From about 1900 to 1930 the classical approach to administration was in vogue. Fredrich Taylor and followers of his scientific management concept perceived the administrator as a human machine that could be programmed to produce a certain amount of work per day (Hoy & Miskel, 1978). The administrator's ability to plan, organize, command, coordinate, and control determined his/her success.

The human-relations approach to management was emphasized from 1930 to the early 1950s. The principal

was perceived as the democratic leader who recognized the needs of teachers, students, and parents. He/she was expected to possess considerable finesse in interpersonal relations (Wilson, 1966; Hoy & Miskel, 1978).

With the introduction of the behavioral approach to administration in the 1950s came several changes. Greater emphasis was placed on the theory of administration. Later management by objectives, and planning, programming, budgeting systems were stressed as highly desirable procedures for the administrator who wanted maximum results from his/her efforts (Hoy & Miskel, 1978; Houston, 1974).

#### Diverse Perceptions of the Principal

An impressive number of educational leaders, scholars, and authors have expressed various perceptions of the principal's role. These diverse expectations for the principal's role challenged his/her effectiveness. According to Martin-Reynolds and Reynolds (1983), the Rev. Jessie Jackson once said that "'The principal is the motivational yeast; how high the students and teachers rise to their challenge is the principal's responsibility'" (p. 8). Martin-Reynolds and Reynolds agreed with this perception of the principal, for they suggested that perhaps the most significant factor that influenced the "success or failure of the entire schooling process in both our public and private schools"

might be the principalship (p. 8). Thus the principal was looked upon as the educational leader in the school.

Although the image of "educational leader" was accepted as a stereotype of the principal, an examination of the literature revealed that the school administrator was confronted with many different expectations for his/her role. Lipham (1962, p. 25) suggested that because the principal had to fulfill several conflicting roles concurrently, he/she was perceived as having to "wear many hats". The observation by Swift (1974) reinforced this multiple-role concept. He noted five aspects of the principal's role: (1) the educator, (2) the administrator, (3) the public relations person, (4) the disciplinarian, and (5) the entertainer(p. 70).

Another author (Pharis, 1975) explained that the principal's reactions to certain variables determined how the role was perceived by others. Pharis said:

Both role and role expectations are frequently related to situational factors over which the principal has little or no control. Size of the school, neighborhood stability, nature of the school population, and availability of services are just a few of the variables that tailor the role. Reactions to these variables determine role perceptions. (p. 6)

Basically, Pharis saw the principal as a problem solver. He felt that a good principal acted as a "ball bearing" that reduced friction and enhanced the smooth running of the school. He admitted that this was not done easily; but he insisted that it was a crucial role which the principal had to play (p. 8).

McNeil (1961, pp. 59, 61) likened the conflicting expectations for the role of the principal held by superintendents, parents, teachers, school board members, and the principals themselves to a challenge that was greater than being confronted by dinosaurs.

Drucker (1964, p.15) also recognized the challenge that the principal faced. He confessed that he knew of no other job that had to satisfy and account to so many different groups. It was expected that the principal's role should include his/her serving as an educational leader, administrator, and manager. In addition, he/she had to be able to draw the parents to the school, and satisfy various professional bodies. Drucker, however, thought that it was almost impossible for the principal to satisfy all these expectations.

Wayson(cited in Erickson & Reller, 1978) illustrated the principal's dilemma that resulted from the varied expectations others held for the role. He explained:

In reality there is no unified or monolithic "they" out there. Rather thirty people in the central office, thirty-five teachers, three hundred parents, and six hundred students, each holding differing opinions about what a principal should do. No two of them agree totally about all of what should be done. (p. 64)

Wayson further suggested that the inconsistency in expectations for the principal's role was greater among the people within a group than it was between groups. To meet the resulting pressures that these



conflicting expectations brought, he felt that the principal ought to develop approaches that would influence those who held expectations for the role and show them that he/she shared in their purposes. By appropriate leadership acts, the principal could respond in a manner that would increase the compatibility between his/her perception of the role and how others perceived it.

Morphet, Johns, and Reller (1974) concurred with Wayson. They claimed that each of the various groups that interacted with the principal had its own perceptions of the principal's role. The principal was then left the task of reconciling the differences in these perceptions. Accordingly, Campbell and Gregg (1957) suggested that if the principal were to be regarded as successful, he/she had to find ways to accommodate the various groups' perceptions of the role.

These expectations could be harmonized by one of three ways: (1) The principal could assume a domineering stance and force those who held conflicting expectations for the role to accept his/her perception as the ideal. (2) The principal and the reference groups could agree on a compromise. Morphet et al. felt that domination was the quickest method of handling the situation, and compromise was the next best, as far as economy of time was concerned. But (3) the highest level of dealing with conflict, they pointed out, would be integration. This

approach allows both sides to achieve their desires.

Educational Leader:  
A Dominant Role

Wilson (1966) claimed that the principal was the foremost leader of instruction in the school district and a "model in his community." Wilson reasoned that the principal's position in the community was like that of a parish priest (pp. 739, 766).

Melton (1971) reported that two studies on the perceptions of the principal's role revealed that principals perceived their role to consist of curriculum and instructional leadership, personnel guidance, school-community relations, administrative responsibility, and professional improvement.

Bales and Davenport (1975) said that all educational administrators were expected to lead.

In schools, whether public, parochial, or private, one is accustomed to thinking of principals, superintendents, and headmasters as those who are expected to lead. . . .(p. 5)

In addition there were certain major tasks that educational leaders were expected to perform. These were related to pupil personnel, staff personnel, curriculum and instruction, finance administration, activities and services, facilities, public relations, and organization (pp. 7, 8).

According to Castetter (1976) the role of the principal should encompass both managerial and leadership

functions, instead of the over-emphasis on management that obtained.

Kearney (1977) portrayed the principal as a "teacher of teachers." As an educational leader the principal was expected to (1) be the trend setter for his/her school, (2) run an efficient, smooth and safe program; (3) provide for the needs of the students as completely as possible, and (4) assist teachers in their personal and professional development.

Coccia (1977) also emphasized the leadership and administrative roles of the principal. He regarded the principal as the team captain whose role involved "implementing those policies and procedures that are formed, firmed, and mandated by the school committee. . ." (p. 80).

Moskin (1978) said that the principal was the educational leader for the community, while Sergiovani and Carver (1980) explained that the school administrator articulated the demands of the organization with the wishes and needs of the various reference groups in order to achieve the school's goals (p. 207). Sergiovani and Carver also believed parents expected the principal to "protect students, control teachers" and fight against the bureaucratic system that administered the schools (p. 8).

Hughes and Ubben (1980) said that the role of the principal was becoming more complex. This was partly influenced by the increased demands of school boards,

superintendents, and parents. Parents regarded the principal as being an all-wise person with extensive authority.

Although expectations for the principal's role and his/her actual role might change according to place and circumstances, Hughes and Ubben argued that "the functions performed by the school building executive are quite similar irrespective of where that principalship is located or how large the school" (p. 3). They outlined five functions that the principal should perform. These include (1) school-community relations, (2) staff personnel development (3) pupil personnel development, (4) educational program development, and (5) business and building management (pp. 3&4).

The principal was viewed by Drake and Miller (1982) as the educational leader of both the school and the community. They emphasized the principal's role in interpreting the educational policies of the district. Also listed as part of the principal's responsibilities were the following: identification of philosophy, goal setting and policy implementation; program development; development of climate; personnel management; financial management; community relations; and program evaluation.

Hunkins (1983) suggested that the diverse expectations for the role of the principal along with the dynamics of society and the rapid increase of knowledge provided the administrator a new role--"change agent-futurist" (p. 12).

Mahan (1970) stated that the literature showed disagreement among scholars concerning the role of the principal as a "change agent." Some scholars even doubted the "relevancy and effectiveness" of the position of "principal" in the educational setting. Nevertheless, teachers still ranked the principal as chief innovator (p. 359).

Goldman (1966) observed that the effectiveness of the principal and his/her staff was dependent upon the manner in which they related to and their accurate understanding of the different groups' perceptions of the personnel in the school. It was therefore imperative that the principal was cognizant of how he/she was perceived by the various groups of people also working in the school setting. Thus informed the principal could modify the administrative actions to accommodate the diversity of perceptions held by various groups. Continual evaluation of this role in relationship to the expectations of others would enable the principal, where necessary, to make corrective adjustments.

#### Research on Perceptions of the Principal

Research findings (Hencley, 1961) support the fact that wide differences exist among community groups in relation to their perceptions of the principal's role. Hencley submitted that when these differences were not clearly understood, the result was a deterioration in

interpersonal relationships.

Teachers, Principals, and  
Superintendents

Awender (1978) used a questionnaire for the collection of data to examine the principal's leadership role as perceived by teachers, principals, and superintendents. The respondents from 105 school districts in Ontario, Canada, were asked to rank-order eleven items relating to the actual and ideal role of the principal. The relationships between variables were identified by means of percentages and the Spearman's rank-order correlation test. The study examined both the perceptions of the three groups as to the role as it currently existed and their perceptions as to what it should be under ideal conditions.

The results of the research showed that teachers and superintendents viewed the role of the principal differently. But the perceptions of the principal's role by principals and superintendents were more nearly alike. The three groups agreed, however, that counseling and discipline were the most important aspects of the principal's role; professional development, facilitating interpersonal relationships, and hiring were the least significant of the principal's role. While principals and superintendents agreed that academic programming should be one of the main functions of the principal, the teachers did not. They felt that the budget was more important.

This study indicated that the principals had a broader perception of their role than either the superintendents or the teachers. The principals demonstrated their ability to accommodate the varied perceptions of the other two groups. Awender's study also supported the assumption that principals must perform several roles to be successful in their jobs.

Another study (Inbar, 1977) carried out in Israel dealt with the relationships between teachers, principals, and superintendents and their perceptions of levels of authority and responsibility of principals in the elementary school. A survey of seventy-two elementary principals, sixty-five teachers, forty-one supervisors, and eighteen education officers showed that although the respondents agreed that the perceived level of the principal's authority was lower than the perceived level of his/her responsibility, there were significant differences in perception between the different groups. The principals' perceptions of their level of authority and responsibility were higher than that of the other three groups.

Recent research at Iowa State University by Robert Pinckney and James Sweeney confirms the belief that the central office administrators and teachers differ in their expectations for the role of the principal. In this study the principals were asked to keep a log of everything they did for thirty days. An

examination of the logs revealed six major administrative functions of the principal:

1. Human resource management
2. Instructional leadership
3. Non-instructional functions
4. Pupil personnel
5. School community relations
6. Student behavior (control) (p. 1).

The three groups--principals, teachers, and central office administrators--agreed that human resource management and instructional leadership were very important. However, they disagreed on the amount of time the principal should devote to the other areas. For example, teachers believed that the principal should spend twice as much time on discipline as the principals believed they should. Another disagreement was the amount of time the principals believed they should spend on instructional leadership. Whereas principals and central office administrators felt that the principal should devote 30 percent of his/her time to this function, teachers believed that less than 20 percent was adequate. Pinckney and Sweeney concluded that the principals' effectiveness depended upon what teachers thought of them.

Von Brock (1962) was one of several researchers who conducted studies on role perception during the early 1960s. In his study, he attempted to identify principals and superintendents perceptions of their roles. Using the



Role Perception Inventory that he developed, Von Brock identified four dimensions of the principal and superintendent's roles: authority, status, institutional, and the means-ends (p. 66). He also discovered that:

1. Superintendents did not agree on the perceptions of their roles.
2. Principals did not agree on the perceptions of their roles.
3. Superintendents and principals were not in agreement on what each other's roles should be.
4. There was a relationship between the size of the school district and the perceptions of the roles of the principal and the superintendent by school administrators (p. 68).

Von Brock reasoned that if social interaction was basic for administration, principals and superintendents must be aware of the variations in the perceptions of the roles of administrators. The roles could only be clarified when the differences were identified. He warned:

It seems unlikely that the direction of education will move forward as long as there is such a lack of agreement as to the role of those responsible for providing the direction. (p. 70)

Poppenhagen, Mingus, and Rogus (1980) compared the perceptions of elementary-, junior high-, and senior high-school principals with certain work related variables. The authors observed that the major responsibilities of administration are common to all

levels of schools. Thus preparation programs have emphasized these similarities. But little attention has been given to the differences in size of school, location, and organizational milieu. They questioned this approach to the principalship today.

Questionnaires were mailed to 450 principals (150 at each of the three levels). With a return of 62 percent for each of the elementary and junior high schools, and a 67 percent return from the senior high school, the researchers found that the principals held similar perceptions concerning their ability to perform administrative tasks (pp. 73, 74). But while "educational leadership as a primary role for the principal" may work well in the suburban environment, it may not be as viable an area of emphasis for the urban principalship (p. 82).

Foskett and Walcott (1967) investigated principals' perceptions of themselves and the community perceptions of the elementary-school principal. The instrument included 45 role norm statements that represented the norms relevant to the elementary principalship.

The level of agreement ranged from 0 to .80 with .40 the average. Although the principals expected the community people to have perceptions of the principal's role different from those of the school-related groups, they did not anticipate a great difference between their own views and those of the teachers. Except for a quarter

of their responses, the principals did not "indicate a strong preference for what they should or should not do" (p. 166). The lay community did not see the principal as the authority figure he/she perceived him/herself to be.

In another study (Cobb, 1978), principals, teachers, and prospective teachers shared the view that supervision of instruction was among the major priorities for the role of the principal (p. 40). Cobb tried to find the extent to which principals, teachers, and prospective teachers agreed about the role of the principal in the performance of his/her duties.

An opinion questionnaire was used to identify the role priorities for the principal. Cobb found that although the groups agreed that supervision of instruction and curriculum development should be important aspects of the principal's role, teachers and prospective teachers did not regard the principal as an instructional leader (pp. 44, 45).

McIntyre and Grant (1980) conducted a study in which thirty-two competencies for the job of the principal in eight important areas of responsibility were prioritized by senior high-school principals, their teachers, and superintendents in South Texas. The principals recorded higher ratings for their performance than either the superintendents or the teachers. The principals also gave higher ratings for the importance of the eight areas of their job than the other groups. The superintendents revealed greater discrepancies between

importance of a key area and the performance of the principal in that area than did the principals and teachers. However, all three groups rated in-service training and program evaluation lowest (p. 49).

#### Students' Perceptions

Uzmack (1963) studied the perceptions of the chief school administrator held by senior high-school students. Thirty high schools in the public-school system of Pennsylvania provided the population for this study. Uzmack tried to discover the image of the principal in relation to general administration, teacher-administrator relationship, and the socio-economic status of the administrator.

The results of the study showed that the principal was perceived as a conservative, intelligent, dignified and distinguished middle-aged male (p. 34). The students perceived the administrator's main function as supervisory. He/she was also viewed as a disciplinarian and the "big boss" who kept the school operating smoothly (p. 37). Students saw him/her as an important person in the community. While the students viewed the principal favorably, principalship was viewed unfavorably.

Willower (1962) conducted a study of the perception of the public-school administrator held by education students. Undergraduate students at a university in the eastern United States were randomly interviewed. About 78 percent of these students

perceived the principal as an authority figure, conservative and dignified. A small number of students perceived the principal as intelligent and friendly. The higher the social class, the more the student thought of the principal as a friendly person. The principal was also regarded as being important in the community. To these students the principal's role was decision making and maintaining communication with the community.

#### Parents' Perceptions

Although the principal should be concerned about how he/she is perceived by all reference groups, he/she must be especially cognizant of parents' perceptions of the role. Obviously, parents have a vested interest in the school; therefore, they are among the people who make various demands of the principal. Austin and Collins (1956) confirmed that parents were among those who were "most critically involved" in determining what the principal should do (p. 105). Lipham and Hoeh (1974) declared that parents were the "most concerned and interested reference group with which the school must communicate intelligently" (p. 334).

Goldman agreed that parents were probably the most important group of non-educators that interacted with the principal. He explained that "it is the parent who, on the basis of his impressions of how well his child is progressing in the program, has the potential to be most active as a supporter or detractor of the school"

(p. 67). According to Lund (1977), it was clear that the principal needed parents' support.

Freehill and Ross (1960) reported that a study to determine how people perceived and interpreted the duties and behavior of the principal was conducted by the Psychological Services and Research Center of Western Washington College of Education and the Northwest Division of the Washington State Elementary Principals Association. Responses were obtained from children, teachers, and parents. The parents perceived the principal as a decision maker, organizer, efficient leader-manager, and coordinator of community-school relationship. They felt that the principal should agree with the suggestions and directions of the community. Mothers emphasized human qualities, while fathers gave more attention to how well the principal was able to manage things and "keep parents informed" (p. 40).

Buffington (1954) completed a study in which he used the critical incident technique to ascertain parents' perception of the principal's job requirements. Parents with elementary children in thirty schools in the Oakland Public School System were interviewed, and their judgments of the observed behavior of principals in critical situations were recorded. The result of the study showed that parents perceived the four categories of the job of the elementary principal in Oakland to be: (1) developing relationships with parents and the

community; (2) working with and caring for children; (3) knowing and helping parents; and (4) unclassified.

In another study, Owens (1963) examined parents' perceptions of the role of the elementary principal of the Lincoln Consolidated Elementary School, Ypsilanti, Michigan. He tried to find the relationship of parents' perception of the elementary principal's role to certain demographic variables (occupational class, formal education, religious polity, sex, age, distance from school, contact with school, school voting, leadership position, the number of school age children); to determine which subset of the variables were the best predictors of the way parents perceive the role of the principal; and to demonstrate a method that could be utilized by professional persons to obtain the opinion of parents.

A closed-type questionnaire was used to collect the data from parents. Stepwise regression was used to analyze the data. The major findings were:

1. The methods used to collect the data were valid and practical.

2. A significant relationship existed between parents' perceptions of the elementary principal and the following:

- (a) the occupation of parents

- (b) the years of formal education completed  
by parents

- (c) the religious polity of parents

(d) the participation of parents in school elections by voting

(e) the leadership positions parents held in formal organizations.

3. Parents' perceptions of the elementary principal's role could be predicted given the following variables:

(a) the occupation of the parents

(b) the years of formal education completed by parents

(c) the religious polity of parents.

#### Expectations for SDA Academy Principal

Shultz (1964) investigated the expectations of board members, parents, and teachers for the qualifications and duties of the principal in the Seventh-day Adventist Academy in the North Pacific Union Conference. The duties of the principal were divided into four categories:

1. The principal's duties pertaining to himself
2. The principal's duties pertaining to teachers
3. The principal's duties pertaining to finances
4. The principal's duties pertaining to student activities (p. 10).

One hundred and twenty-seven of the 135 questionnaires distributed were returned. The majority of the respondents felt that the academy principal should be a leader, a superior organizer, and a skilled



administrator. He/she was also expected to supervise and improve the educational program, for educational leadership was regarded as one of the principal's greatest responsibilities. Working with the staff to try to understand and solve their professional and personal problems was also regarded as his/her responsibility (p. 89).

Parents, teachers, and board members felt that the principal should assume leadership in the school by:

1. Providing a religious environment which would be conducive to daily, living Christian experience for students
2. Assuming leadership in non-instructional departments of the school
3. Establishing rapport with the staff members
4. Observing teachers in classroom teaching situations
5. Managing the finances properly
6. Maintaining discipline
7. Controlling competition
8. Planning more beneficial socials
9. Implementing physical education and health classes on a regular basis (pp. 92-97).

#### Unique Role of Junior-Academy Principal

Although the researcher found no study that dealt with perceptions of the junior-academy principal's role, some information concerning the uniqueness of this role

should be presented at this juncture. The principal of a Seventh-day Adventist junior academy has a particularly unusual role. This obtains because the structure of the institution that he/she heads is different from any other educational unit. This uncommon type of school represents the elementary, the middle, and a segment of the high school. Such a structure demands more effort and administrative ingenuity from the principal than the normal elementary or secondary school would require; for to some extent, the junior-academy principal assumes some of the functions of a superintendent, in addition to the responsibilities that come under the umbrella of principal/teacher.

The handbook for principals by Miriam Tymeson emphasized the uniqueness of the elementary and junior academy principals' role. Under the sponsorship of the General Conference of Seventh-day Adventists, Tymeson (1964) outlined the functions of elementary and intermediate school principals in a handbook that was especially designed to improve the educational leadership in the elementary and intermediate Seventh-day Adventist schools (p. 2). She recognized the special role that these principals occupy. In explaining the functions of the elementary principal, she said:

Seventh-day Adventist elementary principals hold a unique place in the entire educational system of the Seventh-day Adventist Church. They are the ones who must shape the policies of the entire school program for the first eight grades of the Seventh-day Adventist child's life. (p. 3)

This is true not only of the elementary-school principal but it is also applicable to the principal of the junior academy, for he/she also has an elementary division under his/her care. The Southern Union Conference Education Code Book confirmed that the junior academy encompasses an elementary as well as a secondary-school program. This statement reflects a similar statement in the School Manual:

All church schools offering work in grades nine/or ten, in addition to the elementary school program, are classified by the Department of Education as junior academies.  
(p. 58)

This arrangement makes the junior-academy principal responsible for two basically different groups of students in the same building. (Depending on the size of the school, the two groups are sometimes in the same room.) That the principal of a junior academy has the challenge of meeting the needs of elementary and secondary students at the same time lends credence to the view that his/hers is a unique role. No other category of school principal in North America has such a wide age range of students under his/her principalship.

While it is recognized that the role of the junior academy principal includes some aspects of the superintendent's functions, the scope of this research did not allow for a review of the literature concerning the superintendent's role.

Summary

A review of the literature revealed a diversity of perceptions of the principal's role. From the humble status of principal teacher, the role of the principal has increased in complexity through the years. How the principal was perceived was not only influenced by the implementation of business management practices in educational administration but also the wide cross-section of people with whom he/she interacts contributed to the varied perceptions of the principal. Parents were among the many groups whose perceptions of the principal's role were investigated. The review of literature also showed that parents' expectations for the principal's role could be predicted if certain demographic variables were known.

Although one study (Shultz, 1964) dealt with duties and responsibilities of the principal as perceived by board members, teachers, and parents, no studies on parents' perceptions of the SDA junior-academy principal's role could be found. However, the principal of the junior academy performs an important and a unique function in the Seventh-day Adventist educational system. The apparent lack of research in this area, therefore, confirmed the need for an investigation of parents' perceptions of the role of the Seventh-day Adventist junior-academy principal.

### Review of SDA Literature

Since a review of literature did not reveal any studies on the role of the junior-academy principal as perceived by parents, the Seventh-day Adventist (SDA) educational literature was examined to determine whether there was any information on the functions the junior-academy principal was expected to perform. In addition, the Lake Union educational leaders, local conference superintendents, and selected junior-academy principals were interviewed to find what functions they expected junior-academy principals to perform. Based upon the findings in the SDA education literature and responses from the interviews, the role responsibilities of the junior-academy principal were identified. The information thus obtained made a substantial contribution to the content of the instrument used in this study.

To identify the context in which the junior-academy principal operates, a description of the junior academy and a rationale for its existence are presented here. The scope of the responsibilities of the junior-academy principal was further clarified by a brief comparison of the junior academy with the Seventh-day Adventist elementary, the public elementary, and junior high schools.

#### Role of Junior-Academy Principal As Stated in SDA Literature

A search of the General Conference education policies and other pertinent literature revealed listings

of the functions of the principal. It was apparent that the various handbooks and education codes for the unions and local conferences in the North American Division of the General Conference of Seventh-day Adventists followed the guide for the duties of the principal set out in the School Manual. There were slight variations in the way these duties were stated in the various code books of the unions, but essentially they all stated the same thing. For example, the Lake Union School Board Manual for K-12 System contains a list of the "Functions of the Principal."

It stated that as administrator of the school, the principal was expected to have proper professional credentials and to hold membership in the Seventh-day Adventist church. The functions that the principal was expected to carry out were divided into sixteen major areas and were outlined as:

- a. To serve as executive secretary of the school.
- b. To implement the administrative policies of the union and conference Boards of Education, as well as local administrative and operational policies of the school.
- c. To supervise the instructional program of the school by such activities as:
  - (1) Classroom visitation.
  - (2) Personal conferences and written teacher evaluations.
  - (3) Group study for curriculum needs and implementation.
  - (4) Assistance in classroom management.
  - (5) Assistance in the development of course

objectives and teacher plans.

- d. To serve as or designate a chairman for each of the following:
  - (1) Staff and faculty meetings.
  - (2) Administrative council.
  - (3) Admissions committee.
  - (4) Discipline committee.
  - (5) Curriculum committee.
- e. To accept the responsibility of Spiritual leader of the school.
- f. To be responsible for the organization of the school program, including:
  - (1) Implementation of the requirements of the annual school calendar and daily schedule, permitting no variations regarding holidays, length of the school year, minimum day sessions, etc., without authorization from the conference Office of Education.
  - (2) Planning for regularly scheduled staff meetings.
  - (3) Assigning of teacher responsibilities and other duties to the members of the school staff.
- g. To operate the school on a sound financial basis within the approved budget.
- h. To prepare and submit reports as required by the union Board of Education, the conference Board of Education or the local school board.
- i. To inspect and ensure the maintenance of buildings, grounds and equipment for operating efficiency and to provide for safety of operation throughout the school plant, including such practices as regular fire and disaster drills.
- j. To be responsible for developing and maintaining an adequate record-keeping system:
  - (1) Student scholastic, health, accident and attendance records.
  - (2) Minutes of faculty meetings and faculty committees.

- (3) Minutes of the school board and subcommittee meetings.
- k. To forward copies of board minutes, monthly financial statements and scholastic and statistical reports as requested by the conference, union and General Conference offices of Education.
  - l. To promote the professional growth of educational personnel and make provision for a teacher's professional library in the school.
  - m. To develop and maintain positive community relations. He shall represent the school as its official spokesman to the patrons of the school, to the board and to the public in general. He is to articulate and communicate to the school board and to the constituency the educational plans and programs of the school.
  - n. To maintain attendance records in accordance with state regulations, and to report to the local attendance officer of the public school system the names of students who discontinue attendance from the church school only after consultation with the superintendent of schools.
  - o. To assume responsibility for the recruitment of students.
  - p. To work closely with the superintendent in planning and implementing the periodic school evaluations. (pp. 18-20)

It should be noted that a similar but more concise list of the functions of the junior-academy principal is included in Part II of the Lake Union's "Evaluative Criteria for Seventh-day Adventist Schools: K-10." This document, dated September 1982, was in the pilot-testing stage at the time it was examined by the researcher.

#### Role of Junior-Academy Principal Identified by Various Groups

Union, conference, and junior-academy educational administrators were personally interviewed to



ascertain their perceptions of the junior-academy principal's role. The Director and Associate Director of the Lake Union Office of Education and the conference superintendents participated in a face-to-face half-hour interview. Selected principals were interviewed by telephone. Each interviewee was asked to respond to the following questions:

What is the role of the junior-academy principal? In other words, what are the main functions the junior-academy principal is expected to perform?

2. Is there a difference between the role of the junior-academy principal and that of the SDA or public-school elementary principal?

3. Is the junior-academy principal's role different from that of the junior-high school principal?

4. Do you see a need for the clarification of the junior-academy principal's role?

The respondents' answers to these questions were recorded and a composite list of the responses was compiled. Responses to question 1 indicated that the union and local conference educational leaders as well as the principals themselves expected the junior-academy principal to:

1. Be the spiritual leader of the school.
2. Be able to develop a spiritual climate to maintain the confidence of parents and the faculty.

3. Create an academic atmosphere in the school.
4. Demonstrate professional competence.
5. Gain the confidence of his/her constituency and community members.
6. Help young people in the school to develop good social habits.
7. Be the financial manager of the school.
8. Help students develop an interest in Christian outreach programs.
9. Ensure that a good relationship between the school board and the staff be maintained.
10. Maintain discipline in the school.
11. Be responsible for curriculum development.
12. Cooperate with the conference in submitting reports and coordinating school programs with the conference.
13. Be the educational leader in the school and in the community.
14. Project a positive image of the school to the community.
15. Be responsible for scheduling the school program.
16. Consult the school board to gain approval for non-scheduled activities.
17. Be a resource person for the teachers.
18. Assume responsibility for the care of school facilities.

19. Assume responsibility for supervision and instruction.

20. Be responsible for planning.

21. Maintain communication with parents.

22. Serve as secretary to the board.

23. Participate in the budget-making process.

24. Be the spokesperson for the school and the staff.

25. Implement conference and school board policies.

26. Articulate board and conference regulations to the staff.

27. Represent the teachers to the board, and represent the board to the teachers.

28. Accept responsibility for the success and failures of the school.

29. Coordinate the educational program.

30. Promote school spirit among students.

31. Initiate new programs.

32. Plan and conduct staff meetings.

33. Foster unity among the teachers and staff.

An examination of the functions of the principal as presented in the SDA education literature and the responses given in the interviews showed that there was a close similarity between what was stated in the literature and what the respondents to the interviews said. In addition to the spiritual leadership

dimension, the statements could be divided into the areas of administrative responsibility identified by Campbell, Corbally, and Ramsay (1958). These authors said that the principal's role included seven areas of administrative responsibility:

1. School-community relations
2. Curriculum development
3. Pupil personnel
4. Staff personnel
5. Physical facilities
6. Finance and business management
7. Organization and structure

For the purpose of this study, Campbell, Corbally, and Ramsay's categories were modified as follows:

1. Spiritual leadership
2. School-community relations
3. Instruction and curriculum development
4. Pupil personnel
5. Staff personnel
6. Financial and physical plant management
7. Organization and structure

In response to question 2, the majority of respondents believed there was a difference between the role of the junior-academy principal and that of the elementary-school principal. However, the extent of this difference was mainly dependent upon the size of the school. The principal of a large elementary

school would share more common role responsibilities with the junior-academy principal than would a small elementary-school principal. However, junior academies and elementary schools that were similar in size tended to have greater similarity in role responsibilities.

The respondents believed that the responsibilities of the junior-academy principal--regarding staff selection, budgeting, counseling, educational leadership in the school and in the community--were more pronounced than those of the elementary principal in the same areas. It was also clear that the two levels of students with whom the junior-academy principal had to deal accentuated his/her guidance function. The importance of this function was recognized in his/her attempt to help students make a smooth transition from elementary to secondary school.

The respondents replies to question 3 showed that they agreed that the junior-academy principal's role was different from the role of the junior high-school principal in several respects. The junior high-school principal has to deal with basically one group of students, but the junior-academy principal must face a wider range of students(elementary and secondary). This gives him/her greater responsibility in coordinating and supervising the programs of the two levels in the school. The wide differences in the

ages of the children present social, curriculum, physical facility, and other problems that are not experienced in the junior high school.

Although there is a strong religious emphasis in both the junior academy and the Seventh-day Adventist (SDA) elementary school, this is not so in the public elementary or junior high schools. The religious emphasis demands of the junior-academy principal a spiritual leadership role that does not have a parallel in the junior high or public elementary school.

Except for one person, all respondents believed that there was a need for the role of the junior-academy principal to be clarified. It was felt that a clarification of the role would give more status to the position. It would also help principals to set up administrative priorities. This would result in smoother and more efficient functioning in the junior academy.

#### The SDA Junior Academy and Other Schools

##### Description

In the North American Division Code, K-12 (March, 1977), the junior academy is described as a nine- or ten-grade school that is operated by the conference office of education within the structure of the Seventh-day Adventist system of education (p. 144-1). It offers a secondary program in conjunction with the

elementary school. It may be organized in one of the following ways: grades K-9, K-10, 1-9, or 1-10.

The Seventh-day Adventist elementary school is described as

. . . a unit within the system operated by the conference office of education. It offers an organized educational program for children from the beginning level to the secondary level. (p. 142-1)

To meet the needs of the community, it may be structured in various ways. The different patterns are grades K-6, 1-6, K-8, 1-8, K-9.

Pharis and Zakariva said that a public elementary school is a unit within the public school system of education that provides for pupils from the beginning level to grade six (K-6).

Gutek (1983) regarded a junior high school as an educational unit that includes grades seven through nine and enrolls adolescents from age twelve to fourteen or fifteen (p. 191).

#### Rationale for Organizing Junior Academies

The belief that their children should be educated in Seventh-day Adventist schools under the influence of Christian teachers prompted members of the Seventh-day Adventist church in North America to establish schools. They believed that through these schools they would be able to (1) nurture and establish the children in the faith of the SDA church, (2) prepare them to help fulfill the mission

of the church, and (3) teach them to bring others into a saving relationship with Jesus Christ as Lord (Edwards, 1924, p. 9).

Hodgen (1978) suggested that:

Seventh-day Adventists conduct their own schools-- elementary, secondary, college-- for the express purpose of transmitting to their children their own ideals, beliefs, attitudes, appreciations, habits, and customs. (p. 150)

However, two additional reasons influenced the establishment of junior academies: first, parents believed most of the students were too young to go to boarding schools, and second, the cost of sending a child to boarding school was more than many of the parents could afford (Convention Proceedings, pp. 59-60).

#### The Junior Academy Compared with Other Schools

The scope of this study did not permit a detailed treatment of the comparison between the junior academy and other types of schools; however, the brief presentation of some important points regarding the junior-academy setting in relation to the schools discussed, will enhance the attempt to draw attention to the uniqueness of the junior-academy principal's role.

In comparing the junior academy with the SDA elementary school, the public elementary school, and the junior high school, such factors as beginning, purpose, size, structure, means of support, and control were considered.

Early Beginnings. Although a search of the



literature as well as interviews with persons associated with SDA education in North America for several decades resulted in little evidence of an exact date for the beginning of the junior academy, it appears that this unique educational structure came into existence during or shortly after the first decade of the twentieth century.

The junior academy seems to have started as an extension of the elementary school. The General Conference Bulletin (April 13, 1903) reported that the Committee on Education recommended that intermediate schools be established in the local conferences to meet the needs of the youth (p. 177). This recommendation received enthusiastic support from the delegates. However, one delegate to the session, C. A. Bieson, thought that the needs of the youth could be met by another type of school structure. He agreed that "graded work" was needed in the church schools, but he explained:

While I believe the intermediate schools are all right, and that we ought in time to have them, and perhaps the time has come, I suggest that the graded work be carried on in our church-schools by hiring two teachers, one for the primary department, and the other for the intermediate work. (p. 181)

Bieson felt certain that the plan he had suggested would be effective, since he had had experience in working with a similar plan the previous year. This structure suggested by Bieson is similar to that of the junior academy.

Lessons in Denominational History(1942) recorded that elementary schools were started before the turn of the century. Seventh-day Adventists were urged by Ellen White to establish church (elementary) schools "as early as 1885." However, it was not until the 1890s that such schools were organized (p. 183).

Gutek (1983) confirmed that the junior high school appeared around 1910 in Ohio and California (p. 193). It should be noted that the SDA literature indicated that the educational leaders in the church were debating how they could care for the educational needs of the junior high age group during this period.

Purpose. As stated in the section on the rationale for the organization of the junior academy, the purpose of this school revolves around spiritual, social, economic, as well as academic concerns. Parents and church leaders were concerned about getting the children at this crucial stage in their development into a school that would not only increase their academic standing but would also develop the children spiritually and socially. In addition many parents could not afford to send their children to the boarding schools that provided the environment they sought. It was because of these concerns that the junior academy was established. Ellen White suggested that church (elementary) schools be established to prepare the students for the higher schools (Lessons in Denominational History, p. 183). Hodgen (p. 150) explained that elementary schools as well as jdnior

academies were organized to help the children develop into good Seventh-day Adventist Christians and "patriotic, law-abiding citizens."

The spiritual emphasis shared by the junior academy and the SDA elementary school is not shared by the junior high school or the public elementary school. However, some other concerns are similar. Good and Teller (1973) asserted that the junior high school was organized to provide a smooth transition from the elementary to the secondary school (p. 448). The formation of the junior high school was also supposed to eliminate the dropout problem through its guidance, vocational education, and individual differences programs (Hemphill, 1966, p. 3).

Size. When compared with the public schools, most junior academies and SDA elementary schools are small. Few junior academies or SDA elementary schools have more than 100 students enrolled; but most public schools have more than 100 students enrolled.

Structure. There are two main types of junior academies. One has nine grades and the other has ten grades. However, to facilitate instruction, three organizational patterns obtain:

(a) All grades may be taught separately with one teacher per grade.

(b) The subjects for grades nine and ten may be taught to both grades at one level one year and at the other level the following year.

(c) Grades nine and ten may be taught together.

The SDA elementary school has four organizational patterns: K-6, K-8, 1-6, 1-8; but the public elementary school has only one--K-6. Similar to the secondary section of the junior academy, the junior high school is usually a three-year school which includes grades 7-9. However, in special situations, it may have only grades 7 and 8.

Financial Support. Stephan (1979) found that two basic forms of support were used by the schools in the Lake Union. Students were either charged tuition, or they were assisted by the church through the combined budget plan. Both the junior high and the public elementary schools are financed primarily by income from local property tax. Additional assistance is received from the federal and state governments.

Control. The union conference board of education is the controlling body for junior academies, especially in regards to curriculum and organization. The local conference office of education, however, is responsible for supervising the schools. For the public schools, the state board of education is the controlling body, but it delegates considerable authority to the local school board. The district superintendent coordinates the supervision of the schools and represents the board to the schools and the schools to the board. The junior-academy principal also represents the school to the board and the board to the school.

While the junior academy is similar to the other schools in many respects, it is different from the public

schools in its spiritual emphasis. The religious emphasis in both the junior academy and the SDA elementary school can be attributed to the concepts promoted by White (1952)--that Christian education is designed to re-create the image of God in man (p. 15) and that the "work of education and the work of redemption" are the same (p. 30). On the other hand the junior high school and the public elementary school are principally concerned with preparing citizens for today's world.

#### Summary

As a result of a search of the Seventh-day Adventist education literature and interviews with union, local conference, and junior-academy educational administrators, some role responsibilities of the junior-academy principal were identified. Sixteen main functions of the principal were listed in the Lake Union School Board Manual for K-12 System, and thirty-three similar functions were compiled from the interviews. Differences between the role of the junior-academy principal and the roles of the Seventh-day Adventist elementary, the public elementary, and the junior high schools were noted. Each of these schools was briefly described to highlight the uniqueness of the junior academy.

The junior academy was organized mainly to provide an environment in which the children who were too young or who could not afford to go to boarding school would have their Christian values reinforced.

A comparison between the junior academy and the other schools showed that the junior academy is indeed a unique type of school. Accordingly, the responsibilities of the principal of such a school encompass more than any one of the schools with which it was compared. It was compared to the SDA elementary, the public elementary, and the junior high school in relation to its beginning, purpose, size, structure, means of support, and control.

The junior academy started after the elementary schools but at about the same time as the junior high school. Usually smaller than the public schools, the junior academy includes elementary and lower secondary grades. It is supported mainly by tuition with some assistance from the church. It is controlled by the Union Board of Management. However, the junior high school and the public elementary school are usually larger than the junior academy and are financed primarily by local property tax. The state board of education is the controlling body for the public schools. The junior high school caters to students in grades 7 to 9, and the public elementary school deals only with grades K to 6.

## CHAPTER III

### RESEARCH METHODOLOGY

#### Introduction

The purpose of this study was to investigate parental role perceptions of the principal in the Lake Union Conference of Seventh-day Adventist junior academies. In this chapter, the research design, selection of subjects, instrument development, pilot study, procedure for collection of data, and data analysis are presented.

#### Survey Design

A descriptive survey design was used for this study. Based on certain factors representing seven categories of administrative responsibility (spiritual leadership, instruction and curriculum development, staff personnel, pupil personnel, school-community relations, financial and physical-plant management, organization and structure), the focus of this study was to investigate parents' perceptions of the role of the principals of Seventh-day Adventist junior academies in the Lake Union Conference. An attempt was also made to determine the relationship between selected demographic variables and how parents perceived the junior-academy principal's role. These variables included the parents' age, sex, occupation, years of formal education, church affiliation, frequency of

contact with the school, participation in the Home and School Association, the number of children they had in the junior academy, and the distance of their residence from the school.

The design used for this study was selected because it facilitated the data collection in a manner that allowed the respondents to state their perceptions as solicited by specific questions. Tuckman (1978) explained that questionnaires are frequently "used by researchers to convert into data the information directly given by a person (subject)" (p. 106). He said further that this type of instrument allowed the researcher to measure what a person knew, liked, or disliked, and what a person thought.

In discussing the application of educational research, Borg (1981) implied that since education is a new science, a "descriptive research is important in education," for "much of the work in a new science is descriptive" (p. 129). He also stated that it was typical for researchers to utilize questionnaires and interviews "to determine the opinions, attitudes, preferences, and perceptions of persons of interest to the researcher" (p. 130).

#### Population

The subjects for this research were drawn from the population of 1632 parents whose children were enrolled in 23 Seventh-day Adventist junior academies in four local conferences of the Lake Union Conference at the time that the sample was selected in the spring of 1983. The



conferences involved in this study are Illinois, Indiana, Michigan, and Wisconsin.

#### Selection of Sample

Four hundred parents were selected from the population of 1,632 by a stratified random method. Letters requesting a list of the names and addresses of parents whose children were attending the junior academies were sent to the principals of the twenty-six junior academies listed in the 1982-83 Education Directory for the Lake Union Conference. Twenty-three responded and submitted the information requested. From the list thus supplied, the names were stratified by male and female. The sample was randomly selected. Care was taken to ensure that the proportion of males and females in the sample was representative of the males and females in the population. In an attempt to provide a margin of security against the non-respondents, fifty additional names were selected in the same manner as the main sample.

#### Development of Instrument

Several procedures for gathering information to determine the perceptions of different groups concerning the principal's role were discovered in the review of literature. However, because of the uniqueness of the junior-academy principalship, it seemed necessary to develop an instrument for this study. A closed-type 49-item questionnaire was developed for the collection of the data for this study (appendix A).

The items for the questionnaire developed by the researcher were selected from Seventh-day Adventist educational literature and from interviews with officers of the Lake Union Conference Education Department, the local conference superintendents, and selected junior-academy principals in the Lake Union. For the interview the respondents had to say how they perceived the Seventh-day Adventist junior-academy principal's role.

Originally, there were fifty-two items derived from the Seventh-day Adventist education literature and from the interviews. These questions were revised and certain items were combined so that there were forty-eight questions, randomly arranged in a two-part questionnaire. The first part of the instrument was divided into two sections, A and B. Section A consisted of twenty-seven items; section B contained twenty-one items. The items were in the form of expectation statements regarding the junior-academy principal's role.

The respondents were asked to use a five-point Likert-type scale to indicate the extent to which they believed the principal should or should not be responsible for certain functions, or the extent to which the principal should or should not do the tasks specified in each statement.

The possible responses to the items for section A of the instrument were as follows:

1. Sole Responsibility of Others
2. Major Responsibility of Others
3. Equal Responsibility of Principal and Others

4. Major Responsibility of the Principal
5. Sole Responsibility of the Principal

The available responses for section B of the instrument were as follows:

1. Absolutely must not
2. Preferably should not
3. May or may not
4. Preferably should
5. Absolutely must

Part II of the instrument consisted of demographic and personal data. Specifically, this part of the questionnaire requested information concerning the respondent's occupation, education, religious denomination, sex, age, frequency of contact with the junior academy, participation in the Home and School Association, holding office in formal organizations, number of children attending the junior academy, and distance of residence from school.

#### Pilot Study

During the spring quarter of the 1982-83 school year, the researcher submitted copies of the questionnaire to eleven judges, including two members of the education faculty at Andrews University, four doctoral students at Andrews who were formerly principals of junior and senior academies outside of the Lake Union; three principals in the Lake Union, and the director and associate director of

the Lake Union Office of Education. The judges were requested to evaluate the instrument and give comments concerning the clarity and appropriateness of questions, the format, and general suitability of the instrument for parents of junior-academy students. As a result of the responses from the judges, one additional question was included, and several adjustments were made to improve the appearance and understandability of the questionnaire.

The questionnaire was then sent to a small sample of twelve parents who were part of the population but not part of the main sample. They were asked to respond to the questions and make comments concerning the questionnaire that might help the researcher improve it further. Eight of the twelve parents responded. An examination of these responses revealed no need for further revision of the instrument.

#### Procedure

##### Identifying Principal's Established Role

The junior academy is a unique structure within the Seventh-day Adventist school system. Therefore, as a basis for evaluating parents' perceptions of the junior-academy principal's role, the role established by the organization for the junior-academy principal had to be identified. First, the education policies of the General Conference of Seventh-day Adventist, the North American Division, the union conferences, and the local conferences in the Great Lakes area were examined to ascertain the

stated role of the junior-academy principal. Next, the Lake Union director and associate director of education, and the superintendents of the local conferences in the Lake Union were interviewed to obtain their perceptions of the junior-academy principal's role. Selected junior-academy principals were also interviewed. Based upon the findings of the search of the education policies, related literature, and the interviews, the established role of the junior-academy principal was identified. This information was utilized to construct the instrument for this study.

Identification of the context in which the junior-academy principal operates was enhanced by a description of the junior academy and a statement of a rationale for its existence. The responsibilities of the junior-academy principal were further clarified by comparing the junior academy with the SDA elementary school, and the public elementary schools, and junior high schools.

Since a large portion of the research to identify the established role of the junior-academy principal included a review of Seventh-day Adventist Literature, all the information obtained, including the results of the interviews, were combined in chapter 2.

#### Collection of Data

Permission to conduct the study in the Lake Union Conference was obtained from the Lake Union Superintendents Council on February 16, 1983 (appendix B). On March 31, 1983, the Director of the Office of Education for the Lake

Union Conference of SDA sent a letter stating that the Educational Management Team had approved the questionnaire (appendix C). A letter from the Office of Education requesting the junior-academy principals to supply the researcher with the names and addresses of the parents of the students who were attending the junior academies in the Lake Union was sent to the principals on April 22, 1983 (appendix D).

The researcher sent a letter to the junior-academy principals on April 25, 1983, requesting lists of the names and addresses of the parents (appendix E). A letter of introduction from the coordinator of the educational administration area at Andrews University, Dr. E. A. Streeter, was included (appendix F). A self-addressed, stamped envelope was also enclosed with each letter for the convenience of the principal. Principals who did not respond within two weeks were reminded by phone to mail the names and addresses of the parents as soon as possible. Twenty-three of the twenty-six junior-academy principals responded, and the names and addresses of 1,632 parents were received.

The instrument was mailed to the sample of 400 parents on June 16, 1983. Additional questionnaires were mailed to another group of fifty parents on June 17, 1983. A letter stating the purpose of the study and requesting the respondent's assistance in completing the study was enclosed with the questionnaire (appendix G). A stamped,

self-addressed envelope in which the respondent could return the questionnaire was also enclosed.

Subjects who did not reply within two weeks were sent a reminder on July 6, 1983. Second and third reminders were also sent to non-respondents (appendices H-J). Postal authorities returned sixteen questionnaires that they were unable to deliver; therefore, the sample was reduced to 434. Approximately 261 questionnaires, or 60.14 percent of the sample of 434 parents, were returned in usable form by September 15, 1983. The responses were entered into the Andrews University computer and processed by the University Computing Center.

#### Data Analysis

Descriptive statistics was the main form of analysis. The SPSS computer program was used to analyze the data. The eleven demographic and personal variables were crosstabulated with the forty-nine role-expectation variables. The descriptive statistics yielded included a frequency count and the percentage of responses for each variable.

The perceptions parents held for the junior-academy principal's role were identified by ranking the forty-nine role-expectation statements according to the weighted scores for the various levels of responses. A chi-square test was used to test the significance of each of the eleven demographic and personal variables in relation

to the forty-nine role-expectation statements.

### Summary

This chapter deals with the research design, selection of the subjects, development of the instrument, pilot study, procedure for the collection of the data, and the analysis of the data. A descriptive survey design was used to collect the data for the study. The sample consisted of 434 subjects, drawn by a stratified random method, from a population of 1632 parents whose children attended the junior academies in the Lake Union Conference of Seventh-day Adventists.

A two-part questionnaire consisting of forty-nine items was developed by the researcher. Items for the questionnaire were gathered from Seventh-day Adventist education literature, and from interviews with the Lake Union education officers, the local conference superintendents, and selected junior-academy principals. The instrument was pilot tested during the spring of 1983. The participants in the pilot study included two Andrews University education faculty members, four doctoral students, the Lake Union education directors, three principals, and eight parents.

After the Lake Union Superintendents Council granted the researcher permission to conduct the study, the Lake Union Office of Education and the researcher sent letters to the junior-academy principals, requesting the names and addresses of the parents. Questionnaires were



mailed to the parents, and up to three reminders were sent to those who were slow in responding. Eventually, 261 parents responded.

The SPSS computer program "Crosstabs" was used to analyze the data at the Andrews University Computing Center. A chi-square test of significance was utilized in the analysis.

## CHAPTER IV

### PRESENTATION AND ANALYSIS OF DATA

#### Introduction

This chapter includes a descriptive presentation of the results of the study, an analysis of the data, an account of the chi-square tests of significance performed on the hypotheses related to ten questions posed in Chapter I, and a sampling of the responses parents gave to the optional question.

The purpose of this study was to determine parents' perceptions of the role of the principal in Seventh-day Adventist junior academies in the Great Lake States of Illinois, Indiana, Michigan, and Wisconsin. To achieve this purpose, a questionnaire was developed and administered to a randomly selected group of parents whose children attended the junior academies in the Great Lake States.

#### Description of Results

##### Distribution of Responses

Initially, questionnaires were sent to 400 parents of Seventh-day Adventist junior-academy students in the Lake Union Conference. Subsequently, however, questionnaires were sent to an additional 50 parents,

the 1632 parents who comprised the population for this study. Since sixteen questionnaires were returned by the postal service, either because the envelopes had been wrongly addressed or because parents had moved without leaving their forwarding address, the sample was adjusted to 434.

Table 1 shows that the majority of the respondents were females. While they made up 62.84 percent of the total respondents, females represented 51.78 percent of the sample. Whereas males made up 37.16 percent of the parents responding to the questionnaire, they were 48.22 percent of the sample.

The distribution of the respondents by conference is shown in table 2. The seventy-six respondents from the Illinois conference accounted for 29.12 percent of the total number of respondents. The respondents from the Indiana Conference accounted for 15.71 percent of the total number responding to the questionnaire; those from the Michigan Conference, 39.46 percent of the total response; and from Wisconsin, 15.71 percent of the respondents.

The distribution of the sample among the four conferences was 35, 16, 34, and 15 percent, respectively, for Illinois, Indiana, Michigan, and Wisconsin. The percentage of respondents from Indiana and Wisconsin was similar to the percentage of the sample from these conferences. While the percentage of the respondents from

TABLE 1  
DISTRIBUTION OF RESPONSES  
AND SAMPLE BY SEX

SEX	RESPONDENTS	PERCENT	SAMPLE	PERCENT
Males	97	37.16	209	48.22
Females	164	62.84	225	51.78
TOTAL	261	100.00	434	100.00

TABLE 2  
DISTRIBUTION OF RESPONSES AND SAMPLE  
BY CONFERENCE

CONFERENCE	RESPONDENTS	PERCENT	SAMPLE	PERCENT
Illinois	76	29.12	154	35.48
Indiana	41	15.71	68	15.67
Michigan	103	39.46	148	34.10
Wisconsin	41	15.71	64	14.75
TOTAL	261	100.00	434	100.00

Michigan was higher than the percentage of the sample from that conference, the percentage of respondents from Illinois was lower than the percentage of the sample from that conference.

The total number of usable questionnaires returned was 261. This represents a return rate of 60.14 percent of the sample.

#### Demographic and Personal Data

Table 3 shows the distribution of the respondents by demographic and personal categories. The percentages were calculated on an N of 261. The sub-grouping for three variables (Occupation, Education, Age) was adjusted to reduce the number of comparisons and to get a better chi-square test. The second and third categories under occupation were combined as group 2. Under education, groups 1 and 2 were combined as group 1, and groups 3 and 4 were combined as group 2. For age groups 2 and 3 were combined as group 2.

With the aid of the dictionary on careers and occupations, the occupations were divided into three major categories: (1) Professional, Managerial, and Technical, (2) Clerical, Sales, and Services, and (3) Miscellaneous. These three areas were reduced to two: (1) Professional and (2) Others. The professional, managerial, and technical occupations were included in the new group 1 as "Professional"; and clerical, sales,

TABLE 3  
DEMOGRAPHIC AND PERSONAL DATA  
OF RESPONDENTS

Category	Number	Percentage of 261
<b>OCCUPATION</b>		
1. Professional	129	49.43
2. Others	125	47.89
No Response	7	2.68
<b>EDUCATION</b>		
1. High School or Less	108	41.38
2. College or More	153	58.62
<b>CHURCH</b>		
1. SDA	229	87.74
2. Non-SDA	32	12.26
<b>SEX</b>		
1. Male	97	37.16
2. Female	164	62.84
<b>AGE</b>		
1. Below 35	69	26.44
2. 35 and Above	188	72.04
No Response	4	1.53
<b>DISTANCE OF RESIDENCE</b>		
1. 3 or Less Miles	91	34.87
2. More than 3 Miles	163	62.45
No response	7	2.68
<b>CONTACT WITH SCHOOL</b>		
1. 1-2 times	26	9.96
2. 3 or more times	228	87.36
No Response	7	2.68

TABLE 3--Continued

Category	Number	Percentage of 261
<b>HOME AND SCHOOL ASSOCIATION</b>		
1. Yes	109	41.76
2. No	146	55.94
No Response	6	2.30
<b>OFFICE HELD</b>		
1. Yes	154	59.00
2. No	100	38.31
No Response	7	2.68
<b>NUMBER OF CHILDREN</b>		
1. 1-2	218	83.52
2. 3 or More	43	13.03
No Response	9	3.45

and miscellaneous subsumed under the new group 2 as "Others." Appendix L gives an example of the wide range of occupations represented among the respondents.

There were 129 respondents (49.43 percent) in the professional category, and 125 (47.89 percent) were in the other fields. A few of the respondents (2.68 percent) did not indicate their occupations (see table 3).

Of the 261 respondents, 108 (41.38 percent) were classified as having less than high school or high school education. The other 153 (58.62 percent) had completed college or graduate school. The majority of the respondents were members of the Seventh-day Adventist Church. Only 32 (12.26 percent) of the respondents were non-Seventh-day Adventists, while 229 (87.74 percent) were members of the Adventist Church.

Substantially more females than males responded to the questionnaire. While 62.84 percent were females, only 37.16 percent of the respondents were males.

The distribution of the respondents in regard to age followed the normal pattern for parents of the junior-academy students. The below-35 age group constituted 26.44 percent of the respondents, while the 35-or-older age group comprised 72.03 percent of the respondents. There were 4 (1.53 percent) of the respondents who did not state their age.

The majority of the parents (62.45 percent) lived more than three miles from the school. Only 91 (34.87



percent) lived three or less than three miles from the junior academy. There were 7 persons (2.68 percent) who did not indicate the distance of their residence from the school.

While 26 persons (9.96 percent) visited the school less than three times during the past year, 228 (87.36 percent) of the parents responding to the questionnaire visited the school three or more times during the year. There were 7 persons (2.68 percent) who did not respond to this question.

Although 109 persons indicated that they were active members of the Home and School Association, 146 were not. There were 6 persons who did not respond to this question. About 59 percent of the respondents indicated that they had held an office in a formal organization within the last year, and 38.31 percent were not office holders. This question was not answered by 7 persons.

While 218 (84.52 percent) of the respondents said that they had one or two children in the junior academy, only 43 (13.03 percent) indicated that three or more of their children were attending the junior academy. The 9 persons who did not respond to this question represented 3.45 percent of the total number of respondents.

#### Rank Order of Items

Table 4 lists the items and the rank assigned. In order to determine the importance of the items for the

TABLE 4  
RANK OF ITEMS BY WEIGHTED SCORES

Item No.	Description of Item	Rank	Weighted Score	Mean
42	Promote unity among the teachers.	1	1255	4.81
35	Gain and maintain the confidence of his/her constituency.	2	1226	4.70
36	Hold personal conferences with the teachers.	3	1217	4.66
30	Submit reports to the school board and the conference office of education.	4	1209	4.63
32	Consult with the school board and the staff in formulating all school regulations.	5	1196	4.58
7	Plan and conduct staff meetings.	6	1194	4.57
44	Develop and maintain an adequate record-keeping system.	7	1191	4.56
23	Articulate the school board and conference regulations to the teachers.	8	1176	4.51
19	Clarify and communicate the plans and the programs of the school to the board and to the constituency.	9	1163	4.46
41	Represent the school on official occasions.	10.5	1143	4.38
18	Ensure that the conference and the school-board policies are followed.	10.5	1142	4.38

TABLE 4--Continued

Item No.	Description of Item	Rank	Weighted Score	Mean
4	Prepare written evaluations of each teacher.	12	1126	4.31
38	Assume responsibility for the care and safety of the school.	13	1109	4.25
45	Be a resource person for the teachers.	14	1103	4.23
29	Accept responsibility for the actions of the teachers on his/her staff.	15	1084	4.15
21	Assume leadership for instruction in the school.	16	1077	4.13
13	Ensure that a good relationship between the board and the staff is maintained.	17	1074	4.11
39	Assist the union conference director of education in the evaluation of the school.	18	1065	4.08
17	Supervise inservice training for teachers.	19.5	1062	4.07
46	Talk with parents of students before administering punishment in a discipline situation.	19.5	1061	4.07
24	Operate the school within the limits of the approved budget.	21	1055	4.04
9	Administer the educational program in the school.	22	1036	3.97
14	Help teachers develop effective methods of instructions and techniques of classroom teaching.	23	1033	3.96

TABLE 4--Continued

Item No.	Description of item	Rank	Weighted Score	Mean
20	Serve as educational leader in the community.	24	999	3.83
47	Represent the school as the official spokesman on all occasions.	25	997	3.82
2	Create an academic atmosphere in the school.	26	991	3.80
11	Coordinate curriculum development in the school.	27	990	3.79
37	Start new programs in the school.	28	985	3.77
43	Consult with members of the board in assigning responsibilities to each member of the staff.	29	982	3.76
25	Maintain communication with parents.	30.5	967	3.70
31	Consult with the conference superintendent before sending student withdrawal reports to the local public school attendance officer.	30.5	967	3.70
16	Lead out in the recruitment of students.	32	958	3.67
1	Assume the spiritual leadership of the school.	33	956	3.66
28	Personally conduct orientation for all new students.	34	949	3.64
15	Maintain a spiritual climate in the school.	35	948	3.63
6	Ensure that needed equipment and classroom supplies are provided.	36	940	3.60

TABLE 4--Continued

Item No.	Description of Item	Rank	Weighted Score	Mean
22	Plan the annual school calendar.	37	931	3.57
10	Develop and maintain positive community relations.	38	924	3.54
40	Personally handle all discipline problems.	39	908	3.48
12	Promote school spirit among the students.	40	905	3.47
49	Plan the daily schedule of classes.	41	878	3.36
5	Lead students to participate in Christian outreach programs.	42	874	3.35
34	Serve as executive secretary of the school board.	43	849	3.25
33	Decide who should chair the various committees in the school.	44	837	3.21
27	Help students develop acceptable social habits.	45	820	3.14
26	Make the decision to hire teachers.	46.5	815	3.12
8	Evaluate the school.	46.5	815	3.12
3	Prepare the school budget.	48	786	3.01
48	Conduct non-scheduled school activities (e.g., field trips, picnics) without seeking the approval of the school board.	49	640	2.45

principal's role, the items were ranked according to weighted scores. The mean was also included to facilitate quick comparisons of the rank of the items. It might be helpful at this juncture to explain how the weighted score and the mean were derived. The Likert-type scale used in this study contained five response alternatives, ranging from 1 to 5. They were weighted as follows: 1=1, 2=2, 3=3, 4=4, 5=5. The weighted score was calculated by multiplying the frequency of response by the weight for the response option and summing the scores for the five response alternatives. The mean was calculated by dividing the weighted score by the total number of respondents (261).

Item 4? was ranked number 1 (weighted score=1255; mean=4.81). This seems to indicate that the majority of the respondents believed that promoting unity among teachers was a high priority item among the role responsibilities of the junior-academy principal. Item 35, relating to gaining the confidence of the constituency, was ranked number 2 (weighted score=1226; mean=4.70); and Item 36, "hold personal conferences with teachers," was ranked number 3 (weighted score=1217; mean=4.66). It was apparent that parents regarded fostering school-community relationship and principal-teacher relations as very important aspects of the junior-academy principal's role.

Evidently parents were opposed to the principal

conducting non-scheduled school activities without consultation with the board (Item 48, weighted score=640; mean=2.45). It was also interesting to note that the area of preparation of the budget (Item 3) got a mean of only 3.01. Items 5, 15, and 1 ("Lead students to participate in Christian outreach programs," "Maintain a spiritual climate. . . .," and "Assume the spiritual leadership of the school") were ranked 42, 35, and 33, respectively. These rankings suggest that the parents did not expect the junior-academy principal to play an outstanding leadership role in the spiritual life of the students.

#### Rank of Areas of Administrative Responsibility

The forty-nine items were divided into groups according to seven areas of administrative responsibility. The mean weighted score was calculated for each group by summing the weighted scores for a group of items and dividing the results by the number of items in the group. The mean weighted scores were used to rank the areas of administrative responsibility as indicated in table 5. The mean was also calculated for each area of responsibility, by dividing the mean weighted score by the total number of respondents (261). This summary table gives the number of items in each group, the rank, mean weighted score, and the mean rating for each area of administrative responsibility.

With a mean weighted score of 1087.89 and a mean

TABLE 5  
RANK OF AREAS OF ADMINISTRATIVE RESPONSIBILITY

Area of Responsibility	Number of Items	Rank Order	Mean Weighted Score	Mean Rating
Staff Personnel	9	1	1087.89	4.17
School-Community Relations	7	2	1059.86	4.06
Instruction and Curriculum Devel.	9	3	1010.56	3.87
Organization and Structure	11	4	1003.09	3.84
Financial and Physical Devel.	4	5	972.50	3.73
Student Personnel	6	6	933.50	3.58
Spiritual Leadership	3	7	926.00	3.55



rating of 4.17, the area of staff personnel was ranked number 1. The school-community relations area was ranked number 2, with a mean weighted score of 1059.86 and a mean rating of 4.06. The instruction and curriculum development area was ranked number 3. This had a mean weighted score of 1010.56 and a mean rating of 3.87.

Having a mean weighted score of 1003.09 and a mean rating of 3.84, the area of organization and structure ranked number 4. The area of financial and physical development was ranked number 5, with a mean weighted score of 972.50 and a mean rating of 3.73. In sixth place was the area of student personnel. It had a mean weighted score of 933.50 and a mean rating of 3.58. Spiritual leadership ranked number 7, with a mean weighted score of 926 and a mean rating of 3.55.

The role expectation items were grouped according to the areas of administrative responsibility (see table 6). Each group was listed according to the rank order indicated in table 5. The mean for each item was also included.

#### Descriptive Analysis

The modal response of 18 percent of the forty-nine items on the questionnaire was 3, whereas 41 percent of the items had a mode of 4, and 41 percent had a mode of 5 (see table 7). This seems to suggest that the majority of parents believed that the junior-academy

TABLE 6  
GROUPING OF ITEMS BY AREA OF  
ADMINISTRATIVE RESPONSIBILITY

Item No.	Area of Responsibility	Mean
I. Staff Personnel		
4	Prepare written evaluation of each teacher.	4.31
13	Ensure that a good relationship between the board and the staff is maintained.	4.11
17	Supervise inservice training for teachers.	4.07
23	Articulate the school board and conference regulations to the teachers.	4.51
26	Make the decision to hire teachers.	3.12
29	Accept responsibility for the actions of teachers on his/her staff.	4.15
36	Hold personal conferences with the teachers.	4.66
42	Promote unity among the teachers.	4.81
43	Consult the members of the board in assigning responsibility to each member of the staff.	3.76
II School-Community Relations		
10	Develop and maintain positive community relations.	3.54
19	Clarify and communicate the plans and programs of the school to the board and to the constituency.	4.46
20	Serve as educational leader in the community.	3.83
25	Maintain communication with parents.	3.70
35	Gain and maintain the confidence of his constituency.	4.70
41	Represent the school on official occasions.	4.38
47	Represent the school as the official spokesman on all occasions.	3.82

TABLE 6--Continued

Item No.	Area of Responsibility	Mean
III Instruction and Curriculum Development		
2	Create an academic atmosphere in the school.	3.28
8	Evaluate the school.	3.12
9	Administer the educational program in the school.	3.97
11	Coordinate curriculum development in the school.	3.70
14	Help teachers to develop effective methods of instruction and techniques of teaching.	3.96
21	Assume leadership for instruction in the school.	4.13
37	Start new programs in the school.	3.77
39	Assist the union conference director of education in the evaluation of the school.	4.08
45	Be a resource person for the teachers.	4.23
IV Organization and Structure		
7	Plan and conduct staff meetings.	4.57
18	Ensure that the conference and the school board policies are followed.	4.38
22	Plan the annual school calendar.	3.57
30	Submit reports to the school board and the conference office of education.	4.63
31	Consult with the conference superintendent before sending student withdrawal report to the local public school attendance officer.	3.70
32	Consult with the school board and the staff in formulating all school regulations.	4.58

TABLE 6--Continued

Item No.	Area of Responsibility	Mean
33	Decide who should chair the various committees in the school.	3.21
34	Serve as executive secretary of the school board.	3.35
44	Develop and maintain an adequate record-keeping system.	4.56
48	Conduct non-scheduled school activities (e.g., field trips, picnics) without seeking the approval of the school board.	2.45
49	Plan the daily schedule of classes.	3.36
V Financial and Physical Development		
3	Prepare the school budget.	3.01
6	Ensure that needed equipment and classroom supplies are provided.	3.60
24	Operate the school within the limits of the approved budget.	4.04
38	Assume responsibility for the care and safety of the school property, equipment, and facilities.	4.25
VI Student Personnel		
12	Promote school spirit among the students.	3.47
16	Lead out in the recruitment of the students.	3.67
27	Help students develop acceptable social habits.	3.14
28	Personally conduct orientation for all students.	3.64

TABLE 6--Continued

Item No.	Area of Responsibility	Mean
40	Personally handle all discipline problems.	3.48
46	Talk with parents of students when administering punishment in a discipline situation.	4.07
VII Spiritual Leadership		
1	Assume the spiritual leadership of the school.	3.66
5	Lead students to participate in Christian outreach programs.	3.35
15	Maintain a spiritual climate in the school.	3.63

TABLE 7  
COMPARISON OF THE MODAL RESPONSES

Mode	Response Alternatives	No. of Items	Percent of Total (49)
3	Equal responsibility of the principal or May or May Not	9	18
4	Major responsibility of the principal or Preferably Should	20	41
5	Sole responsibility of the principal or Absolutely Must	20	41

principal should have some responsibility for the tasks that the items identified.

In the summary table of the frequencies and percentages of responses (see table 8), the highest number of responses for all but one variable was toward the high end of the five-point scale. Thus when the parents' responses to items 1 to 27 (tasks for which the principal should be responsible) were examined, it was observed that the frequency of parents' responses for the response options 3, 4, and 5 (equal responsibility of principal and others, major responsibility of the principal, and sole responsibility of the principal) were much higher than they were for the first two alternatives (sole responsibility of others, major responsibility of others). It was also observed that four of the variables had their highest frequency of response in the "equal responsibility" category, while sixteen variables had their highest frequency of response in the "major responsibility of the principal" option; and the responses for seven variables were highest in the "sole responsibility of the principal" category. These response patterns indicate that the majority of parents accepted the functions stipulated by items 1-27 as responsibilities for the role of the principal.

An examination of the responses to items 28 to 49 (tasks that the principal should or should not do) showed a similar pattern of responses. While five items scored

TABLE 8  
SUMMARY OF FREQUENCIES AND PERCENTAGES OF RESPONSES

Item No.	Total Number of Respondents (N = 261)											
	0		1		2		3		4		5	
	N	%	N	%	N	%	N	%	N	%	N	%
1	2	.77	6	2.30	9	3.45	85	32.57	118	45.21	41	15.71
2	1	.38	1	.38	5	1.92	75	28.74	140	53.64	39	14.94
3	4	1.53	17	6.51	73	27.97	63	24.14	86	32.95	18	6.90
4	2	.77	11	4.21	8	3.07	16	6.13	69	26.44	155	59.39
5	1	.38	4	1.53	31	11.88	108	41.38	101	38.70	16	6.13
6	2	.77	8	3.07	36	13.79	50	19.16	115	44.06	50	19.16
7	1	.38	3	1.15	3	1.15	11	4.21	63	24.14	180	68.97
8	2	.77	37	14.18	36	13.79	70	26.82	84	32.18	32	12.26
9	6	2.30	1	.38	9	3.45	46	17.62	116	44.44	83	31.80
10	3	1.15	4	1.53	9	3.45	104	38.85	115	44.06	26	9.96
11	5	1.92	4	1.53	11	4.21	52	19.92	137	52.49	52	19.92
12	1	.38	1	.38	11	4.21	134	51.34	95	36.40	20	7.66
13	1	.38	6	2.30	2	.77	48	18.39	100	38.31	104	39.85
14	2	.77	9	3.45	8	3.07	46	17.62	110	42.15	86	32.95
15	1	.38	5	1.92	4	1.53	107	41.00	106	40.61	38	14.56
16	1	.38	7	2.68	23	8.81	62	23.75	121	46.36	47	18.01
17	2	.77	10	3.83	14	5.36	32	12.26	87	33.33	116	44.44
18	1	.38	3	1.15	3	1.15	23	8.81	91	34.87	140	53.64
19	2	.77	2	.77	7	2.68	16	6.13	71	27.20	163	62.45
20	10	3.83	5	1.92	16	6.13	46	17.62	96	36.78	88	33.72
21	2	.77	5	1.92	7	2.68	34	13.03	109	41.76	104	39.85
22	3	1.15	9	3.45	12	4.60	68	26.05	151	57.85	18	6.90
23	3	1.15	8	3.07	12	4.60	12	4.60	58	22.22	180	68.97
24	1	.38	4	1.53	7	2.68	52	19.92	104	39.85	93	35.63



TABLE 8--Continued

Item No.	Total Number of Respondents (N = 261)											
	0		1		2		3		4		5	
	N	%	N	%	N	%	N	%	N	%	N	%
25			2	.77	12	4.60	93	35.63	108	41.38	46	17.62
26			34	13.03	37	14.18	78	29.89	87	33.33	25	9.58
27			4	1.53	36	13.79	152	58.24	57	21.84	12	4.60
28	3	1.15	5	1.92	9	3.45	95	36.40	104	39.85	45	17.24
29	2	.77	8	3.07	6	2.30	33	12.64	95	36.40	117	44.83
30	4	1.53	2	.77	1	.38	7	2.68	51	19.54	196	75.10
31	11	4.21	5	1.92	20	7.66	63	24.14	77	29.50	85	32.57
32	4	1.53	1	.38	2	.77	7	2.68	65	24.90	182	69.73
33	2	.77	17	6.51	29	11.11	116	44.44	71	27.20	26	9.96
34	4	1.53	18	6.90	36	13.79	99	37.93	58	22.22	46	17.62
35	3	1.15	1	.38			6	2.30	48	18.39	203	77.78
36	2	.77	1	.38			11	4.21	52	19.92	195	74.71
37	2	.77	3	1.15			88	33.72	122	46.74	46	17.62
38	2	.77	4	1.53	4	1.53	33	12.64	92	35.25	126	48.28
39	3	1.15	11	4.21	8	3.07	34	13.03	89	34.10	116	44.44
40			11	4.21	36	13.79	87	33.33	71	27.20	56	21.46
41			1	.38			23	8.81	112	42.91	125	47.89
42	1	.38	1	.38			2	.77	37	14.18	220	84.29
43	1	.38	6	2.30	15	5.75	76	29.12	97	37.16	66	25.29
44	1	.38	1	.38	9	3.45	17	6.51	44	16.86	189	72.41
45	5	1.92	1	.38	3	1.15	37	14.18	90	34.48	125	47.89
46	1	.38	1	.38	6	2.30	69	26.44	79	30.27	105	40.23
47	1	.38	4	1.53	8	3.07	70	26.82	123	47.13	55	21.07
48	2	.77	65	24.90	68	26.05	83	31.80	25	9.58	18	6.90
49	2	.77	8	3.07	36	13.79	103	39.46	71	27.20	41	15.71

the highest frequency of responses for response category 3, four items received the highest frequency of responses for response category 4, and thirteen items received the highest frequency of responses for response category 5. With one exception, none of the items got their highest response in either category 1 or 2. This pattern of responses indicated that parents felt that the expectations enumerated in items 28 to 49 should be included among the role responsibilities for the junior-academy principal.

The one exception was item 48. The greatest number of responses for this item were on the low side of the scale. The mean response category for this item was 2.45. This indicated that the majority of parents felt that the principal preferably should not "conduct non-scheduled school activities" without getting the school board's approval. The response of the parents to this item was consistent with their perception of the principal's relationship to the board. For example, item 43 suggested that the principal should consult with the board "in assigning responsibilities to each member of the staff." The parents responded that the principal preferably should do this. Also, for item 32, the majority of parents (70.82 percent) felt that the junior-academy principal absolutely must consult the board and the staff concerning the formulation of school regulations.

In response to item 4, parents were in agreement that the junior-academy principal should prepare written evaluations for each teacher. Of all the respondents, 86.49 percent believed this was the principal's responsibility, and 13.51 percent thought that it should be the responsibility of others. For item 13, while 78.46 percent of the respondents agreed that it was the principal's responsibility to ensure that a good relationship between the staff and the board was maintained, only 21.54 percent agreed that others should share responsibility for the task.

#### Analysis by Items

In this section an analysis of each of the forty-nine items is reported. This analysis is based on the total number of parents responding to the item that is being analyzed. The percentage of responses for each category of the response scale (1 through 5) is also given. The extent to which parents perceived an item to be a role responsibility of the junior-academy principal was measured by the percentage of parents' responses to the items. Items 1 through 27 deal with the extent to which the parents believed that the principal should be responsible for the tasks indicated. Items 28 through 49 deal with the extent to which parents thought the principal should or should not do the tasks stipulated.

Although the primary concern here was to to

determine the extent to which the entire group of parents perceived the principal to be responsible for the tasks stated in items 1 to 49, a brief chi-square analysis was carried out to ascertain if parents from the four conferences (Illinois, Indiana, Michigan, and Wisconsin) differed in their perceptions of the junior-academy principal's role. Further analysis by hypothesis and a synthesis of the analysis of the items and hypotheses are included at the end of this section. It should be noted that no attempt was made to comment on significant items during this stage of the analysis. However, appropriate remarks are recorded in the discussion section toward the end of this chapter.

#### Items Related to the Principal's Responsibilities

Item 1. "...assume spiritual leadership of the school." For this item the parents' perceptions were found to be 15.88 percent for "sole responsibility of the principal," 45.56 percent for "major responsibility of the principal," 33.82 percent for "equal responsibility of the principal and others," and 5.79 percent for "major or sole responsibility of others." It appears that parents regarded this item as a major responsibility of the principal. No significant difference was found between parents' perceptions in the four conferences regarding this item for the junior-academy principal's

role. Table 9 indicates a chi-square value of 5.38301 with 6 degrees of freedom and a p of 0.49571.

Item 2. "...create an academic atmosphere in the school." For this item it was found that parents' perceptions were 15.00 percent for "sole responsibility of the principal," 53.85 percent for "major responsibility of the principal," and 31.15 percent for "equal responsibility of the principal and others" and "major or sole responsibility of others." The parents accepted this item as a major responsibility of the junior-academy principal's role. There was a significant difference between parents' perceptions in the four conferences regarding this item for the junior-academy principal's role. Table 10 indicates a chi-square value of 17.42030 with 6 degrees of freedom and a p of 0.00786.

Item 3. "...prepare the school budget." Only 7.00 percent of the respondents regarded this item as the "sole responsibility" of the junior-academy principal, but 33.46 percent perceived it as a "major responsibility of the principal." While 24.51 percent accepted it as "equal responsibility of the principal and others," 28.40 percent of the parents perceived it as a "major responsibility of others," and 6.61 percent agreed that it was the "sole responsibility of others." The parents accepted this item as a shared responsibility of the principal and others. No significant difference was found between parents' perceptions in the four conferences

TABLE 9  
 ITEM 1.-- PARENTS' PERCEPTIONS OF THE JUNIOR-ACADEMY  
 PRINCIPAL'S LEADERSHIP ROLE

N	Response Alternatives					$\chi^2$	p
	1 Sole Responsibility of Others	2 Major Responsibility of Others	3 Equal Responsibility of Principal and Others	4 Major Responsibility of Principal	5 Sole Responsibility of Principal		
TOTAL	259	2.32	3.47	32.82	45.56	15.83	
Illinois	74	2.70	1.35	35.14	44.59	16.22	
Indiana	41	0.00	2.44	26.83	46.34	24.39	
Michigan	103	2.91	4.85	31.07	45.63	15.53	d.f. = 6
Wisconsin	41	2.44	4.88	39.02	46.34	7.32	5.38301 .49571

TABLE 10

Item 2.-- PARENTS' PERCEPTIONS OF THE JUNIOR-ACADEMY  
 PRINCIPAL'S ROLE IN CREATING AN ACADEMIC  
 ATMOSPHERE IN THE SCHOOL

		Response Alternatives					$\chi^2$	p
	N	1 Sole Responsibility of Others	2 Major Responsibility of Others	3 Equal Responsibility of Principal and Others	4 Major Responsibility of Principal	5 Sole Responsibility of Principal		
TOTAL	260	0.38	1.92	28.85	53.85	15.00		
Illinois	75	0.00	1.33	36.00	54.67	8.00		
Indiana	41	0.00	2.44	9.76	56.10	31.71		
Michigan	103	0.00	.94	29.13	53.45	15.53	d.f. = 6	
Wisconsin	41	2.44	2.44	34.15	51.22	9.76	17.42030	.00786

regarding this item for the junior-academy principal's role. Table 11 indicates a chi-square value of 17.62381 with 12 degrees of freedom and a p of 0.12760.

Item 4. "...prepare written evaluations of each teacher." For this item the perceptions of parents were found to be 59.85 percent for "sole responsibility of the principal," 26.64 percent for "major responsibility of the principal," and 13.51 percent for "equal responsibility of the principal and others," and "major or sole responsibility of others." The majority of parents accepted this item as "sole responsibility" of the principal's role. There was a significant difference between parents' perceptions in the four conferences regarding this item for the junior-academy principal's role. Table 12 indicates a chi-square value of 15.00928 with 6 degrees of freedom and a p of 0.02018.

Item 5. "...lead students to participate in Christian outreach programs." For this item the perceptions of parents were found to be 6.15 percent for "sole responsibility of the principal," 38.85 percent for "major responsibility of the principal," 41.54 percent for "equal responsibility of the principal and others," and 13.46 percent for "major or sole responsibility of others." Parents accepted this item as a shared responsibility of the principal and others. No significant difference was found between parents' perceptions regarding this item for the junior-academy



TABLE 11

Item 3. -- PARENTS' PERCEPTIONS OF THE JUNIOR-ACADEMY  
 PRINCIPAL'S ROLE IN THE PREPARATION  
 OF THE BUDGET

Response Alternatives							
		Sole Responsibility Of Others	Major Responsibility Of Others	Equal Responsibility Of Principal and Others	Major Responsibility Of Principal	Sole Responsibility Of Principal	
	N	1	2	3	4	5	$\chi^2$
TOTAL	257	6.61	28.40	24.51	33.46	7.00	
Illinois	74	5.41	16.22	27.03	44.59	6.76	
Indiana	40	5.00	27.50	30.00	27.50	10.00	
Michigan	102	5.88	34.31	20.59	30.39	8.82	d.f. = 12
Wisconsin	41	12.20	36.59	24.39	26.83	0.00	17.62381 .12760

TABLE 12  
 Item 4.-- PARENTS' PERCEPTIONS OF THE JUNIOR-ACADEMY  
 PRINCIPAL'S ROLE IN THE EVALUATION  
 OF TEACHERS

		Response Alternatives					$\chi^2$	p
N	1	2	3	4	5			
	Sole Responsibility of Others	Major Responsibility of Others	Equal Responsibility of Principal and Others	Major Responsibility of Principal	Sole Responsibility of Principal			
TOTAL	259	4.25	3.09	6.18	26.64	59.85		
Illinois	75	1.33	2.67	4.00	33.33	56.67		
Indiana	41	4.88	2.44	4.88	21.95	65.85		
Michigan	102	3.92	1.96	5.88	22.55	65.69		
Wisconsin	41	9.76	7.32	12.20	29.27	41.46	15.00928 .02018	

d.f. = 6

principal's role. Table 13 indicates a chi-square value of 9.95074 with 9 degrees of freedom and a p of 0.35449.

Item 6. "...ensure that needed equipment and classroom supplies are provided." For this item parents' perceptions were found to be 19.31 percent for "sole responsibility of the principal," 44.40 percent for "major responsibility of the principal," 19.31 percent for "equal responsibility of the principal and others," and 16.99 percent for "major or sole responsibility of others." The parents supported this item as a "major responsibility" of the principal's role. No significant difference was found between parents' perceptions in the four conferences regarding this item for the junior-academy principal's role. Table 14 indicates a chi-square value of 8.21674 with 9 degrees of freedom and a p of 0.51246.

Item 7. "...plan and conduct staff meetings." For this item the parents' perceptions were 69.23 percent for "sole responsibility of the principal," 24.23 percent for "major responsibility of the principal," and 6.53 percent for "equal responsibility of the principal and others, and major or sole responsibility of others." The parents regarded this item as the "sole responsibility of the principal." No significant difference was found between parents' perceptions in the four conferences regarding this item for the junior-academy principal's

TABLE 13

Item 5.-- PARENTS' PERCEPTIONS OF THE JUNIOR-ACADEMY  
 PRINCIPAL'S ROLE IN LEADING STUDENTS TO  
 PARTICIPATE IN CHRISTIAN OUTREACH

Response Alternatives							
	N	Sole Responsibility of Others	Major Responsibility of Others	Equal Responsibility of Principal and Others	Major Responsibility of Principal	Sole Responsibility of Principal	
		1	2	3	4	5	$\chi^2$
TOTAL	260	1.54	11.92	41.54	38.85	6.15	
Illinois	75	1.33	12.00	48.00	33.33	5.33	
Indiana	41	0.00	14.63	31.71	41.46	12.20	
Michigan	103	2.91	13.59	36.89	41.75	4.85	d.f. = 9
Wisconsin	41	0.00	4.88	51.22	39.02	4.88	9.95074 .35449

TABLE 14

Item 6.-- PARENTS' PERCEPTIONS OF THE JUNIOR-ACADEMY  
 PRINCIPAL'S ROLE IN PROVIDING EQUIPMENT  
 AND CLASSROOM SUPPLIES

		Response Alternatives						
		Sole Responsibility of Others	Major Responsibility of Others	Equal Responsibility of Principal and Others	Major Responsibility of Principal	Sole Responsibility of Principal		
	N	1	2	3	4	5	$\chi^2$	p
TOTAL	259	3.09	13.90	19.31	44.40	19.31		
Illinois	76	3.95	11.84	25.00	47.37	11.84		
Indiana	41	0.00	12.20	14.63	46.34	26.83		
Michigan	101	2.97	13.86	18.81	42.57	21.78		
Wisconsin	41	4.88	19.51	14.63	41.46	19.51		
							d.f. = 9	
							8.21674	.51246

role. Table 15 indicates a chi-square value of 6.40051 with 6 degrees of freedom and a p of 0.37985.

Item 8. "...evaluate the school." For this item the parents' perceptions were found to be 12.36 percent for "sole responsibility of the principal," 32.43 percent for "major responsibility of the principal," 27.03 percent for "equal responsibility of the principal and others," 13.90 percent for "major responsibility of others," and 14.29 percent for "sole responsibility of others." The parents accepted this item as a shared responsibility of the principal and others. No significant difference was found between parents' perceptions in the four conferences regarding this item for the junior-academy principal's role. Table 16 indicates a chi-square value of 14.56955 with 12 degrees of freedom and a p of 0.26582.

Item 9. "...administer the educational program in the school." For this item parents' perceptions were found to be 32.55 percent for "sole responsibility of the principal," 45.49 percent for "major responsibility of the principal," and 21.96 percent for "equal responsibility of the principal and others," and "major or sole responsibility of others." The parents accepted this item as a major role responsibility of the junior-academy principal. No significant difference was found between the parents' perceptions in the conferences regarding this item for the junior-academy principal's

TABLE 15

Item 7.-- PARENTS' PERCEPTIONS OF THE JUNIOR-ACADEMY  
 PRINCIPAL'S ROLE IN PLANNING AND  
 CONDUCTING STAFF MEETINGS

		Response Alternatives						
	N	Sole Responsibility of Others	Major Responsibility of Others	Equal Responsibility of Principal and Others	Major Responsibility of Principal	Sole Responsibility of Principal	$\chi^2$	p
TOTAL	260	1.15	1.15	4.23	24.23	69.23		
Illinois	75	0.00	1.33	4.00	25.33	69.33		
Indiana	41	0.00	2.44	0.00	36.59	60.98		
Michigan	103	1.94	0.00	5.83	19.42	72.82		
Wisconsin	41	2.44	2.44	4.88	21.95	68.29	6.40051	.37985

d.f. = 6

TABLE 16  
 Item 8.-- PARENTS' PERCEPTIONS OF THE JUNIOR-ACADEMY  
 PRINCIPAL'S ROLE IN EVALUATING  
 THE SCHOOL

		Response Alternatives					$\chi^2$	p
		1	2	3	4	5		
		Sole Responsibility of Others	Major Responsibility of Others	Equal Responsibility of Principal and Others	Major Responsibility of Principal	Sole Responsibility of Principal		
N								
TOTAL	259	14.29	13.90	27.03	32.43	12.36		
Illinois	76	18.42	15.79	18.42	32.89	14.47		
Indiana	39	17.95	12.82	25.64	35.90	7.69		
Michigan	103	7.77	14.56	29.13	33.01	15.53		
Wisconsin	41	19.51	9.76	39.02	26.83	4.88		
								d.f. = 12
								14.56955 .26562



role. Table 17 indicates a chi-square value of 3.10037 with 6 degrees of freedom and a p of 0.79615.

Item 10. "...develop and maintain positive community relations." For this item the perceptions of parents were found to be 10.08 percent for "sole responsibility of the principal," 44.57 percent for "major responsibility of the principal," and 45.35 percent for "equal responsibility of the principal and others," and "major or sole responsibility of others." The parents accepted this item as a major responsibility of the principal. There was a significant difference between parents' perceptions in the four conferences regarding this item for the junior-academy principal's role. Table 18 indicates a chi-square value of 12,58264 with 6 degrees of freedom and a p of 0.05016.

Item 11. "...coordinate curriculum development in the school." For this item the perceptions of the parents were found to be 20.31 percent for "sole responsibility of the principal," 53.52 percent for "major responsibility of the principal," 20.31 percent for "equal responsibility of the principal and others," and 5.86 percent for "major or sole responsibility of others." The parents accepted this item as a major responsibility of the principal. No significant difference was found between parents' perceptions in the four conferences regarding this item for the junior-academy principal's role. Table 19 indicates a chi-square

TABLE 17

Item 9. -- PARENTS' PERCEPTIONS OF THE JUNIOR-ACADEMY  
PRINCIPAL'S ROLE IN ADMINISTERING THE  
EDUCATIONAL PROGRAM IN THE SCHOOL

Response Alternatives						$\chi^2$	p
N	1 Sole Responsibility of Others	2 Major Responsibility of Others	3 Equal Responsibility of Principal and Others	4 Major Responsibility of Principal	5 Sole Responsibility of Principal		
TOTAL	255	0.39	3.53	18.04	45.49	32.55	
Illinois	74	0.00	5.41	17.57	45.95	31.08	
Indiana	39	0.00	5.13	15.38	46.15	33.33	
Michigan	102	0.98	1.96	22.55	42.16	32.35	d.f. = 6
Wisconsin	40	0.00	2.50	10.00	52.52	35.00	3.10037 .79615

TABLE 18  
 Item 10.-- PARENTS' PERCEPTIONS OF THE JUNIOR-ACADEMY  
 PRINCIPAL'S ROLE IN DEVELOPPING AND  
 MAINTAINING POSITIVE COMMUNITY  
 RELATIONS

	N	Response Alternatives					$\chi^2$	p
		1 Sole Responsibility of Others	2 Major Responsibility of Others	3 Equal Responsibility of Principal and Others	4 Major Responsibility of Principal	5 Sole Responsibility of Principal		
TOTAL	258	1.55	3.49	40.31	44.57	10.08		
Illinois	76	0.00	1.32	39.47	40.05	13.16		
Indiana	40	0.00	15.00	50.00	22.50	12.50		
Michigan	102	1.96	0.98	36.27	51.96	8.82		
Wisconsin	40	5.00	2.50	42.50	45.00	5.00	12.58264	.05016

d.f. = 6

TABLE 19

Item 11.-- PARENTS' PERCEPTIONS OF THE JUNIOR-ACADEMY  
 PRINCIPAL'S ROLE IN COORDINATING CURRIC-  
 ULUM DEVELOPMENT IN THE SCHOOL

		Response Alternatives					$\chi^2$	p
	N	Sole Responsibility of Others	Major Responsibility of Others	Equal Responsibility of Principal and Others	Major Responsibility of Principal	Sole Responsibility of Principal		
		1	2	3	4	5		
TOTAL	256	1.56	4.30	20.31	53.52	20.31		
Illinois	78	1.35	5.41	17.57	55.41	20.27		
Indiana	38	5.26	7.89	15.79	55.26	15.79		
Michigan	103	0.97	1.94	21.36	52.43	23.10	d.f. = 9	
Wisconsin	41	0.00	4.88	26.83	51.22	17.07	7.90182 .54407	

value of 7.90182 with 9 degrees of freedom and a p of 0.54407.

Item 12. "...promote school spirit among the students." For this item parents' perceptions were found to be 7.66 percent for "sole responsibility of the principal," 36.40 percent for "major responsibility of the principal," 51.34 percent for "equal responsibility of the principal and others," and 4.59 percent for "major or sole responsibility of others." Parents felt that the principal and others should be equally responsible for this task. No significant difference was found between the parents' perceptions in the four conferences regarding this item for the junior-academy principal's role. Table 20 indicates a chi-square value of 8.90741 with 6 degrees of freedom and a p of 0.17885.

Item 13. "...ensure that a good relationship between the board and the staff is maintained." For this item the parents' perceptions were found to be 40.00 percent for "sole responsibility of the principal," 38.46 percent for "major responsibility of the principal," 21.54 percent for "equal responsibility of the principal and others," and "major or sole responsibility of others." Parents accepted this item as a major responsibility of the principal. There was a significant difference between parents' perceptions in the four conferences regarding this item for the role of the junior-academy principal. Table 21 indicates a chi-square

TABLE 20

Item 12.-- PARENTS' PERCEPTIONS OF THE JUNIOR-ACADEMY  
 PRINCIPAL'S ROLE IN PROMOTING SCHOOL  
 SPIRIT AMONG STUDENTS

		Response Alternatives						
		Sole Responsibility of Others	Major Responsibility of Others	Equal Responsibility of Principal and Others	Major Responsibility of Principal	Sole Responsibility of Principal	$\chi^2$	p
	N	1	2	3	4	5		
TOTAL	261	0.38	4.21	51.34	36.40	7.66		
Illinois	76	0.00	5.26	51.32	31.58	11.84		
Indiana	41	0.00	9.76	39.02	36.59	14.63		
Michigan	103	0.97	2.97	53.40	38.83	3.84	d.f. = 6	
Wisconsin	41	0.00	0.00	58.54	39.02	2.44	8.90741	.17885

TABLE 21  
 Item 13. . . . PARENTS' PERCEPTIONS OF THE JUNIOR-ACADEMY  
 PRINCIPAL'S ROLE IN MAINTAINING GOOD  
 RELATIONS BETWEEN THE BOARD  
 AND THE STAFF

	N	Response Alternatives					$\chi^2$	p
		1 Sole Responsibility of Others	2 Major Responsibility of Others	3 Equal Responsibility of Principal and Others	4 Major Responsibility of Principal	5 Sole Responsibility of Principal		
TOTAL	260	2.31	0.77	18.46	38.46	40.00		
Illinois	76	0.00	0.00	13.16	35.53	51.32		
Indiana	41	4.88	4.88	21.95	34.15	34.15		
Michigan	103	2.91	0.00	23.33	35.92	38.83		
Wisconsin	40	2.50	0.00	15.00	55.00	27.50	13.17330	.04037

d.f. = 6

value of 13.17330 with 6 degrees of freedom and a p of 0.04037.

Item 14. "...help teachers develop effective methods of instruction and techniques of classroom teaching." For this item the perceptions of parents were found to be 33.20 percent for "sole responsibility of the principal," 42.47 percent for "major responsibility of the principal," 17.76 percent for "equal responsibility of the principal and others," and 6.56 percent for "major or sole responsibility of others." Parents agreed that this item should be a major responsibility of the principal. No significant difference was found between parents' perceptions in the four conferences regarding this item for the junior-academy principal's role. Table 22 indicates a chi-square value of 5.42992 with 6 degrees of freedom and a p of 0.48997.

Item 15. "...maintain a spiritual climate in the school." For this item the parents' perceptions were found to be 14.62 percent for "sole responsibility of the principal," 40.77 percent for "major responsibility of the principal," and 44.61 percent for "equal responsibility of the principal and others, and major or sole responsibility of others." The majority of the parents perceived this item to be a "major responsibility of the principal" or the "equal responsibility of the principal and others." No significant difference was found between parents' perceptions in the four



TABLE 22

Item 14. -- PARENTS' PERCEPTIONS OF THE JUNIOR-ACADEMY  
 PRINCIPAL'S ROLE IN HELPING TEACHERS  
 DEVELOP EFFECTIVE METHODS AND  
 TECHNIQUES OF TEACHING

		Response Alternatives					$\chi^2$	p
	N	Sole Responsibility of Others	Major Responsibility of Others	Equal Responsibility Of Principal and Others	Major Responsibility Of Principal	Sole Responsibility Of Principal		
TOTAL	259	3.47	3.09	17.76	42.47	33.20		
Illinois	76	2.63	7.88	11.84	48.68	28.95		
Indiana	40	7.50	2.50	20.00	35.00	35.00		
Michigan	103	2.91	0.00	22.33	36.89	37.86		
Wisconsin	40	2.50	2.50	15.00	52.50	27.50		
							d.f. = 6	
							5.42992	.48997

conferences regarding this item for the junior-academy principal's role. Table 23 indicates a chi-square value of 5.15520 with 6 degrees of freedom and a p of 0.52407.

Item 16."...lead out in the recruitment of students." For this item the parents' perceptions were found to be 18.08 percent for "sole responsibility of the principal," 46.54 percent for "major responsibility of the principal," 23.85 percent for "equal responsibility of the principal and others," and 11.54 percent for "major or sole responsibility of others." Parents regarded this item as a major responsibility of the principal. No significant difference was found between parents' perceptions in the four conferences regarding this item for the junior-academy principal's role. Table 24 indicates a chi-square value of 4.97849 with 6 degrees of freedom and a p of 0.54657.

Item 17. "...supervise in-service training for teachers." For this item the parents' perceptions were found to be 44.79 percent for "sole responsibility of the principal," 33.59 percent for "major responsibility of the principal," 12.36 percent for "equal responsibility of the principal and others," and 9.27 percent for "major or sole responsibility of others." Parents believed this item should be the "sole or major responsibility of the principal." No significant difference was found between parents' perceptions in the four conferences regarding this item for the junior-academy principal's role. Table

TABLE 23  
 ITEM 15. -- PARENTS' PERCEPTIONS OF THE JUNIOR-ACADEMY  
 PRINCIPAL'S ROLE IN MAINTAINING A  
 SPIRITUAL CLIMATE IN SCHOOL

N	Response Alternatives					$\chi^2$	p
	1 Sole Responsibility of Others	2 Major Responsibility of Others	3 Equal Responsibility of Principal and Others	4 Major Responsibility of Principal	5 Sole Responsibility of Principal		
TOTAL 260	1.92	1.54	41.15	40.77	14.62		
Illinois 75	0.00	2.67	45.33	33.33	18.67		
Indiana 41	2.44	2.44	34.15	41.46	19.51		
Michigan 103	1.94	0.00	43.69	42.72	11.65		
Wisconsin 41	4.88	2.44	34.15	48.78	9.76	5.15520	.52407

d.f. = 6

TABLE 24  
 Item 16. -- PARENTS' PERCEPTIONS OF THE JUNIOR-ACADEMY  
 PRINCIPAL'S ROLE IN THE RECRUITMENT  
 OF STUDENTS

		Response Alternatives					$\chi^2$	p
		1	2	3	4	5		
		Sole Responsibility of Others	Major Responsibility of Others	Equal Responsibility of Principal and Others	Major Responsibility of Principal	Sole Responsibility of Principal		
N		1	2	3	4	5		
TOTAL	260	2.69	8.85	23.85	46.54	18.08		
Illinois	76	0.00	11.84	18.42	47.37	22.37		
Indiana	40	2.50	5.00	22.50	47.50	22.50		
Michigan	103	3.88	6.80	26.21	47.57	15.53		
Wisconsin	41	4.88	12.20	29.27	41.46	12.20		
								d.f. = 6
								4.97849 .54657

25 indicates a chi-square value of 8.01208 with 6 degrees of freedom and a p of 0.23722.

Item 18. "...ensure that the conference and school-board policies are followed." For this item the parents' perceptions were found to be 53.85 percent for "sole responsibility of the principal," 35.00 percent for "major responsibility of the principal," and 11.15 percent for "equal responsibility of the principal and others," and "major or sole responsibility of others." A majority of the parents regarded this item as the sole responsibility of the principal. No significant difference was found between parents' perceptions in the four conferences regarding this item for the junior-academy principal's role. Table 26 indicates a chi-square value of 10.36809 with 6 degrees of freedom and a p of 0.10998.

Item 19. "...clarify and communicate the plans and programs of the school to the board and to the constituency." For this item the parents' perceptions were 62.93 percent for "sole responsibility of the principal," 27.41 percent for "major responsibility of the principal," and 9.65 percent for "equal responsibility of the principal and others," and "major or sole responsibility of others." The parents accepted this item as the sole responsibility of the principal. No significant difference was found between parents' perceptions in the four conferences regarding this item

TABLE 25

Item 17.-- PARENTS' PERCEPTIONS OF THE JUNIOR-ACADEMY  
 PRINCIPAL'S ROLE IN SUPERVISING IN-  
 SERVICE TRAINING FOR TEACHERS

Response Alternatives								
	N	Sole Responsibility of Others	Major Responsibility of Others	Equal Responsibility of Principal and Others	Major Responsibility of Principal	Sole Responsibility of Principal	$\chi^2$	p
TOTAL	259	3.86	5.41	12.36	33.59	44.79		
Illinois	76	0.00	3.95	11.84	35.53	48.68		
Indiana	41	7.32	9.76	4.88	31.71	46.34		
Michigan	101	3.96	1.98	15.84	29.70	48.51	d.f. = 6	
Wisconsin	41	7.32	12.20	12.20	41.46	26.83	8.01208	.23722

TABLE 26

Item 18. -- PARENTS' PERCEPTIONS OF THE JUNIOR-ACADEMY  
 PRINCIPAL'S ROLE IN ENSURING THAT BOARD  
 AND CONFERENCE POLICIES ARE FOLLOWED

		Response Alternatives						
	N	Sole Responsibility of Others	Major Responsibility of Others	Equal Responsibility of Principal and Others	Major Responsibility of Principal	Sole Responsibility of Principal	$\chi^2$	p
TOTAL	260	1.15	1.15	8.85	35.00	53.85		
Illinois	76	1.32	0.00	10.53	31.58	56.58		
Indiana	41	0.00	0.00	7.32	19.51	73.17		
Michigan	102	0.98	0.98	8.82	40.20	49.02		
Wisconsin	41	2.44	4.88	7.32	43.90	41.46		
							d.f. = 6	
							10.36809	.10998

for the junior-academy principal's role. Table 27 indicates a chi-square value of 0.45957 with 6 degrees of freedom and a p of 0.99830.

Item 20. "...serve as educational leader in the community." For this item the parents' perceptions were 35.06 percent for "sole responsibility of the principal," 38.25 percent for "major responsibility of the principal," 18.33 percent for "equal responsibility of the principal and others," and 8.56 percent for "major or sole responsibility of others." The parents regarded this item as a major responsibility of the principal. There was a significant difference between parents' perceptions in the four conferences regarding this item for the junior-academy principal's role. Table 28 indicates a chi-square value of 12.59637 with 6 degrees of freedom and a p of 0.04991.

Item 21. "...assume leadership for instruction in the school." For this item the parents' perceptions were 40.15 percent for "sole responsibility of the principal," 42.08 percent for "major responsibility of the principal," 13.13 percent for "equal responsibility of the principal and others," and 4.63 percent for "major or sole responsibility of others." Parents agreed that this should be the sole or a major responsibility of the principal. No significant difference was found between the parents' perceptions in the four conferences regarding this item for the junior-academy principal's



TABLE 27

Item 19. -- PARENTS' PERCEPTIONS OF THE JUNIOR-ACADEMY  
 PRINCIPAL'S ROLE IN CLARIFYING AND  
 COMMUNICATING THE SCHOOL'S PLANS  
 AND PROGRAMS

		Response Alternatives						
	N	Sole Responsibility of Others	Major Responsibility of Others	Equal Responsibility of Principal and Others	Major Responsibility of Principal	Sole Responsibility of Principal	$\chi^2$	p
TOTAL	259	0.77	2.70	6.18	27.41	62.93		
Illinois	75	0.00	2.67	6.67	26.67	64.00		
Indiana	40	0.00	2.50	5.00	30.00	62.50		
Michigan	103	0.97	1.94	7.77	27.18	62.14		
Wisconsin	41	2.44	4.88	2.44	26.83	63.41	0.45957	.99810

d.f. = 6

TABLE 28

Item 20.-- PARENTS' PERCEPTIONS OF THE JUNIOR-ACADEMY  
 PRINCIPAL'S ROLE AS EDUCATIONAL LEADER  
 IN THE COMMUNITY

		Response Alternatives					$\chi^2$	p
	N	Sole Responsibility of Others	Major Responsibility of Others	Equal Responsibility of Principal and Others	Major Responsibility of Principal	Sole Responsibility of Principal		
		1	2	3	4	5		
TOTAL	251	1.99	6.37	18.33	38.25	35.06		
Illinois	70	0.00	4.29	12.86	45.71	37.14		
Indiana	39	5.13	2.56	17.95	38.46	35.90		
Michigan	102	2.94	7.84	14.71	38.24	36.27	d.f. = 6	
Wisconsin	40	0.00	10.00	37.50	25.00	27.50	12.59637 .04991	

role. Table 29 indicates a chi-square value of 7.31635 with 6 degrees of freedom and a p of 0.29258.

Item 22. "...plan the annual school calendar." For this item the perceptions of the parents were 6.98 percent for "sole responsibility of the principal," 58.53 percent for "major responsibility of the principal," 26.36 percent for "equal responsibility of the principal and others," and 8.14 percent for "major or sole responsibility of others." This item was accepted as a major responsibility of the junior-academy principal. No significant difference was found between the parents' perceptions in the four conferences regarding this item for the junior-academy principal's role. Table 30 indicates a chi-square value of 7.55359 with 9 degrees of freedom and a p of 0.57968.

Item 23. "...articulate the school board and conference regulations to the teachers." For this item the parents' perceptions were 69.77 percent for "sole responsibility of the principal," 22.48 percent for "major responsibility of the principal," and 7.75 percent for "equal responsibility of the principal and others," and "major or sole responsibility of others." Parents accepted this item as a sole responsibility of the principal. There was a significant difference between parents' perceptions in the four conferences regarding this item for the junior-academy principal's role. Table

TABLE 29

Item 21.-- PARENTS' PERCEPTIONS OF THE JUNIOR-ACADEMY  
PRINCIPAL'S ROLE AS INSTRUCTIONAL LEADER

		Response Alternatives						
	N	Sole Responsibility of Others	Major Responsibility of Others	Equal Responsibility of Principal and Others	Major Responsibility of Principal	Sole Responsibility of Principal	$\chi^2$	p
TOTAL	259	1.93	2.70	13.13	42.08	40.15		
Illinois	75	0.00	4.00	16.00	49.33	30.67		
Indiana	41	2.44	2.44	14.63	36.59	43.90		
Michigan	102	1.96	0.98	9.80	40.00	47.06	d.f. = 6	
Wisconsin	41	4.88	4.88	14.63	39.02	36.59	7.31635	.29258

TABLE 30

Item 22. - - PARENTS' PERCEPTIONS OF THE JUNIOR-ACADEMY  
 PRINCIPAL'S ROLE IN PLANNING THE  
 SCHOOL CALENDAR

		Response Alternatives						
	N	Sole Responsibility of Others	Major Responsibility of Others	Equal Responsibility of Principal and Others	Major Responsibility of Principal	Sole Responsibility of Principal	$\chi^2$	p
TOTAL	258	3.49	4.65	26.36	58.53	6.98		
Illinois	75	4.00	5.33	30.67	54.67	5.33		
Indiana	41	4.88	7.32	29.27	48.78	9.76		
Michigan	101	3.96	1.98	20.79	64.36	8.91	d.f. = 6	
Wisconsin	41	0.00	7.32	29.27	60.98	2.44	7.55359	.57968

31 indicates a chi-square value of 15.50531 with 6 degrees of freedom and a p of 0.01667.

Item 24. ". . .operate the school within the limits of the approved budget." For this item the parents' perceptions were 35.77 percent for "sole responsibility of the principal," 40.00 percent for "major responsibility of the principal," 20.00 percent for "equal responsibility of the principal and others," and 4.23 percent for "major or sole responsibility of others." The parents accepted this item as a major responsibility of the principal. There was a difference between parents' perceptions in the four conferences regarding this item for the junior-academy principal's role. Table 32 indicates a chi-square value of 16.31744 with 6 degrees of freedom and a p of 0.01215.

Item 25. "...maintain communication with parents." For this item the parents' perceptions were 17.62 percent for "sole responsibility of the principal," 41.38 percent for "major responsibility of the principal," 35.63 percent for "equal responsibility of the principal and others," and 5.37 percent for "major or sole responsibility of others." Parents regarded this item as a major responsibility of the principal. No significant difference was found between the perceptions of parents in the four conferences regarding this item for the junior-academy principal's role. Table 33

TABLE 31

Item 23.-- PARENTS' PERCEPTIONS OF THE JUNIOR-ACADEMY  
 PRINCIPAL'S ROLE IN ARTICULATING THE  
 CONFERENCE AND BOARD REGULATIONS

Response Alternatives								
	N	Sole Responsibility of Others	Major Responsibility of Others	Equal Responsibility of Principal and Others	Major Responsibility of Principal	Sole Responsibility of Principal	X <sup>2</sup>	p
TOTAL	258	3.10	0.00	4.65	22.48	69.77		
Illinois	76	1.32	0.00	1.32	17.11	80.26		
Indiana	40	0.00	0.00	10.00	30.00	60.00		
Michigan	101	2.97	0.00	2.97	22.77	71.29		
Wisconsin	41	9.76	0.00	9.76	24.39	56.10	15.50531	.01667

d.f. = 6

TABLE 32

Item 24. -- PARENTS' PERCEPTIONS OF THE JUNIOR-ACADEMY  
 PRINCIPAL'S ROLE IN OPERATING THE SCHOOL  
 ACCORDING TO THE APPROVED BUDGET

Response Alternatives							
	N	Sole Responsibility of Others	Major Responsibility of Others	Equal Responsibility of Principal and Others	Major Responsibility of Principal	Sole Responsibility of Principal	
		1	2	3	4	5	x <sup>2</sup> p
TOTAL	260	1.54	2.69	20.00	40.00	35.77	
Illinois	76	0.00	0.00	10.53	47.37	42.11	
Indiana	40	0.00	2.44	24.39	31.71	41.46	
Michigan	101	3.92	2.94	20.59	43.14	29.41	d.f. = 6
Wisconsin	41	0.00	7.32	31.71	26.83	34.15	16.31744 .01215



indicates a chi-square value of 9.70436 with 9 degrees of freedom and a p of 0.37495.

Item 26. "...make the decision to hire teachers." For this item the parents' perceptions were 9.58 percent for "sole responsibility of the principal," 33.33 percent for "major responsibility of the principal," 28.89 percent for "equal responsibility of the principal and others," 14.18 percent for "major responsibility of others," 13.03 percent for "sole responsibility of others." Parents accepted this item as a shared responsibility of the principal and others. There was a very significant difference between the perceptions of parents in the four conferences regarding this item for the junior-academy principal's role. Table 34 indicates a chi-square value of 47.10176 with 12 degrees of freedom and a p of 0.00000.

Item 27. "...help students develop acceptable social habits." For this item the parents' perceptions were 26.44 percent for "sole or major responsibility of the principal," 58.24 percent for "equal responsibility of the principal and others," and 15.32 percent for "major or sole responsibility of others." Parents felt that this item was the equal responsibility of the principal and others. No significant difference was found between the perceptions of parents in the four conferences regarding this item for the junior-academy

TABLE 33

Item 25.-- PARENTS' PERCEPTIONS OF THE JUNIOR-ACADEMY  
 PRINCIPAL'S ROLE IN MAINTAINING  
 COMMUNICATION WITH PARENTS

		Response Alternatives						
	N	Sole Responsibility of Others	Major Responsibility of Others	Equal Responsibility of Principal and Others	Major Responsibility of Principal	Sole Responsibility of Principal	$\chi^2$	p
		1	2	3	4	5		
TOTAL	261	0.77	4.60	35.63	41.38	17.62		
Illinois	76	0.00	7.89	39.47	38.16	14.47		
Indiana	41	0.00	4.88	21.95	43.90	29.27		
Michigan	103	1.94	1.94	37.86	44.66	13.59		
Wisconsin	41	0.00	4.88	36.59	36.59	21.95	d.f. = 9	9.70436 .37495

TABLE 34

Item 26.-- PARENTS' PERCEPTIONS OF THE JUNIOR-ACADEMY  
PRINCIPAL'S ROLE IN HIRING TEACHERS

		Response Alternatives						
		Sole Responsibility of Others	Major Responsibility of Others	Equal Responsibility of Principal and Others	Major Responsibility of Principal	Sole Responsibility of Principal		
	N	1	2	3	4	5	$\chi^2$	p
TOTAL	261	13.03	14.18	29.89	33.33	9.58		
Illinois	76	2.63	3.95	30.26	51.32	11.84		
Indiana	41	17.07	14.63	39.02	21.95	7.32		
Michigan	103	10.68	19.42	31.07	27.18	11.65		
Wisconsin	41	34.15	19.51	17.07	26.83	2.44		
							d.f. = 12	
							47.10176	.00000

principal's role. Table 35 indicates a chi-square value of 8.30451 with 6 degrees of freedom and a p of 0.21663

Items Related to Tasks the Principal  
Should or Should Not Do

Item 28. "...personally conduct orientation for all new students." For this item the perceptions of the parents were 17.44 percent for "absolutely must," 40.31 percent for "preferably should," 36.82 percent for "may or may not," and 5.43 percent for "preferably should not or absolutely must not." The parents perceived this task as something the principal preferably should perform. There was a significant difference between the perceptions of the parents in the four conferences regarding this item for the junior-academy principal's role. Table 36 indicates a chi-square value of 18.99881 with 9 degrees of freedom and a p of 0.02521.

Item 29. "...accept responsibility for the actions of the teachers on his/her staff." For this item the parents' perceptions were 45.17 percent for "absolutely must," 36.68 percent for "preferably should," 12.74 percent for "may or may not," and 5.41 percent for "preferably should not" or "must not." Parents agreed that this item absolutely must be a responsibility of the principal. There was a significant difference between parents' perceptions in the four conferences regarding this item for the junior-academy principal's role. Table

TABLE 35

Item 27.--PARENTS' PERCEPTIONS OF THE JUNIOR-ACADEMY  
 PRINCIPAL'S ROLE IN HELPING STUDENTS  
 DEVELOP ACCEPTABLE SOCIAL HABITS

		Response Alternatives						
		Sole Responsibility of Others	Major Responsibility of Others	Equal Responsibility of Principal and Others	Major Responsibility of Principal	Sole Responsibility of Principal	x <sup>2</sup>	p
	N	1	2	3	4	5		
TOTAL	261	1.53	13.79	58.24	21.84	4.60		
Illinois	76	0.00	22.37	51.32	23.68	2.63		
Indiana	41	2.44	14.63	48.78	26.83	7.32		
Michigan	103	1.94	10.68	63.11	19.42	4.85	d.f. = 6	
Wisconsin	41	2.44	4.88	68.29	19.51	4.88	8.30451	.21663

TABLE 36

Item 28.-- PARENTS' PERCEPTIONS OF THE JUNIOR-ACADEMY  
 PRINCIPAL'S ROLE IN THE ORIENTATION  
 OF NEW STUDENTS

		Response Alternatives						
		Absolutely Must Not	Preferably Must Not	May or May not	Preferably Should	Absolutely Must		
	N	1	2	3	4	5	$\chi^2$	p
TOTAL	258	1.94	3.49	35.82	40.31	17.44		
Illinois	75	1.33	4.00	52.00	29.33	13.33		
Indiana	41	4.88	4.49	19.51	43.90	26.83		
Michigan	101	1.98	3.95	34.55	44.55	14.85		
Wisconsin	41	0.00	0.00	31.71	46.34	21.95	13.67673	.03646

d.f. = 6

37 indicates a chi-square value of 19.77843 with 9 degrees of freedom and a p of 0.01933.

Item 30. ". . .submit reports to the school board and conference office of education." For this item the parents' perceptions were 76.26 percent for "absolutely must," 23.73 percent for "preferably should," and "may or may not," "preferably should not," and "absolutely must not." The parents regarded this item to be mandatory for the principal's role. No significant difference was found between parents' perceptions in the four conferences regarding this item for the junior-academy principal's role. Table 38 indicates a chi-square value of 1.88816 with 3 degrees of freedom and a p of 0.59594.

Item 31. "...consult conference superintendent before sending student withdrawal report to ...." For this item the parents' perceptions were 34.00 percent for "absolutely must," 30.80 percent for "preferably should," 25.20 percent for "may or may not," and 10.00 percent for "preferably should not" or "absolutely must not." Parents agreed that the junior-academy principal absolutely must or preferably should perform this task. No significant difference was found between parents' perceptions in the four conferences regarding this item for the junior-academy principal's role. Table 39 indicates a chi-square value 5.46060 with 9 degrees of freedom and a p of 0.79245.

Item 32. "...consult with school board and staff

TABLE 37

Item 29.-- PARENTS' PERCEPTIONS OF THE JUNIOR-ACADEMY  
 PRINCIPAL'S ROLE IN ACCEPTING RESPONSIBILITY FOR TEACHERS' ACTIONS

		Response Alternatives						
		Absolutely Must Not	Preferably Must Not	May or May Not	Preferably Should	Absolutely Must		
	N	1	2	3	4	5	$\chi^2$	p
TOTAL	259	3.09	2.32	12.74	35.68	45.17		
Illinois	75	5.33	2.67	5.33	33.33	53.33		
Indiana	40	7.50	5.00	22.50	22.50	42.50		
Michigan	103	0.97	1.94	13.50	42.72	40.78		
Wisconsin	41	0.00	0.00	14.63	41.46	43.90	12.97576	.04342



TABLE 38

Item 30.-- PARENTS' PERCEPTIONS OF THE JUNIOR-ACADEMY  
 PRINCIPAL'S ROLE IN SENDING REPORTS TO  
 SCHOOL BOARD AND CONFERENCE OFFICE  
 OF EDUCATION

=====

Response Alternatives

		Absolutely Must Not	Preferably Must Not	May or May Not	Preferably Should	Absolutely Must		
	N	1	2	3	4	5	$\chi^2$	p
TOTAL	257	0.78	0.39	2.72	19.84	75.26		
Illinois	75	0.00	1.33	4.00	17.33	77.33		
Indiana	39	2.56	0.00	2.55	25.54	69.23		
Michigan	102	0.98	0.00	1.95	17.65	79.41	d.f. = 3	
Wisconsin	41	0.00	0.00	2.44	24.39	73.17	1.88816	.59594

=====

TABLE 39

Item 31.-- PARENTS' PERCEPTIONS OF THE JUNIOR-ACADEMY  
 PRINCIPAL'S ROLE IN CONSULTING CON-  
 FERENCE SUPERINTENDENT REGARD-  
 ING STUDENT WITHDRAWAL

		Response Alternatives						
		Absolutely Must Not	Preferably Must Not	May or May Not	Preferably Should	Absolutely Must		
	N	1	2	3	4	5	$\chi^2$	p
TOTAL	250	2.00	8.00	25.20	30.80	34.00		
Illinois	71	0.00	7.04	22.54	38.03	32.39		
Indiana	40	2.50	12.50	27.50	22.50	35.00		
Michigan	99	2.02	7.07	28.28	28.28	34.34	d.f. = 9	
Wisconsin	40	5.00	7.50	20.00	32.50	34.34	5.46060	.79245

in formulating...." For this item the parents' perceptions were 70.82 percent for "absolutely must," and 29.18 percent for "preferably should," "may or may not," "preferably should not," and "absolutely must not." Parents regarded this item as mandatory for the role of the junior-academy principal. No significant difference was found between the perceptions of the parents in the four conferences regarding this item for the junior-academy principal's role. Table 40 indicates a chi-square value of 2.92173 with 3 degrees of freedom and a p of 0.40385.

Item 33. "...decide who should chair the various committees in the school." For this item the parents' perceptions were 10.04 percent for "absolutely must," 27.41 percent for "preferably should," 44.79 percent for "may or may not," and 17.76 percent for "preferably should not" or "absolutely must not." This item was accepted as a task that the junior-academy principal may or may not perform. No significant difference was found between parents' perceptions in the four conferences regarding this item for the role of the junior-academy principal. Table 41 indicates a chi-square value of 6.88149 with 9 degrees of freedom and a p of 0.64946.

Item 34. "...serve as executive secretary of the school board." For this item the perceptions of parents were 17.90 percent for "absolutely must," 22.57 percent for "preferably should," 38.52 percent for "may or may

TABLE 40

Item 32.-- PARENTS' PERCEPTIONS OF THE JUNIOR-ACADEMY  
PRINCIPAL'S ROLE IN CONSULTING BOARD  
AND STAFF IN FORMULATING  
SCHOOL REGULATIONS

Response Alternatives							
		Absolutely Must Not	Preferably Must Not	May or May Not	Preferably Should	Must Absolutely	
	N	1	2	3	4	5	$\chi^2$ p
TOTAL	257	0.39	0.78	2.72	25.29	70.82	
Illinois	75	0.00	0.00	4.00	32.00	64.00	
Indiana	39	0.00	0.00	5.13	25.64	69.23	
Michigan	102	0.98	0.00	0.98	22.55	75.49	d.f. = 3
Wisconsin	41	0.00	4.88	2.44	19.51	73.17	2.92173 .40385

TABLE 41

Item 33.-- PARENTS' PERCEPTIONS OF THE JUNIOR-ACADEMY  
 PRINCIPAL'S ROLE IN SELECTING CHAIRMEN  
 FOR THE SCHOOL COMMITTEES

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Response Alternatives

	N	Absolutely Must Not 1	Preferably Must Not 2	May or May Not 3	Preferably Should 4	Absolutely Must 5	$\bar{X}^y$	p
TOTAL	259	6.56	11.20	44.79	27.41	10.04		
Illinois	75	1.33	13.33	38.67	33.33	13.33		
Indiana	40	7.50	7.50	52.50	25.00	7.50		
Michigan	103	8.74	9.71	49.51	23.30	8.74	d.f. = 9	
Wisconsin	41	9.76	14.63	36.59	29.27	9.76	6.88149	.64946

=====

not," and 21.01 percent for "preferably should not, or "absolutely must not." It appears that parents agreed that this item was a task that the principal "may or may not perform." No significant difference was found between the perceptions of parents in the four conferences regarding this item for the role of the junior-academy principal. Table 42 indicates a chi-square value of 13.54130 with 9 degrees of freedom and a p of 0.13961.

Item 35. "...gain and maintain the confidence of his constituency." For this item the perceptions of the parents were 78.68 percent for "absolutely must," and 21.32 percent for "preferably should," "may or may not," or "absolutely must not." Parents viewed this task as mandatory for the role of the junior-academy principal. No significant difference was found between the perceptions of the parents in the four conferences regarding this item for the junior-academy principal's role. Table 43 indicates a chi-square value of 0.11025 with 3 degrees of freedom and a p of 0.99058.

Item 36. "...hold personal conferences with the teachers...." For this item the parents' perceptions were 75.29 percent for "absolutely must," and 24.71 percent for "preferably should," "may or may not," and "absolutely must not." The parents regarded this item as mandatory for the principal's role. No significant difference was found between the perceptions of the parents in the four conferences regarding this item for

TABLE 42

Item 34.-- PARENTS' PERCEPTIONS OF THE JUNIOR-ACADEMY  
 PRINCIPAL'S ROLE AS SECRETARY OF THE  
 SCHOOL BOARD

Response Alternatives							
		Absolutely Must Not	Preferably Must Not	May or May Not	Preferably Should	Absolutely Must	
	N	1	2	3	4	5	$\chi^2$ p
TOTAL	257	7.00	14.01	38.52	22.57	17.90	
Illinois	73	8.22	8.22	39.73	19.18	24.65	
Indiana	40	2.50	32.50	35.00	12.50	17.50	
Michigan	103	5.80	13.59	34.95	28.15	15.15	d.f. = 9
Wisconsin	41	9.75	7.32	48.78	24.39	9.75	13.54130 .13961

TABLE 43

Item 35.-- PARENTS' PERCEPTIONS OF THE JUNIOR-ACADEMY  
 PRINCIPAL'S ROLE IN GAINING AND  
 MAINTAINING THE CONFIDENCE  
 OF HIS CONSTITUENCY

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Response Alternatives

		Absolutely Must Not	Preferably Must Not	May or May Not	Preferably Should	Absolutely Must		
	N	1	2	3	4	5	$\chi^2$	p
TOTAL	258	0.39	0.00	2.33	18.60	78.68		
Illinois	75	0.00	0.00	1.33	18.67	80.00		
Indiana	41	0.00	0.00	4.88	17.07	78.05		
Michigan	101	0.99	0.00	2.97	17.82	78.22	d.f. = 3	
Wisconsin	41	0.00	0.00	0.00	21.95	78.05	0.11025	.99059

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the junior-academy principal's role. Table 44 indicates a chi-square value of 4.35388 with 3 degrees of freedom and a p of 0.22570.

Item 37. "...start new programs in the school." For this item the perceptions of the parents were 17.76 percent for "absolutely must," 47.10 percent for "preferably should," and 35.14 percent for "may or may not," or "absolutely must not." Parents regarded this activity as a task that the principal preferably should perform. No significant difference was found between the perceptions of the parents in the four conferences regarding this item for the junior-academy principal's role. Table 45 indicates a chi-square value of 4.15824 with 6 degrees of freedom and a p of 0.65527.

Item 38. "...assume responsibility for the care and safety of the school property, equipment, and facilities." For this item the perceptions of parents were 48.65 percent for "absolutely must," 35.52 percent for "preferably should," and 15.82 percent for "may or may not," "preferably should not," and "absolutely must not." Parents regarded this item as a task that the principal absolutely must perform. No significant difference was found between the perceptions of the parents in the four conferences regarding this item for the junior-academy principal's role. Table 46 indicates a chi-square value of 6.26613 with 6 degrees of freedom and a p of 0.39405.

TABLE 44  
 Item 36.-- PARENTS' PERCEPTIONS OF THE JUNIOR-ACADEMY  
 PRINCIPAL'S ROLE IN HOLDING PERSONAL  
 CONFERENCES WITH TEACHERS

		Response Alternatives					$\chi^2$	p
		1	2	3	4	5		
		Absolutely Must Not	Preferably Must Not	May or May Not	Preferably Should	Absolutely Must		
N		1	2	3	4	5	$\chi^2$	p
TOTAL	259	0.39	0.00	4.25	20.08	75.29		
Illinois	75	0.00	0.00	2.67	14.67	82.67		
Indiana	41	0.00	0.00	4.88	25.83	68.29		
Michigan	102	0.98	0.00	5.88	17.65	75.49		d.f. = 3
Wisconsin	41	0.00	0.00	2.44	29.27	58.29	4.35388	.22570

TABLE 45

Item 37.-- PARENTS' PERCEPTIONS OF THE JUNIOR-ACADEMY  
 PRINCIPAL'S ROLE IN STARTING NEW  
 PROGRAMS IN THE SCHOOL

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Response Alternatives

		Absolutely Must Not	Preferably Must Not	May or May Not	Preferably Should	Absolutely Must		
	N	1	2	3	4	5	$\chi^2$	p
TOTAL	259	1.16	0.00	33.98	47.10	17.75		
Illinois	75	0.00	0.00	30.67	52.00	17.33		
Indiana	41	2.44	0.00	25.83	46.34	24.39		
Michigan	102	0.98	0.00	37.25	47.06	14.71	d.f. = 6	
Wisconsin	41	2.44	0.00	39.02	39.02	19.51	4.15824	.65527

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TABLE 46

Item 38.-- PARENTS' PERCEPTIONS OF THE JUNIOR-ACADEMY  
 PRINCIPAL'S ROLE IN ASSUMING RESPONSIBILITY FOR SCHOOL PROPERTY

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Response Alternatives

		Absolutely Must Not	Preferably Must Not	May or May Not	Preferably Should	Absolutely Must		
	N	1	2	3	4	5	$\chi^2$	p
TOTAL	259	1.54	1.54	12.74	35.52	48.65		
Illinois	75	0.00	0.00	12.00	30.67	57.33		
Indiana	41	4.88	2.44	12.20	31.71	48.78		
Michigan	102	1.96	1.96	13.73	42.16	40.20		
Wisconsin	41	0.00	2.44	12.20	31.71	53.65		
							d.f. = 5	6.25613 .39405

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Item 39. "...assist the union conference director of education in the evaluation of the school." For this item the perceptions of parents were 44.96 percent for "absolutely must," 34.50 percent for "preferably should," 13.18 percent for "may or may not," 7.36 percent for "preferably should not," or "absolutely must not." The parents believed the principal "absolutely must" perform this task. No significant difference was found between the perceptions of the parents in the four conferences regarding this item for the junior-academy principal's role. Table 47 indicates a chi-square value of 11.97282 with 9 degrees of freedom and a p of 0.21485.

Item 40. "...personally handle all discipline problems." For this item the perceptions of parents were 21.46 percent for "absolutely must," 27.20 percent for "preferably should," 33.33 percent for "may or may not," and 18 percent for "preferably should not," or "absolutely must not." This item was accepted as a task that the principal may or may not perform. No significant difference was found between the perceptions of the parents in the four conferences regarding this item for the role of the junior-academy principal. Table 48 indicates a chi-square value of 14.29762 with 9 degrees of freedom and a p of 0.11213.

Item 41. "...represent the school on official occasions." For this item the parents' perceptions were 47.89 percent for "absolutely must," 42.91 percent for

TABLE 47

Item 39.-- PARENTS' PERCEPTIONS OF THE JUNIOR-ACADEMY  
 PRINCIPAL'S ROLE IN THE EVALUATION  
 OF THE SCHOOL

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Response Alternatives

	N	Absolutely Must Not	Preferably Must Not	May or May Not	Preferably Should	Absolutely Must	$\chi^2$	p
TOTAL	258	4.25	3.10	13.18	34.50	44.95		
Illinois	74	5.41	2.70	12.15	32.43	47.30		
Indiana	41	2.44	9.75	12.20	51.22	24.39		
Michigan	102	2.94	1.96	15.69	29.41	50.00		d.f. = 9
Wisconsin	41	7.32	0.00	9.76	34.15	48.78	11.97282	.21485

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TABLE 48

Item 40.-- PARENTS' PERCEPTIONS OF THE JUNIOR-ACADEMY  
 PRINCIPAL'S ROLE IN HANDLING  
 DISCIPLINE PROBLEMS

		Response Alternatives						
		Absolutely Must Not	Preferably Must Not	May or May Not	Preferably Should	Absolutely Must	$\chi^2$	p
	N	1	2	3	4	5		
TOTAL	261	4.21	13.79	33.33	27.20	21.45		
Illinois	76	10.53	13.15	25.00	34.21	17.11		
Indiana	41	0.00	12.20	35.59	14.53	36.59		
Michigan	103	1.94	14.56	38.83	26.21	18.45	d.f. = 9	
Wisconsin	41	2.44	14.63	31.71	29.27	21.95	14.29762	.11213

"preferably should," and 9.19 percent for "may or may not," or "absolutely must not." Parents were in agreement that the principal "absolutely must" perform this function. No significant difference was found between the perceptions of the parents in the four conferences regarding this item for the junior-academy principal's role. Table 49 indicates a chi-square value of 4.23117 with 6 degrees of freedom and a p of 0.64543.

Item 42. "...promote unity among teachers." For this item the parents' perceptions were 84.62 percent for "absolutely must," and 15.38 percent for "preferably should," "may or may not," and "absolutely must not." Parents agreed that the principal absolutely must perform this task. No significant difference was found between the perceptions of the parents in the four conferences regarding this item for the role of the junior-academy principal. Table 50 indicates a chi-square value of 0.47649 with 3 degrees of freedom and a p of 0.92402.

Item 43. "...consult with members of the board in assigning responsibilities to the staff." For this item the parents' perceptions were 25.38 percent for "absolutely must," 37.31 percent for "preferably should," 29.23 percent for "may or may not," and 8.08 percent for "preferably should not," or "absolutely must not." Parents agreed that the principal preferably should perform this task. No significant difference was found between the perceptions of the parents in the four



TABLE 49  
 Item 41.-- PARENTS' PERCEPTIONS OF THE JUNIOR-ACADEMY  
 PRINCIPAL'S ROLE TO REPRESENT THE  
 SCHOOL ON OFFICIAL OCCASIONS

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Response Alternatives

	N	1 Absolutely Must Not	2 Preferably Must Not	3 May or May Not	4 Preferably Should	5 Absolutely Must	$\chi^2$	p
TOTAL	261	0.38	0.00	8.81	42.91	47.89		
Illinois	75	0.00	0.00	9.21	45.05	44.74		
Indiana	41	0.00	0.00	7.32	41.46	51.22		
Michigan	103	0.97	0.00	9.71	45.53	43.59	d.f. = 6	
Wisconsin	41	0.00	0.00	7.32	31.71	50.98	4.23117	.54543

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TABLE 50

Item 42.-- PARENTS' PERCEPTIONS OF THE JUNIOR-ACADEMY  
 PRINCIPAL'S ROLE TO PROMOTE UNITY  
 AMONG THE TEACHERS

		Response Alternatives						
		Absolutely Must Not	Preferably Must Not	May or May Not	Preferably Should	Absolutely Must	$\chi^2$	p
	N	1	2	3	4	5		
TOTAL	260	0.38	0.00	0.77	14.23	84.62		
Illinois	76	0.00	0.00	1.32	14.47	84.21		
Indiana	41	0.00	0.00	0.00	14.63	85.37		
Michigan	102	0.98	0.00	0.98	14.71	83.33	d.f. = 3	
Wisconsin	41	0.00	0.00	0.00	12.20	87.80	0.47649	.92402

conferences regarding this item for the role of the junior-academy principal. Table 51 indicates a chi-square value of 8.95739 with 9 degrees of freedom and a p of 0.44122.

Item 44. "...develop and maintain an adequate record-keeping system." For this item the perceptions of parents were 72.69 percent for "absolutely must," 16.92 percent for "preferably should," and 10.38 percent for "may or may not," "preferably should not," and "absolutely must not." Parents felt that this task was mandatory for the junior-academy principal's role. There was a significant difference between the perceptions of the parents in the four conferences regarding this item for the role of the junior-academy principal. Table 52 indicates a chi-square value of 12.63519 with 6 degrees of freedom and a p of 0.04921.

Item 45. "...be a resource person for the teachers." For this item the parents' perceptions were 48.83 percent for "absolutely must," 35.16 percent for "preferably should," and 16.01 percent for "may or may not," "preferably should not," or "absolutely must not." Parents felt that this was a task that the junior-academy principal absolutely must perform. No significant difference was found between the perceptions of the parents in the four conferences regarding this item for the role of the junior-academy principal. Table 53

TABLE 51

Item 43.-- PARENTS' PERCEPTIONS OF THE JUNIOR-ACADEMY  
 PRINCIPAL'S ROLE TO CONSULT THE BOARD  
 IN ASSIGNING RESPONSIBILITIES  
 TO THE STAFF

		Response Alternatives						
		Absolutely Must Not	Preferably Must Not	May Or May Not	Preferably Should	Absolutely Must		
		1	2	3	4	5	$\chi^2$	p
TOTAL	260	2.31	5.77	29.23	37.31	25.38		
Illinois	76	0.00	9.21	30.26	28.95	31.58		
Indiana	41	7.32	0.00	41.46	36.59	14.53		
Michigan	102	0.98	5.88	25.47	42.16	24.51	d.f. = 9	
Wisconsin	41	4.88	4.88	21.95	41.46	25.83	8.95739	.44122

TABLE 52  
 Item 44.-- PARENTS' PERCEPTIONS OF THE JUNIOR-ACADEMY  
 PRINCIPAL'S ROLE IN DEVELOPING SND  
 MAINTAINING AN ADEQUATE RECORD-  
 KEEPING SYSTEM

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Response Alternatives

	1	2	3	4	5	$\chi^2$	p
	Absolutely Must Not	Preferably Must Not	May or May Not	Preferably Should	Absolutely Must		
N	250	75	41	102	41		
TOTAL	0.38	3.46	5.54	15.92	72.69		
Illinois	0.00	5.26	9.21	13.15	72.37		
Indiana	0.00	7.32	4.88	25.83	60.98		
Michigan	0.98	1.95	7.84	18.53	70.59		
Wisconsin	0.00	0.00	0.00	9.75	90.24	12.63	.04921

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d.f. = 5

indicates a chi-square value of 2.11440 with 6 degrees of freedom and a p of 0.90888.

Item 46. "...talk with parents before administering punishment in a discipline situation." For this item the parents' perceptions were 40.38 percent for "absolutely must," 30.38 percent for "preferably should," and 29.23 percent for "may or may not," "preferably should not," or "absolutely must not." The parents regarded this task as mandatory for the junior-academy principal's role. No significant difference was found between the perceptions of the parents in the four conferences regarding this item for the junior-academy principal's role. Table 54 indicates a chi-square value of 6.51947 with 6 degrees of freedom and a p of 0.36758.

Item 47. "...represent the school as the official spokesman on all occasions." For this item the parents' perceptions were 21.15 percent for "absolutely must," 47.31 percent for "preferably should," and 31.54 percent for "may or may not," "preferably should not," or "absolutely must not." Parents felt the junior-academy principal preferably should perform this task. No significant difference was found between the perceptions of the parents in the four conferences regarding this item for the junior-academy principal's role. Table 55 indicates a chi-square value of 12.05067 with 9 degrees of freedom and a p of 0.21047.

Item 48. "...conduct non-scheduled school

TABLE 53  
 Item 45.-- PARENTS' PERCEPTIONS OF THE JUNIOR-ACADEMY  
 PRINCIPAL'S ROLE IN BEING A RESOURCE  
 PERSON FOR THE TEACHERS

	Response Alternatives					$\chi^2$	p
	1 Absolutely Must Not	2 Preferably Must Not	3 May or May Not	4 Preferably Should	5 Absolutely Must		
TOTAL	256	0.39	1.17	14.45	35.16	48.83	
Illinois	75	0.00	0.00	14.67	33.33	52.00	
Indiana	40	0.00	0.00	12.50	42.50	45.00	
Michigan	100	1.00	1.00	15.00	33.00	50.00	d.f. = 5
Wisconsin	41	0.00	4.88	14.63	36.59	43.90	2.11440 .90889

TABLE 54  
 Item 46.-- PARENTS' PERCEPTIONS OF THE JUNIOR-ACADEMY  
 PRINCIPAL'S ROLE IN TALKING WITH PARENTS  
 BEFORE PUNISHING STUDENTS

	Response Alternatives					$\chi^2$	p
	1 Absolutely Must Not	2 Preferably Must Not	3 May or May Not	4 Preferably Should	5 Absolutely Must		
TOTAL	260	2.31	25.54	30.38	40.38		
Illinois	75	0.00	23.68	32.89	43.42		
Indiana	41	0.00	36.59	17.07	43.90		
Michigan	102	0.98	25.49	35.29	36.27	d.f. = 6	
Wisconsin	41	0.00	24.39	26.83	41.46	6.51947	.36758



TABLE 55

Item 47.-- PARENTS' PERCEPTIONS OF THE JUNIOR-ACADEMY  
 PRINCIPAL'S ROLE AS REPRESENTATIVE OF  
 THE SCHOOL ON ALL OCCASIONS

Response Alternatives							
		Absolutely Must Not	Preferably Must Not	May or May Not	Preferably Should	Absolutely Must	
	N	1	2	3	4	5	$\bar{X}$ p
TOTAL	260	1.54	3.08	26.92	47.31	21.15	
Illinois	76	0.00	2.63	28.95	52.03	15.79	
Indiana	41	2.44	0.00	39.02	31.71	26.83	
Michigan	102	2.94	3.92	25.49	16.08	21.57	d.f. = 9
Wisconsin	41	0.00	4.88	14.63	56.10	24.39	12.05067 .21047

activities without...." For this item the parents' perceptions were 6.95 percent for "absolutely must," 9.65 percent for "preferably should," 32.05 percent for "may or may not," 26.25 percent for "preferably should not," and 25.10 percent for "absolutely must not." The parents regarded this item as a task that the principal "preferably should not" perform. There was a significant difference between the perceptions of the parents in the four conferences regarding this item for the junior-academy principal's role. Table 56 indicates a chi-square value of 26.41229 with 12 degrees of freedom and a p of 0.00938.

Item 49. "...plan the daily schedule of classes." For this item parents' perceptions were 15.83 percent for "absolutely must," 27.41 percent for "preferably should," 39.77 percent for "may or may not," and 16.99 percent for "preferably should not," or "absolutely must not." The parents recognized this item as a task that the principal may or may not do. No significant difference was found between the perceptions of the parents in the four conferences regarding this item for the junior-academy principal's role. Table 57 indicates a chi-square value of 14.04146 with 9 degrees of freedom and a p of 0.12086.

#### Analysis by Hypotheses

Null hypotheses were stated and tested for ten questions presented in chapter 1 concerning factors that

TABLE 56

Item 48.-- PARENTS' PERCEPTIONS OF THE JUNIOR-ACADEMY  
 PRINCIPAL'S ROLE IN CONDUCTING NON-  
 SCHEDULED SCHOOL ACTIVITIES  
 WITHOUT CONSULTING BOARD

		Response Alternatives						
		Absolutely Must Not	Preferably Must Not	May or May Not	Preferably Should	Absolutely Must		
		1	2	3	4	5	$\chi^2$	p
TOTAL	259	25.10	26.25	32.05	9.65	6.95		
Illinois	75	8.00	30.67	41.33	13.33	5.67		
Indiana	41	26.83	17.07	31.71	14.63	9.76		
Michigan	102	34.31	27.45	29.41	4.90	3.92		
Wisconsin	41	31.71	24.39	21.95	9.76	12.20		
							d.f. = 12	
							26.41229	.00938

TABLE 57

Item 49.-- PARENTS' PERCEPTIONS OF THE JUNIOR-ACADEMY  
 PRINCIPAL'S ROLE IN PLANNING THE DAILY  
 SCHEDULE OF CLASSES

		Response Alternatives						
		Absolutely Must Not	Preferably Must Not	May or May Not	Preferably Should	Absolutely Must	$\chi^2$	p
	N	1	2	3	4	5		
TOTAL	259	3.09	13.90	39.77	27.41	15.83		
Illinois	75	0.00	20.00	41.33	26.67	12.00		
Indiana	40	2.50	5.00	30.00	47.50	15.00		
Michigan	103	5.83	14.56	41.75	21.36	15.50	d.f. = 9	
Wisconsin	41	2.44	9.76	41.46	24.39	21.95	14.04	.12086

might have an effect on parents' perceptions of the junior-academy principal's role. Contingency tables of chi-square were used to test the ten hypotheses. Because the frequencies of respondents in some cells were less than 5, certain cells were combined to ensure that at least 80 percent of the cells had expected frequencies equal to or larger than 5. This guide for combining cells in a contingency table was suggested by Roscoe (1969, p. 194).

The following are research questions and the null hypotheses with the results of the tests of significance for the hypotheses. An alpha of .05 was used to test the level of significance.

Hypothesis 1. Is there a relationship between parents' perceptions of the junior-academy principal's role and the type of occupation they pursue?

Null hypothesis for hypothesis 1. There is no significant difference in parents' perceptions of the junior-academy principal's role between parents whose occupations were classified as either (1) professional or (2) other.

As a result of the statistical test applied to this hypothesis, the null hypothesis was retained for forty items. However, as indicated in table 58, the chi-square test identified nine items that were significantly different at the .05 probability level. Therefore, the

TABLE 58

SIGNIFICANT RELATIONSHIPS BETWEEN PARENTS' PERCEPTIONS  
 OF THE JUNIOR-ACADEMY PRINCIPAL'S ROLE AND  
 THE OCCUPATION OF PARENTS

Item No.	Chi-square	df	Level of Significance
3	20.18141	4	.00967
5	15.00630	3	.02021
7	11.75756	3	.01925
11	15.81603	3	.01478
13	11.28194	3	.02357
16	21.48499	4	.00150
24	9.71891	3	.04544
28	19.09154	3	.00075
34	13.52356	4	.03544

null hypothesis of no difference for each of the nine items (3, 5, 7, 11, 13, 16, 24, 28, 34) was rejected. Consequently, it was concluded that for each of these items there was a difference in parents' perceptions of the junior-academy principal's role between parents whose occupations were classified as "professional" and parents whose occupations were classified as "others."

Hypothesis 2. Is there a relationship between parents' perceptions of the junior-academy principal's role and the level of formal education completed by parents?

Null hypothesis for hypothesis 3. There is no significant difference in parents' perceptions of the junior-academy principal's role between parents who completed (1) high school or less than high school and parents who completed (2) college or graduate school.

The statistical test applied to this hypothesis resulted in the retention of the null hypothesis for forty-three items. Nevertheless, as indicated in table 59, the chi-square test revealed that six items were significantly different at the .05 probability level. Therefore the null hypothesis for each of the six items (3, 10, 21, 24, 28, 40) was rejected. Consequently, it was concluded that for each of these items there was a difference in perceptions of the junior-academy principal's role between parents whose educational level

TABLE 59

SIGNIFICANT RELATIONSHIPS BETWEEN PARENTS' PERCEPTIONS  
OF THE JUNIOR-ACADEMY PRINCIPAL'S ROLE AND THE  
EDUCATION OF PARENTS

Item No.	Chi-square	df	Level of Significance
3	19.74361	4	.01135
10	14.80195	3	.02185
21	9.53687	3	.04900
24	12.76855	3	.01246
28	23.20869	3	.00073
40	14.98589	4	.02037



completed was high school or less than high school and parents who had completed college or graduate school.

Hypothesis 3. Is there a relationship between parents' perceptions of the junior-academy principal's role and the church with which parents are affiliated?

Null hypothesis for hypothesis 3. There is no significant difference in parents' perceptions of the junior-academy principal's role between parents who are Seventh-day Adventists and parents who are not Seventh-day Adventists.

The testing of this hypothesis resulted in the retention of the null hypothesis for forty-eight items. However, as indicated in table 60, the chi-square test showed that one item was significantly different at the .05 probability level. Therefore the null hypothesis for this item (#26) was rejected. Consequently, it was concluded that for this item there was a difference in perceptions of the junior-academy principal's role between parents who were Seventh-day Adventists and parents who were not Seventh-day Adventists.

Hypothesis 4. Is there a relationship between parents' perceptions of the junior-academy principal's role and their sex?

Null hypothesis for hypothesis 4. There is no significant difference in parents' perceptions of the

TABLE 60

SIGNIFICANT RELATIONSHIPS BETWEEN PARENTS' PERCEPTIONS  
 OF THE JUNIOR-ACADEMY PRINCIPAL'S ROLE AND THE  
 CHURCH THAT PARENTS ATTEND

Item No.	Chi-square	df	Level of Significance
26	11.57135	4	.02084

junior-academy principal's role between male and female parents.

After the chi-square test of significance was conducted, the null hypothesis was retained for forty-five items. However, as indicated in table 61, the chi-square test showed four items significantly different at the .05 probability level. Therefore the null hypothesis for each of these items (24, 34, 38, 43) was rejected. Consequently, it was concluded that there was a difference in parents' perceptions of the junior-academy principal's role between male and female parents.

Hypothesis 5. Is there a relationship in parents' perceptions of the junior-academy principal's role and the age of the respondent?

Null hypothesis for hypothesis 5. There is no significant difference in parents' perceptions of the junior-academy principal's role between parents who were under 35 years of age and parents who were 35 years or older.

After the chi-square test of significance was conducted, the null hypothesis was retained for forty-four items. Nevertheless, as indicated in table 62, the chi-square test showed that 5 items were significantly different at .05 probability level. Therefore, the null hypothesis for each of these items (7, 12, 21, 35, 43) was rejected. Consequently, it was concluded that there

TABLE 61

SIGNIFICANT RELATIONSHIPS BETWEEN PARENTS' PERCEPTIONS  
OF THE JUNIOR-ACADEMY PRINCIPAL'S ROLE AND THE  
SEX OF PARENTS

Item No.	Chi-square	df	Level of Significance
24	9.90755	3	.01937
34	16.12202	3	.00107
38	9.69845	2	.00783
43	12.99311	3	.00465

TABLE 62

SIGNIFICANT RELATIONSHIPS BETWEEN PARENTS' PERCEPTIONS  
OF THE JUNIOR-ACADEMY PRINCIPAL'S ROLE AND THE  
AGE OF PARENTS

Item No.	Chi-square	df	Level of Significance
7	15.85999	2	.00321
21	14.31943	3	.02626
35	6.67850	1	.03546
43	17.35547	3	.00806

was a difference in perceptions of the junior-academy principal's role between parents who were under 35 years of age and parents who were 35 years or older.

Hypothesis 6. Is there a relationship between parents' perceptions of the junior-academy principal's role and the distance of the parents' residence from the junior academy?

Null hypothesis for hypothesis 6. There is no significant difference in parents' perceptions of the junior-academy principal's role between parents whose residence is three or fewer than three miles from the school and parents who live more than three miles from the junior academy.

As a result of the test of significance, the null hypothesis was retained for forty-six items. However, the chi-square test showed that four items (4, 18, 39, 43) were significantly different at the .05 probability level (see table 63). Therefore the null hypothesis for each of these items was rejected. Consequently, it was concluded that there was a difference in parents' perceptions of the junior-academy principal's role between parents whose residence were three or fewer miles from the junior academy and parents whose residence were more than three miles from the junior academy.

TABLE 63

SIGNIFICANT RELATIONSHIPS BETWEEN PARENTS' PERCEPTIONS  
 OF THE JUNIOR-ACADEMY PRINCIPAL'S ROLE AND THE  
 DISTANCE OF PARENTS' RESIDENCE FROM SCHOOL

Item No.	Chi-square	df	Level of Significance
4	13.64710	3	.00343
18	7.21642	2	.02710
39	10.81988	3	.01274
43	9.43877	3	.02399

Hypothesis 7. Is there a relationship between parents' perceptions of the junior-academy principal's role and the frequency of their contact with the school?

Null hypothesis for hypothesis 7. There is no significant difference in parents' perceptions of the junior-academy principal's role between parents who visited the junior academy one or two times during the past school year and those parents who visited the school three or more times. Although the null hypothesis was retained for forty-eight items, the chi-square test showed that one item (#7) was significantly different at the .05 probability level (see table 64). Therefore, the null hypothesis for this item was rejected. Consequently, it was concluded that there was a difference in parents' perceptions of the junior-academy principal's role between parents who visited the junior academy two times or fewer and parents who visited three or more times during the past school year.

Hypothesis 8. Is there a relationship between parents' perceptions of the junior-academy principal's role and their participation in the Home and School Association?

Null hypothesis for hypothesis 8. There is no significant difference in parents' perceptions of the junior-academy principal's role between parents who are

TABLE 64

SIGNIFICANT RELATIONSHIPS BETWEEN PARENTS' PERCEPTIONS  
OF THE JUNIOR-ACADEMY PRINCIPAL'S ROLE AND THE  
PARENTS' CONTACT WITH THE SCHOOL

Item No.	Chi-square	df	Level of Significance
7	14.04363	2	.00089



active members of the Home and School Association and parents who are not active members of the association.

The test of this hypothesis resulted in the retention of the null hypothesis for forty-five items. Nevertheless, as shown in table 65, the chi-square analysis indicated that four items (2, 26, 44, 45) were significantly different at the .05 probability level. Therefore the null hypothesis for these items was rejected. Consequently, it was concluded that there was a difference in parents' perceptions of the junior-academy principal's role between parents who were active members of the Home and School Association and parents who were not active members of this organization.

Hypothesis 9. Is there a relationship between parents' perceptions of the junior-academy principal's role and the leadership positions they hold or have held in formal organizations?

Null hypothesis for hypothesis 9. There is no significant difference in parents' perceptions of the junior-academy principal's role between parents who hold or have held leadership positions in formal organizations and parents who have not held such positions.

As a result of the test of significance the null hypothesis for forty-three items was retained. However, as indicated in table 66, six items were significantly different at the .05 probability level. Therefore the

TABLE 65

SIGNIFICANT RELATIONSHIPS BETWEEN PARENTS' PERCEPTIONS  
OF THE JUNIOR-ACADEMY PRINCIPAL'S ROLE AND THE  
PARENTS' PARTICIPATION IN THE HSA

Item No.	Chi-square	df	Level of Significance
2	8.56400	2	.01382
26	11.90053	4	.01811
44	7.24288	2	.03674
45	6.11742	2	.04695

TABLE 66

SIGNIFICANT RELATIONSHIPS BETWEEN PARENTS' PERCEPTIONS  
OF THE JUNIOR-ACADEMY PRINCIPAL'S ROLE AND THE  
LEADERSHIP POSITIONS PARENTS HELD

Item No.	Chi-square	df	Level of Significance
7	6.99077	2	.03034
16	7.87864	3	.04859
30	8.09031	1	.00445
40	12.06369	3	.00717
43	9.70193	3	.02128
44	8.12093	2	.01724

null hypothesis was rejected for these items (7, 16, 30, 40, 43, 44). It was concluded that there was a difference in parents' perceptions of the junior-academy principal's role between parents who hold or have held leadership positions in formal organizations and parents who did not hold such positions.

Hypothesis 10. Is there a relationship between parents' perceptions of the junior-academy principal's role and the number of children they have in the junior academy?

Null hypothesis for hypothesis 10. There is no significant difference in parents' perceptions regarding the junior-academy principal's role between parents who had one or two children in the junior academy and parents who had three or more children in this school.

The test of this hypothesis resulted in the retention of the null hypothesis for forty-eight items, but one item (#23) was significant (table 67). Consequently, the null hypothesis was rejected for this item, and it was concluded that there was a difference in parents' perceptions of the junior-academy principal's role between parents who had one or two children in the junior academy and parents who had three or more children in the junior academy.

TABLE 67

SIGNIFICANT RELATIONSHIPS BETWEEN PARENTS' PERCEPTIONS  
 OF THE JUNIOR-ACADEMY PRINCIPAL'S ROLE AND THE  
 NUMBER OF CHILDREN PARENTS HAVE IN SCHOOL

Item No.	Chi-square	df	Level of Significance
23	6.03080	2	.04903

Discussion of Significant  
Items and Hypotheses

In the preceding section of this chapter, the analysis by items and by hypotheses revealed significant differences between the perceptions of parents in respect to certain variables. This section includes comments on the significant items identified in the first section of this chapter and a discussion of the hypotheses. A discussion of each of the ten hypotheses in relation to the items for which the null hypothesis was rejected should help to clarify parents' perceptions regarding the junior-academy principal's role.

The comments that follow are based upon tables 68 through 117. Table 68 shows a Significant Chi-square Matrix of the forty-nine items and hypotheses. Appendix K contains detailed tables (69 through 117) for all the items.

Significant Items  
By Conference

The chi-square analysis revealed a significant difference between parents' perceptions in the four conferences regarding items 2, 4, 13, 20, 23, 24, 26, 28, 29, 44, and 48 for the junior-academy principal's role. For item 2 (Table 70), while a majority of parents from all the conferences indicated that the principal should be responsible for creating an academic atmosphere in the school, Indiana parents supported this idea to a greater

TABLE 68  
SIGNIFICANT CHI-SQUARE MATRIX

No.	CONF	OCCU	EDUC	CHUR	SEX	AGE	DIST	CONT	HSA	OFFI	CHILD
1.											
2.	*								*		
3.		*	*								
4.	*						*				
5.		*									
6.											
7.		*				*		*		*	
8.											
9.											
10.			*								
11.		*									
12.											
13.	*	*									
14.											
15.											
16.		*								*	
17.											
18.							*				
19.											
20.	*										
21.			*			*					
22.											
23.	*										*
24.	*	*	*		*						
25.											
26.	*			*					*		
27.											
28.	*	*	*								
29.	*										
30.										*	
31.											
32.											
33.											
34.		*			*						
35.						*					
36.											
37.											
38.					*						
39.							*				
40.			*							*	
41.											
42.											
43.					*	*	*			*	
44.	*								*	*	
45.									*		
46.											
47.											
48.	*										
49.											

extent than the other parents. The parents from Wisconsin showed a greater interest in having others accept responsibility for this task.

The respondents from Indiana and Michigan were more willing to accept item 4 (Table 72), regarding the evaluation of teachers, as sole responsibility of the principal than were the other parents. However, more of the Wisconsin parents than parents from the other three states believed others should be responsible for this function. A greater percentage of the parents from Illinois and Wisconsin than those from Indiana and Michigan believed the principal and others should share responsibility for the evaluation of teachers.

Item 13 (Table 81), "maintaining a good relationship between the school board and the school staff," was regarded by the majority of parents from Illinois as the principal's responsibility. The percentage of parents selecting this item as "sole responsibility of the principal" was greater for Illinois than for any other conference. Wisconsin had the largest percentage of respondents that designated the item a "major responsibility of the principal." Parents from Indiana were the only ones to record a response for "major responsibility of others."

For item 20 (Table 88), a larger percentage of the Wisconsin parents than the other parents believed that the role of educational leader in the community

should be shared by the principal and others. While the largest percentage of response for "major and sole responsibility of the principal" came from Illinois, Wisconsin parents showed the highest percentage of response for "equal responsibility of the principal and others." While Illinois and Wisconsin parents did not record any response for "sole responsibility of others," the percentage of respondents for Indiana was almost double that for Michigan.

For item 23 (Table 91), the majority of parents from the four conferences seemed to believe that it was the principal's responsibility to articulate the conference and school board policies to the teachers; however, they differed in the level of their responses. Wisconsin parents had the lowest percentage of response for this response option, but they had the highest for "sole responsibility of others." Illinois parents gave the highest response for "sole responsibility of the principal," but they scored the lowest percentage of response for "sole responsibility of others." Parents from Indiana had the highest percentage of response for "equal responsibility of the principal and others."

For item 24 (Table 92), a small percentage of the Michigan respondents were the only ones that regarded operating the school according to the budget as the "sole responsibility of others." However, the majority of the respondents from this conference believed this task to be



a "major or sole responsibility of the principal." Illinois parents believed this item to be a "major or sole responsibility of the principal." While Wisconsin had the highest percentage of response for "equal responsibility of the principal and others," the percentage of response for Indiana was the second highest and that for Illinois the lowest for this option.

For item 26 (Table 94), the majority of Illinois respondents regarded hiring teachers as a "major responsibility of the principal." They scored lowest for "sole responsibility of others" but were highest among the conferences for "sole responsibility of the principal." While Wisconsin parents scored highest for "sole responsibility of others," they were lowest for "sole responsibility for the principal." Indiana and Michigan respondents gravitated toward "equal responsibility of the principal and others" and "major responsibility of the principal."

For item 28 (Table 96), the majority of the respondents from Illinois thought the principal "may or may not" conduct the orientation of new students. However, Indiana parents believed the principal "preferably should" or "absolutely must" perform this function. Michigan and Wisconsin respondents agreed that the principal "preferably should" or "may or may not" do this task. The parents from these two conferences

selected "preferably should" more often than they did "may or may not."

For item 29 (Table 97), Illinois parents thought the principal must accept responsibility for the teachers' actions. While the most frequent response from the Indiana parents was "absolutely must," the percentage of these parents selecting "preferably should" was the same for those responding "may or may not. While Michigan and Wisconsin respondents regarded this task as either "preferably should" or "absolutely must," they had the lowest response on the lower end of the scale.

For item 44 (Table 112), all the respondents agreed that the principal "absolutely must" develop and maintain a proper system for keeping records. However, the Wisconsin parents were more in favor of this option than the other parents. Illinois and Michigan parents were more nearly alike in their responses for this item. The Indiana respondents scored the lowest of the four conferences for "absolutely must," but they had the largest percentage of respondents for "preferably should" and "preferably should not."

For item 48 (Table 116), the respondents from Illinois seemed to believe that the principal "preferably should not" or "may or may not" involve the school in activities that were not scheduled without consulting the board. Indiana parents believed that the principal either "may or may not" or "absolutely must not" engage in such

activities. The respondents from Michigan and Wisconsin believed the principal "may or may not," "preferably should not," or "absolutely must not" conduct non-scheduled school activities without consulting the school board.

#### Significant Items and Hypotheses

Hypothesis 1 dealt with the relationship between parents' perceptions of the role of the junior-academy principal and the occupations of parents. There were nine items for which the null hypothesis was rejected. An examination of the data showed that a greater percentage of respondents whose occupations were classified as "professional" than those whose occupations were described as "others" regarded preparation of the budget (item 3, Table 71) a "major responsibility of the principal" or a "major responsibility of others." However, a greater percentage of "others" believed that the task should be "equal responsibility of the principal and others." The responses of the second group of parents were also higher than the response for the "professional" group on the extreme response alternatives (1,5).

For item 5 (Table 73), a larger percentage of parents classified as "professional" than those described as "others" believed that leading students to participate in Christian outreach programs should be a "major responsibility of others" or "equal responsibility of the

principal and others." However, a larger percentage of "others" agreed that the principal should have "major responsibility" for this task. It was also noted that the percentage of "professionals" selecting "major responsibility of the principal" for item 7 (Table 75), was greater than that of "others"; and the percentage of "others" selecting "sole responsibility of the principal," "major responsibility of others," and "equal responsibility of the principal and others" was greater than that of the "professionals".

For item 11 (Table 79), "coordinate curriculum development in the school," the "professional" group selected "major responsibility of the principal." While the percentage of response by "others" was higher than that of the "professional" respondents for "equal responsibility of the principal and others," the "professionals" scored higher percentages than "others" for "major responsibility of others" and "sole responsibility of the principal."

The response by the two groups of parents to item 13 (Table 81), showed that a larger percentage of "professionals" than "others" believed that it was a "major or sole responsibility of the principal" to ensure that a good relationship between the board and the staff was maintained. However, a larger percentage of "others" than "professionals" believed this task should be the "sole responsibility of others," "major responsibility of

others," or "equal responsibility of the principal and others."

For item 16 (Table 84), "professionals" agreed that the recruitment of students was a "major responsibility of the principal." The responses by "others" indicated that they were divided in their perceptions. A large percentage of this group designated this item as a "major responsibility of the principal," but the percentage was less than that of "professionals." Nevertheless, the percentage of responses for the first three options of the scale was higher for "others" than for "professionals."

For item 24 (Table 92), a greater percentage of "professionals" than "others" believed it was a "major responsibility of others" or "sole responsibility of the principal"; but a greater percentage of "others" than "professionals" believed the task should be "sole responsibility of others," "equal responsibility of the principal and others," and "major responsibility of the principal."

For item 28 (Table 96), a larger percentage of "professionals" than "others" thought that the principal "absolutely must not" or "may or may not" conduct orientation for new students; but a larger percentage of "others" than "professionals" believed that the principal "preferably should" or "absolutely must" perform this task.

The null hypothesis for hypothesis 2 was rejected for items 3, 10, 21, 24, 28, and 40. Parents who had completed high school or less than high school perceived item 3, Table 71, (preparation of the budget) as "equal responsibility of the principal and others," "major responsibility of others," or "major responsibility of the principal." Parents who had completed college or graduate school regarded this task either as "major responsibility of others" or "major responsibility of the principal." Parents who had completed high school or less than high school had a greater percentage of responses, for response options 1, 3, and 5, than parents who had finished college or graduate school. However, the percentage of responses for options 2 and 4 was higher for those who had completed higher education than for parents who finished high school or less than high school.

For item 24 (Table 92), parents who had completed high school or less than high school believed that operating the school according to the budget should be either "sole responsibility of the principal," "major responsibility of the principal," or "equal responsibility of the principal and others." Parents who had completed higher education thought this task should be either "major responsibility of the principal" or "sole responsibility of the principal."

For item 28 (Table 96), parents who had completed

high school or less than high school believed orientation of new students "preferably should" be handled by the principal. Parents who completed college or graduate school believed the principal "preferably should" or "may or may not" perform this function. Parents who finished high school or less than high school had a higher percentage of response for "preferably should" and "absolutely must," but the parents who finished college or graduate school had a higher percentage of response for "absolutely must not" and "may or may not."

For item 40 (Table 108), parents who had completed high school or less than high school believed that the principal "may or may not," "preferably should," or "absolutely must" handle all discipline problems in the school. The other group of respondents believed the principal "may or may not" or "preferably should" perform the task. While for the response options "preferably should" and "absolutely must," parents who had completed high school or less than high school scored a higher percentage of response than the parents who finished college or graduate school, this second group of parents scored a higher percentage of response for "absolutely must not," "preferably should not," and "may or may not."

For hypothesis 3 only one item (#26, Table 94), "make the decision to hire teachers," showed a significant difference between the perceptions of parents who were Seventh-day Adventists and those who were non-

Seventh-day Adventists. While 25 percent of the non-Seventh-day Adventist parents regarded the decision to hire teachers as the "sole responsibility of the principal," only 7.42 percent of the Seventh-day Adventist parents felt it should be the "sole responsibility of the principal." The Adventist parents were more inclined to agree than the non-Adventist parents that the principal and others should be responsible for the task.

The null hypothesis for hypothesis 4 was rejected for items 24, 34, 38, and 43. Male respondents were fairly evenly divided in their responses for item 24 (Table 92). They believed that operating the school according to the budget should be either a major or sole responsibility of the principal. Female parents were also divided in their responses. They, too, seemed to agree that the principal should have major or sole responsibility for the task. However, male parents had a higher percentage of response than females for "sole responsibility of others," "major responsibility of others," and "sole responsibility of the principal." Females had a higher percentage of response for "equal responsibility of the principal and others."

For item 34 (Table 102), male respondents seemed to think that the principal "may or may not" or "absolutely must" serve as secretary of the school board. A third segment of male respondents selected "preferably



should" for this item. Female respondents perceived that the principal "may or may not" perform this task, but to a lesser extent they believed the principal "preferably should " perform this function. While male respondents had a higher percentage of response for "preferably should" and "absolutely must," females scored a higher percentage of response than males for "absolutely must not," "may or may not," and "preferably should not."

For item 38 (Table 106), male respondents believed the principal "absolutely must" assume responsibility for the care of the school property. Female respondents were somewhat divided in their responses. They believed the principal "preferably should" or "absolutely must" perform this task. Although a larger percentage of the males than females responded "absolutely must," females had a higher percentage of response for "may or may not."

For item 43 (111), male respondents believed the principal "may or may not" or "absolutely must" consult the board regarding the assignment of responsibilities to the staff. Females believed the principal "preferably should," "may or may not," or "absolutely must" consult the board regarding the assignment of staff responsibilities. The percentage of response by females to the response option "preferably should" was higher for this alternative than for any other response alternative. Females also had a higher percentage of response than

males for this alternative, but males had a higher percentage of response for "preferably should not," "may or may not," and "absolutely must."

Hypothesis 5 was related to parents' perceptions of the junior-academy principal's role and the age of parents. The null hypothesis was rejected for items 7, 12, 21, 35, and 43. The analysis revealed that parents under 35 years of age agreed that the principal should have sole responsibility for planning and conducting staff meetings (item 7, Table 75). Parents who were 35 years and older, to a greater extent than younger parents, agreed that the principal should be solely responsible for this task. The younger group of parents had a higher percentage of response than the older parents for response options 1 through 4.

For item 21 (Table 89), the respondents under 35 years believed the principal should have major or sole responsibility as instructional leader in the school. They were more inclined to select "major responsibility" than "sole responsibility." Parents who were 35 years and older also believed the principal should have major or sole responsibility for instructional leadership. The older parents were more inclined to select "sole responsibility of the principal" than they did "major responsibility of the principal." While the younger group had a higher percentage of response for options 1, 2, and 4, the older parents percentage of response was higher

than that of the younger parents for alternatives 3 and 5.

For item 35 (Table 103), parents under 35 years of age agreed that the principal "absolutely must" gain and maintain the confidence of the constituency. To a greater extent than the younger parents, parents who were 35 years or older believed the principal "absolutely must" perform this function. The percentage of response was higher for the younger parents for "may or may not" and "preferably should."

For item 43 (Table 111), parents under 35 years of age believed the principal "preferably should" consult the board regarding the assignment of responsibilities to the staff. To a greater extent than the older parents, the under 35 age group believed the principal "preferably should" or "absolutely must" consult the board; however, parents from the 35 years and older group gave a higher percentage of response than the younger parents for "may or may not" and "absolutely must not."

The null hypothesis for hypothesis 6 was rejected for items 4, 18, and 39. The majority of the parents who lived three or fewer miles from the junior academy agreed that the principal should have sole responsibility for the evaluation of teachers. To a greater extent than parents who lived three or fewer miles from the school, parents who lived more than three miles from the junior academy also agreed that the principal should have "sole

responsibility" for the evaluation of teachers. While the response by the parents who lived more than three miles from the school was higher for options 1, 2, and 5, the parents who lived three or fewer miles from the school gave a greater response for options 3 and 4.

For item 18 (Table 86), parents who lived three or fewer miles from the school believed the principal should have "major or sole responsibility" to ensure that the policies of the conference and school board are followed. Parents who lived more than three miles from the school thought the principal should have sole responsibility for this function. Except for the "sole responsibility of the principal" response option, parents who lived three or fewer miles from the school had a higher percentage of response for all the response alternatives than the group that lived farther from the school.

For item 39 (Table 107), parents who lived three or fewer miles from the school thought the principal "absolutely must" assist in the evaluation of the school. A large segment of this group also agreed that the principal "preferably should" perform this function. Parents who lived more than three miles from the school believed the principal "preferably should" or "absolutely must" help in this evaluation. The parents who lived farther from the school seemed to expect more involvement

by others in the performance of this task than did the parents who lived nearer the school.

The null hypothesis for hypothesis 7 was retained for all the items except item 7, Table 75, "plan and conduct staff meetings." A larger percentage of the parents who visited the school only once or twice for the school year than those who visited the school more often perceived this item as a "major responsibility of others" and "equal responsibility of the principal and others." On the other hand, for "major responsibility of the principal" and "sole responsibility of others," the parents who visited the school three or more times during the school year had a higher percentage of response than those who visited fewer times.

The null hypothesis for hypothesis 8 was rejected for items 2, 26, 44, and 45. The analysis of these items with the hypothesis revealed that the majority of the parents who participated in the Home and School Association perceived that the principal should have the major responsibility to "create an academic atmosphere in the school" (item 2, Table 70). Parents who were not active members of the HSA were divided in their response. Some believed the principal should have the major responsibility for this task, while a smaller segment of the group thought the principal and others should share responsibility for the task. The participants in the HSA were also divided in their response for item 26 (Table

94). Some believed the principal should have the major responsibility in hiring teachers, while others thought this should be a shared function of the principal and others. The parents who were not active HSA members were similarly divided in their response; however, the percentage of their response was higher than that of the active HSA members for all the response alternatives, except "major responsibility of others." The response of active HSA members was substantially higher than the response by non-members for this response alternative.

The active Home and School Association members believed the principal "absolutely must" develop and maintain an adequate system of record-keeping (item 44, Table 112). To a lesser degree than the HSA members, the other parents agreed with this. However, the parents who were not HSA members gave a greater response than the HSA members for all the other response options (1 through 4) for this item. For item 45 (Table 113), the HSA members believed the principal "absolutely must" be a resource person for the teachers. The non-members thought the principal "preferably should" or "absolutely must" perform this function.

Items 7, 16, 30, 40, 43, and 44 were the ones for which the null hypothesis for hypothesis 9 was rejected. To a greater extent than parents who did not hold office in formal organizations, parents who held office in a formal organization gave support to items 7, 30, and 44

as "sole responsibility of the principal" or as tasks that the principal "absolutely must" do. Parents who did not hold office in organizations were more willing than parents who held office in organizations for the principal to share his responsibility for the tasks with others.

For item 16 (Table 84), parents who held office in formal organizations perceived recruitment of students as a major responsibility of the principal; but parents who did not hold office in such organizations thought it was either a "major responsibility of the principal" or a shared responsibility of the principal and others. For item 40 (Table 108), parents who were office holders thought the principal "may or may not," "preferably should," or "absolutely must" handle all discipline problems in the school. Again, for item 43 (Table 111), respondents who were office holders believed the principal "may or may not" or "preferably should" consult the board regarding the assignment of staff responsibilities. Non-office holders believed the principal "preferably should" or "absolutely must" consult the board.

Except for item 23 (Table 91), "articulate the school board and conference regulations," the null hypothesis for hypothesis 10 was retained for all the items. For item 23 all the parents agreed that the principal should have sole responsibility for this task,

but the response of the parents who had one or two children at the junior academy was higher than the response of parents who had three or more children at the junior academy. However, a larger percentage of the parents who had three or more children in the school indicated that the principal should have the major responsibility for this task.

#### Response to Optional Question

As a means of getting greater insights into parents' perceptions of the junior-academy principal's role, an optional free-response question was included at the end of the questionnaire. The respondents were asked to write anything else they wanted to say about the junior-academy principal. Nearly 100 parents responded.

The responses to this question reinforced and expanded the responses to the main questions. A brief review of some of the responses should be helpful in understanding these parents' perceptions of the junior-academy principal's role.

Several comments made by parents indicated that they felt it was very important that the junior-academy principal be responsible for creating a climate in the school that would reflect harmony and cooperation among teachers, students, and administrators. The following statements are some examples of how the parents felt:

I believe the main purpose of the principal is to have harmony among teachers, students



and the principal; and to do a good job and run the school smoothly.

The principal strives to improve communication between himself and the staff.

The principal is responsible for the tone in the school. He should promote Christian love and give guidance to students.

Some of the respondents also believed that it was important that the junior-academy principal maintain communication with the parents. They said that he/she should:

spell out to parents of ninth graders the academic requirements for the academy and how the school in grades 8-10 are meeting these requirements.

visit parents in their homes at least once per year

ensure that teachers are communicating with parents.

There were some parents who felt that the junior-academy principal was over-burdened. They suggested that he/she should be a full-time administrator and not a teacher-administrator. The following comments reflect this view:

The principal should be free to coordinate all phases of the school operation.

The Junior-academy principal should be a full-time administrator to meet the needs of the school. His teaching role militates against his effectiveness in other areas.

It is my opinion that the denomination expects too much from the principals that operate the academies.

Although in practice the junior-academy principal carries a heavy teaching load, it is clear that parents

feel that regular teaching should not be a function of the principal's role. However, when the size of most junior academies is considered, it is difficult to see how the junior-academy principal could eliminate teaching as a part of his/her regular routine.

#### Summary

This chapter on the presentation and analysis of the data for the study revealed that the female respondents represented 63 percent and males 37 percent of the 261 parents responding to the questionnaire.

To determine the importance of the 49 items on the questionnaire for the role of the junior-academy principal, the items were ranked by their weighted scores. They were also grouped into seven areas of administrative responsibility and ranked according to the mean weighted score for each group. To some extent, parents perceived all the items, except item 48 ("conduct non-scheduled school activities" without the approval of the school board), to be role responsibilities of the junior-academy principal.

The analysis by items indicated a significant difference between parents' perceptions in the four conferences regarding eleven items. The analysis by hypotheses revealed that there was a significant difference between parents' perceptions of the junior-academy principal's role in relation to occupation, years

of formal education, sex, age, distance of residence from the school, participation in Home and School Association, and leadership positions in formal organizations.

When asked to make any comment about the junior-academy principal, parents suggested that the principal should be mainly concerned with fostering a harmonious relationship among teachers, staff, and students. He/she should also ensure that parents are kept up-to-date regarding what the school requires of the students.

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter consists of a summary of the earlier chapters, conclusions, and recommendations. Included in the summary are the background for the study, theoretical framework, purpose of the study, importance of the study, review of the literature, the methodology, and findings. Based on the findings the conclusions and recommendations are given.

#### Summary

##### Background of the Problem

Professional educators as well as other persons who observe the process of formal education agree that the principal has a pivotal role to play in determining the effectiveness of education in a school. Although all of the groups that relate to the principal believe that he/she is ultimately responsible for whatever happens in the school, each of these groups holds different expectations for the principal's role. In order to meet the expectations of the various groups or to at least harmonize his/her own expectations of the role with those of the different groups

in the school community, the principal must know what each group expects him/her to do.

Since parents are one of the groups that work closely with the principal, they are in a position to observe and make judgments about what they believe his/her role should be. However, if the principal is to meet the expectations of the parents, or is to harmonize their perceptions of the role with his/her own perceptions of the role, he/she must be aware of how parents perceive that role.

Just like any other principal, the junior-academy principal ought to be aware of how parents perceive his/her role; but no studies concerning parents' perceptions of the junior-academy principal's role were found. Therefore it was important that a study be conducted to determine parents' perceptions of the role of the junior-academy principal.

#### Theoretical Framework

The role theory formed the theoretical basis for this study. "Role" as used in this study was defined as the functions or job performed by the principal of a junior academy; or duties for which others expect the principal to be responsible. The term "role" did not refer to what the principal actually did. It referred to what he/she was expected to do as holder of the position.

Since the various groups with which the principal must deal hold varying expectations for the role, the principal trying to satisfy all expectations for the role might experience role conflict. Consequently, the principal must

try to harmonize the varied perceptions of the role with his/her own perceptions of that role. This harmony could be achieved only when an awareness of what the various groups expect of him/her is realized. Therefore, because parents are an important reference group in the school community, their perceptions of the junior-academy principal's role should be investigated.

#### Purpose of the Study

The purpose of this study was to determine parents' perceptions of the role of the principal in Seventh-day Adventist junior academies in the Great Lake States of Michigan, Wisconsin, Indiana, and Illinois. To achieve this purpose this study attempted to:

1. Identify the established role of the junior-academy principal.
2. Determine parents' expectations for the junior-academy principal's role.
3. Discover whether there was a difference between parents' expectations for the principal's role and the expectations for that role as published in the Seventh-day Adventist education literature.

This study also sought answers to ten related research questions regarding certain personal and demographic variables that might affect parents' perceptions of the junior-academy principal's role.

#### Importance of the study

This study is important because:

1. The procedure used can be followed by other researchers to help principals see their role as parents perceive it.

2. The information that the study provides could be utilized to guide in training and recruiting principals.

3. The findings of this study should also stimulate further study of parents' perceptions of the principal's role.

#### Review of Literature

Since the literature contained limited materials on parents' perceptions of the principal, and information on how parents perceive the junior-academy principal's role could not be found, the major part of the literature review covered the development of the principalship and how the role of the principal was perceived by the various groups.

An historical perspective of the principalship, diverse perceptions of the principal, research on perceptions of the principal's role, and review of SDA literature were the main sections into which the literature review was divided.

The principalship developed from the position of the colonial headmaster whose responsibilities were wide and varied (Jacobson, Logsdon, & Wiegman, p. 28). Erickson and Reller state that the size of the school seemed to have dictated the functions of the principal, for the smaller the school the fewer administrative functions the principal had to perform (p. 30). However, Hughes and Ubben argued that

the functions of the principal are the same no matter what was the size of the school (p. 3).

The rapid growth of the schools in the cities during the 1930s resulted in the principal being assigned new supervisory duties. The Cincinnati School Committee distinguished the functions of the principal from the regular teacher by designating ten specific functions that the principal should perform (pp. 29, 30). Hence from a position of principal-teacher with limited administrative assignments, the principalship gradually became an established administrative and supervisory function.

After World War I perceptions of the role of the principal varied with the development of management techniques in business. The scientific management concept introduced by Frederick Taylor presented the principal as one who could plan, organize, command, coordinate, and control the activities in his school. Later, from the 1930s to the early 1950s the human relations emphasis influenced the various groups that interacted with the principal to perceive the principal as a democratic leader who catered to the needs of the school community.

Educational leaders, scholars, and various authors have identified diverse perceptions of the principal's role. Among the multiple functions that the principal was expected to perform were (1) educator, (2) administrator, (3) public relations director, (4) disciplinarian, (5) entertainer, and (6) problem solver. However, in order for the principal to succeed as an administrator, he/she had to find ways of



accommodating the multiple perceptions of his/her role. Conflicts in perceptions could be eliminated or minimized either by domination, compromise, or integration.

Educational leadership was perceived by many as the dominant role of the principal, but Hughes and Ubben identified five basic functions for which the principal was responsible. These included (1) school-community relations, (2) staff personnel development, (3) pupil personnel development, (4) business and building management, and (5) educational program development (pp. 3, 4).

Research findings also indicate that wide differences exist between the various groups that hold perceptions of the principal's role. One study (Awender, 1978) suggested that the principal had a better understanding of his/her role than either the teachers or the superintendent. Another study (Owens, 1963) revealed that there was a significant relationship between parents' perceptions of the elementary principal's role and certain personal variables. The study also showed that parents' perceptions of the elementary principal's role could be predicted if the occupation, education, and religious preference of the parents were known.

Shultz (1964) conducted a study to investigate the expectations of board members, parents, and teachers regarding the duties of the principal in Seventh-day Adventist academies in the North Pacific Union. They all agreed that the principal should be a leader, supervisor, organizer, and skilled administrator.

Because of the unique structure and function of the junior academy in the Seventh-day Adventist school system, the role of the junior-academy principal should be investigated and clarified. A search of the Seventh-day Adventist literature revealed that the junior-academy principal's role as outlined in the Seventh-day Adventist education literature included sixteen major functions (Lake Union School Board Manual for K-12 System). An interview with the union and local conference educational administrators resulted in a list of functions of the junior-academy principal similar to that found in the Seventh-day Adventist literature. A definition of junior academy and a rationale for its existence were given. The purposes of the junior academy were outlined as follows:

1. To nurture and establish the children in the faith of the Seventh-day Adventist church
2. To prepare children to help fulfill the mission of the church
3. To enable children to bring others into a saving relationship with Jesus Christ as Lord
4. To provide education for children who could not afford to go to a boarding academy.

#### Methodology

A descriptive survey questionnaire was the instrument used to collect the data for this study. This closed-type survey design developed by the researcher was utilized because it facilitated the collection of information that

helped the researcher determine the parents' perceptions of the junior academy principal's role. Covering seven areas of administrative responsibility, the forty-nine items of the questionnaire were selected from the Seventh-day Adventist educational literature and from interviews with the Lake Union Conference educational administrators, local conference superintendents, and selected junior-academy principals in the Lake Union.

The original form of the questionnaire was submitted to a panel of eleven judges who evaluated the instrument in relation to its clarity, appropriateness of the questions, format, and general suitability of the instrument for the target population. After the recommended adjustments were made, the questionnaire was pretested among a small sample of parents.

A stratified random sample of parents of junior-academy students was selected from among the population of parents whose children attended Seventh-day Adventist junior academies in the Lake Union Conference. Information from the completed questionnaires was put into the computer and processed by the Andrews University Computing Center.

A chi-square analysis was the statistical technique used to analyze the data. The SPSS computer program "Crosstabs" facilitated the processing of the data.

### Findings

1. An analysis of the data revealed that parents perceived that the role of the junior-academy principal

should include all but one of the forty-nine role-expectation items enumerated on the questionnaire. The one item that the parents rejected as a task for the junior-academy principal to perform was item 48, "conduct non-scheduled school activities without seeking the approval of the school board."

2. Among the top three items that were regarded as responsibilities of the junior-academy principal were item 42 (promoting unity among teachers), item 35 (gaining and maintaining constituency confidence), and item 36 (holding personal conferences with teachers).

3. When the items were grouped into seven areas of administrative responsibility and ranked according to the mean weighted score of each group, the following rank order obtained:

<u>Rank</u>	<u>Area of Administrative Responsibility</u>
1	Staff Personnel
2	School-community Relations
3	Instruction and Curriculum Development
4	Organization and Structure
5	Financial and Physical Development
6	Student Personnel
7	Spiritual Leadership

4. The chi-square test of significance showed that there was a significant difference between parents' perceptions in the four conferences of Illinois, Indiana, Michigan, and Wisconsin regarding eleven items for the junior-academy principal's role. Parents from Illinois were more likely than other parents to expect the principal to have major or sole responsibility for a task. Indiana and Wisconsin parents tended to expect others to share

responsibility with the principal. Michigan parents tended to expect others to be responsible for tasks to a greater extent than did the other parents.

5. Further analysis of the data showed that there was a significant difference between parents' perceptions of the junior-academy principal's role in relation to the occupations parents pursued. A greater percentage of "professionals" than "others" regarded nine items as "major responsibility" of the principal. A greater percentage of "professionals" than "others" also categorized these items as "major responsibility" of others. However, a greater percentage of "others" than "professionals" viewed the items as "equal responsibility" of the principal and others.

6. There was a significant difference between parents' perceptions of the junior-academy principal's role in relation to the years of formal education that the parents completed. For example, parents who had completed high school or less than high school more often than those who had completed college or graduate school perceived the items to be either sole responsibility of the principal or tasks that the principal absolutely must perform. At the same time parents who had completed college or graduate school more often than the high school or less than high school group felt that the principal should have major responsibility for the tasks or that the principal preferably should perform the tasks.

7. There was a significant difference between parents' perceptions of the junior-academy principal's role in

relation to the sex of the parents. For example, the percentage of female parents who felt that the principal and others should be responsible for operating the school according to the budget was 12 points higher than the percentage of males who agreed with them. However, the percentage of males who thought that the principal should be solely responsible for this task was 7 point, higher than the percentage of females who agreed with them. The percentage of male respondents was also greater than that of the females for sole responsibility of others and major responsibility of others.

A larger percentage of females than males believed that the junior-academy principal may or may not be the executive secretary of the school board. The percentage of female respondents was also greater than the males for those who felt that the principal preferably should not or absolutely must not serve as secretary to the board. However, the percentage of male respondents was greater for those who agreed that the principal preferably should or absolutely must be secretary of the board. The percentage of females who felt that the principal preferably should consult the school board when making staff assignments was greater than the percentage of males who agreed with them.

While a larger percentage of males than females felt that the principal should be solely responsible for the care and safety of the school property, a larger percentage of females than males agreed that the principal and others should be responsible for this task.

8. There was a significant difference between parents's perceptions of the junior-academy principal's role in respect of the age of parents. A greater percentage of parents under 35 years of age than parents who were 35 years or older believed that others should have the major responsibility to plan and conduct staff meetings. A larger percentage of the parents who were 35 years or older believed that the principal should be solely responsible for this task. While the majority of parents who were under 35 years believed that the principal should have the major responsibility for planning and conducting staff meetings, the majority of those who were 35 years or older felt that the principal should be solely responsible for this task.

9. There was a significant difference between parents' perceptions of the junior-academy principal's role in respect to the distance of the parents' residence from the school. An analysis of the data revealed that parents who lived fewer than three miles from the school had greater expectations than parents who lived three or more miles from the junior academy for the principal to share his/her responsibilities with others. Parents who lived three or more miles from the school believed that the principal should have the major responsibility for evaluating teachers.

10. There was a significant difference between parents' perceptions of the junior-academy principal's role in respect to their participation in the Home and School Association (HSA). Parents who were active members in the HSA were more inclined than the non-active members to expect the principal

to create an academic climate in the school. Parents who were not active members of the association were more likely to expect others to share this responsibility with the principal.

11. There was a significant difference between parents' perceptions of the junior-academy principal's role in respect to parents' involvement as officers in formal organizations. It was observed the parents who held office in a formal organization were more inclined than other parents to expect the principal to be solely responsible for planning and conducting staff meetings; parents who were not officers in such organizations were more inclined to expect the principal to have the major responsibility for the task. Also, parents who were not officers in such associations were more willing for others to assist the principal in the task.

A larger percentage of parents who held office in formal organizations than those who did not agreed that the principal should have major responsibility for recruiting students. More of the parents who were not officers in organizations than those who were believed that the principal preferably should or absolutely must handle all discipline problems in the school.

12. The chi-square test also showed a significant difference between parents' perceptions of the junior-academy principal's role in relation to church affiliation, frequency of visits to the school, and the number of children parents enrolled in the junior academy. However, since each of these



variables was significant for just one item, they were not important.

#### Response to Optional Question

The parents' response to the optional question helped to clarify their perceptions of the role of the junior-academy principal. The general trend of the responses suggested that the parents felt that the principal should be responsible for creating and maintaining a climate in the school that would be conducive to an effective teaching-learning environment. Some parents believed the principal's teaching role militated against his/her other duties. Several parents believed the junior-academy principal was expected to do too much. They thought that he/she should be allowed to be a full-time administrator.

#### Conclusions

The following conclusions have been drawn from this study:

1. The junior-academy principal's role responsibilities outlined in the Seventh-day Adventist education literature are similar to those stated by the Lake Union and local conference educational administrators.

2. Parents of junior-academy students in the Great Lakes States of Michigan, Wisconsin, Indiana, and Illinois expect the junior-academy principal to be responsible for seven areas of administrative responsibility in the following rank order:

- (1) Staff Personnel
- (2) School-Community Relations
- (3) Instruction and Curriculum Development
- (4) Organization and Structure
- (5) Financial and Physical Development
- (6) Student Personnel
- (7) Spiritual Leadership

3. Parents' expectations for the role of the junior-academy principal are similar to the expectations for that role as published in the Seventh-day Adventist literature.

4. There appears to be a relationship between parents' perceptions of the junior-academy principal's role and the following variables:

- (a) The years of formal education completed by parents
- (b) The distance of their residence from the junior academy
- (c) The occupation they pursue
- (d) Their sex
- (e) Their age
- (f) Their participation in the Home and School Association
- (g) Their leadership positions in formal organizations

5. Parents of junior-academy students in the Lake Union do not view teaching as a role responsibility of the junior-academy principal.

6. A good principal-parent relationship is regarded as very important by parents.

7. Parents view the junior-academy principal's relationship with the staff as a primary concern.

8. Parents do not see spiritual leadership as a very important task for the junior-academy principal.

#### Implications

It was not surprising to find that what the Lake Union educational administrators expressed as their perceptions of the role of the junior-academy principal was almost the same as the role responsibilities outlined in the Seventh-day Adventist education literature. One could assume that the administrators interviewed were influenced by the role responsibility statements found in SDA literature, or probably their personal perceptions of what the role of the junior-academy principal should be coincided with that which was found in SDA literature.

The high ranking of Staff Personnel and School-Community Relations reflects the importance parents placed on human relations for the school community. They seemed to have recognized that good human relations is the cement that binds an organization or institution together and contributes to the success of cooperative effort. It appears that the parents in this study were aware that people are what matters in a school community. Their emphasis on interpersonal relationships points out that the feelings and expectations of those persons involved with the school community must not be ignored.

It is somewhat surprising, however, that Spiritual Leadership was ranked so low. One would have thought that the spiritual leadership role would have been ranked among the

top three areas of administrative responsibility; for it is generally believed that one of the major reasons for the existence of the junior academy is to reinforce Seventh-day Adventist Christian values. What accounts for this seeming inconsistency? Could it be that the administration of the church as well as the school administrators themselves hold a higher estimate of the importance of the junior-academy principal's spiritual leadership role than parents do?

Is it possible that the parents' low estimate of the importance of spiritual leadership as a function of the junior-academy principal's role was influenced by the principal's involvement or lack of involvement in church activities? Then, too, it may be that the pastors in the local churches did not promote Christian education as strongly as they should. Thus the close connection between the functions of the school and church, and the image of the principal as a spiritual leader, were not clear to parents.

If junior-academy principals were to follow the parents' ranking of this responsibility in prioritizing their time, would they be more effective administrators? By placing spiritual leadership seventh in rank, are the parents saying that the old concept of pastor/principal has been rejected? These are a few of the questions that this aspect of the study has provoked. It may be that further investigation of these questions would yield some fruitful results.

Another finding of this study should be of interest to the junior-academy principal. Some parents believed that teaching should not be a role responsibility of the junior-

academy principal. These parents felt that the principal's effectiveness as an administrator was compromised if he had to teach regular classes. Although this aspect of the role of the junior-academy principal was not stressed in the literature nor in the interviews, in practice, most junior-academy principals are teacher-principals. This concern of these parents may be real and could be examined more closely by the boards and educational administrators at all levels of the administrative structure of the organization.

Normally the principal in a small school would teach more than a principal in a large school. Since most of the junior academies are small schools, some junior-academy principals carry a full teaching load. Now, having regard for the financial implications of a non-teaching junior-academy principal, it would be difficult for junior-academy principals to eliminate teaching as part of their responsibilities. This problem might merit a more in-depth study.

Why the distance of the parents' residence from the school should make a difference in their perceptions of the junior-academy principal is not clear. Probably parents who live near the school have a greater opportunity to see the principal at work. Consequently, they are able to get a better understanding of the problems he/she deals with each day. As a result they see the need for others to perform certain duties that the principal would normally do. On the other hand, parents who are farther away from the school may be more objective in their perceptions of the principal's

role. They are not influenced a great deal by what the principal actually does.

### Recommendations

As a result of the findings and conclusions, the following recommendations are offered:

1. School-administration programs should include required courses in communication and human relations. Such courses should help to prepare the would-be junior-academy principal to deal effectively with parents and other groups.
2. School boards and those responsible for hiring junior-academy principals ought to give study to the role of the junior-academy principal with a view to facilitating his/her administrative and human-relations function.
3. The junior-academy principal should initiate and maintain communication with parents and the community to get their ideas and suggestions concerning the operation of the school. This could be done through the Home and School Association activities, on a one-to-one basis between the principal and parents, or through the teachers to parents. To accommodate regular interaction between the principal and parents might necessitate a substantial reduction in his/her teaching load.
4. A special program should be instituted, either by the Lake Union Office of Education or by other educational institutions such as Andrews University, to prepare candidates to assume the principalship of junior academies.

As a part of this training, the prospective principal could be given the opportunity to do field work in a junior academy.

5. A similar study of a wider population should be undertaken. This study could be conducted throughout the North American Division of Seventh-day Adventists, or it could be confined to the junior academies operated by other unions or local conferences in the United States.

6. Another study could be conducted to compare what the junior-academy principals actually do with what parents, teachers, and church pastors believe the principal's role should be.

7. It might be fruitful to conduct a study to compare parents' perceptions of the junior-academy principal's role with their perceptions of the SDA elementary principal's role.

8. A study should be conducted to determine the expectations for the junior-academy principal's role held by superintendents of junior academies, union education directors, and professors who train educational administrators.

APPENDIX A

SURVEY INSTRUMENT



## ROLE EXPECTATIONS FOR JUNIOR ACADEMY PRINCIPALS

This survey is being conducted to better understand what parents believe the junior academy principal's job should entail. Please answer all the questions. If you wish to comment on any question, please use the space provided at the end of this questionnaire.

Thank you for your help.

Please return this questionnaire to:

John Carey  
c/o Education Department  
Andrews University  
Berrien Springs, MI 49104

EXPECTATIONS FOR THE PRINCIPAL'S ROLE QUESTIONNAIRE

THE PURPOSE OF THIS QUESTIONNAIRE IS TO DETERMINE PARENTS' PERCEPTIONS OF THE JUNIOR-ACADEMY PRINCIPAL'S ROLE IN THE LAKE UNION CONFERENCE OF SEVENTH-DAY ADVENTISTS.

PART I

SECTION A

DIRECTIONS: Please indicate the extent to which you feel the junior academy principal should or should not be responsible for the following tasks. Circle the appropriate number of the response to the right of each item. The responses are:

- 1= Sole responsibility of others (Others include parents, teachers, the superintendent, and the school board.)
- 2= Major responsibility of others but principal assists
- 3= Equal responsibility of principal and others
- 4= Major responsibility of principal but others assist
- 5= Sole responsibility of principal

EXAMPLE: The principal should be responsible for granting students' requests to leave campus during school hours. ....1 2 3 4 5

In this example the respondent felt that the principal should be the sole person responsible for granting students' requests for off campus leaves. Therefore, he marked response 5.

PLEASE MARK YOUR RESPONSES CLEARLY. (Circle number)

The junior-academy principal should:

- 1. Assume the spiritual leadership of the school. 1 2 3 4 5
- 2. Create an academic atmosphere in the school. .... 1 2 3 4 5
- 3. Prepare the school budget. .... 1 2 3 4 5
- 4. Prepare written evaluations of each teacher. 1 2 3 4 5
- 5. Lead students to participate in Christian outreach programs..... 1 2 3 4 5

6. Ensure that needed equipment and classroom supplies are provided.....	1	2	3	4	5
7. Plan and conduct staff meetings.....	1	2	3	4	5
8. Evaluate the school.....	1	2	3	4	5
9. Administer the educational program in the school..	1	2	3	4	5
10. Develop and maintain positive community relations.	1	2	3	4	5
11. Coordinate curriculum development in the school...	1	2	3	4	5
12. Promote school spirit among the students.....	1	2	3	4	5
13. Ensure that a good relationship between the board and the staff is maintained.....	1	2	3	4	5
14. Help teachers develop effective methods of instruction and techniques of classroom teaching..	1	2	3	4	5
15. Maintain a spiritual climate in the school.....	1	2	3	4	5
16. Lead out in the recruitment of students.....	1	2	3	4	5
17. Supervise inservice training for teachers.....	1	2	3	4	5
18. Ensure that the conference and school board policies are followed.....	1	2	3	4	5
19. Clarify and communicate the plans and the programs of the school to the board and to the constituency.	1	2	3	4	5
20. Serve as educational leader in the community.....	1	2	3	4	5
21. Assume leadership for instruction in the school...	1	2	3	4	5
22. Plan the annual school calendar.....	1	2	3	4	5
23. Articulate the school board and conference regulations to the teachers.....	1	2	3	4	5
24. Operate the school within the limits of the approved budget.....	1	2	3	4	5
25. Maintain communication with parents.....	1	2	3	4	5
26. Make the decision to hire teachers.....	1	2	3	4	5
27. Help students develop acceptable social habits....	1	2	3	4	5

SECTION B

DIRECTIONS: Please indicate the extent to which you feel the junior-academy principal should or should not do the following tasks. Circle the appropriate number of the response to the right of each item. The responses are:

- 1 = Absolutely must not
- 2 = Preferably should not
- 3 = May or may not
- 4 = Preferably should
- 5 = Absolutely must

EXAMPLE: The principal should support a teacher against unjust criticism.....1 2 3 4 5

In this example the respondent felt that the principal absolutely must support a teacher who is unjustly criticized. Therefore, he circled response 5.

PLEASE MARK YOUR RESPONSES CLEARLY. (Circle number)

The junior-academy principal should:

- 28. Personally conduct orientation for all new students. 1 2 3 4 5
- 29. Accept responsibility for the actions of the teachers on his/her staff..... 1 2 3 4 5
- 30. Submit reports to the school board and conference office of education..... 1 2 3 4 5
- 31. Consult with the conference superintendent before sending student withdrawal reports to the local public school attendance officer..... 1 2 3 4 5
- 32. Consult with the school board and the staff in formulating all school regulations..... 1 2 3 4 5
- 33. Decide who should chair the various committees in the school..... 1 2 3 4 5
- 34. Serve as executive secretary of the school board.... 1 2 3 4 5
- 35. Gain and maintain the confidence of his constituency.1 2 3 4 5
- 36. Hold personal conferences with the teachers..... 1 2 3 4 5
- 37. Start new programs in the school..... 1 2 3 4 5
- 38. Assume responsibility for the care and safety of the school property, equipment, and facilities..... 1 2 3 4 5

39. Assist the union conference director of education in the evaluation of the school..... 1 2 3 4 5
40. Personally handle all discipline problems..... 1 2 3 4 5
41. Represent the school on official occasions..... 1 2 3 4 5
42. Promote unity among the teachers..... 1 2 3 4 5
43. Consult with members of the board in assigning responsibilities to each member of the staff..... 1 2 3 4 5
44. Develop and maintain an adequate record-keeping system..... 1 2 3 4 5
45. Be a resource person for the teachers..... 1 2 3 4 5
46. Talk with parents of students before administering punishment in a discipline situation..... 1 2 3 4 5
47. Represent the school as the official spokesman on all occasions..... 1 2 3 4 5
48. Conduct non-scheduled school activities (e.g., field trips, picnics) without seeking the approval of the school board..... 1 2 3 4 5
49. Plan the daily schedule of classes..... 1 2 3 4 5

PART II:

DEMOGRAPHIC DATA

DIRECTIONS: Please answer the following questions as accurately as possible. (Circle the number of your response)

1. What is your occupation? (If you are retired, describe the usual occupation before retirement.)

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2. What level of education have you completed? (Circle number)

- 1) LESS THAN HIGH SCHOOL  
 2) HIGH SCHOOL  
 3) COLLEGE  
 4) GRADUATE SCHOOL

3. Please indicate your denomination or church group. (Circle number)

- 1) SEVENTH-DAY ADVENTIST  
 2) NON-SEVENTH-DAY ADVENTIST

4. Your Sex: (Circle number)

- 1) MALE
- 2) FEMALE

5. Your Age: (Circle number)

- 1) UNDER 35 YEARS
- 2) 35-49 YEARS
- 3) 50 YEARS AND OLDER

6. How far is your home from the school? (Circle number)

- 1) 0-3 MILES
- 2) MORE THAN 3 MILES

7. How many times within the last year have you visited the school? (Circle number)

- 1) 1-2
- 2) 3 OR MORE

8. Are you an active member of the Home and School Association? (Circle number)

- 1) YES
- 2) NO

9. Do you hold or have you within the last year held an office in any club, organization, or other group? (Circle number)

- 1) YES
- 2) NO

10. How many children in your family are in the junior academy? (Circle number)

- 1) 1-2
- 2) 3 OR MORE

Is there anything else you would like to say about the role of the junior academy principal? If so, please use this space for that purpose. If you need more space, you may write on the back page.

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Your contribution to this effort is very greatly appreciated.  
PLEASE MAIL THIS INSTRUMENT RIGHT AWAY! THANK YOU.

APPENDIX B

PERMISSION TO CONDUCT STUDY



Lake Union  
Conference of  
Seventh-day  
Adventists

February 17, 1983

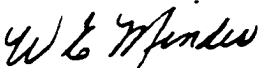
Mr. John Carey  
c/o Department of Education  
Andrews University  
Berrien Springs, MI 49103

Dear Mr. Carey:

At the meeting of the Superintendents' Council yesterday morning, permission was granted for you to proceed with your research proposal subject to your instrument being approved by this group. As soon as you have your instrument completed, please bring it to our office so we can present it.

We wish you much success and satisfaction in your research and also in your doctoral dissertation.

Most sincerely,



W. E. Minder  
Director  
OFFICE OF EDUCATION

da

APPENDIX C

APPROVAL OF QUESTIONNAIRE

March 31, 1983

Lake Union  
Conference of  
Seventh-day  
Adventists

Mr. John Carey  
c/o Department of Education  
Andrews University  
Berrien Springs, MI 49103

Dear Mr. Carey:

Thank you very much for getting the rough draft of your survey to me for perusal by the Educational Management Team. You will be happy to know that they voted to accept your questionnaire and wish you Godspeed as you continue your project.

Most sincerely,



W. E. Minder  
Director  
OFFICE OF EDUCATION

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APPENDIX D

LETTER FROM UNION TO PRINCIPALS

Lake Union  
Conference of  
Seventh-day  
Adventists

April 22, 1983

Junior Academy Principals  
Lake Union Conference

Dear Principals:

John Carey, a doctoral student at Andrews University, has been given permission by the Lake Union Conference Education Council to conduct his doctoral research through Lake Union K-10 schools. This letter is to let you know that Mr. Carey will be contacting you, requesting names and addresses of your students' parents so that he may contact them direct with his questionnaire (the questionnaire was also approved by the Education Council).

It will be very much appreciated if you will give Mr. Carey's request your careful attention and return the requested information to him at your early convenience. Thank you for your cooperation.

Most sincerely,



W. E. Minder  
Director  
OFFICE OF EDUCATION

aa

APPENDIX E

LETTER FROM RESEARCHER TO PRINCIPALS

Andrews University Berrien Springs, Michigan 49104 (616) 471-7771

April 19, 1983

Dear

My name is John Carey, a graduate student at Andrews University. I am currently engaged in my doctoral research, under the direction of Dr. Edward Streeter, coordinator of the area of Educational Leadership and Management. The purpose of this research is to identify the expectations that parents have of the junior-academy principal in the Lake Union. I believe that this study will make a definite contribution to school administration.

In order to carry out this research, I need your help! The survey instrument for my study will soon be ready for mailing to the parents; but I need their names and addresses. Could you please send me the names and addresses of the parents whose children attend your school? I am enclosing a stamped return addressed envelope for your convenience.

Thank you for your kind assistance.

Sincerely yours,

John Carey

APPENDIX F

COORDINATOR'S LETTER TO PRINCIPALS



Andrews University Berrien Springs, Michigan 49104 (616) 471-7771

April 21, 1983

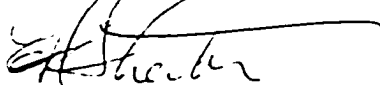
Junior Academy Principals  
Lake Union Conference of SDA

Dear Principals:

Mr. John Carey, one of our doctoral students, is completing the requirements for the Ed.D. degree in educational administration. He is conducting a research that involves the parents of students attending the Lake Union junior academies. We would appreciate it if you would send him the names and addresses of the parents of the children attending your school.

Please accept our thanks for your cooperation in this project.

Sincerely,

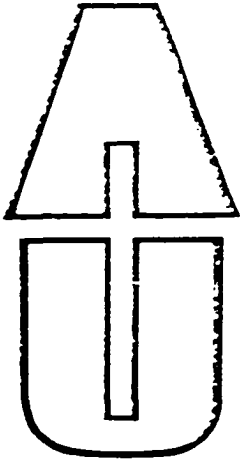


E. A. Streeter  
Professor of Educational  
Administration

em

APPENDIX G

COVER LETTER TO RESPONDENTS



c/o Education Department  
Andrews University Berrien Springs, Michigan 49104 (616) 471-7771


June 2, 1983

Both educators and parents recognize that the principal makes a significant impact on the quality of education a school offers. It is also believed that the role a principal assumes is influenced by what others expect of him. Under the direction of Dr. Edward Streeter, Coordinator of the area of Educational Administration and Management, I am conducting a study of parents' perceptions of the role of the junior academy principal in the Lake Union Conference of Seventh-day Adventists.

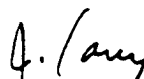
You are one of a selected group of parents in the Lake Union who are being asked to indicate what they believe should be the duties and responsibilities of the junior academy principal. In order for the results of this study to be representative of the parents whose children attend the junior academies in the Lake Union, I urgently request your participation in this survey. In the envelope provided, please return the completed questionnaire promptly.

Your response to this survey will be treated with complete confidence. Your name will not appear in the study. If you have any question concerning this survey, please feel free to contact me at 471-6670.

Thank you for taking the time to help me with this project.

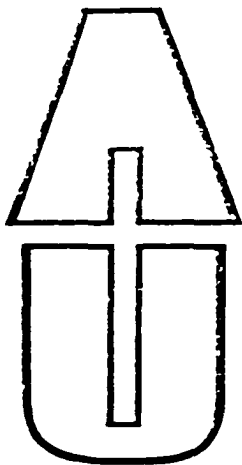
  
Edward A. Streeter

Sincerely yours,

  
John Carey

APPENDIX H

FIRST REMINDER



c/o Education Department  
Andrews University Berrien Springs, Michigan 49104 (616) 471-7771

June 30, 1983

I am pleased that many parents to whom my questionnaire on Role Expectations for the Junior Academy Principal was sent have completed and returned the questionnaire. I would be especially pleased, however, to receive your response also. Your participation in this survey is crucial for the success of my study. If you need another questionnaire, please call me collect at 616 471-6670 after 1:00 p.m. I do need your help!

Thank you so much for your kind assistance in this important project.

Sincerely,

  
John Carey

APPENDIX I

SECOND REMINDER

1 July 1964

Dear

I am anxiously awaiting the return of the questionnaire on ROLE EXPECTATIONS FOR THE JUNIOR MEMBER that was sent to you recently. I know you must have many other important activities that demand your attention, however I would appreciate your taking a few minutes to complete and mail the questionnaire. Believe me, your response will make a difference in the results of my study. Therefore, I urge you to send your response as soon as possible.

If your response was mailed before you received this reminder, please accept my thanks.

Sincerely,

John Carey  
c/o Education Department  
Andrews University  
Berrien Springs, MI 49104

10/1/64

APPENDIX J

THIRD REMINDER



Andrews University Berrien Springs, Michigan 49104 (616) 471-7771

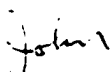
August 5, 1983

I am about to conclude the collection of data for my study on parents' perceptions of the junior academy principal's role; however, I have not received a completed questionnaire from you. I still would like to hear from you, so please send me your response.

I believe that this study will be of particular interest to parents. Therefore, those parents who participate in this study will be contributing to a meaningful project.

Please help me by completing and returning the questionnaire today! If you have returned a completed questionnaire before receiving this reminder, please accept my thanks for your kind cooperation. My phone contact is (616) 471 -6511.

Sincerely,

  
John Carey

APPENDIX K

TABLES 69-117

TABLE 69

Item 1.-- PARENTS' PERCEPTIONS OF THE JUNIOR-ACADEMY  
PRINCIPAL'S LEADERSHIP ROLE

## Response Alternatives

	N	%	1	2	3	4	5	x	p
TOTAL	259	100.00	2.32	3.47	32.82	45.56	15.83		
Illinois	74	28.57	2.70	1.35	35.14	44.59	16.22		
Indiana	41	15.83	0.00	2.44	26.83	46.34	24.39		
Michigan	103	39.77	2.91	4.85	31.07	45.63	15.53	d.f. = 6	
Wisconsin	41	15.83	2.44	4.88	39.02	46.34	7.32	5.38301	.49571
OCCUPATION									
1 Profess	127	50.40	1.57	5.51	33.86	46.46	12.60	d.f. = 3	
2 Others	125	49.60	3.20	1.60	31.20	45.60	18.40	4.67611	.58597
EDUCATION									
1 Thru HS	106	40.92	2.83	3.77	30.19	45.28	17.92	d.f. = 3	
2 Col-Grad	153	59.08	1.96	3.27	34.64	45.75	14.38	2.62617	.85409
CHURCH									
1 SDA	227	87.64	2.64	3.08	30.40	48.46	15.42	d.f. = 3	
2 Non-SDA	32	12.36	0.00	6.25	50.00	25.00	18.75	6.88157	.07577
SEX									
1 Male	97	37.60	1.03	4.12	30.93	50.52	13.40	d.f. = 3	
2 Female	161	62.40	3.11	3.11	33.54	42.86	17.39	1.62550	.65362
AGE									
1 Under 35	69	27.06	0.00	7.25	34.78	43.48	14.49	d.f. = 3	
2 35&Older	186	72.94	3.23	2.15	31.18	47.31	16.13	2.56843	.86073
DISTANCE									
1 0-3 Miles	91	35.97	3.30	4.40	31.87	48.35	12.09	d.f. = 3	
2 Over 3	162	64.03	1.85	3.09	32.10	45.06	17.90	2.12828	.54621
CONTACT									
1 1 or 2	26	10.32	3.85	0.00	26.92	53.85	15.38	d.f. = 3	
2 3&More	226	89.68	1.77	3.98	33.19	45.13	15.93	0.82249	.84408
H S A									
1 Yes	109	43.08	2.75	3.67	24.77	50.46	18.35	d.f. = 3	
2 No	144	56.92	2.08	2.78	38.19	42.36	14.58	5.15242	.16097
OFFICE									
1 Yes	154	61.11	1.95	5.19	31.17	45.45	16.23	d.f. = 3	
2 No	98	38.89	3.06	1.02	33.67	46.94	15.31	1.12087	.77204
NO. CHILDREN									
1 1 or 2	216	86.40	2.78	3.24	31.94	44.44	17.59	d.f. = 3	
2 3&More	34	13.60	0.00	5.88	26.47	61.76	5.88	4.68374	.19648

TABLE 70

Item 2.-- THE PRINCIPAL'S ROLE IN CREATING AN ACADEMIC  
ATMOSPHERE IN THE SCHOOL

## Response Alternatives

	N	%	1	2	3	4	5	x	p
TOTAL	260	100.00	0.38	1.92	28.85	53.85	15.00		
Illinois	75	28.85	0.00	1.33	36.00	54.67	8.00		
Indiana	41	15.77	0.00	2.44	9.76	56.10	31.71		
Michigan	103	39.62	0.00	1.94	29.13	53.45	15.53	d.f. = 6	
Wisconsin	41	15.77	2.44	2.44	34.15	51.22	9.76	17.42030	.00786
OCCUPATION									
1 Profess	128	50.59	0.78	0.78	29.69	57.03	11.72	d.f. = 3	
2 Others	125	49.41	0.00	2.40	27.20	52.00	18.40	2.64086	.61960
EDUCATION									
1 Thru HSc	107	41.16	0.00	2.80	32.71	45.79	18.69	d.f. = 3	
2 Col-Grad	153	58.85	0.65	1.31	26.14	59.48	12.42	8.53133	.09394
CHURCH									
1 SDA	228	87.69	0.44	1.75	28.07	54.82	14.91	d.f. = 2	
2 Non-SDA	32	12.31	0.00	3.13	34.37	46.87	15.62	0.81057	.66679
SEX									
1 Male	97	37.45	1.03	0.00	27.84	58.76	12.37	d.f. = 2	
2 Female	162	62.55	0.00	3.09	29.01	51.23	16.67	1.58488	.45274
AGE									
1 Under 35	69	26.95	1.45	2.90	30.43	47.83	17.39	d.f. = 2	
2 35&Older	187	73.05	0.00	1.60	27.27	57.22	13.90	2.95698	.56505
DISTANCE									
1 0-3 Miles	91	35.97	1.10	3.30	21.98	60.44	13.19	d.f. = 2	
2 Over 3Mls	162	64.03	0.00	1.23	31.48	51.85	15.43	1.75318	.41620
CONTACT									
1 1-2 Visits	26	10.28	0.00	3.85	23.08	65.38	7.69	d.f. = 2	
2 3 or More	227	89.72	0.44	1.32	28.63	53.30	16.30	1.83901	.39872
H S A									
1 Yes	109	42.91	0.92	0.92	19.27	60.55	18.35	d.f. = 2	
2 No	145	57.09	0.00	2.76	35.17	49.66	12.41	8.56400	.01382
OFFICE									
1 Yes	154	60.87	0.65	0.65	26.62	57.14	14.94	d.f. = 2	
2 No	99	39.13	0.00	4.04	30.30	50.51	15.15	1.30508	.52072
NO. CHILDREN									
1 1 or 2	217	86.45	0.00	2.30	28.11	53.92	15.67	d.f. = 2	
2 3 or More	34	13.55	2.94	0.00	23.53	61.76	11.76	0.77814	.67769

TABLE 71

Item 3.-- THE PRINCIPAL'S ROLE IN THE PREPARATION  
OF THE BUDGET

## Response Alternatives

	N	%	1	2	3	4	5	x	p
TOTAL	257	100.00	6.61	28.40	24.51	33.46	7.00		
Illinois	74	28.79	5.41	16.22	27.03	44.59	6.76		
Indiana	40	15.56	5.00	27.50	30.00	27.50	10.00		
Michigan	102	39.69	5.88	34.31	20.59	30.39	8.82	d.f. = 12	
Wisconsin	41	15.95	12.20	36.59	24.39	26.83	0.00	17.62381	.12760
OCCUPATION									
1 Profess	126	50.00	3.97	30.16	20.63	40.48	4.76	d.f. = 4	
2 Others	124	49.60	8.87	25.80	29.84	26.61	8.87	20.18141	.00967
EDUCATION									
1 Thru HS	107	40.47	10.58	26.92	31.73	23.08	7.69	d.f. = 4	
2 Col-Grad	153	59.55	3.92	29.41	19.61	40.52	6.54	10.74361	.01135
CHURCH									
1 SDA	225	87.55	6.22	29.78	24.89	33.33	5.78	d.f. = 4	
2 Non-SDA	32	12.45	9.38	18.75	21.87	34.37	15.62	5.61206	.23005
SEX									
1 Male	97	37.89	3.09	22.68	27.84	39.18	7.22	d.f. = 4	
2 Female	159	62.11	8.81	31.45	22.64	30.19	6.92	6.72261	.15129
AGE									
1 Under 35	69	27.17	7.25	33.33	23.19	28.99	7.25	d.f. = 4	
2 35&Older	185	72.84	6.49	26.49	24.32	35.68	7.03	10.79926	.21333
DISTANCE									
1 0-3 Miles	91	36.11	4.40	27.47	26.37	34.07	7.69	d.f. = 4	
2 Over 3	161	63.89	8.07	28.57	22.98	33.54	6.83	1.53370	.82083
CONTACT									
1 1 or 2	26	10.40	15.38	19.23	15.38	46.15	3.85	d.f. = 4	
2 3&More	224	89.60	5.36	28.57	25.45	33.04	7.59	6.98176	13686
H S A									
1 Yes	107	42.63	6.54	33.64	26.17	28.04	5.61	d.f. = 4	
2 No	144	57.37	6.94	24.31	21.53	38.89	8.33	5.21566	.26588
OFFICE									
1 Yes	154	61.11	5.19	29.87	25.97	33.12	5.84	d.f. = 4	
2 No	98	38.89	9.18	24.49	21.43	35.71	9.18	3.60128	.46265
NO. CHILDREN									
1 1 or 2	215	86.69	7.44	26.05	24.65	34.42	7.44	d.f. = 4	
2 3&More	33	13.31	0.00	42.42	21.21	30.30	6.06	1.01688	.79717

TABLE 72

Item 4.-- THE PRINCIPAL'S ROLE IN THE EVALUATION  
OF TEACHERS

## Response Alternatives

	N	%	1	2	3	4	5	x	p
TOTAL	259	100.00	4.25	3.09	6.18	26.64	59.85		
Illinois	75	28.96	1.33	2.67	4.00	33.33	56.67		
Indiana	41	15.83	4.88	2.44	4.88	21.95	65.85		
Michigan	102	39.88	3.92	1.96	5.88	22.55	65.69	d.f. = 6	
Wisconsin	41	15.83	9.76	7.32	12.20	29.27	41.46	15.00928	.02018
OCCUPATION									
1 Profess	128	50.59	4.69	2.34	7.03	29.69	56.25	d.f. = 3	
2 Others	125	49.41	4.00	3.20	4.80	24.80	63.20	4.94161	.29334
EDUCATION									
1 Thru HS	106	40.92	1.89	3.77	5.66	20.75	69.92	d.f. = 4	
2 Col-Grad	153	59.08	5.88	2.61	6.54	30.72	54.25	9.30382	.05394
CHURCH									
1 SDA	228	88.03	4.39	3.07	6.14	26.32	60.09	d.f. = 2	
2 Non-SDA	31	11.97	3.23	3.23	6.45	29.03	58.06	0.10396	.94935
SEX									
1 Male	97	37.60	4.12	1.03	5.15	23.71	65.98	d.f. = 3	
2 Female	161	62.40	4.35	4.35	6.83	27.95	56.52	2.61923	.45413
AGE									
1 Under 35	69	27.06	2.90	1.45	7.25	30.43	57.97	d.f. = 3	
2 35&Older	186	72.94	4.84	3.76	5.91	24.19	61.29	2.12363	.71303
DISTANCE									
1 0-3 Miles	90	35.71	10.00	4.44	10.00	22.22	53.33	d.f. = 3	
2 Over 3	162	64.29	1.23	2.47	4.32	28.40	63.48	13.64710	.00343
CONTACT									
1 1 or 2	26	10.32	11.54	3.85	15.38	23.08	46.15	d.f. = 3	
2 3&More	226	89.68	3.54	2.65	5.31	26.55	61.95	7.55620	.05613
H S A									
1 Yes	109	43.08	5.50	3.67	6.42	25.69	58.72	d.f. = 3	
2 No	144	56.92	3.47	2.78	6.25	25.69	61.81	0.80731	.84772
OFFICE									
1 Yes	154	60.87	5.19	3.25	5.19	26.62	59.74	d.f. = 3	
2 No	99	39.13	3.03	3.03	8.08	25.25	60.61	1.29946	.72926
NO. CHILDREN									
1 1 or 2	216	86.40	4.63	2.78	6.02	26.39	60.19	d.f. = 2	
2 3&More	34	13.60	2.94	2.94	2.94	23.53	67.65	0.84577	.65575

TABLE 73

## Item 5.-- THE PRINCIPAL'S ROLE IN LEADING STUDENTS TO PARTICIPATE IN CHRISTIAN OUTREACH

## Response Alternatives

	N	%	1	2	3	4	5	x	p
TOTAL	260	100.00	1.54	11.92	41.54	38.85	6.15		
Illinois	75	28.85	1.33	12.00	48.00	33.33	5.33		
Indiana	41	15.77	0.00	14.63	31.71	41.46	12.20		
Michigan	103	39.62	2.91	13.59	36.89	41.75	4.85	d.f. = 9	
Wisconsin	41	15.77	0.00	4.88	51.22	39.02	4.88	9.95074	.35449
OCCUPATION									
1 Profess	128	50.59	1.56	12.50	46.87	37.50	1.52	d.f. = 3	
2 Others	125	49.41	1.60	9.60	26.80	41.60	10.40	15.00630	.02021
EDUCATION									
1 Thru HS	107	41.16	1.87	11.21	38.32	39.25	9.35	d.f. = 4	
2 Col-Grad	153	58.85	1.31	12.42	43.79	38.56	3.92	4.16363	.65454
CHURCH									
1 SDA	228	87.69	0.44	11.84	42.98	39.04	5.70	d.f. = 3	
2 Non-SDA	32	12.31	9.38	12.50	31.25	37.50	9.38	3.48105	.32323
SEX									
1 Male	97	37.45	2.06	8.25	43.30	44.33	2.06	d.f. = 3	
2 Female	162	62.55	1.23	14.20	40.74	35.19	8.64	6.83996	.07718
AGE									
1 Under 35	69	26.95	1.45	13.04	47.83	34.78	2.90	d.f. = 3	
2 35&Older	187	73.05	1.60	11.76	39.04	40.64	6.95	3.28514	.19348
DISTANCE									
1 0-3 Miles	91	35.97	2.20	9.89	43.96	38.46	5.49	d.f. = 3	
2 Over 3	162	64.03	1.23	13.58	40.12	39.51	5.56	0.53608	.91090
CONTACT									
1 1 or 2	26	10.28	0.00	11.54	38.46	46.15	3.85	d.f. = 3	
2 3&More	227	89.72	1.76	12.33	41.41	38.33	6.17	0.10659	.74406
H S A									
1 Yes	109	42.91	0.00	11.93	44.95	37.61	5.50	d.f. = 3	
2 No	145	57.09	2.76	12.41	38.62	39.31	6.90	1.31730	.72503
OFFICE									
1 Yes	154	60.87	1.30	11.69	41.56	41.56	3.90	d.f. = 3	
2 No	99	39.13	2.02	13.13	41.41	34.34	9.09	3.75709	.28892
NO. CHILDREN									
1 1 or 2	217	86.45	1.38	13.82	39.63	38.71	6.45	d.f. = 3	
2 3&More	34	13.55	2.94	2.94	44.12	44.12	5.88	2.21296	.5294

TABLE 74

Item 6.-- THE PRINCIPAL'S ROLE IN PROVIDING EQUIPMENT  
AND CLASSROOM SUPPLIES

## Response Alternatives

	N	%	1	2	3	4	5	x	p
TOTAL	259	100.00	3.09	13.90	19.31	44.40	19.31		
Illinois	76	29.34	3.95	11.84	25.00	47.37	11.84		
Indiana	41	15.83	0.00	12.20	14.63	46.34	26.83		
Michigan	101	39.00	2.97	13.86	18.81	42.57	21.78	d.f. = 9	
Wisconsin	41	15.83	4.88	19.51	14.63	41.46	19.51	8.21674	.51246
OCCUPATION									
1 Profess	129	51.19	2.33	13.18	20.93	44.19	19.38	d.f. = 4	
2 Others	123	48.81	4.07	14.63	17.89	45.53	17.89	6.70162	.34932
EDUCATION									
1 Thru HS	106	40.92	2.83	16.98	18.87	36.79	24.53	d.f. = 4	
2 Col-Grad	153	59.08	3.27	11.76	19.61	49.67	15.69	10.25313	.11439
CHURCH									
1 SDA	227	87.64	2.20	14.98	18.94	44.93	18.94	d.f. = 3	
2 Non-SDA	32	12.36	9.38	6.25	21.87	40.62	21.87	0.40706	.93878
SEX									
1 Male	96	37.21	2.08	16.67	18.75	40.62	21.87	d.f. = 3	
2 Female	162	62.79	3.70	12.35	19.14	46.91	17.90	1.28847	.73187
AGE									
1 Under 35	69	27.17	7.25	33.33	23.19	28.99	7.25	d.f. = 4	
2 35&Older	186	72.94	3.23	13.98	19.89	43.01	19.89	2.84047	.82859
DISTANCE									
1 0-3 Miles	90	35.71	4.44	8.89	26.67	44.44	15.56	d.f. = 3	
2 Over 3	162	64.29	2.47	17.28	15.43	43.83	20.99	6.02251	.11052
CONTACT									
1 1 or 2	25	9.92	4.00	8.00	24.00	40.00	24.00	d.f. = 3	
2 3&More	227	90.08	2.20	14.54	18.50	45.37	19.38	1.05533	.78787
H S A									
1 Yes	107	42.29	1.87	13.08	21.50	47.66	15.89	d.f. = 3	
2 No	146	57.71	4.11	15.07	17.12	42.47	21.23	2.55914	.46470
OFFICE									
1 Yes	153	60.71	2.61	16.34	18.30	43.14	19.61	d.f. = 3	
2 No	99	39.29	4.04	11.11	20.20	45.45	19.19	0.69052	.87543
NO. CHILDREN									
1 1 or 2	216	86.40	2.78	13.89	20.37	43.06	19.91	d.f. = 3	
2 3&More	34	13.60	2.94	8.82	14.71	58.82	14.71	2.95190	.39910



TABLE 75

Item 7.-- THE PRINCIPAL'S ROLE IN PLANNING AND CONDUCTING STAFF MEETINGS

Response Alternatives

	N	%	1	2	3	4	5	x	p
TOTAL	260	100.00	1.15	1.15	4.23	24.23	69.23		
Illinois	75	28.85	0.00	1.33	4.00	25.33	69.33		
Indiana	41	15.77	0.00	2.44	0.00	36.59	60.98		
Michigan	103	39.62	1.94	0.00	5.83	19.42	72.82	d.f. = 6	
Wisconsin	41	15.77	2.44	2.44	4.88	21.95	68.29	6.40051	.37985
OCCUPATION									
1 Profess	128	50.59	1.56	0.00	2.34	28.91	67.19	d.f. = 3	
2 Others	125	49.41	0.80	2.40	5.60	20.00	71.20	11.75756	.01925
EDUCATION									
1 Thru HS	108	41.54	0.00	2.78	6.48	24.07	66.67	d.f. = 3	
2 Col-Grad	152	58.46	1.96	0.00	2.61	24.18	70.59	4.24317	.37410
CHURCH									
1 SDA	228	87.69	0.88	0.88	4.39	24.12	69.74	d.f. = 3	
2 Non-SDA	32	12.31	3.13	3.13	3.13	25.00	65.62	0.52649	.76855
SEX									
1 Male	96	37.07	2.08	1.04	4.17	22.92	69.79	d.f. = 2	
2 Female	163	62.93	0.61	1.23	4.29	25.15	68.71	0.25761	.87914
AGE									
1 Under 35	69	26.95	1.45	2.90	5.80	26.09	63.77	d.f. = 2	
2 35&Older	187	73.05	1.07	0.54	3.74	23.53	71.12	15.85999	.00321
DISTANCE									
1 0-3 Miles	91	35.97	3.30	0.00	4.40	21.98	70.33	d.f. = 2	
2 Over 3	162	64.03	0.00	1.85	4.32	25.93	67.90	0.62077	.73317
CONTACT									
1 1 or 2	26	10.28	0.00	3.85	19.23	15.38	61.54	d.f. = 2	
2 3&More	227	89.72	1.32	0.44	2.64	25.11	70.48	14.04363	.00089
H S A									
1 Yes	109	42.91	0.92	0.92	5.50	22.94	69.72	d.f. = 2	
2 No	145	57.09	1.38	1.38	3.45	25.52	68.28	0.30809	.85723
OFFICE									
1 Yes	154	60.87	1.30	0.65	2.60	20.78	74.68	d.f. = 2	
2 No	99	39.13	1.01	2.02	7.07	30.30	59.60	6.99077	.03034
NO. CHILDREN									
1 1 or 2	217	86.45	0.92	0.92	4.15	24.88	69.12	d.f. = 2	
2 3&More	34	13.55	2.94	0.00	0.00	23.53	73.53	0.59378	.74312

TABLE 76

Item 8.-- THE PRINCIPAL'S ROLE IN EVALUATING  
THE SCHOOL

## Response Alternatives

	N	%	1	2	3	4	5	x	p
TOTAL	259	100.00	14.29	13.90	27.03	32.43	12.36		
Illinois	76	29.34	18.42	15.79	18.42	32.89	14.47		
Indiana	39	15.06	17.95	12.82	25.64	35.90	7.69		
Michigan	103	39.77	7.77	14.56	29.13	33.01	15.53	d.f. = 12	
Wisconsin	41	15.83	19.51	9.76	39.02	26.83	4.88	14.56955	.26582
OCCUPATION									
1 Profess	129	51.19	13.18	17.83	26.36	28.68	13.95	d.f. = 4	
2 Others	123	48.81	14.63	10.57	27.64	37.40	9.76	6.49038	.59247
EDUCATION									
1 Thru HS	106	40.93	16.98	9.43	26.42	35.85	11.32	d.f. = 4	
2 Col-Grad	153	59.08	12.42	16.99	27.45	30.07	13.07	6.20613	.62415
CHURCH									
1 SDA	227	87.64	13.66	14.54	27.31	33.48	11.01	d.f. = 4	
2 Non-SDA	32	12.36	18.75	9.38	25.00	25.00	21.87	4.40261	.35425
SEX									
1 Male	97	37.60	11.34	18.56	22.68	37.11	10.31	d.f. = 4	
2 Females	161	62.40	16.15	11.18	29.19	29.81	13.66	5.83651	.21170
AGE									
1 Under 35	68	26.67	11.76	16.18	29.41	32.35	10.29	d.f. = 4	
2 35&Older	187	73.33	15.51	13.37	26.20	32.09	12.83	4.80842	.77784
DISTANCE									
1 0-3 Miles	91	36.11	14.29	10.99	25.27	35.16	14.29	d.f. = 4	
2 Over 3	161	63.89	14.91	16.15	28.57	29.81	10.56	2.53233	.63886
CONTACT									
1 1-2 Times	26	10.32	30.17	0.00	34.62	26.92	7.69	d.f. = 2	
2 3&More	226	89.68	12.39	15.93	26.55	32.30	12.83	0.55192	1.18872
H S A									
1 Yes	109	43.08	15.60	12.84	30.28	32.11	9.17	d.f. = 4	
2 No	144	56.92	13.19	15.28	23.61	32.64	15.28	3.38276	.49593
OFFICE									
1 Yes	153	60.71	14.38	16.99	28.10	29.41	11.11	d.f. = 4	
2 No	99	39.29	15.15	10.10	25.25	36.36	13.13	3.31423	.50668
NO. CHILDREN									
1 1 or 2	218	87.20	15.60	13.30	27.06	31.19	12.84	d.f. = 4	
2 3&More	32	12.80	9.38	21.87	25.00	37.50	6.25	3.55604	.46941

TABLE 77

Item 9.-- THE PRINCIPAL'S ROLE IN ADMINISTERING THE  
EDUCATIONAL PROGRAM IN THE SCHOOL

## Response Alternatives

	N	%	1	2	3	4	5	x	p
TOTAL	255	100.00	0.39	3.53	18.04	45.49	32.55		
Illinois	74	29.02	0.00	5.41	17.57	45.95	31.08		
Indiana	39	15.29	0.00	5.13	15.38	46.15	33.33		
Michigan	102	40.00	0.98	1.96	22.55	42.16	32.35	d.f. = 6	
Wisconsin	40	15.69	0.00	2.50	10.00	52.52	35.00	3.10037	.79615
OCCUPATION									
1 Profess	125	50.40	0.00	5.60	16.00	48.80	29.60	d.f. = 3	
2 Others	123	49.60	0.81	1.62	18.70	47.72	34.15	0.63957	.95857
EDUCATION									
1 Thru HS	106	41.57	0.00	0.94	19.81	42.45	36.72	d.f. = 3	
2 Col-Grad	149	58.43	0.67	5.37	16.78	47.65	29.53	1.90274	.75364
CHURCH									
1 SDA	223	87.45	0.00	4.04	19.28	43.95	32.74	d.f. = 2	
2 Non-SDA	32	12.55	3.13	0.00	9.38	56.25	31.25	2.44163	.29499
SEX									
1 Male	95	37.40	1.05	1.05	16.84	44.21	36.84	d.f. = 2	
2 Female	159	62.60	0.00	5.03	18.87	46.54	29.56	1.70906	.42548
AGE									
1 Under 35	69	27.38	0.00	5.80	18.84	40.58	34.78	d.f. = 3	
2 35&Older	183	72.62	0.55	2.73	18.03	46.99	31.69		
DISTANCE									
1 0-3 Miles	91	36.55	1.10	5.49	17.58	49.45	26.37	d.f. = 2	
2 Over 3	158	63.45	0.00	2.53	18.99	42.41	36.08	2.48943	.28802
CONTACT									
1 1 or 2	25	10.08	0.00	4.00	20.00	56.00	20.00	d.f. = 2	
2 3&More	223	89.92	0.45	3.59	17.94	44.39	33.63	2.00119	.36766
H S A									
1 Male	107	42.97	0.00	2.80	16.82	47.66	32.71	d.f. = 2	
2 Female	142	57.03	0.70	4.23	19.72	42.96	32.39	0.98650	.61064
OFFICE									
1 Yes	151	60.64	0.00	3.97	17.22	45.70	33.11	d.f. = 2	
2 No	98	39.36	1.02	3.06	19.39	44.90	31.36	0.18788	.91034
NO. CHILDREN									
1 1 or 2	212	86.18	0.47	3.30	17.92	44.81	33.49	d.f. = 2	
2 3&More	34	13.82	0.00	5.88	23.53	44.12	26.47	1.21302	.54525

TABLE 78

Item 10.-- THE PRINCIPAL'S ROLE IN DEVELOPING AND  
MAINTAINING POSITIVE COMMUNITY  
RELATIONS

## Response Alternatives

	N	%	1	2	3	4	5	x	p
TOTAL	258	100.00	1.55	3.49	40.31	44.57	10.08		
Illinois	76	29.46	0.00	1.32	39.47	40.05	13.16		
Indiana	40	15.50	0.00	15.00	50.00	22.50	12.50		
Michigan	102	39.53	1.96	0.98	36.27	51.96	8.82	d.f. = 6	
Wisconsin	40	15.50	5.00	2.50	42.50	45.00	5.00	12.58264	.05016
OCCUPATION									
1 Profess	128	50.79	0.00	3.13	39.06	48.44	9.38	d.f. = 3	
2 Others	124	49.21	2.42	4.03	41.94	41.94	9.68	5.46441	.48577
EDUCATION									
1 Thru HS	105	40.69	2.86	5.71	43.81	38.09	9.52	d.f. = 3	
2 Col-Grad	153	59.31	0.65	1.96	37.91	49.02	10.46	14.80195	.02185
CHURCH									
1 SDA	227	87.98	1.32	3.52	40.53	44.05	10.57	d.f. = 3	
2 Non-SDA	31	12.02	3.23	3.23	38.71	48.39	6.45	0.73658	.86457
SEX									
1 Male	96	37.35	2.08	3.13	33.33	51.04	10.42	d.f. = 3	
2 Female	161	62.65	1.24	3.73	44.10	40.99	9.94	3.11663	.37399
AGE									
1 Under 35	69	27.17	1.45	5.80	40.58	44.93	7.25	d.f. = 3	
2 35&Older	185	72.83	1.62	2.70	39.46	45.41	10.81	1.59616	.95285
DISTANCE									
1 0-3 Miles	90	35.86	2.22	2.22	31.11	53.33	11.11	d.f. = 3	
2 Over 3	161	64.14	1.24	4.35	44.72	40.99	8.70	5.11767	.16338
CONTACT									
1 1 or 2	26	10.36	7.69	3.85	30.77	57.69	0.00	d.f. = 2	
2 3&More	225	89.64	0.89	3.56	40.44	44.00	11.11	3.88575	.14329
H S A									
1 Yes	109	43.25	0.92	4.59	37.61	44.95	11.93	d.f. = 3	
2 No	143	56.75	2.10	2.80	41.26	44.76	9.09	0.73414	.86515
OFFICE									
1 Yes	153	60.71	0.65	3.92	39.22	47.06	9.15	d.f. = 3	
2 No	99	39.29	3.03	3.03	40.40	42.42	11.11	0.79682	.85023
NO. CHILDREN									
1 1 or	216	86.75	1.85	3.70	39.81	44.44	10.19	d.f. = 2	
2 3&More	33	13.25	0.00	3.03	33.33	54.55	9.09	1.19776	.54943

TABLE 79

Item 11.-- THE PRINCIPAL'S ROLE IN COORDINATING  
CURRICULUM DEVELOPMENT IN THE SCHOOL

## Response Alternatives

	N	%	1	2	3	4	5	x	p
TOTAL	256	100.00	1.56	4.30	20.31	53.52	20.31		
Illinois	78	28.91	1.35	5.41	17.57	55.41	20.27		
Indiana	38	14.84	5.26	7.89	15.79	55.26	15.79		
Michigan	103	40.23	0.97	1.94	21.36	52.43	23.10	d.f. = 9	
Wisconsin	41	16.02	0.00	4.88	26.83	51.22	17.07	7.90182	.54407
OCCUPATION									
1 Profess	126	50.60	0.79	5.56	11.90	60.32	21.43	d.f. = 3	
2 Others	123	49.40	2.44	2.44	28.46	48.78	17.89	15.81603	.01478
EDUCATION									
1 Thru HS	106	41.41	1.89	2.83	27.36	48.11	19.81	d.f. = 3	
2 Col-Grad	150	58.59	1.33	5.33	15.33	57.33	20.67	8.99605	.17380
CHURCH									
1 SDA	224	87.50	0.89	4.46	20.09	53.12	21.43	d.f. = 3	
2 Non-SDA	32	12.50	6.25	3.13	21.87	56.25	12.50	1.96538	.57962
SEX									
1 Male	96	37.65	1.04	6.25	14.58	57.29	20.83	d.f. = 3	
2 Female	159	62.35	1.89	3.14	23.90	50.94	20.13	3.53443	.31633
AGE									
1 Under 35	67	26.59	2.99	2.99	29.85	49.25	14.93	d.f. = 3	
2 35&Older	185	73.42	1.08	4.86	17.30	54.59	22.16	4.57448	.33381
DISTANCE									
1 0-3 Miles	90	36.14	2.22	4.44	20.00	54.44	18.89	d.f. = 3	
2 Over 3	159	63.86	1.26	4.40	21.38	52.20	20.75	0.30347	.95937
CONTACT									
1 1 or 2	26	10.44	0.00	11.54	7.69	61.54	19.23	d.f. = 2	
2 3&More	223	89.56	1.79	3.14	21.52	52.47	21.08	0.86988	.64730
H S A									
1 Yes	107	42.80	0.00	3.74	19.63	53.27	23.36	d.f. = 3	
2 No	143	57.20	2.80	4.90	21.68	52.45	18.18	2.53241	.46946
OFFICE									
1 Yes	152	61.04	0.66	5.26	18.42	57.89	17.76	d.f. = 3	
2 No	97	38.96	3.09	3.09	23.71	46.39	23.71	3.32614	.34402
NO. CHILDREN									
1 1 or 2	213	86.23	1.88	4.23	19.25	52.11	22.54	d.f. = 3	
2 3&More	34	13.77	0.00	5.88	23.53	61.76	8.82	3.45403	.32677

TABLE 80

## Item 12.-- THE PRINCIPAL'S ROLE IN PROMOTING SCHOOL SPIRIT AMONG THE STUDENTS

## Response Alternatives

	N	%	1	2	3	4	5	x	p
TOTAL	261	100.00	0.38	4.21	51.34	36.40	7.66		
Illinois	76	29.12	0.00	5.26	51.32	31.58	11.84		
Indiana	41	15.71	0.00	9.76	39.02	36.59	14.63		
Michigan	103	39.46	0.97	2.97	53.40	38.83	3.84	d.f. = 6	
Wisconsin	41	15.71	0.00	0.00	58.54	39.02	2.44	8.90741	.17885
OCCUPATION									
1 Profess	129	50.79	0.00	3.10	51.16	39.53	6.20	d.f. = 3	
2 Others	125	49.21	0.80	4.80	51.20	33.60	9.60	1.71234	.78847
EDUCATION									
1 Thru HS	108	41.38	0.00	6.48	48.15	35.19	10.19	d.f. = 3	
2 Col-Grad	153	58.62	0.65	2.61	53.59	37.25	5.88	3.10019	.54120
CHURCH									
1 SDA	229	87.74	0.00	3.93	52.40	35.81	7.86	d.f. = 2	
2 Non-SDA	32	12.26	3.13	6.25	43.75	40.62	6.25	0.32562	.84975
SEX									
1 Male	97	37.31	1.03	5.15	48.45	38.14	7.22	d.f. = 3	
2 Female	163	62.69	0.00	3.68	53.37	34.97	7.98	1.32729	.72266
AGE									
1 Under 35	69	26.85	0.00	7.25	59.42	27.54	5.80	d.f. = 3	
2 35&Older	188	73.15	0.53	3.19	48.40	39.89	7.98	4.33648	.11438
DISTANCE									
1 0-3 Miles	91	35.83	1.10	2.20	50.55	39.56	6.59	d.f. = 3	
2 Over 3	163	64.17	0.00	5.52	51.53	35.56	7.36	0.92120	.82031
CONTACT									
1 1 or 2	26	10.24	0.00	7.69	50.00	38.46	3.87	d.f. = 3	
2 3&More	228	89.76	0.44	3.51	51.32	36.40	8.33	1.38748	.70847
H S A									
1 Yes	109	42.75	0.00	3.67	44.04	42.20	10.09	d.f. = 3	
2 No	146	57.25	0.68	4.79	56.16	32.19	6.16	5.17675	.15931
OFFICE									
1 Yes	154	60.63	0.00	3.90	49.35	39.61	7.14	d.f. = 3	
2 No	100	39.37	1.00	5.00	54.00	32.00	8.00	1.84274	.60568
NO. CHILDREN									
1 1 or 2	218	86.51	0.46	4.59	50.46	36.70	7.80	d.f. = 3	
2 3&More	34	13.49	0.00	2.94	52.94	35.29	8.82	0.36412	.94755

TABLE 81

Item 13.-- THE PRINCIPAL'S ROLE IN MAINTAINING GOOD  
RELATIONS BETWEEN THE BOARD  
AND THE STAFF

Response Alternatives

	N	%	1	2	3	4	5	x	p
TOTAL	260	100.00	2.31	0.77	18.46	38.46	40.00		
Illinois	76	29.23	0.00	0.00	13.16	35.53	51.32		
Indiana	41	15.77	4.88	4.88	21.95	34.15	34.15		
Michigan	103	39.62	2.91	0.00	23.33	35.92	38.83	d.f. = 6	
Wisconsin	40	15.38	2.50	0.00	15.00	55.00	27.50	13.17330	.0403
OCCUPATION									
1 Profess	129	50.99	1.55	0.00	13.95	40.31	44.19	d.f. = 3	
2 Others	124	49.01	3.23	0.81	20.97	38.71	36.29	11.28194	.0235
EDUCATION									
1 Thru HS	108	41.54	2.78	1.85	20.37	34.26	40.74	d.f. = 3	
2 Col-Grad	152	57.86	1.96	0.00	17.10	41.45	39.47	6.42422	.16963
CHURCH									
1 SDA	228	87.69	1.75	0.88	18.86	37.28	41.23	d.f. = 2	
2 Non-SDA	32	12.31	6.25	0.00	15.62	46.87	31.25	1.37198	.50359
SEX									
1 Male	96	37.07	4.17	0.00	13.54	39.58	47.71	d.f. = 2	
2 Female	163	62.93	1.23	1.23	21.47	38.04	38.04	1.44935	.48448
AGE									
1 Under 35	69	26.95	2.90	1.45	21.74	39.13	34.78	d.f. = 3	
2 35&Older	187	73.05	2.14	0.54	17.11	39.04	41.18	2.85486	.58240
DISTANCE									
1 0-3 Miles	91	35.97	3.30	0.00	17.58	42.86	36.26	d.f. = 2	
2 Over 3	162	64.03	1.85	1.23	19.14	36.42	41.36	1.05431	.59028
CONTACT									
1 1 or 2	25	9.88	8.00	0.00	28.00	36.00	28.00	d.f. = 2	
2 3&More	228	90.12	1.75	0.44	17.11	39.47	41.23	4.05700	.13153
H S A									
1 Yes	109	42.91	1.83	0.00	14.68	37.61	45.87	d.f. = 2	
2 No	145	57.09	2.76	1.38	20.69	40.69	34.48	4.22245	.12109
OFFICE									
1 Yes	153	60.47	2.61	0.00	16.99	41.18	39.22	d.f. = 2	
2 No	100	39.53	2.00	2.00	20.00	36.00	40.00	0.97011	.61566
NO. CHILDREN									
1 1 or 2	217	86.45	2.30	0.92	16.59	39.17	41.01	d.f. = 2	
2 3&More	34	13.55	2.94	0.00	29.41	35.29	32.35	2.81531	.24472

TABLE 82

Item 14.-- THE PRINCIPAL'S ROLE IN HELPING TEACHERS  
DEVELOP EFFECTIVE METHODS AND  
TECHNIQUES OF TEACHING

Response Alternatives

	N	%	1	2	3	4	5	x	p
TOTAL	259	100.00	3.47	3.09	17.76	42.47	33.20		
Illinois	76	29.34	2.63	7.88	11.84	48.68	28.95		
Indiana	40	15.44	7.50	2.50	20.00	35.00	35.00		
Michigan	103	39.77	2.91	0.00	22.33	36.89	37.86	d.f. = 6	
Wisconsin	40	15.44	2.50	2.50	15.00	52.50	27.50	5.42992	.48997
OCCUPATION									
1 Profess	129	51.19	3.10	3.88	13.95	42.64	36.43	d.f. = 3	
2 Others	123	48.81	3.25	2.44	21.95	42.28	30.08	3.84554	.42731
EDUCATION									
1 Thru HS	107	41.31	2.80	2.80	18.69	40.19	35.51	d.f. = 3	
2 Col-Grad	152	58.69	3.95	3.29	17.12	44.08	31.58	1.37479	.84856
CHURCH									
1 SDA	227	87.64	3.08	3.52	17.18	43.17	33.04	d.f. = 2	
2 Non-SDA	32	12.36	6.25	0.00	21.87	37.50	34.37	0.44432	.80079
SEX									
1 Male	96	37.21	4.17	5.21	13.54	45.83	31.25	d.f. = 3	
2 Female	162	62.79	3.09	1.85	20.37	40.74	33.95	3.87744	.27501
AGE									
1 Under 35	69	27.06	5.80	2.90	20.29	29.13	31.88	d.f. = 3	
2 35&Older	163	63.92	1.84	3.68	17.18	42.94	34.36	1.59069	.81047
DISTANCE									
1 0-3 Miles	91	36.11	4.40	4.40	18.68	42.86	29.67	d.f. = 3	
2 Over 3	161	63.89	3.11	2.48	18.01	42.24	34.16	1.26306	.73792
CONTACT									
1 1-2 Times	25	9.92	4.00	0.00	16.00	44.00	36.00	d.f. = 3	
2 3&More	227	90.08	3.52	3.52	18.50	41.85	32.60	0.38136	.82640
H S A									
1 Yes	108	42.69	2.78	3.70	18.52	36.11	38.89	d.f. = 3	
2 No	145	57.31	4.14	2.76	17.24	47.59	28.28	4.10712	.25013
OFFICE									
1 Yes	152	60.32	3.29	4.61	17.11	42.76	32.24	d.f. = 3	
2 No	100	39.68	4.00	1.00	19.00	43.00	33.00	0.88208	.82975
NO. CHILDREN									
1 1 or 2	216	86.40	3.24	3.70	17.13	43.06	32.87	d.f. = 3	
2 3&More	34	13.60	5.88	0.00	23.53	38.24	32.35	0.50086	.77847



TABLE 83

Item 15.-- THE PRINCIPAL'S ROLE IN MAINTAINING A  
SPIRITUAL CLIMATE IN THE SCHOOL

## Response Alternatives

	N	%	1	2	3	4	5	x	p
TOTAL	260	100.00	1.92	1.54	41.15	40.77	14.62		
Illinois	75	28.85	0.00	2.67	45.33	33.33	18.67		
Indiana	41	15.77	2.44	2.44	34.15	41.46	19.51		
Michigan	103	39.62	1.94	0.00	43.69	42.72	11.65	d.f. = 6	
Wisconsin	41	15.77	4.88	2.44	34.15	48.78	9.76	5.15520	.52407
OCCUPATION									
1 Profess	128	50.59	1.56	1.56	41.41	41.41	14.06	d.f. = 4	
2 Others	125	49.41	2.40	1.60	41.60	40.00	14.40	0.79008	.93977
EDUCATION									
1 Thru HS	108	41.54	1.85	1.85	42.59	37.96	15.74	d.f. = 3	
2 Col-Grad	152	58.46	1.97	1.34	40.13	42.76	13.82	2.59153	.62832
CHURCH									
1 SDA	228	87.69	1.32	0.88	42.98	40.79	14.04	d.f. = 2	
2 Non-SDA	32	12.31	6.25	6.25	28.12	40.62	18.75	0.55725	.75683
SEX									
1 Male	97	37.45	4.12	0.00	37.11	46.39	12.37	d.f. = 2	
2 Female	162	62.55	0.62	2.47	43.83	37.04	16.05	2.30564	.31574
AGE									
1 Under 35	69	26.95	2.90	4.35	44.93	36.23	11.59	d.f. = 3	
2 35&Older	187	73.05	1.60	0.54	39.57	42.78	15.50	2.93210	.56925
DISTANCE									
1 0-3 Miles	90	35.57	2.22	1.11	36.67	47.78	12.22	d.f. = 2	
2 Over 3	163	64.43	1.84	1.84	43.56	37.42	15.34	2.58817	.27415
CONTACT									
1 1 or 2	26	10.28	3.85	0.00	30.77	46.15	19.23	d.f. = 2	
2 3&More	227	89.72	1.76	1.76	41.85	40.53	14.10	1.20999	.54608
H S A									
1 Yes	109	42.91	1.83	0.92	37.56	42.20	17.43	d.f. = 2	
2 No	145	57.09	2.07	2.07	42.76	40.00	13.10	1.45432	.48328
OFFICE									
1 Yes	153	60.47	1.96	1.96	41.18	42.44	12.42	d.f. = 2	
2 No	100	39.53	2.00	1.00	42.00	38.00	17.00	1.19090	.55131
NO. CHILDREN									
1 1 or 2	217	86.45	1.84	1.38	42.40	40.09	14.29	d.f. = 2	
2 3&More	34	13.55	2.94	0.00	32.35	47.06	17.65	1.28196	.52678

TABLE 84

Item 16.-- THE PRINCIPAL'S ROLE IN THE RECRUITMENT  
OF STUDENTS

## Response Alternatives

	N	%	1	2	3	4	5	x	p
TOTAL	260	100.00	2.69	8.85	23.85	46.54	18.08		
Illinois	76	29.23	0.00	11.84	18.42	47.37	22.37		
Indiana	40	15.38	2.50	5.00	22.50	47.50	22.50		
Michigan	103	39.62	3.88	6.80	26.21	47.57	15.53	d.f. = 6	
Wisconsin	41	15.77	4.88	12.20	29.27	41.46	12.20	4.97849	.54657
OCCUPATION									
1 Profess	128	50.59	1.56	7.03	23.44	51.56	16.41	d.f. = 4	
2 Others	125	49.41	4.00	10.40	24.00	44.00	17.60	21.48499	.00150
EDUCATION									
1 Thru HS	108	41.54	3.70	8.33	27.78	37.96	22.22	d.f. = 4	
2 Col-Grad	152	58.46	1.97	9.21	21.05	52.63	15.13	7.38156	.28700
CHURCH									
1 SDA	228	87.69	1.75	9.65	22.37	48.68	17.54	d.f. = 3	
2 Non-SDA	32	12.31	9.38	3.13	34.37	31.25	21.87	3.84960	.27817
SEX									
1 Male	97	37.45	4.12	8.25	25.77	48.45	13.40	d.f. = 3	
2 Female	162	62.55	1.85	9.26	22.22	45.68	20.99	2.43180	.48774
AGE									
1 Under 35	68	26.56	.94	13.24	25.00	42.65	16.18	d.f. = 4	
2 35&Older	188	73.44	2.66	7.45	23.40	47.87	18.62	3.47218	.74767
DISTANCE									
1 0-3 Miles	91	35.97	2.20	7.69	28.57	47.25	14.29	d.f. = 3	
2 Over 3	162	64.03	3.09	8.64	21.60	46.91	19.75	2.33149	.50652
CONTACT									
1 1 or 2	26	10.28	3.85	15.38	26.92	42.31	11.54	d.f. = 3	
2 3&More	227	89.72	2.64	7.93	23.79	46.70	18.94	2.42122	.48970
H S A									
1 Yes	109	42.91	2.75	6.42	22.02	48.62	20.18	d.f. = 3	
2 No	145	57.09	2.76	10.34	24.83	44.83	17.24	1.53337	.67459
OFFICE									
1 Yes	154	60.87	1.60	11.69	19.48	50.65	15.58	d.f. = 3	
2 No	99	39.13	3.03	4.04	30.30	41.41	21.21	7.87864	.04859
NO. CHILDREN									
1 1 or 2	217	86.45	3.23	8.76	23.50	46.54	17.97	d.f. = 2	
2 3&More	34	13.55	0.00	8.82	20.59	50.00	20.59	0.54620	.90863

TABLE 85

## Item 17.-- THE PRINCIPAL'S ROLE IN SUPERVISING IN-SERVICE TRAINING FOR TEACHERS

## Response Alternatives

	N	%	1	2	3	4	5	x	p
TOTAL	259	100.00	3.86	5.41	12.36	33.59	44.79		
Illinois	76	29.34	0.00	3.95	11.84	35.53	48.68		
Indiana	41	15.83	7.32	9.76	4.88	31.71	46.34		
Michigan	101	39.00	3.96	1.98	15.84	29.70	48.51	d.f. = 6	
Wisconsin	41	15.83	7.32	12.20	12.20	41.46	26.83	8.01208	.23722
OCCUPATION									
1 Profess	128	50.59	3.13	3.91	11.72	36.72	44.53	d.f. = 3	
2 Others	125	49.41	4.80	5.60	12.80	32.00	44.80	7.51437	.27588
EDUCATION									
1 Thru HS	107	41.31	5.61	7.48	11.21	30.84	44.86	d.f. = 4	
2 Col-Grad	152	58.69	2.63	3.95	13.16	35.53	44.74	6.08772	.41344
CHURCH									
1 SDA	228	88.03	3.51	5.70	13.60	34.65	42.54	d.f. = 3	
2 Non-SDA	31	11.97	6.45	3.23	3.23	25.81	61.29	4.01452	.13436
SEX									
1 Male	97	37.45	4.12	7.22	15.46	31.96	41.24	d.f. = 3	
2 Female	162	62.55	3.70	4.32	10.49	34.57	46.91	2.49221	.47670
AGE									
1 Under 35	69	26.95	7.25	7.25	15.94	23.26	40.58	d.f. = 4	
2 35&Older	187	73.05	2.67	4.81	11.23	35.29	45.99	5.06726	.28047
DISTANCE									
1 0-3 Miles	90	35.57	4.44	6.67	13.33	32.22	43.33	d.f. = 3	
2 Over 3	163	64.43	3.68	4.91	12.27	34.36	44.79	0.54685	.9848
CONTACT									
1 1 or 2	26	10.28	0.00	7.69	7.69	34.62	50.00	d.f. = 3	
2 3&More	227	89.72	4.41	4.41	13.22	33.48	44.49	0.76219	.85481
H S A									
1 Yes	109	42.91	5.50	4.59	13.76	25.52	48.62	d.f. = 3	
2 No	145	57.09	2.76	6.21	11.03	38.62	41.38	3.46016	.32597
OFFICE									
1 Yes	154	60.63	5.19	5.84	14.29	31.82	42.86	d.f. = 3	
2 No	100	39.37	2.00	5.00	10.00	37.00	46.00	2.54733	.46680
NO. CHILDREN									
1 1 or 2	217	86.45	3.23	5.99	10.60	33.18	47.00	d.f. = 3	
2 3&More	34	13.55	8.82	0.00	23.53	38.24	29.41	6.24490	.10029

TABLE 86

Item 18.-- THE PRINCIPAL'S ROLE IN ENSURING THAT BOARD  
AND CONFERENCE POLICIES ARE FOLLOWED

## Response Alternatives

	N	%	1	2	3	4	5	x	p
TOTAL	260	100.00	1.15	1.15	8.85	35.00	53.85		
Illinois	76	29.23	1.32	0.00	10.53	31.58	56.58		
Indiana	41	15.77	0.00	0.00	7.32	19.51	73.17		
Michigan	102	39.23	0.98	0.98	8.82	40.20	49.02	d.f. = 6	
Wisconsin	41	15.77	2.44	4.88	7.32	43.90	41.46	10.36809	.10998
OCCUPATION									
1 Profess	129	50.79	0.78	2.33	8.53	35.56	52.71	d.f. = 3	
2 Others	125	49.21	1.60	0.00	8.80	36.00	53.60	6.89433	.14158
EDUCATION									
1 Thru HS	107	41.16	0.00	0.00	8.41	32.71	58.88	d.f. = 3	
2 Col-Grad	153	58.85	1.96	1.96	9.15	36.60	50.33	8.16262	.08580
CHURCH									
1 SDA	229	88.08	0.87	1.31	10.04	34.06	53.71	d.f. = 2	
2 Non-SDA	31	11.92	3.23	0.00	0.00	41.94	54.84	2.47353	.29032
SEX									
1 Male	97	37.45	1.03	2.06	3.09	35.05	58.76	d.f. = 2	
2 Female	162	62.55	1.23	0.62	12.35	34.57	51.23	4.11853	.12755
AGE									
1 Under 35	69	26.95	1.45	1.45	10.14	36.23	50.72	d.f. = 3	
2 35&Older	187	73.05	1.07	1.07	8.56	33.69	55.61	2.92505	.57045
DISTANCE									
1 0-3 Miles	90	35.57	2.22	3.33	11.11	40.00	43.33	d.f. = 2	
2 Over 3	163	64.43	0.61	0.00	7.98	31.90	59.51	7.21642	.02710
CONTACT									
1 1 or 2	26	10.28	0.00	0.00	11.54	42.31	46.15	d.f. = 2	
2 3&More	227	89.72	1.32	1.32	8.37	33.48	55.51	0.90856	.63490
H S A									
1 Yes	109	42.91	1.83	1.83	11.93	28.44	55.96	d.f. = 2	
2 No	145	57.09	0.69	0.69	6.90	39.31	52.41	5.18808	.07472
OFFICE									
1 Yes	154	60.63	1.30	1.95	8.44	31.17	57.14	d.f. = 2	
2 No	100	39.37	1.00	0.00	10.00	40.00	49.00	2.13531	.34381
NO. CHILDREN									
1 1 or 2	217	86.45	1.38	0.92	8.76	33.18	55.76	d.f. = 2	
2 3&More	34	13.55	0.00	2.94	8.82	38.24	50.00	0.41234	.81369

TABLE 87

Item 19.-- THE PRINCIPAL'S ROLE IN CLARIFYING AND  
COMMUNICATING THE SCHOOL'S PLANS  
AND PROGRAMS

Response Alternatives

	N	%	1	2	3	4	5	x	p
TOTAL	259	100.00	0.77	2.70	6.18	27.41	62.93		
Illinois	75	28.96	0.00	2.67	6.67	26.67	64.00		
Indiana	40	15.44	0.00	2.50	5.00	30.00	62.50		
Michigan	103	39.77	0.97	1.94	7.77	27.18	62.14	d.f. = 6	
Wisconsin	41	15.83	2.44	4.88	2.44	26.83	63.41	0.45957	.99830
OCCUPATION									
1 Profess	128	50.79	0.00	3.91	3.91	32.81	59.37	d.f. = 3	
2 Others	125	49.20	0.81	1.62	8.06	22.58	66.94	4.70938	.31844
EDUCATION									
1 Thru HS	107	41.31	0.93	2.80	5.61	20.56	70.09	d.f. = 3	
2 Col-Grad	152	59.08	0.66	2.63	6.58	32.24	57.89	6.98938	.13645
CHURCH									
1 SDA	227	87.64	0.44	3.08	6.17	26.43	63.88	d.f. = 2	
2 Non-SDA	32	12.36	3.13	0.00	6.25	34.37	56.25	0.90766	.63519
SEX									
1 Male	97	37.60	1.03	2.06	7.22	27.84	61.86	d.f. = 2	
2 Female	161	62.40	0.62	3.11	5.59	26.71	63.98	0.13291	.93570
AGE									
1 Under 35	69	26.95	0.00	5.80	10.14	21.74	62.32	d.f. = 2	
2 35&Older	187	73.05	1.07	1.60	4.81	29.41	63.10	7.06394	.13255
DISTANCE									
1 0-3 Miles	90	35.57	1.11	2.22	8.89	31.11	56.67	d.f. = 2	
2 Over 3	163	64.43	0.61	3.07	4.91	25.15	66.26	2.37797	.30453
CONTACT									
1 1 or 2	25	9.92	4.00	0.00	12.00	8.00	76.00	d.f. = 1	
2 3&More	227	90.08	0.44	2.64	5.73	29.52	61.67	1.41732	.23385
H S A									
1 Yes	108	42.69	0.00	2.78	8.33	25.00	63.89	d.f. = 2	
2 No	145	57.31	1.38	2.76	4.14	29.66	62.07	1.04194	.59394
OFFICE									
1 Yes	153	60.47	0.00	3.27	5.88	26.14	64.71	d.f. = 2	
2 No	100	39.53	2.00	2.00	7.00	28.00	61.00	0.41824	.81130
NO. CHILDREN									
1 1 or 2	216	86.40	0.93	1.85	6.02	27.78	63.43	d.f. = 2	
2 3&More	34	13.60	0.00	5.88	8.82	23.53	61.76	1.27640	.52824

TABLE 88

Item 20.-- THE PRINCIPAL'S ROLE AS EDUCATIONAL  
LEADER IN THE COMMUNITY

## Response Alternatives

	N	%	1	2	3	4	5	x	p
TOTAL	251	100.00	1.99	6.37	18.33	38.25	35.06		
Illinois	70	27.89	0.00	4.29	12.86	45.71	37.14		
Indiana	39	15.54	5.13	2.56	17.95	38.46	35.90		
Michigan	102	40.64	2.94	7.84	14.71	38.24	36.27	d.f. = 6	
Wisconsin	40	15.94	0.00	10.00	37.50	25.00	27.50	12.59637	.04991
OCCUPATION									
1 Profess	122	49.80	1.64	7.38	16.39	40.98	33.61	d.f. = 3	
2 Others	123	50.21	2.44	5.69	20.33	20.34	35.77	8.13887	.22810
EDUCATION									
1 Thru HS	105	41.83	2.86	5.71	22.86	33.33	35.24	d.f. = 3	
2 Col-Grad	146	58.17	1.37	6.85	15.07	41.78	34.93	5.48766	.48295
CHURCH									
1 SDA	221	88.05	1.81	6.33	17.19	40.27	34.29	d.f. = 3	
2 Non-SDA	30	11.95	3.33	6.67	26.67	23.23	40.00	3.62040	.30548
SEX									
1 Male	94	37.60	2.13	10.64	15.96	36.17	35.11	d.f. = 3	
2 Female	156	62.40	1.92	3.85	19.23	39.74	35.26	3.96297	.26549
AGE									
1 Under 35	66	26.72	3.03	7.58	16.67	28.79	43.94	d.f. = 3	
2 35&Older	181	73.28	1.66	6.08	18.23	42.54	31.49	7.13865	.30822
DISTANCE									
1 0-3 Miles	86	35.25	1.16	9.30	19.17	38.37	31.40	d.f. = 3	
2 Over 3	158	64.75	2.53	5.06	16.46	39.24	36.70	1.34173	.71925
CONTACT									
1 1 or 2	24	9.84	0.00	12.50	12.50	37.50	37.50	d.f. = 3	
2 3&More	220	90.16	2.27	5.91	17.73	39.55	34.55	0.88957	.82794
H S A									
1 Yes	107	43.50	0.93	7.48	21.50	36.45	33.64	d.f. = 3	
2 No	139	56.50	2.88	5.76	14.39	40.29	36.69	2.13979	.54391
OFFICE									
1 Yes	150	61.48	2.00	9.33	17.33	38.00	33.33	d.f. = 3	
2 No	94	38.52	2.13	2.13	18.09	39.36	38.30	3.81417	.28224
NO. CHILDREN									
1 1 or 2	210	86.78	2.38	6.19	18.10	38.57	34.76	d.f. = 3	
2 3&More	32	13.22	0.00	6.25	15.62	43.75	34.37	0.46733	.92601

TABLE 89

## Item 21.-- THE PRINCIPAL'S ROLE AS INSTRUCTIONAL LEADER

## Response Alternatives

	N	%	1	2	3	4	5	x	p
TOTAL	259	100.00	1.93	2.70	13.13	42.08	40.15		
Illinois	75	28.96	0.00	4.00	16.00	49.33	30.67		
Indiana	41	15.83	2.44	2.44	14.63	36.59	43.90		
Michigan	102	39.38	1.96	0.98	9.80	40.00	47.06	d.f. = 6	
Wisconsin	41	15.83	4.88	4.88	14.63	39.02	36.59	7.31635	.29258
OCCUPATION									
1 Profess	127	50.40	1.57	3.15	16.54	37.80	40.94	d.f. = 3	
2 Others	125	49.60	2.40	2.40	8.80	46.40	40.00	10.49407	10533
EDUCATION									
1 Thru HS	107	41.31	0.93	3.74	11.21	34.58	49.53	d.f. = 3	
2 Col-Grad	152	58.69	2.63	1.97	14.47	47.37	33.55	9.53687	.04900
CHURCH									
1 SDA	227	87.64	1.32	3.08	14.10	43.17	38.33	d.f. = 3	
2 Non-SDA	32	12.36	6.25	0.00	6.25	34.37	53.12	3.56691	.31219
SEX									
1 Male	96	37.21	3.13	4.17	11.42	34.37	46.87	d.f. = 3	
2 Female	162	62.79	1.23	1.85	14.20	46.91	35.80	6.72936	.08105
AGE									
1 Under 35	69	27.06	2.90	5.80	10.14	49.28	31.88	d.f. = 3	
2 35&Older	186	72.94	1.61	1.61	14.52	39.78	42.47	14.31943	.02626
DISTANCE									
1 0-3 Miles	91	36.11	3.30	3.30	14.29	45.05	34.07	d.f. = 3	
2 Over 3	161	63.89	1.24	2.48	12.42	40.99	42.86	2.51562	.4724
CONTACT									
1 1 or 2	26	10.32	3.85	0.00	7.69	42.31	46.15	d.f. = 3	
2 3&More	226	89.68	1.77	3.10	14.16	42.04	38.94	1.02261	.59971
H S A									
1 Yes	109	43.08	0.92	4.59	11.01	41.28	42.20	d.f. = 3	
2 No	144	56.92	2.78	1.39	15.28	43.75	36.81	1.62533	.65366
OFFICE									
1 Yes	154	61.11	1.95	4.55	14.29	40.91	38.31	d.f. = 3	
2 No	98	38.89	2.04	0.00	12.24	43.88	41.84	2.99137	.3929
NO. CHILDREN									
1 1 or 2	216	86.40	1.85	2.34	13.43	43.06	39.35	d.f. = 3	
2 3&More	34	13.60	2.94	2.94	14.71	41.18	38.24	0.26549	.96638

TABLE 90

Item 22.-- THE PRINCIPAL'S ROLE IN PLANNING  
THE SCHOOL CALENDAR

## Response Alternatives

	N	%	1	2	3	4	5	x	p
TOTAL	258	100.00	3.49	4.65	26.36	58.53	6.98		
Illinois	75	29.07	4.00	5.33	30.67	54.67	5.33		
Indiana	41	15.89	4.88	7.32	29.27	48.78	9.76		
Michigan	101	39.15	3.96	1.98	20.79	64.36	8.91	d.f. = 6	
Wisconsin	41	15.89	0.00	7.32	29.27	60.98	2.44	7.55359	.57968
OCCUPATION									
1 Profess	128	51.00	0.78	6.25	21.87	64.84	6.25	d.f. = 4	
2 Others	123	49.00	5.69	3.25	31.71	37.57	6.50	5.35351	.49934
EDUCATION									
1 Thru HS	108	41.86	3.70	4.63	24.07	58.33	9.26	d.f. = 3	
2 Col-Grad	150	58.14	3.33	4.67	28.00	58.67	5.33	4.22153	.64673
CHURCH									
1 SDA	227	87.98	2.64	4.85	25.99	59.47	7.05	d.f. = 3	
2 Non-SDA	31	12.02	9.68	3.23	29.03	51.61	6.45	1.37972	.71030
SEX									
1 Male	96	37.35	3.13	4.17	23.96	63.54	5.21	d.f. = 3	
2 Female	161	62.65	3.73	4.97	27.95	55.28	8.07	1.91608	.59001
AGE									
1 Under 35	68	26.77	5.88	7.35	30.88	52.94	2.94	d.f. = 3	
2 35&Older	186	73.23	2.69	3.76	25.27	60.22	4.35	9.37701	.15346
DISTANCE									
1 0-3 Miles	88	35.06	2.27	6.82	27.27	60.23	3.41	d.f. = 3	
2 Over 3	163	64.94	4.29	3.07	26.99	57.67	7.98	2.14926	.54201
CONTACT									
1 1 or 2	26	10.36	3.85	3.85	15.38	65.38	11.54	d.f. = 3	
2 3&More	225	89.64	3.56	4.44	28.44	57.33	6.22	2.42018	.29817
H S A									
1 Yes	108	42.86	2.78	5.56	28.70	58.33	4.63	d.f. = 3	
2 No	144	57.14	4.17	4.17	25.69	56.94	9.03	1.89909	.59361
OFFICE									
1 Yes	152	60.56	2.63	5.26	26.32	59.21	6.58	d.f. = 3	
2 No	99	39.44	5.05	3.03	27.27	57.58	7.07	0.07194	.99498
NO. CHILDREN									
1 1 or 2	216	86.75	3.24	4.17	25.93	60.19	6.48	d.f. = 3	
2 3&More	33	13.25	6.06	6.06	36.36	39.39	12.12	5.34819	.14801



TABLE 91

Item 23.-- THE PRINCIPAL'S ROLE IN ARTICULATING THE  
CONFERENCE AND BOARD REGULATIONS

## Response Alternatives

	N	%	1	2	3	4	5	x	p
TOTAL	258	100.00	3.10	0.00	4.65	22.48	69.77		
Illinois	76	29.46	1.32	0.00	1.32	17.11	80.26		
Indiana	40	15.50	0.00	0.00	10.00	30.00	60.00		
Michigan	101	39.15	2.97	0.00	2.97	22.77	71.29	d.f. = 6	
Wisconsin	41	15.89	9.76	0.00	9.76	24.39	56.10	15.50531	.01667
OCCUPATION									
1 Profess	129	51.19	3.10	0.00	5.43	22.48	68.91	d.f. = 3	
2 Others	123	48.81	2.44	0.00	4.07	22.76	70.03	8.52857	.07403
EDUCATION									
1 Thru HS	105	40.70	3.81	0.00	4.76	18.10	73.33	d.f. = 3	
2 Col-Grad	153	59.30	2.61	0.00	4.58	25.49	67.32	3.75797	.43975
CHURCH									
1 SDA	228	88.37	2.63	0.00	4.82	22.81	69.74	d.f. = 2	
2 Non-SDA	30	11.63	6.67	0.00	3.33	20.00	70.00	0.31450	.85449
SEX									
1 Male	97	37.74	2.06	0.00	5.15	17.53	75.26	d.f. = 2	
2 Female	160	62.26	3.75	0.00	4.38	25.00	66.87	2.19100	.33437
AGE									
1 Under 35	69	27.06	4.35	0.00	2.90	20.29	72.46	d.f. = 2	
2 35&Older	186	72.94	2.69	0.00	5.38	23.12	68.82	3.14061	.53458
DISTANCE									
1 0-3 Miles	89	35.32	3.37	0.00	5.62	25.84	65.17	d.f. = 2	
2 Over 3	163	64.68	3.07	0.00	4.29	20.86	71.78	1.18638	.55256
CONTACT									
1 1 or 2	26	10.36	7.69	0.00	3.85	19.23	69.23	d.f. = 2	
2 3&More	225	89.64	2.22	0.00	4.89	22.67	70.22	0.73011	.69416
H S A									
1 Yes	108	42.86	2.78	0.00	5.56	24.07	67.59	d.f. = 2	
2 No	144	57.14	3.47	0.00	4.17	21.53	70.83	0.30774	.85739
OFFICE									
1 Yes	154	60.87	3.25	0.00	5.84	20.13	70.78	d.f. = 2	
2 No	99	39.13	3.03	0.00	3.03	26.26	67.68	1.78937	.40874
NO. CHILDREN									
1 1 or 2	215	86.35	2.79	0.00	4.65	20.00	72.56	d.f. = 2	
2 3&More	34	13.65	2.94	0.00	5.88	38.24	52.94	6.03080	.04903

TABLE 92

Item 24.-- THE PRINCIPAL'S ROLE IN OPERATING THE SCHOOL  
ACCORDING TO THE APPROVED BUDGET

## Response Alternatives

	N	%	1	2	3	4	5	x	p
TOTAL	260	100.00	1.54	2.69	20.00	40.00	35.77		
Illinois	76	29.23	0.00	0.00	10.53	47.37	42.11		
Indiana	41	15.77	0.00	2.44	24.39	31.71	41.46		
Michigan	102	39.23	3.92	2.94	20.59	43.14	29.41	d.f. = 6	
Wisconsin	41	15.77	0.00	7.32	31.71	26.83	34.15	16.31744	.01215
OCCUPATION									
1 Profess	129	50.99	0.78	4.65	13.18	37.98	43.41	d.f. = 3	
2 Others	124	49.01	2.42	0.81	26.83	42.74	27.42	9.71891	.04544
EDUCATION									
1 Thru HS	107	41.16	1.87	2.80	28.97	29.91	36.45	d.f. = 3	
2 Col-Grad	153	58.85	1.31	2.61	13.73	42.48	39.87	2.76855	.01246
CHURCH									
1 SDA	229	88.08	0.87	3.06	19.21	40.61	36.24	d.f. = 3	
2 Non-SDA	31	11.92	6.45	0.00	25.81	35.48	32.26	1.30441	.72809
SEX									
1 Male	97	37.45	3.09	4.12	12.37	40.21	40.21	d.f. = 3	
2 Female	162	62.55	0.62	1.23	24.69	40.12	33.33	9.90755	.01937
AGE									
1 Under 35	68	26.56	0.00	2.94	29.41	38.24	29.41	d.f. = 3	
2 35&Older	188	73.44	2.13	2.13	17.02	39.89	38.83	4.19199	.38065
DISTANCE									
1 0-3 Miles	90	35.57	3.33	1.11	18.89	42.22	34.44	d.f. = 3	
2 Over 3	163	64.43	0.61	3.07	21.47	37.42	37.42	0.75656	.85983
CONTACT									
1 1 or 2	25	9.88	0.00	0.00	24.00	44.00	32.00	d.f. = 3	
2 3&More	228	90.12	1.75	2.63	18.86	39.91	36.84	1.64250	.64979
H S A									
1 Yes	109	42.91	0.92	3.67	19.27	34.86	41.28	d.f. = 3	
2 No	145	57.09	2.07	1.38	21.38	42.76	32.41	2.67799	.44398
OFFICE									
1 Yes	154	60.87	1.30	3.25	18.83	37.66	38.96	d.f. = 3	
2 No	99	39.13	2.02	1.01	21.21	42.42	33.33	1.38777	.7084
NO. CHILDREN									
1 1 or 2	217	86.45	1.38	1.84	19.35	43.32	34.10	d.f. = 3	
2 3&More	34	13.55	2.94	5.88	20.59	23.53	47.06	6.54361	.08796

TABLE 93

Item 25.-- THE PRINCIPAL'S ROLE IN MAINTAINING  
COMMUNICATION WITH PARENTS

## Response Alternatives

	N	%	1	2	3	4	5	x	p
TOTAL	261	100.00	0.77	4.60	35.63	41.38	17.62		
Illinois	76	29.12	0.00	7.89	39.47	38.16	14.47		
Indiana	41	15.71	0.00	4.88	21.95	43.90	29.27		
Michigan	103	39.46	1.94	1.94	37.86	44.66	13.59	d.f. = 9	
Wisconsin	41	15.71	0.00	4.88	36.59	36.59	21.95	9.70436	.37495
OCCUPATION									
1 Profess	129	50.79	0.00	6.20	32.56	44.96	16.28	d.f. = 3	
2 Others	125	49.21	0.80	3.23	39.52	39.52	17.74	4.21058	.64820
EDUCATION									
1 Thru HS	108	41.41	0.00	1.85	37.04	37.96	23.15	d.f. = 3	
2 Col-Grad	153	58.62	1310	6.54	34.64	43.79	13.73	10.38460	.10936
CHURCH									
1 SDA	229	87.74	0.44	4.80	36.24	40.17	18.38	d.f. = 3	
2 Non-SDA	32	12.26	3.13	3.13	31.25	50.00	12.50	1.44839	.69423
SEX									
1 Male	97	37.31	1.03	2.06	37.11	42.27	17.53	d.f. = 3	
2 Female	163	62.69	0.61	6.13	34.36	41.10	17.79	1.66221	.6453
AGE									
1 Under 35	69	26.85	1.45	7.25	36.23	42.03	13.04	d.f. = 3	
2 35&Older	188	75.15	0.53	3.72	35.11	41.49	19.15	4.55126	.33651
DISTANCE									
1 0-3 Miles	91	35.83	1.10	5.49	35.16	43.96	14.29	d.f. = 3	
2 Over 3	163	64.17	0.61	4.29	34.97	41.10	19.02	1.16943	.76035
CONTACT									
1 1 or 2	26	10.24	0.00	7.69	19.23	42.31	30.77	d.f. = 3	
2 3&More	228	89.76	0.88	4.39	36.84	41.67	16.23	5.10346	.16438
H S A									
1 Yes	109	42.75	0.00	4.59	33.94	43.12	18.35	d.f. = 3	
2 No	146	57.25	1.37	4.11	36.30	40.41	17.81	0.31587	.95702
OFFICE									
1 Yes	154	60.63	0.65	4.55	37.66	39.61	17.53	d.f. = 3	
2 No	100	39.37	1.00	5.00	31.00	45.00	18.00	1.26886	.73654
NO. CHILDREN									
1 1 or 2	218	86.51	0.92	5.05	34.40	43.12	16.51	d.f. = 3	
2 3&More	34	13.49	0.00	2.94	41.18	32.35	23.53	2.51292	.4729

TABLE 94

## Item 26.-- THE PRINCIPAL'S ROLE IN HIRING TEACHERS

## Response Alternatives

	N	%	1	2	3	4	5	x	p
TOTAL	261	100.00	13.03	14.18	29.89	33.33	9.58		
Illinois	76	29.12	2.63	3.95	30.26	51.32	11.84		
Indiana	41	15.71	17.07	14.63	39.02	21.95	7.32		
Michigan	103	39.46	10.68	19.42	31.07	27.18	11.65	d.f. = 12	
Wisconsin	41	15.71	34.15	19.51	17.07	26.83	2.44	47.10176	.00000
OCCUPATION									
1 Profess	129	50.70	10.08	15.50	28.68	35.66	10.08	d.f. = 4	
2 Others	125	49.21	15.20	13.60	32.00	31.20	8.00	8.32511	.40237
EDUCATION									
1 Thru HS	108	41.38	12.96	16.67	29.63	31.48	9.26	d.f. = 4	
2 Col-Grad	153	58.62	13.07	12.42	30.07	34.64	9.80	4.56600	.80279
CHURCH on									
1 SDA	229	87.74	12.66	13.97	31.44	34.50	7.42	d.f. = 4	
2 Non-SDA	32	12.26	15.62	15.62	18.75	25.00	25.00	11.57135	.0208
SEX									
1 Male	97	37.31	9.28	17.53	30.93	36.08	6.19	d.f. = 4	
2 Female	163	62.69	15.34	12.27	29.45	31.29	11.66	5.24753	.26283
AGE									
1 Under 35	69	26.85	17.39	10.14	30.43	31.88	10.14	d.f. = 4	
2 35&Older	188	73.15	11.70	15.96	29.26	33.51	9.57	2.50038	.64457
DISTANCE									
1 0-3 Miles	91	35.83	12.09	10.99	26.37	42.86	7.69	d.f. = 4	
2 Over 3	163	64.17	14.11	15.95	31.90	27.61	10.43	6.35894	.17390
CONTACT									
1 1 or 2	26	10.24	19.23	19.23	19.23	38.46	3.85	d.f. = 4	
2 3&More	228	89.76	12.28	14.04	31.14	32.46	10.09	3.62330	.4593
H S A									
1 YES	109	42.75	12.84	22.94	27.52	30.28	6.42	d.f. = 4	
2 No	146	57.25	13.70	8.22	31.51	34.93	11.64	11.90053	.0181
OFFICE									
1 Yes	154	60.63	13.64	16.88	29.22	33.12	7.14	d.f. = 4	
2 No	100	39.37	13.00	10.00	31.00	33.00	13.00	4.31074	.36558
NO. CHILDREN									
1 1 or 2	218	86.51	14.22	14.22	27.98	33.49	10.09	d.f. = 2	
2 3&More	34	13.49	8.82	11.76	44.12	26.47	8.82	3.67696	.15906

TABLE 95

## Item 27.-- THE PRINCIPAL'S ROLE IN HELPING STUDENTS

## Response Alternatives

	N	%	1	2	3	4	5	x	p
TOTAL	261	100.00	1.53	13.79	58.24	21.84	4.60		
Illinois	76	29.12	0.00	22.37	51.32	23.68	2.63		
Indiana	41	15.71	2.44	14.63	48.78	26.83	7.32		
Michigan	103	39.46	1.94	10.68	63.11	19.42	4.85	d.f. = 6	
Wisconsin	41	15.71	2.44	4.88	68.29	19.51	4.88	8.30451	.21663
OCCUPATION									
1 Profess	129	50.79	0.00	16.28	55.81	25.58	2.33	d.f. = 4	
2 Others	125	49.21	2.40	11.20	62.40	19.20	4.80	1.36386	.85045
EDUCATION									
1 Thru HS	108	41.38	1.85	13.89	59.26	16.67	8.23	d.f. = 4	
2 Col-Grad	153	58.62	1.31	13.73	57.52	25.49	1.96	1.36897	.84957
CHURCH									
1 SDA	229	87.74	0.87	12.66	60.26	21.83	4.37	d.f. = 2	
2 Non-SDA	32	12.26	6.25	21.87	43.75	21.87	6.25	5.25236	.07325
SEX									
1 Male	97	37.31	2.06	14.43	53.51	25.77	4.12	d.f. = 2	
2 Female	163	62.69	1.23	13.50	60.74	19.63	4.91	1.31356	.51852
AGE									
1 Under 35	69	26.85	2.90	17.39	60.87	15.94	2.90	d.f. = 3	
2 35&Older	188	73.15	1.06	12.77	56.91	24.47	4.79	4.27520	.37004
DISTANCE									
1 0-3 Miles	91	35.83	1.10	10.99	57.14	29.67	1.10	d.f. = 2	
2 Over 3	163	64.17	1.84	15.34	58.90	18.40	5.52	2.05280	.35829
CONTACT									
1 1 or 2	26	10.24	3.85	15.38	57.69	19.23	3.85	d.f. = 2	
2 3&More	228	89.76	1.32	14.04	57.89	22.37	4.39	0.34291	.84244
H S A									
1 Yes	109	42.75	0.92	15.60	56.88	22.02	4.59	d.f. = 3	
2 No	146	57.25	2.05	13.01	57.53	22.60	4.79	0.10222	.95018
OFFICE									
1 Yes	154	60.63	1.30	13.64	61.04	12.08	1.95	d.f. = 2	
2 No	100	39.37	2.00	14.00	53.00	23.00	8.00	1.82329	.40186
NO. CHILDREN									
1 1 or 2	218	86.51	1.83	15.14	56.42	22.02	4.59	d.f. = 2	
2 3&More	34	13.49	0.00	5.88	64.71	23.53	5.88	2.77407	.24981

TABLE 96

Item 28.-- THE PRINCIPAL'S ROLE IN THE ORIENTATION OF NEW STUDENTS

Response Alternatives

	N	%	1	2	3	4	5	x	p
TOTAL	258	100.00	1.94	3.49	36.82	40.31	17.44		
Illinois	75	29.07	1.33	4.00	52.00	29.33	13.33		
Indiana	41	15.89	4.88	4.48	19.51	43.90	26.83		
Michigan	101	39.15	1.98	3.96	34.65	44.55	14.85	d.f. = 6	
Wisconsin	41	15.89	0.00	0.00	31.71	46.34	21.95	13.67673	.03646
OCCUPATION									
1 Profess	128	50.79	2.34	3.91	48.44	33.59	11.72	d.f. = 3	
2 Others	124	49.21	1.61	3.23	26.83	45.97	22.58	19.09154	.00075
EDUCATION									
1 Thru HS	106	41.08	0.94	3.77	21.70	47.17	26.42	d.f. = 3	
2 Col-Grad	152	58.92	2.63	3.29	47.37	35.53	11.18	23.20869	.00073
CHURCH									
1 SDA	227	87.98	1.76	3.08	35.68	41.41	18.06	d.f. = 3	
2 Non-SDA	31	12.02	3.23	6.45	45.16	32.26	12.90	2.82169	.41994
SEX									
1 Male	96	37.37	4.17	5.21	38.54	37.50	14.58	d.f. = 3	
2 Female	161	62.65	0.62	2.48	36.02	41.61	19.25	5.44595	.14191
AGE									
1 Under 35	68	26.77	0.00	2.94	32.35	50.00	14.71	d.f. = 3	
2 35&Older	186	73.23	2.69	3.76	39.25	36.56	17.74	6.56215	.36324
DISTANCE									
1 0-3 Miles	89	35.40	1.12	3.37	35.96	47.19	12.36	d.f. = 3	
2 Over 3	162	64.54	2.47	3.09	38.89	36.42	19.14	3.48802	.32232
CONTACT									
1 1 or 2	26	10.36	0.00	0.00	46.15	46.15	7.69	d.f. = 2	
2 3&More	225	89.64	2.22	4.00	36.44	39.56	17.78	1.73481	.42004
H S A									
1 Yes	108	42.86	1.85	1.85	37.96	37.96	20.37	d.f. = 3	
2 No	144	57.14	2.08	4.86	36.81	40.97	15.28	2.24633	.52288
OFFICE									
1 Yes	153	60.71	1.96	1.96	41.18	39.87	15.03	d.f. = 3	
2 No	99	39.29	2.02	6.06	32.32	40.40	19.19	3.74653	.28981
NO. CHILDREN									
1 1 or 2	216	86.75	2.31	4.17	38.43	36.11	18.98	d.f. = 2	
2 3&More	33	13.25	0.00	0.00	33.33	57.58	9.09	5.85453	.05354

TABLE 97

## Item 29.-- THE PRINCIPAL'S ROLE IN ACCEPTING RESPONSIBILITY FOR TEACHERS' ACTIONS

## Response Alternatives

	N	%	1	2	3	4	5	x	p
TOTAL	259	100.00	3.09	2.32	12.74	36.68	45.17		
Illinois	75	28.96	5.33	2.67	5.33	33.33	53.33		
Indiana	40	15.44	7.50	5.00	22.50	22.50	42.50		
Michigan	103	39.77	0.97	1.94	13.50	42.72	40.78	d.f. = 6	
Wisconsin	41	15.83	0.00	0.00	14.63	41.46	43.90	12.97576	.04342
OCCUPATION									
1 Profess	128	50.79	2.34	1.56	10.94	37.50	47.66	d.f. = 3	
2 Others	124	49.21	4.03	2.42	15.32	36.29	41.94	3.89069	.69147
EDUCATION									
1 Thru HS	107	41.31	2.80	3.74	14.95	31.78	46.73	d.f. = 2	
2 Col-Grad	152	58.69	3.29	1.32	11.18	40.13	44.08	4.04249	.40029
CHURCH									
1 SDA	227	87.64	3.08	2.20	13.66	36.56	44.49	d.f. = 2	
2 Non-SDA	32	12.36	3.13	2.13	6.25	37.50	50.00	0.83649	.65820
SEX									
1 Male	95	36.82	1.05	1.05	9.47	37.89	50.53	d.f. = 3	
2 Female	163	63.18	4.29	3.07	14.72	35.58	42.33	5.32675	.14938
AGE									
1 Under 35	69	27.06	1.45	2.90	13.04	46.38	36.23		
2 35&Older	162	63.53	3.09	1.85	12.96	31.48	50.62	d.f. = 4	
DISTANCE									
1 0-3 Miles	91	35.71	2.22	2.22	12.22	38.89	44.44	d.f. = 3	
2 Over 3	162	64.29	3.70	2.47	12.35	36.42	45.06	0.41131	.93790
CONTACT									
1 1 or 2	26	10.32	3.85	0.00	3.85	46.15	46.15	d.f. = 3	
2 3&More	226	89.68	3.10	1.77	12.83	35.84	46.46	2.30503	.51156
H S A									
1 Yes	107	42.29	2.82	1.87	14.02	37.38	43.93	d.f. = 3	
2 No	146	57.71	3.42	2.74	10.27	36.30	47.26	1.14789	.76553
OFFICE									
1 Yes	152	60.32	2.63	1.97	14.47	36.84	44.08	d.f. = 3	
2 No	100	39.68	4.00	3.00	9.00	38.00	46.00	2.16302	.53927
NO. CHILDREN									
1 1 or 2	216	86.40	3.70	1.39	12.96	36.57	45.37	d.f. = 2	
2 3&More	34	13.60	0.00	2.94	8.82	41.18	47.06	0.86154	.65001

TABLE 98

Item 30.-- THE PRINCIPAL'S ROLE IN SENDING REPORTS TO  
SCHOOL BOARD AND CONFERENCE OFFICE  
OF EDUCATION

## Response Alternatives

	N	%	1	2	3	4	5	x	p
TOTAL	257	100.00	0.78	0.39	2.72	19.84	76.26		
Illinois	75	29.18	0.00	1.33	4.00	17.33	77.33		
Indiana	39	15.18	2.56	0.00	2.56	25.64	69.23		
Michigan	102	39.69	0.98	0.00	1.96	17.65	79.41	d.f. = 3	
Wisconsin	41	15.95	0.00	0.00	2.44	24.39	73.17	1.88816	.59594
OCCUPATION									
1 Profess	126	50.40	0.79	0.00	2.38	18.25	78.57	d.f. = 2	
2 Others	124	49.60	0.81	0.81	2.42	20.97	75.00	4.11357	.12786
EDUCATION									
1 Thru HS	107	41.63	0.00	0.00	1.87	18.69	74.44	d.f. = 2	
2 Col-Grad	150	58.37	1.33	0.67	3.33	20.67	74.00	3.42161	.18072
CHURCH									
1 SDA	226	87.94	0.44	0.44	2.21	21.24	75.66	d.f. = 1	
2 Non-SDA	31	12.06	3.23	0.00	6.45	9.68	80.65	0.14917	.69933
SEX									
1 Male	95	37.11	1.05	0.00	1.05	17.89	80.00	d.f. = 3	
2 Female	161	62.89	0.62	0.62	3.73	20.50	74.53	0.71343	.39831
AGE									
1 Under 35	68	26.88	0.00	0.00	4.41	23.53	72.06	d.f. = 2	
2 35&Older	185	73.13	1.08	0.54	2.16	17.84	78.38	1.98844	.37001
DISTANCE									
1 0-3 Miles	988	35.20	1.14	0.00	3.41	13.64	81.82	d.f. = 1	
2 Over 3	162	64.80	0.62	0.62	2.47	22.22	74.07	1.50931	.21924
CONTACT									
1 1 or 2	26	10.40	0.00	0.00	3.85	11.54	84.62	d.f. = 1	
2 3&More	224	89.60	0.89	0.45	2.68	20.09	75.89	0.56544	.45208
H S A									
1 Yes	108	42.86	0.93	0.00	2.78	16.67	79.63	d.f. = 1	
2 No	144	57.14	0.14	0.69	2.78	21.53	74.31	0.70126	.40236
OFFICE									
1 Yes	150	60.00	0.67	0.00	2.67	13.33	83.33	d.f. = 1	
2 No	100	40.00	1.00	1.00	3.00	28.00	67.00	8.09031	.00445
NO. CHILDREN									
1 1 or 2	214	86.29	0.93	0.47	1.87	20.56	76.17	d.f. = 1	
2 3&More	34	13.71	0.00	0.00	5.88	11.76	82.35	0.33273	.56406



TABLE 99

Item 31.-- THE PRINCIPAL'S ROLE IN CONSULTING  
CONFERENCE SUPERINTENDENT ABOUT  
STUDENT WITHDRAWAL

## Response Alternatives

	N	%	1	2	3	4	5	x	p
TOTAL	250	100.00	2.00	8.00	25.20	30.80	34.00		
Illinois	71	28.40	0.00	7.04	22.54	38.03	32.39		
Indiana	40	16.00	2.50	12.50	27.50	22.50	35.00		
Michigan	99	39.60	2.02	7.07	28.28	28.28	34.34	d.f. = 9	
Wisconsin	40	16.00	5.00	7.50	20.00	32.50	34.34	5.46060	.79245
OCCUPATION									
1 Profess	123	50.41	2.44	7.32	27.64	32.52	30.08	d.f. = 3	
2 Others	121	49.51	1.65	8.26	22.31	28.93	38.84	2.94493	.81573
EDUCATION									
1 Thru HS	102	40.80	0.00	6.86	20.59	29.41	43.14	d.f. = 3	
2 Col-Grad	148	59.20	3.38	8.78	28.38	31.76	27.70	9.90883	.12854
CHURCH									
1 SDA	220	88.00	1.36	7.27	26.82	30.45	34.09	d.f. = 3	
2 Non-SDA	30	12.00	6.67	13.33	13.33	33.33	33.33	5.38958	.14540
SEX									
1 Male	95	38.15	2.11	5.26	23.16	33.68	35.79	d.f. = 3	
2 Female	154	61.85	1.95	9.74	26.62	28.57	33.12	1.99710	.57301
AGE									
1 Under 35	67	27.24	0.00	5.97	29.85	28.36	35.82	d.f. = 3	
2 35&Older	179	72.77	2.39	8.38	24.02	31.28	33.52	6.31019	.38935
DISTANCE									
1 0-3 Miles	87	35.80	1.15	5.75	28.72	32.18	32.18	d.f. = 3	
2 Over 3	156	64.20	2.56	8.97	24.36	30.13	33.97	1.76134	.62338
CONTACT									
1 1 or 2	26	10.66	0.00	3.85	26.92	38.42	30.77	d.f. = 3	
2 3&More	218	89.34	2.29	8.268	25.23	29.82	34.40	1.74275	.62747
H S A									
1 Yes	105	43.03	3.81	2.86	21.90	38.10	33.33	d.f. = 3	
2 No	139	56.97	0.72	12.23	27.34	24.46	35.25	6.74154	.08061
OFFICE									
1 Yes	150	61.48	2.00	6.00	30.00	30.67	31.33	d.f. = 3	
2 No	94	38.52	2.13	10.64	19.15	30.85	37.23	4.56907	20621
NO. CHILDREN									
1 1 or 2	208	86.31	1.92	8.17	25.00	32.21	32.69	d.f. = 3	
2 3&More	33	13.69	3.03	9.09	33.33	15.15	39.39	4.02442	.25884

TABLE 100

Item 32.-- THE PRINCIPAL'S ROLE IN CONSULTING BOARD  
AND STAFF IN FORMULATING  
SCHOOL REGULATIONS

## Response Alternatives

	N	%	1	2	3	4	5	x	p
TOTAL	257	100.00	0.39	0.78	2.72	25.29	70.82		
Illinois	75	29.18	0.00	0.00	4.00	32.00	64.00		
Indiana	39	15.18	0.00	0.00	5.13	25.64	69.23		
Michigan	102	39.69	0.98	0.00	0.98	22.55	75.49	d.f. = 3	
Wisconsin	41	15.95	0.00	4.88	2.44	19.51	73.17	2.92173	.40385
OCCUPATION									
1 Profess	128	51.00	0.00	1.56	3.13	30.47	64.84	d.f. = 2	
2 Others	123	49.00	0.81	0.00	2.44	19.51	77.24	5.98365	.05020
EDUCATION									
1 Thru HS	106	41.25	0.00	0.94	1.89	21.70	75.47	d.f. = 2	
2 Col-Grad	151	58.76	0.66	0.66	3.31	27.81	67.55	2.06509	.35605
CHURCH									
1 SDA	227	88.33	0.00	0.44	2.64	26.87	70.04	d.f. = 1	
2 Non-SDA	30	11.67	3.33	3.33	3.33	13.33	76.67	0.28755	.59180
SEX									
1 Male	96	37.50	0.39	1.04	2.04	26.04	69.79	d.f. = 1	
2 Female	160	62.50	0.00	0.62	3.13	25.00	71.25	0.01131	.91529
AGE									
1 Under 35	67	26.48	0.00	1.49	1.49	20.90	76.12	d.f. = 2	
2 35&Older	186	73.52	0.54	0.54	3.23	26.88	68.82	2.73275	.25503
DISTANCE									
1 0-3 Miles	89	35.60	1.12	1.12	3.37	28.09	66.29	d.f. = 1	
2 Over 3	161	64.40	0.00	0.62	2.48	23.60	73.29	0.24760	.61877
CONTACT									
1 1 or 2	26	10.40	0.00	0.00	3.85	19.23	76.92	d.f. = 1	
2 3&More	224	89.60	0.45	0.89	2.68	25.89	70.09	1.04092	.30761
H S A									
1 Yes	108	43.03	0.00	1.85	1.85	25.00	71.30	d.f. = 1	
2 No	143	56.97	0.70	0.00	3.50	26.57	69.23	0.04610	.82999
OFFICE									
1 Yes	153	60.96	0.00	1.31	2.61	26.80	69.22	d.f. = 1	
2 No	98	39.04	1.02	0.00	3.06	23.47	72.45	0.15612	.69272
NO. CHILDREN									
1 1 or 2	214	86.29	0.47	0.47	2.80	25.70	70.56	d.f. = 1	
2 3&More	34	13.71	0.00	0.00	2.94	23.53	73.53	0.02277	.88007

TABLE 101

Item 33.-- THE PRINCIPAL'S ROLE IN SELECTING CHAIRMEN  
FOR THE SCHOOL COMMITTEES

## Response Alternatives

	N	%	1	2	3	4	5	x	p
TOTALRENCE	259	100.00	6.56	11.20	44.79	27.41	10.04		
Illinois	75	28.96	1.33	13.33	38.67	33.33	13.33		
Indiana	40	15.44	7.50	7.50	52.50	25.00	7.50		
Michigan	103	39.77	8.74	9.71	49.51	23.30	8.74	d.f. = 9	
Wisconsin	41	15.83	9.76	14.63	36.59	29.27	9.76	6.88149	.64946
OCCUPATION									
1 Profess	128	50.79	4.69	7.81	46.87	28.91	11.72	d.f. = 4	
2 Others	124	49.20	8.87	15.32	44.35	25.81	5.65	10.00123	.12460
EDUCATION									
1 Thru HS	107	41.31	8.41	14.02	44.86	23.36	9.35	d.f. = 4	
2 Col-Grad	152	58.69	5.26	9.21	44.74	30.26	10.53	11.57667	.07211
CHURCH									
1 SDA	227	87.64	6.61	10.57	46.26	28.19	8.37	d.f. = 3	
2 Non-SDA	32	12.36	6.25	15.62	34.37	21.87	21.87	6.73589	.08081
SEX									
1 Male	96	37.21	6.25	9.38	41.67	32.29	10.42	d.f. = 3	
2 Female	162	62.79	6.79	12.35	46.30	24.69	9.88	1.98931	.57463
AGE									
1 Under 35	69	26.95	10.14	14.49	42.03	28.99	4.35	d.f. = 4	
2 35&Older	187	73.05	5.35	10.16	44.92	27.27	12.30	8.28290	.21810
DISTANCE									
1 0-3 Miles	90	35.57	6.67	12.22	36.67	31.11	13.33	d.f. = 3	
2 Over 3	163	64.43	6.75	10.43	48.47	26.38	7.98	4.06602	.25442
CONTACT									
1 1 or 2	26	10.32	0.00	7.69	38.46	42.31	11.54	d.f. = 3	
2 3&More	226	89.68	7.52	11.95	44.69	26.11	9.73	4.25690	.23503
HSA									
1 Yes	107	42.29	10.28	11.21	45.79	24.30	8.41	d.f. = 3	
2 No	146	57.71	4.11	10.96	43.15	30.14	11.64	2.91985	.40415
OFFICE									
1 Yes	153	60.47	7.19	14.38	47.06	23.53	7.84	d.f. = 3	
2 No	100	39.53	6.00	7.00	40.00	35.00	12.00	7.05963	.07002
NO. CHILDREN									
1 1 or 2	216	86.40	6.94	12.04	41.20	28.70	11.11	d.f. = 3	
2 3&More	34	13.60	5.88	5.88	61.76	20.59	5.88	5.14567	.16144

TABLE 102

Item 34.-- THE PRINCIPAL'S ROLE AS SECRETARY  
OF THE SCHOOL BOARD

## Response Alternatives

	N	%	1	2	3	4	5	x	p
TOTAL	257	100.00	7.00	14.01	38.52	22.57	17.90		
Illinois	73	28.40	8.22	8.22	39.73	19.18	24.66		
Indiana	40	15.56	2.50	32.50	35.00	12.50	17.50		
Michigan	103	40.08	6.80	13.59	34.95	28.16	16.15	d.f. = 9	
Wisconsin	41	15.95	9.76	7.32	48.78	24.39	9.76	13.54130	.13961
OCCUPATION									
1 Profess	129	50.00	10.40	11.20	31.20	22.40	24.80	d.f. = 4	
2 Others	125	49.80	4.00	16.80	45.60	23.20	10.40	13.52356	.03544
EDUCATION									
1 Thru HS	107	41.63	6.54	17.76	44.86	17.76	13.08	d.f. = 4	
2 Col-Grad	150	58.37	7.33	11.33	34.00	26.00	21.33	8.35632	.21314
CHURCH									
1 SDA	225	87.55	6.22	13.33	41.33	22.67	16.44	d.f. = 3	
2 Non-SDA	32	12.45	12.50	18.75	18.75	21.87	28.12	7.67589	.05321
SEX									
1 Male	96	37.50	5.21	11.46	30.21	23.96	29.17	d.f. = 3	
2 Female	160	62.50	8.13	15.62	43.75	21.87	10.62	16.12220	.00107
AGE									
1 Under 35	68	26.88	7.35	6.18	45.59	22.06	8.82	d.f. = 4	
2 35&Older	185	73.13	7.03	12.97	36.22	23.24	20.54	6.61631	.35780
DISTANCE									
1 0-3 Miles	90	36.00	6.67	12.22	36.67	20.00	24.44	d.f. = 3	
2 Over 3	160	64.00	7.50	15.00	39.37	25.00	13.13	5.37586	.14626
CONTACT									
1 1 or 2	26	10.40	3.85	15.38	50.00	23.08	7.69	d.f. = 3	
2 3&More	224	89.60	7.59	12.95	37.95	22.32	19.20	2.60165	.45720
H S A									
1 Yes	108	43.03	7.41	12.04	34.26	24.07	22.22	d.f. = 3	
2 No	143	56.97	6.99	13.99	41.96	22.38	14.69	3.04118	.38532
OFFICE									
1 Yes	152	60.80	7.24	11.84	43.42	19.08	18.42	d.f. = 3	
2 No	98	39.20	7.14	17.35	31.63	28.57	15.31	5.64784	.13006
NO. CHILDREN									
1 1 or 2	214	86.29	7.01	14.02	38.79	22.43	17.76	d.f. = 3	
2 3&More	34	13.71	5.88	11.76	38.24	26.47	17.65	0.37399	.94556

TABLE 103

Item 35.-- THE PRINCIPAL'S ROLE IN GAINING AND  
MAINTAINING THE CONFIDENCE  
OF HIS CONSTITUENCY

## Response Alternatives

	N	%	1	2	3	4	5	x	p
TOTAL	258	100.00	0.39	0.00	2.33	18.60	78.68		
Illinois	75	29.07	0.00	0.00	1.33	18.67	80.00		
Indiana	41	15.89	0.00	0.00	4.88	17.07	78.05		
Michigan	101	39.15	0.99	0.00	2.97	17.82	78.22	d.f. = 3	
Wisconsin	41	15.89	0.00	0.00	0.00	21.95	78.05	0.11025	.99058
OCCUPATION									
1 Profess	128	50.59	0.00	0.00	0.78	15.62	83.59	d.f. = 1	
2 Others	125	49.41	0.80	0.00	3.20	20.80	75.20	2.75638	.25203
EDUCATION									
1 Thru HS	107	41.47	0.00	0.00	0.93	19.63	74.44	d.f. = 1	
2 Col-Grad	151	58.53	0.66	0.00	3.71	17.88	78.15	0.84804	.65441
CHURCH									
1 SDA	227	87.98	0.00	0.00	2.20	18.50	79.30	d.f. = 1	
2 Non-SDA	31	12.02	3.23	0.00	3.23	19.35	74.19	0.17371	.67683
SEX									
1 Male	96	37.35	1.04	0.00	1.04	15.62	82.29	d.f. = 1	
2 Female	161	62.65	0.00	0.00	3.11	20.50	76.40	0.91641	.33842
AGE									
1 Under 35	69	27.17	0.00	0.00	4.35	27.54	68.12	d.f. = 1	
2 35&Older	1185	72.84	0.54	0.00	1.62	15.68	82.16	6.67850	.03546
DISTANCE									
1 0-3 Miles	89	35.46	1.12	0.00	1.12	16.85	80.90	d.f. = 1	
2 Over 3	162	64.54	0.00	0.00	3.09	20.37	76.54	0.40778	.52310
CONTACT									
1 1 or 2	25	9.96	0.00	0.00	0.00	24.00	76.00	d.f. = 1	
2 3&More	226	90.04	0.44	0.00	2.65	18.14	78.76	0.00388	.95030
H S A									
1 Yes	108	42.86	0.69	0.00	1.85	13.39	84.26	d.f. = 1	
2 No	144	57.14	0.00	0.00	2.78	22.22	74.31	3.06446	.08002
OFFICE									
1 Yes	153	60.71	0.00	0.00	1.96	17.65	80.39	d.f. = 1	
2 No	99	39.29	1.01	0.00	3.03	21.21	74.75	0.81602	.36625
NO. CHILDREN									
1 1 or 2	215	86.35	0.47	0.00	2.33	18.60	78.60	d.f. = 1	
2 3&More	34	13.65	0.00	0.00	2.94	23.53	73.53	0.19398	.65963

TABLE 104

Item 36.-- THE PRINCIPAL'S ROLE IN HOLDING PERSONAL  
CONFERENCES WITH TEACHERS

Response Alternatives

	N	%	1	2	3	4	5	x	p
TOTAL	259	100.00	0.39	0.00	4.25	20.08	75.29		
Illinois	75	28.96	0.00	0.00	2.67	14.67	82.67		
Indiana	41	15.83	0.00	0.00	4.88	26.83	68.29		
Michigan	102	39.38	0.98	0.00	5.88	17.65	75.49	d.f. = 3	
Wisconsin	41	15.83	0.00	0.00	2.44	29.27	68.29	4.35388	.22570
OCCUPATION									
1 Profess	128	50.59	0.00	0.00	4.69	18.75	76.56	d.f. = 2	
2 Others	125	49.41	0.80	0.00	3.20	20.80	75.20	2.36118	.30710
EDUCATION									
1 Thru HS	107	41.31	0.00	0.00	1.87	21.50	76.64	d.f. = 2	
2	152	58.69	0.66	0.00	5.92	19.08	74.34	1.49366	.47387
CHURCH									
1 SDA	228	88.03	0.00	0.00	3.51	20.18	76.32	d.f. = 1	
2 Non-SDA	31	11.97	3.23	0.00	9.68	19.35	67.74	0.66667	.41421
SEX									
1 Male	96	37.21	1.04	0.00	2.08	16.67	80.21	d.f. = 1	
2 Female	162	62.79	0.00	0.00	5.56	21.60	72.84	1.39669	.23728
AGE									
1 Under 35	69	27.06	0.00	0.00	8.70	20.09	71.01	d.f. = 2	
2 35&Older	186	72.94	0.54	0.00	2.69	19.89	76.88	1.54795	.46118
DISTANCE									
1 0-3 Miles	89	35.32	1.12	0.00	6.74	16.85	75.28	d.f. = 1	
2 Over 3	163	64.68	0.00	0.00	3.07	21.47	75.46	0.01475	.90335
CONTACT									
1 1 or 2	26	10.32	0.00	0.00	6.74	16.85	76.92	d.f. = 1	
2 3&More	226	89.68	0.44	0.00	3.07	21.47	75.22	0.00246	.96043
H S A									
1 Yes	108	42.69	0.00	0.00	3.70	17.59	78.70	d.f. = 1	
2 No	145	57.31	0.69	0.00	4.14	22.07	73.10	0.7684	.38070
OFFICE									
1 Yes	153	60.47	0.00	0.00	3.92	18.95	77.12	d.f. = 1	
2 No	100	39.53	1.00	0.00	5.00	21.00	73.00	0.35541	.55107
NO. CHILDREN									
1 1 or 2	216	86.40	0.46	0.00	3.24	20.37	75.93	d.f. = 1	
2 3&More	34	13.60	0.00	0.00	8.82	20.59	70.59	0.20820	.64818

TABLE 105

Item 37.-- THE PRINCIPAL'S ROLE IN STARTING NEW  
PROGRAMS IN THE SCHOOL

## Response Alternatives

	N	%	1	2	3	4	5	x	p
TOTAL	259	100.00	1.16	0.00	33.98	47.10	17.76		
Illinois	75	28.96	0.00	0.00	30.67	52.00	17.33		
Indiana	41	15.83	2.44	0.00	26.83	46.34	24.39		
Michigan	102	39.38	0.98	0.00	37.25	47.06	14.71	d.f. = 6	
Wisconsin	41	15.83	2.44	0.00	39.02	39.02	19.51	4.15824	.65527
OCCUPATION									
1 Profess	128	50.59	0.00	0.00	32.03	50.00	17.97	d.f. = 3	
2 Others	125	49.41	2.40	0.00	35.20	44.80	17.60	1.73158	.78497
EDUCATION									
1 Thru HS	107	41.31	0.93	0.00	39.25	42.06	17.76	d.f. = 2	
2 Col-Grad	152	58.69	1.32	0.00	30.26	50.66	17.76	3.49624	.47845
CHURCH									
1 SDA	228	88.03	0.88	0.00	35.96	46.49	16.67	d.f. = 2	
2 Non-SDA	31	11.97	3.23	0.00	19.35	51.61	25.81	3.01524	.22144
SEX									
1 Male	96	37.21	2.08	0.00	31.25	47.92	18.75	d.f. = 2	
2 Female	162	62.79	0.62	0.00	35.80	46.30	17.28	0.26921	.87406
AGE									
1 Under 35	69	27.06	1.45	0.00	36.23	49.28	13.04	d.f. = 2	
2 35&More	186	72.94	1.08	0.00	32.80	46.77	19.35	7.69593	.10337
DISTANCE									
1 0-3 Miles	89	35.32	1.12	0.00	30.34	53.93	14.61	d.f. = .2	
2 Over 3	163	64.68	1.23	0.00	35.58	44.79	18.40	1.96157	.37502
CONTACT									
1 1 or 2	26	10.32	0.00	0.00	26.92	61.54	11.64	d.f. = 2	
2 3&More	226	89.68	1.33	0.00	34.51	46.02	18.14	2.29286	.31777
H S A									
1 Yes	108	42.69	0.00	0.00	32.41	51.85	15.74	d.f. = 2	
2 No	145	57.31	2.07	0.00	33.79	44.14	20.00	1.60895	.44732
OFFICE									
1 Yes	153	60.47	1.31	0.00	33.33	50.33	15.03	d.f. = 2	
2 No	100	39.53	1.00	0.00	33.00	44.00	22.00	2.16383	.33895
NO. CHILDREN	250	100.00	1.20	-	33.20	47.60	18.0	0.86279	.64960
1 1 or 2	216	86.40	1.39	0.00	31.94	48.15	18.52	d.f. = 2	
2 3&More	34	13.60	0.00	0.00	41.18	44.12	14.71	0.86279	.64960

TABLE 106

Item 38.-- THE PRINCIPAL'S ROLE IN ASSUMING RESPONSIBILITY FOR SCHOOL PROPERTY

Response Alternatives

	N	%	1	2	3	4	5	x	p
TOTAL	259	100.00	1.54	1.54	12.74	35.52	48.65		
Illinois	75	28.96	0.00	0.00	12.00	30.67	57.33		
Indiana	41	15.83	4.88	2.44	12.20	31.71	48.78		
Michigan	102	39.38	1.96	1.96	13.73	42.16	40.20	d.f. = 6	
Wisconsin	41	15.83	0.00	2.44	12.20	31.71	53.66	6.26613	.39405
OCCUPATION									
1 Profess	128	50.79	1.56	1.56	10.94	31.25	54.69	d.f. = 3	
2 Others	124	49.21	0.81	0.81	15.32	40.32	43.55	5.82258	.21240
EDUCATION									
1 Thru HS	108	41.70	1.85	2.78	14.81	37.04	43.52	d.f. = 2	
2 Col-Grad	151	58.30	1.32	0.66	11.26	34.44	52.32	3.00496	.55700
CHURCH									
1 SDA	228	88.03	1.32	1.32	13.60	34.21	49.56	d.f. = 2	
2 Non-SDA	31	11.97	3.23	3.23	6.45	45.16	41.94	1.43808	.48722
SEX									
1 Male	95	36.82	1.05	1.05	6.32	31.58	60.00	d.f. = 2	
2 Female	163	63.18	1.84	1.84	16.56	37.42	42.33	9.69845	.00783
AGE									
1 Under 35	69	27.06	1.45	1.45	17.39	39.13	40.58	d.f. = 2	
2 35&Older	186	72.94	1.08	1.61	10.75	34.41	52.15	5.05964	28123
DISTANCE									
1 0-3 Miles	89	35.32	2.25	0.00	6.74	42.70	48.31	d.f. = 2	
2 Over 3	163	64.68	0.61	2.45	15.95	31.90	49.08	5.62703	.05999
CONTACT									
1 1 or 2	26	10.32	0.00	0.00	3.85	50.00	46.15	d.f. = 2	
2 3&More	226	89.68	1.33	1.33	13.72	33.19	50.44	4.39954	.11083
H S A									
1 Yes	108	42.69	0.93	2.78	10.19	42.59	43.52	d.f. = 2	
2 No	145	57.31	1.38	0.69	13.79	30.34	53.79	4.09313	.12918
OFFICE									
1 Yes	153	60.71	0.00	1.96	9.80	35.95	52.29	d.f. = 2	
2 No	99	39.29	2.02	1.01	17.17	35.35	44.44	3.59496	.16572
NO. CHILDREN									
1 1 or 2	216	86.40	1.39	1.39	12.50	32.87	51.85	d.f. = 2	
2 3&More	34	13.60	0.00	0.00	11.76	52.94	35.29	5.19278	.07454



TABLE 107

Item 39.-- THE PRINCIPAL'S ROLE IN THE EVALUATION  
OF THE SCHOOL

## Response Alternatives

	N	%	1	2	3	4	5	x	p
TOTAL	258	100.00	4.26	3.10	13.18	34.50	44.96		
Illinois	74	28.68	5.41	2.70	12.16	32.43	47.30		
Indiana	41	15.89	2.44	9.76	12.20	51.22	24.39		
Michigan	102	39.53	2.94	1.96	15.69	29.41	50.00	d.f. = 9	
Wisconsin	41	15.89	7.32	0.00	9.76	34.15	48.78	11.97282	.21485
OCCUPATION									
1 Profess	128	50.79	3.91	3.91	13.28	32.03	46.87	d.f. = 4	
2 Others	124	49.21	4.84	2.42	12.90	20.97	42.74	3.57732	.73366
EDUCATION									
1 Thru HS	106	41.08	6.60	2.42	12.90	20.97	42.74	d.f. = 3	
2 Col-Grad	153	58.96	2.63	3.95	13.16	32.24	48.03	3.94897	.68358
CHURCH									
1 SDA	227	87.98	3.96	3.08	12.78	35.68	44.49	d.f. = 3	
2 Non-SDA	31	12.02	6.45	3.23	16.13	25.81	48.39	1.35198	.71683
SEX									
1 Male	96	37.35	6.25	1.04	9.38	38.54	44.79	d.f. = 3	
2 Female	161	62.65	3.11	4.35	15.53	31.68	45.34	2.55483	.46546
AGE									
1 Under 35	69	27.17	1.45	7.25	17.39	36.23	37.68	d.f. = 3	
2 35&Older	185	72.84	5.41	1.62	11.89	32.43	48.65	7.10342	.31139
DISTANCE									
1 0-3 Miles	90	35.71	1.11	0.00	10.00	38.89	50.00	d.f. = 3	
2 Over 3	162	64.29	6.17	4.94	15.43	30.25	43.21	10.81988	.01274
CONTACT									
1 1 or 2	26	10.36	3.85	0.00	7.69	34.62	53.85	d.f. = 3	
2 3&More	225	89.64	4.44	3.56	14.22	34.22	43.56	1.81908	.61097
H S A									
1 Yes	109	43.25	4.59	0.92	15.60	29.36	49.54		
2 No	143	56.75	4.20	4.90	11.89	37.06	41.96	3.56048	.31300
OFFICE									
1 Yes	152	60.32	5.26	3.29	12.50	33.55	45.39	d.f. = 3	
2 No	100	39.68	3.00	3.00	15.00	33.00	46.00	0.81105	.8468
NO. CHILDREN									
1 1 or 2	215	86.35	4.65	2.79	13.02	32.56	46.98	d.f. = 3	
2 3&More	34	13.65	2.94	5.88	14.71	47.06	29.41	3.95529	.26633

TABLE 108

Item 40.-- THE PRINCIPAL'S ROLE IN HANDLING  
DISCIPLINE PROBLEMS

## Response Alternatives

	N	%	1	2	3	4	5	x	p
TOTAL	261	100.00	4.21	13.79	33.33	27.20	21.46		
Illinois	76	29.12	10.53	13.16	25.00	34.21	17.11		
Indiana	41	15.71	0.00	12.20	36.59	14.63	36.59		
Michigan	103	39.46	1.94	14.56	38.83	26.21	18.45	d.f. = 9	
Wisconsin	41	15.71	2.44	14.63	31.71	29.27	21.95	14.29762	.11213
OCCUPATION									
1 Profess	129	50.79	3.88	20.16	31.78	21.68	15.20	d.f. = 4	
2 Others	125	49.21	4.80	8.00	26.40	26.40	25.00	11.47568	.07474
EDUCATION									
1 Thru HS	108	41.38	3.70	6.48	29.63	29.63	30.56	d.f. = 4	
2 Col-Grad	153	58.62	4.58	18.95	35.95	25.49	15.03	14.98589	.02037
CHURCH									
1 SDA	229	87.74	4.80	14.85	31.88	27.95	20.52	d.f. = 3	
2 Non-SDA	32	12.26	0.00	6.25	43.75	21.87	28.12	5.12374	.16296
SEX									
1 Male	97	37.31	5.15	12.37	28.87	27.84	25.77	d.f. = 3	
2 Female	163	62.69	3.68	14.72	35.58	26.99	19.02	2.15944	.53998
AGE									
1 Under 35	69	26.85	0.00	14.49	34.78	27.54	23.19	d.f. = 4	
2 35&Older	188	73.15	5.85	13.83	31.91	27.13	21.28	2.58206	.85917
DISTANCE									
1 0-3 Miles	91	35.83	7.69	13.19	29.67	28.57	20.88	d.f. = 3	
2 Over 3	163	64.17	2.45	14.11	34.97	26.99	21.47	1.15855	.76296
CONTACT									
1 1 or 2	26	10.24	7.69	11.54	23.08	23.08	34.62	d.f. = 3	
2 3&More	228	89.76	3.95	14.47	34.21	27.63	19.74	3.49144	.32188
H S A									
1 Yes	109	42.75	3.67	14.68	32.11	28.44	21.10	d.f. = 3	
2 No	146	57.25	4.79	13.70	32.19	27.40	21.92	0.04453	.99753
OFFICE									
1 Yes	154	60.63	6.49	18.18	33.12	25.32	16.88	d.f. = 3	
2 No	100	39.37	1.00	8.00	33.00	30.00	28.00	12.06369	.00717
NO. CHILDREN									
1 1 or 2	218	86.51	4.59	14.22	31.65	27.98	21.56	d.f. = 3	
2 3&More	34	13.49	2.94	11.76	38.24	20.59	26.47	1.57791	.66441

TABLE 109

Item 41.-- THE PRINCIPAL'S ROLE IN REPRESENTING  
THE SCHOOL ON OFFICIAL OCCASIONS

## Response Alternatives

	N	%	1	2	3	4	5	x	p
TOTAL	261	100.00	0.38	0.00	8.81	42.91	47.89		
Illinois	76	29.12	0.00	0.00	9.21	46.05	44.74		
Indiana	41	15.71	0.00	0.00	7.32	41.46	51.22		
Michigan	103	39.46	0.97	0.00	9.71	45.63	43.69	d.f. = 6	
Wisconsin	41	15.71	0.00	0.00	7.32	31.71	60.98	4.23117	.64543
OCCUPATION									
1 Profess	129	50.79	0.00	0.00	10.08	46.51	43.41	d.f. = 3	
2 Others	125	49.21	0.80	0.00	8.00	41.60	49.60	3.11141	.53936
EDUCATION									
1 Thru HS	108	41.38	0.00	0.00	6.48	38.89	54.63	d.f. = 2	
2 Col-Grad	153	58.62	0.65	0.00	10.46	45.75	43.14	5.25218	.26239
CHURCH									
1 SDA	229	87.74	0.00	0.00	8.30	43.67	48.03	d.f. = 2	
2 Non-SDA	32	12.26	3.13	0.00	12.50	37.50	46.87	1.89646	.38743
SEX									
1 Male	97	37.31	1.03	0.00	10.31	38.14	50.52	d.f. = 2	
2 Female	163	62.69	0.00	0.00	7.98	46.01	46.01	1.87832	.39096
AGE									
1 Under 35	69	26.85	0.00	0.00	2.90	43.48	53.62	d.f. = 2	
2 35&Older	188	73.15	0.53	0.00	11.17	43.62	44.68	7.61670	.10667
DISTANCE									
1 0-3 Miles	91	35.83	1.10	0.00	7.69	46.15	45.05	d.f. = 2	
2 Over 3	163	63.17	0.00	0.00	9.82	41.72	48.47	0.47410	.78895
CONTACT									
1 1 or 2	26	10.24	0.00	0.00	11.54	38.46	50.00	d.f. = 2	
2 3&More	228	89.76	0.44	0.00	8.77	44.30	46.49	0.37712	.82815
H S A									
1 Yes	109	42.75	0.00	0.00	10.09	49.54	40.37	d.f. = 2	
2 No	146	57.25	0.68	0.00	8.22	39.73	51.37	3.08140	.21423
OFFICE									
1 Yes	154	60.63	0.00	0.00	9.09	46.10	44.81	d.f. = 2	
2 No	100	39.37	1.00	0.00	9.00	40.00	50.00	0.91917	.63155
NO. CHILDREN									
1 1 or 2	218	86.51	0.46	0.00	9.17	41.28	49.08	d.f. = 2	
2 3&More	34	13.49	0.00	0.00	8.82	55.88	35.29	2.65349	26534

TABLE 110

Item 42.-- THE PRINCIPAL'S ROLE IN PROMOTING UNITY  
AMONG THE TEACHERS

## Response Alternatives

	N	%	1	2	3	4	5	x	p
TOTAL	260	100.00	0.38	0.00	0.77	14.23	84.62		
Illinois	76	29.23	0.00	0.00	1.32	14.47	84.21		
Indiana	41	15.77	0.00	0.00	0.00	14.63	85.37		
Michigan	102	39.23	0.98	0.00	0.98	14.71	83.33	d.f. = 3	
Wisconsin	41	15.77	0.00	0.00	0.00	12.20	87.80	0.47649	.92402
OCCUPATION									
1 Profess	128	50.59	0.00	0.00	1.56	14.06	84.37	d.f. = 2	
2 Others	125	49.41	0.80	0.00	0.00	14.40	84.80	0.61837	.73404
EDUCATION									
1 Thru HS	108	41.54	0.00	0.00	0.00	12.96	87.04	d.f. = 1	
2 Col-Grad	152	58.46	0.66	0.00	1.32	15.13	82.89	0.83259	.65949
CHURCH									
1 SDA	228	87.69	0.00	0.00	0.44	13.16	86.40	d.f. = 1	
2 Non-SDA	32	12.31	3.13	0.00	3.13	21.87	71.87	3.50245	.06128
SEX									
1 Male	96	37.07	1.04	0.00	0.00	13.54	85.42	d.f. = 1	
2 Female	163	62.93	0.00	0.00	1.23	14.72	84.05	0.01349	.90753
AGE									
1 Under 35	69	26.95	0.00	0.00	0.00	15.94	84.06	d.f. = 1	
2 35&Older	187	73.05	0.54	0.00	1.08	13.90	84.49	1.08227	.58209
DISTANCE									
1 0-3 Miles	91	35.97	1.10	0.00	2.20	14.29	82.42	d.f. = 1	
2 Over 3	162	64.03	0.00	0.00	0.00	14.81	85.19	0.15962	.68951
CONTACT									
1 1 or 2	26	10.28	0.00	0.00	0.00	19.23	80.77	d.f. = 1	
2 3&More	227	89.72	0.44	0.00	0.88	14.10	84.58	0.04882	.82514
H S A									
1 Yes	109	42.91	0.00	0.00	0.00	14.68	85.32	d.f. = 1	
2 No	145	57.09	0.69	0.00	1.38	13.79	84.14	0.00690	.93380
OFFICE									
1 Yes	153	60.47	0.00	0.00	0.65	13.73	85.62	d.f. = 1	
2 No	100	39.53	1.00	0.00	1.00	16.00	82.00	0.35470	.55146
NO. CHILDREN									
1 1 or 2	218	86.85	0.46	0.00	0.92	14.22	84.40	d.f. = 1	
2 3&More	33	13.15	0.00	0.00	0.00	12.12	87.88	0.06682	.79603

TABLE 111

Item 43.-- THE PRINCIPAL'S ROLE TO CONSULT THE BOARD  
IN ASSIGNING RESPONSIBILITIES  
TO THE STAFF

## Response Alternatives

	N	%	1	2	3	4	5	x	p
TOTAL	260	100.00	2.31	5.77	29.23	37.31	25.38		
Illinois	76	29.23	0.00	9.21	30.26	28.95	31.58		
Indiana	41	15.77	7.32	0.00	41.46	36.59	14.63		
Michigan	102	39.23	0.98	5.88	26.47	42.16	24.51	d.f. = 9	
Wisconsin	41	15.77	4.88	4.88	21.95	41.46	26.83	8.95739	.44122
OCCUPATION									
1 Profess	129	50.79	0.00	8.53	33.33	34.88	23.26	d.f. = 4	
2 Others	125	49.21	4.80	3.20	26.40	39.20	26.40	2.08086	.91211
EDUCATION									
1 Thru HS	107	41.16	3.74	3.74	24.30	39.25	28.97	d.f. = 3	
2 Col-Grad	153	58.85	1.31	7.19	32.68	35.95	22.88	3.28614	.77217
CHURCH									
1 SDA	229	88.08	2.18	6.11	30.57	37.12	24.02	d.f. = 3	
2 Non-SDA	31	11.92	3.23	3.23	19.35	38.71	35.48	2.72224	.43646
SEX									
1 Male	97	37.45	2.06	9.28	34.02	23.71	30.93	d.f. = 3	
2 Female	162	62.55	2.47	3.70	25.93	45.68	22.22	12.99311	.0046
AGE									
1 Under 35	69	26.95	0.00	5.80	14.49	50.72	28.99	d.f. = 3	
2 35&Older	187	73.05	3.21	5.88	33.69	33.16	24.06	17.35547	.00806
DISTANCE									
1 0-3 Miles	90	35.57	2.22	5.56	32.22	26.67	33.33	d.f. = 3	
2 Over 3	163	64.43	2.45	6.13	25.77	44.79	20.86	9.43877	.02399
CONTACT									
1 1 or 2	26	10.28	0.00	3.85	26.92	46.15	23.08	d.f. = 3	
2 3&More	227	89.72	2.64	6.17	29.52	36.56	25.11	.35634	.71580
H S A									
1 Yes	109	42.91	3.67	8.26	33.03	34.86	20.18	d.f. = 3	
2 No	145	57.09	1.38	4.14	24.14	40.69	29.66	.58559	.05540
OFFICE									
1 Yes	154	60.63	2.60	7.79	33.77	33.12	22.73	d.f. = 3	
2 No	100	39.37	2.00	3.00	20.00	45.00	30.00	9.70193	.02128
NO. CHILDREN									
1 1 or 2	217	86.45	2.76	5.99	28.57	35.94	26.73	d.f. = 3	
2 3&More	34	13.55	0.00	5.88	29.41	50.00	14.71	3.52421	.31764

TABLE 112

Item 44.-- THE PRINCIPAL'S ROLE IN DEVELOPING AND  
MAINTAINING AN ADEQUATE RECORD-  
KEEPING SYSTEM

## Response Alternatives

	N	%	1	2	3	4	5	x	p
TOTAL	260	100.00	0.38	3.46	6.54	16.92	72.69		
Illinois	76	29.23	0.00	5.26	9.21	13.16	72.37		
Indiana	41	15.77	0.00	7.32	4.88	26.83	60.98		
Michigan	102	39.23	0.98	1.96	7.84	18.63	70.59	d.f. = 6	
Wisconsin	41	15.77	0.00	0.00	0.00	9.76	90.24	12.63519	.04921
OCCUPATION									
1 Profess	129	50.79	0.00	1.55	7.75	12.40	78.29	d.f. = 4	
2 Others	125	49.21	0.80	4.80	4.80	21.60	68.00	4.66453	.32348
EDUCATION									
1 Thru HS	107	41.16	0.00	4.67	3.74	17.76	73.83	d.f. = 2	
2 Col-Grad	153	58.85	0.65	2.61	8.50	16.34	71.90	1.30638	.86029
CHURCH									
1 SDA	229	88.08	0.00	3.49	6.11	16.16	74.24	d.f. = 2	
2 Non-SDA	31	11.92	3.23	3.23	9.68	22.58	61.69	2.41357	.29916
SEX									
1 Male	97	37.45	1.03	2.06	7.22	10.31	79.38	d.f. = 2	
2 Female	162	62.55	0.00	4.32	6.17	20.99	68.52	5.06066	.07963
AGE									
1 Under 35	69	26.95	0.00	7.25	5.80	21.74	65.22		
2 35&Older	163	63.67	0.00	2.45	7.98	12.88	76.69	d.f. = 4	
3	24	9.38	4.17	0.00	0.00	25.00	70.83	5.73649	.21971
DISTANCE									
1 0-3 Miles	90	35.57	1.11	3.33	2.22	17.78	75.56	d.f. = 2	
2 Over 3	163	64.43	0.00	3.68	9.20	15.95	71.17	2.37010	.30573
CONTACT									
1 1 or 2	26	10.28	0.00	0.00	3.85	19.23	76.92	d.f. = 2	
2 3&More	227	89.72	0.44	3.52	7.05	16.30	72.69	1.34400	.51069
H S A									
1 Yes	109	42.91	0.00	1.83	3.67	13.76	80.73	d.f. = 2	
2 No	145	57.09	0.69	4.83	8.97	18.62	66.90	7.24288	.02674
OFFICE									
1 Yes	154	60.63	0.00	1.95	6.49	12.34	79.72	d.f. = 2	
2 No	100	39.37	1.00	6.00	7.00	23.00	63.00	8.12093	.01724
NO. CHILDREN									
1 1 or 2	217	86.45	0.46	3.69	5.99	16.13	73.73	d.f. = 2	
2 3&More	34	13.55	0.00	0.00	11.76	20.59	67.65	0.57368	.75063

TABLE 113

Item 45.-- THE PRINCIPAL'S ROLE IN BEING A RESOURCE  
PERSON FOR THE TEACHERS

Response Alternatives

	N	%	1	2	3	4	5	x	p
TOTAL	256	100.00	0.39	1.17	14.45	35.16	48.83		
Illinois	75	29.30	0.00	0.00	14.67	33.33	52.00		
Indiana	40	15.62	0.00	0.00	12.50	42.50	45.00		
Michigan	100	39.06	1.00	1.00	15.00	33.00	50.00	d.f. = 6	
Wisconsin	41	16.02	0.00	4.88	14.63	36.59	43.90	2.11440	.90888
OCCUPATION									
1 Profess	128	51.20	0.00	0.00	12.50	30.47	57.03	d.f. = 2	
2 Others	122	48.80	0.82	2.46	16.39	38.52	41.80	7.60280	.10726
EDUCATION									
1 Thru HS	104	40.56	0.00	0.96	18.27	33.65	41.25	d.f. = 1	
2 Col-Grad	152	59.38	0.66	0.00	11.84	33.55	53.95	5.38497	.25003
CHURCH									
1 SDA	225	87.89	0.00	0.89	14.22	35.56	49.33	d.f. = 2	
2 Non-SDA	31	12.11	3.23	3.23	16.13	32.26	45.16	1.13057	.56820
SEX									
1 Male	95	37.25	1.05	2.11	10.53	36.84	49.47	d.f. = 2	
2 Female	160	62.75	0.00	0.62	16.87	34.37	48.12	0.66489	.71717
AGE									
1 Under 35	68	26.88	0.00	0.00	23.53	33.82	42.65	d.f. = 2	
2 35+Older	185	73.12	0.54	1.62	10.81	36.22	50.81	4.94388	.29310
DISTANCE									
1 0-3 Miles	90	36.00	1.11	0.00	13.33	35.56	50.00	d.f. = 2	
2 Over 3	160	64.00	0.00	1.88	15.00	36.25	46.87	0.33758	.84469
CONTACT									
1 1 or 2	26	10.36	0.00	3.85	15.38	34.62	46.15	d.f. = 2	
2 3&More	225	89.64	0.44	0.89	13.78	35.56	49.33	0.30846	.85707
H S A									
1 Yes	109	43.43	0.00	0.92	11.01	30.28	57.80	d.f. = 2	
2 No	142	56.57	0.70	1.41	16.20	39.44	42.25	6.11742	.04695
OFFICE									
1 Yes	154	61.35	0.00	0.65	12.99	34.42	51.95	d.f. = 2	
2 No	97	38.65	1.03	2.06	16.49	38.14	42.27	2.71024	.25792
NO. CHILDREN									
1 1 or 2	216	86.75	0.46	1.39	13.43	34.72	50.00	d.f. = 2	
2 3&More	33	13.25	0.00	0.00	18.18	42.42	39.39	1.29189	.52417

TABLE 114

Item 46.-- THE PRINCIPAL'S ROLE IN TALKING WITH PARENTS  
BEFORE PUNISHING STUDENTS

Response Alternatives

	N	%	1	2	3	4	5	x	p
TOTAL	260	100.00	0.38	2.31	26.54	30.38	40.38		
Illinois	76	29.23	0.00	0.00	23.68	32.89	43.42		
Indiana	41	15.77	0.00	2.44	36.59	17.07	43.90		
Michigan	102	39.23	0.98	1.96	25.49	35.29	36.27	d.f. = 6	
Wisconsin	41	15.77	0.00	7.32	24.39	26.83	41.46	6.51947	.36758
OCCUPATION									
1 Profess	129	50.79	0.00	1.55	25.58	34.11	38.76	d.f. = 2	
2 Others	125	49.21	0.80	3.20	26.40	28.00	41.60	1.21981	.87483
EDUCATION									
1 Thru HS	107	41.16	0.00	2.80	27.10	28.04	42.06	d.f. = 2	
2 Col-Grad	153	28.85	0.65	1.96	26.14	32.03	39.22	1.16546	.88375
CHURCH									
1 SDA	229	88.08	0.00	2.18	27.51	29.69	40.61	d.f. = 2	
2 Non-SDA	31	11.92	3.23	3.23	19.35	35.48	38.71	0.46684	.79182
SEX									
1 Male	97	37.45	1.03	1.03	25.77	25.77	46.39	d.f. = 2	
2 Female	162	62.55	0.00	3.09	27.16	32.72	37.04	2.40104	.30104
AGE									
1 Under 35	69	26.95	0.00	4.35	24.64	28.99	42.03	d.f. = 2	
2 35+Older	187	73.05	0.53	1.60	27.27	30.48	40.11	0.84893	.93177
DISTANCE									
1 0-3 Miles	90	35.57	1.11	4.44	27.78	26.67	40.00	d.f. = 2	
2 Over 3	163	64.63	0.00	1.23	25.77	32.52	40.49	1.45189	.48387
CONTACT									
1 1 or 2	26	10.28	0.00	0.00	15.38	38.46	46.15	d.f. = 2	
2 3&More	227	89.72	0.44	2.64	28.19	29.52	39.21	2.88312	.23656
H S A									
1 Yes	109	42.91	0.00	4.59	27.52	30.28	37.61	d.f. = 2	
2 No	145	57.09	0.69	0.69	25.52	28.97	44.14	1.25720	.53334
OFFICE									
1 Yes	154	60.63	0.00	2.60	28.57	30.52	38.31	d.f. = 2	
2 No	100	39.37	1.00	2.00	24.00	30.00	43.00	0.69411	.70677
NO. CHILDREN									
1 1 or 2	217	86.45	0.46	1.84	24.88	29.95	42.86	d.f. = 2	
2 3&More	34	13.55	0.00	2.94	38.24	32.35	26.47	3.97557	.13700



TABLE 115

Item 47.-- THE PRINCIPAL'S ROLE AS REPRESENTATIVE  
OF THE SCHOOL ON ALL OCCASIONS

## Response Alternatives

	N	%	1	2	3	4	5	x	p
TOTAL	260	100.00	1.54	3.08	26.92	47.31	21.15		
Illinois	76	29.23	0.00	2.63	28.95	52.03	15.79		
Indiana	41	15.77	2.44	0.00	39.02	31.71	26.83		
Michigan	102	39.23	2.94	3.92	25.49	46.08	21.57	d.f. = 9	
Wisconsin	41	15.77	0.00	4.88	14.63	56.10	24.39	12.05067	.21047
OCUPATION									
1 Profess	129	50.79	0.78	3.88	24.81	49.61	20.93	d.f. = 3	
2 Others	125	49.21	1.60	2.40	30.40	44.80	20.80	3.11862	.53817
EDUCATION									
1 Thru HS	107	41.16	0.93	0.93	31.78	42.06	24.30	d.f. = 3	
2 Col-Grad	153	58.85	1.96	4.58	23.53	50.98	18.95	3.55652	.46934
CHURCH									
1 SDA	229	88.08	1.31	2.62	27.07	48.03	20.96	d.f. = 2	
2 Non-SDA	31	11.92	3.23	6.45	25.81	41.94	22.58	0.42231	.80965
SEX									
1 Male	97	37.45	3.09	3.09	26.80	42.27	24.74	d.f. = 2	
2 Female	162	62.55	0.62	3.09	27.16	50.62	18.52	2.10435	.34918
AGE									
1 Under 35	69	26.95	1.45	4.35	30.43	47.83	15.94	d.f. = 3	
2 35&Older	187	73.05	6.04	2.67	25.67	48.13	21.93	1.98578	.73837
DISTANCE									
1 0-3 Miles	90	35.57	2.22	4.44	26.67	48.89	17.78	d.f. = 2	
2 Over 3	163	64.43	1.23	2.45	26.99	47.85	21.47	0.53515	.76523
CONTACT									
1 1 or 2	26	10.28	0.00	3.85	30.77	42.31	23.08	d.f. = 2	
2 3&More	227	89.72	1.76	3.08	26.87	48.46	19.82	0.36815	.83187
H S A									
1 Yes	109	42.91	0.92	5.50	25.69	47.71	20.18	d.f. = 2	
2 No	145	57.09	2.07	1.38	26.77	47.59	21.38	0.06569	.96769
OFFICE									
1 Yes	154	60.63	1.95	4.55	27.27	46.75	19.48	d.f. = 2	
2 No	100	39.37	1.00	1.00	27.00	50.00	21.00	0.63468	.72808
NO. CHILDREN									
1 1 or 2	217	86.45	1.84	2.30	26.73	47.00	22.12	d.f. = 2	
2 3&More	34	13.55	0.00	5.88	29.41	52.94	11.76	1.92043	.38281

TABLE 116

Item 48.-- THE PRINCIPAL'S ROLE IN CONDUCTING NON-SCHEDULED SCHOOL ACTIVITIES WITHOUT CONSULTING THE BOARD

Response Alternatives

	N	%	1	2	3	4	5	x	p
TOTAL	259	100.00	25.10	26.25	32.05	9.65	6.95		
Illinois	75	28.96	8.00	30.67	41.33	13.33	6.67		
Indiana	41	15.83	26.83	17.07	31.71	14.63	9.76		
Michigan	102	39.38	34.31	27.45	29.41	4.90	3.92	d.f. = 12	
Wisconsin	41	15.83	31.71	24.39	21.95	9.76	12.20	26.41229	.00938
OCCUPATION									
1 Profess	128	50.79	23.44	29.69	26.56	14.06	6.25	d.f. = 4	
2 Others	125	49.22	26.83	24.19	37.90	5.65	5.65	9.41827	.30825
EDUCATION									
1 Thru HS	106	40.92	26.42	22.64	32.08	8.49	10.38	d.f. = 4	
2 Col-Grad	153	59.08	24.18	28.76	32.03	10.46	4.58	10.55682	.22810
CHURCH									
1 SDA	228	88.03	24.56	28.51	32.02	9.21	5.70	d.f. = 4	
2 Non-SDA	31	11.97	29.03	9.68	32.26	12.90	16.13	8.55871	.07313
SEX									
1 Male	97	37.60	29.90	24.74	24.74	12.37	8.25	d.f. = 4	
2 Female	161	62.40	22.36	27.33	36.02	8.07	6.21	5.45573	.24365
AGE									
1 Under 35	69	27.06	24.64	27.54	33.33	11.59	2.90	d.f. = 4	
2 35&Older	186	72.94	25.27	26.34	30.65	9.14	8.60	9.81310	.27839
DISTANCE									
1 0-3 Miles	90	35.71	24.44	26.67	31.11	12.22	5.56	d.f. = 4	
2 Over 3	162	64.29	25.93	26.54	31.48	8.64	7.41	1.09453	.89514
CONTACT									
1 1 or 2	26	10.32	23.08	26.92	34.62	7.69	7.69	d.f. = 4	
2 3&More	226	89.68	25.22	26.99	31.42	10.18	6.19	0.34559	.98668
H S A									
1 Yes	109	43.08	30.28	22.02	30.28	10.09	7.34	d.f. = 4	
2 No	144	56.92	21.53	29.86	31.94	9.72	6.94	3.39509	.49401
OFFICE									
1 Yes	154	61.11	27.27	27.92	31.17	8.44	5.19	d.f. = 4	
2 No	98	38.89	21.43	24.49	32.65	12.24	9.18	3.41087	.49156
NO.CHILDREN									
1 1 or 2	216	86.40	25.46	26.39	30.09	10.19	7.87	d.f. = 4	
2 3&More	34	13.60	20.59	29.41	38.24	8.82	2.94	2.05169	.72625

TABLE 117

Item 49.-- THE PRINCIPAL'S ROLE IN PLANNING THE DAILY SCHEDULE OF CLASSES

Response Alternatives

	N	%	1	2	3	4	5	x	p
TOTAL	259	100.00	3.09	13.90	39.77	27.41	15.83		
Illinois	75	28.96	0.00	20.00	41.33	26.67	12.00		
Indiana	40	15.44	2.50	5.00	30.00	47.50	15.00		
Michigan	103	39.77	5.83	14.56	41.75	21.36	16.50	d.f. = 9	
Wisconsin	41	15.83	2.44	9.76	41.46	24.39	21.95	14.04146	.12086
OCCUPATION									
1 Profess	128	50.79	1.56	16.41	37.50	28.12	16.41	d.f. = 3	
2 Others	124	49.21	4.03	10.48	43.55	27.42	17.52	1.23012	.97537
EDUCATION									
1 Thru HS	106	40.92	2.83	8.49	37.74	33.96	16.98	d.f. = 4	
2 Col-Grad	153	59.08	3.27	17.65	41.18	22.88	15.03	8.98344	.17451
CHURCH									
1 SDA	227	87.64	3.52	13.66	38.77	27.75	16.30	d.f. = 3	
2 Non-SDA	32	12.36	0.00	15.62	46.87	25.00	12.50	0.83696	.84061
SEX									
1 Male	97	37.50	2.06	13.40	34.02	31.96	18.56	d.f. = 3	
2 Female	161	62.40	3.73	14.29	43.48	24.84	13.66	3.63432	.30376
AGE									
1 Under 35	69	27.06	4.35	17.39	46.38	24.64	7.25	d.f. = 3	
2 35&Older	186	72.94	2.15	12.90	38.17	28.49	18.28	9.73400	.13631
DISTANCE									
1 0-3 Miles	91	36.11	3.30	16.48	40.66	23.08	16.48	d.f. = 4	
2 Over 3	161	63.89	2.48	13.04	40.99	29.19	14.29	1.60973	.65719
CONTAC									
1 1 or 2	26	10.32	0.00	15.38	38.46	34.62	11.54	d.f. = 3	
2 3&More	226	89.68	3.10	13.72	41.15	26.99	15.04	0.75298	.86068
H S A									
1 Yes	109	43.08	4.59	11.01	40.37	27.52	16.51	d.f. = 3	
2 No	144	56.92	1.39	15.97	40.28	27.08	15.28	0.18085	.98062
OFFICE									
1 Yes	154	61.11	3.25	11.69	40.91	27.27	16.88	d.f. = 3	
2 No	98	38.89	2.04	17.35	40.82	26.53	13.27	1.23127	.74551
NO. CHILDREN									
1 1 or 2	217	86.80	2.30	14.75	40.09	28.57	14.29	d.f. = 3	
2 3&More	33	13.20	6.06	9.09	45.45	18.18	21.21	2.30420	.51172

APPENDIX L

LIST OF OCCUPATIONS

## Occupations in which Respondents were Engaged

### Professional

Elementary teacher-Principal  
Teacher  
Junior-Academy Principal  
Marketing Specialist  
Registered Nurse  
Public Relations-Communications Analyst  
Personnel Officer  
Hospital Technician  
Lawyer  
Attorney/CPA  
Nursing Administrator  
Health Administrator  
Radiologist  
Executive Recruiter  
Food Service manager  
Minister of Religion  
Medical Doctor  
Loan Manager  
Administrator of Medical Center  
Accountant  
Architect  
Business Manager  
Medical Technician  
Electrologist  
Dental Lab Technician  
Dental Assistant  
Data Processor  
Auditor  
Industrial Manager  
Programmer  
Maintenance Manager  
Employment Service Interviewer  
Manager of Retirement Complex  
Manager of Fruit Market  
Production Manager  
Academy Dean of Women  
Vice-President of Furniture Co.  
Machinery Designer  
Director of Engineering  
Bookstore Manager  
College Administrator  
Warehouse Manager  
Medical Office Assistant

### Others

Literature Evangelist  
Director of Hot Lunch Program  
Secretary  
Teacher's Aid  
Operating Room Assistant  
Sales Manager  
Mail Carrier

Caretaker of Elderly  
Graduate Practical Nurse  
L. P. N.  
Customer Relations Officer  
Insurance Salesman  
Restaurant Worker  
Hospital Ward Clerk  
Nursing Aid  
Medical Secretary  
Day Care Worker  
Waitress  
Retail Salesman  
Township Clerk  
Accounting Clerk  
Library Assistant  
Real Estate Agent  
Lab Assistant  
Group Leader for Linen Service  
House Keeper  
Court Reporter  
Building Custodian  
Gift Shop Operator  
Mass Appraiser  
Hospital Attendant  
House wife  
Quality Controller  
Tool and Die Maker  
Laborer  
Factory Worker  
Laundrymat Attendant  
Student  
Builder  
Dairy Farmer  
Farmer  
Carpenter  
Cemetery Service  
Domestic Engineer  
Truck Driver  
Bus Driver  
Electrician  
Grounds Keeper  
Custodial Worker  
Heavy Equipment Operator  
Mechanic  
Pipe Fitter  
Graphic Artist  
Plumber

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