

A STUDY OF THE ATTITUDES OF PRACTICING PRINCIPALS
TOWARD THEIR ROLES AND FUNCTIONS IN EIGHT CRITICAL
TASK AREAS OF SCHOOL ADMINISTRATION

ABSTRACT OF APPLIED PROJECT

An Applied Project Submitted in Partial Fulfillment
of the Requirements for the Degree of Education Specialist
at Morehead State University

by

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Professor of Education

Morehead, Kentucky

1979

A STUDY OF THE ATTITUDES OF PRACTICING PRINCIPALS
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The school principal occupies a key position in efforts to improve education. As the chief administrative officer at the building level, he wields considerable influence over what happens or fails to happen in the school. Change in school programs or procedures is difficult or impossible without the principal's endorsement. He, more than any other person at the school level, establishes the psychological climate for improvement efforts.

The purpose of this study was to collect information from practicing elementary, middle, and secondary school principals about their attitudes toward the roles and functions they perform within eight critical task areas of school administration.

The study was conducted in an eight-county area of Eastern Kentucky which is served by the Kentucky Valley Educational Cooperative. This Cooperative is a regional service organization which provides a variety of educational services to its member districts. The school districts included in the study are as follow: (1) Breathitt County, (2) Knott County, (3) Lee County, (4) Leslie County, (5) Letcher County, (6) Owsley County, (7) Perry County,

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(8) Wolfe County, (9) Hazard Independent, (10) Jackson Independent, and (11) Jenkins Independent.

The population of the study included all principals within the study area or a total of sixty-six. Data were collected through the use of a survey instrument called a Principal's Opinionnaire. The instrument was designed by the writer and included sixty declarative statements about various aspects of school administration. The instrument was weighted heavily with statements which related to the critical task areas of instruction and curriculum development, community-school leadership, and staff personnel. Statements which related to the task areas of pupil personnel, school plant, school transportation, organization and structure, and school finance and business management were also included.

Of the sixty-six instruments which were mailed out to principals, sixty-two were returned in acceptable form. The responses were grouped by critical task area and a score was derived for each item. The score showed the amount of agreement or disagreement as determined by a numerical formula.

The findings revealed that the principal feels inhibited in his role as instructional leader by the house-keeping chores he must perform, but they also show that the principal wants to be an instructional leader. The findings suggest that the principal wants the public involved with the school, but that he does not trust the public's opinion

of the school. The principals do not feel that school board members always serve the best interest of the public, and they felt that "school politics" affected the schools.

The study revealed that principals think competency education is a good idea, but it also showed that they do not think highly of most mandated programs.

Among the most significant of the findings was the strong suggestion that principals have little control over staff selection, and that school districts do not have recruiting policies which seek the best applicants for positions.

The study recommends further investigation into the role of the principal as instructional leader and the impact the principal has on student achievement. Other recommendations include the suggestions that school districts develop strategies to relieve principals of housekeeping chores, and that principals be given more authority in the selection of teaching staff. The study also recommends that school board implement policies for selecting administrative staff which will guarantee competent personnel and that the negative effects of school politics be reduced. The study indicated a need for analysis of problems before improvement efforts begin.

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This study is dedicated to all those principals who participated by contributing the information which made the study possible.

Accepted by the Graduate Faculty of the School of Education,
Morehead State University,
in partial fulfillment of the requirements for
the Education Specialist Degree
in
Administration and Supervision

Russell Bower
Director of Applied Project

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APPLIED PROJECT

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Chapter 1

INTRODUCTION

The rationale for this study is based on the assumption that progress, or lack of progress, in education is largely dependent on the quality of professional leadership at the school level. Specifically, the school principal is the key figure in the operation and management of the school. Teachers, students, and community look to the principal for leadership and decision-making in virtually all matters pertaining to the local school.

The school is the most logical place to implement educational change and the principal is in a position to be the most effective change agent (Tye, 1970). The concept of the principal as a change agent appears to have been internalized by only a few principals in the school districts in Eastern Kentucky with which this writer works. A large majority of the principals seems to resent efforts by outside forces to impose changes on the school program.

Quite often the best intentions of school boards, superintendents, central office workers, regional service organizations, state departments of education, and even legislatures to improve education programs fall short of expectations because these intentions appear to be ineffectively implemented at the local school level. This

problem appears to be particularly acute in the area served by the Kentucky Valley Educational Cooperative where many principals seem unwilling to take advantage of opportunities to improve their schools. Their attitudes appear to impede progress in the implementation of programs designed to benefit the learner and the professional alike, and they seem willing to comply only with the letter of the law rather than the spirit.

Much effort and money are wasted where these conditions exist when expensive staff and program development opportunities are provided in the form of voluntary programs and only token participation or implementation takes place at the local school level.

Many of these improvement programs are designed without proper knowledge of the attitudes held by people who will be responsible for implementing the improvements. A principal may not see the need for change in the same perspective that the legislator sees it. He may not see the worth of a time-consuming staff-development program, the benefits of which cannot be translated immediately into successful learning activities for students; he may feel intimidated by results of assessment programs which reflect on his or his staff's effectiveness; he may be confused about his role and function or his attitude may inhibit his viewing the proposed change in the proper perspective.

Available evidence (Luft, 1970) and common sense suggest that one of the most important factors influencing

innovation in schools is the psychological climate in the school system. The psychological climate in the school can be shaped by many conditions, not the least of which is the attitude of the school's chief administrator, the principal.

The school principal's attitude is a key determinant in the success or failure of program improvement efforts in education; information concerning that attitude could be valuable to people at local, regional, and state levels who design such programs.

Many studies of principals' attitudes have been conducted in various parts of the country, but factors such as district and school size, economic and political climate, and educational management practices can influence attitudes of respondents, and it is precisely for this reason that the study is needed. Studies of this nature from other parts of the country, while valuable in a general sense, do not provide the kinds of specific information needed to make decisions.

Statement of Purpose and Objectives

The purpose of this study was to determine what attitudes practicing principals have toward their role and function with reference to eight critical task areas of school operation, and to develop a usable profile of these attitudes which can serve as a basis for the development of new programs for schools and as a guide for implementing state and federally mandated programs. The objectives of

this study are listed as follow:

- (1) To survey school principals in the eleven school districts served by the Kentucky Valley Educational Cooperative to determine the "real" attitudes they hold toward their function and role in the performance of tasks within eight critical task areas as defined by the Southern States Cooperative Program in Educational Administration.
- (2) To determine, on the basis of information derived through the use of an opinionnaire survey instrument, those attitudes which inhibit and promote participation by principals and their schools in programs and services provided by the Kentucky Valley Educational Cooperative and other agencies.

Definition of Terms

1. Critical Task Areas

These are the tasks which must be performed in the routine operation of elementary, middle, and secondary schools. The Southern States Cooperative Program in Educational Administration (1955) divided these "critical tasks" into eight areas:

A. Instruction and Curriculum Development

This task area involves those activities, roles, and functions related to formation of curriculum objectives, determining the content and organization of the curriculum, matching the curriculum to the human and physical resources available; providing materials and equipment for the instructional program; supervising the instruction; and providing in-service education for instructional personnel.

B. Pupil Personnel

This task area deals with those activities, roles and functions related to pupil accounting and management; pupil orientation; providing counseling, guidance, health, evaluation, information, and other direct pupil services such as college and job placement services.

C. Community-School Relations

This task area includes those activities, roles, and functions related to the maintenance of good public support for the school. It includes work with lay and professional groups, school boards, local power structures, and especially parents. It also includes a leadership role in community affairs.

D. Staff Personnel

This task area deals with those activities, roles, and functions related to the formulation of staff personnel policies, recruiting, assigning staff, looking after the welfare of the staff, evaluating personnel, developing and maintaining personnel records and providing opportunities for professional development.

E. School Plant

This task area deals with the activities, roles, and functions related to operation and maintenance of the physical facilities of the school.

F. School Transportation

This task area deals with those activities, roles, and functions related to providing adequate, safe transportation for pupils.

G. Organization and Structure

This task area deals with those activities, roles, and functions which have to do with organizing and structuring the curriculum and instructional activities within the limits imposed by the environment in which the school operates so as to provide the most adequate educational opportunities for children.

H. School Finance and Business Management

This task area deals with those activities, roles, and functions related to fiscal accountability at school level. Specifically, it includes management of the lunch and activity funds; purchasing of textbooks, teaching materials, janitorial supplies, and other matters of a business or financial nature.

2. Kentucky Valley Educational Cooperative

This is an organization made of eleven school districts who have formed an "inter-local cooperative" agreement as authorized by KRS 65.210-300. This "Cooperative" has basically the same legal status as a school district, and may be considered an extension of those districts who are its members. These districts are as follow:

Breathitt County
 Knott County
 Lee County
 Leslie County
 Letcher County
 Owsley County
 Perry County
 Wolfe County
 Hazard Independent
 Jackson Independent
 Jenkins Independent

The Kentucky Valley Educational Cooperative operates a number of programs which provide services to education--career education, adult basic education, professional staff development, and many others. Financial support for these programs comes from federal, state, and local sources.

3. Principal

For the purposes of this study, the principal

will be defined as the chief administrative officer at the school building level. The study will be limited to those principals who perform all the functions of that office and who have no regular teaching duties.

4. Classified Employees

This refers to a category of school employees who are noncertified or nonprofessional. They are "classified" according to the type of job performed, i.e., lunchroom workers, janitor, bus driver, or secretary.

Delimitations

The findings of this study were intended to be of practical use to the writer in his role as director of a regional staff development project, the effectiveness of which depends to a great degree on the initiative of the school principal in the geographic area covered by the study. It was also intended to be of value to others within the same region who are responsible for planning and implementing various types of programs in the public schools.

The project with which the writer worked at the time of the study was somewhat unique in the way it was designed and operated, and education in the study area had its own characteristics. Therefore, the findings have little validity outside the study.

Much of the information sought was related to very specific problems which do not necessarily exist in other parts of the state and country, and therefore, findings had

to be interpreted within this rather narrow context. Since the findings were to be applied primarily to the operation of a single educational effort, a regional staff development project, there was little need for transferring them beyond the region's boundaries, and no such effort was intended.

The value of the study to the writer and others within the geographic area covered is limited somewhat by the nature of the data gathering process. The instrument used was designed by the writer and therefore reflects his concerns and interests. The response mode limited the respondent to a single precoded response on a limited scale, with no opportunity for a subjective, narrative response. The data therefore do not reflect the subtle variations in feeling which are valuable in assessing attitude. However, the trends which will be established by grouping the data will offset this problem.

Chapter 2

RELATED LITERATURE

The modern school principal is a product of evolution. Wilson (1975) concludes from a thorough survey of research and from his own studies that this evolutionary process has led to confusion concerning the principal's function. He advocates identifying functions and competencies required to perform them. Sergiovanni and Elliot (1975) cite studies which reflect the changing role of principals and the type of people who occupy the principal's position. They discuss the confusion which exists among principals about role-appropriate behavior.

They identified characteristics common to principals of "beacon schools". Among these were a sincere faith in children, ability to work effectively with people, aggressiveness in working for their schools, enthusiasm, commitment, adaptability, and ability to identify objectives and plan strategies to achieve them.

Wagstaff and Spill (1974) identified a set of "attributes" they feel a prospective principal should possess. They include commitment to the principalship, self-confidence, a penchant for ambiguity and uncertainty, insight into the interrelatedness of the school and its environment, empathy for the feelings of others and willingness to cope with

conflict, knowledge of and skill in human relations, and the ability to communicate.

Tye (1970) believes the single school is the most strategic unit for educational change and that the principal is the most effective change agent. Yonemura (1971) believes the principal has a major responsibility to help change attitudes. Dols (1974) says that the principal's role is to develop an improved or humane school environment for learning. He believes the principal can be an effective and dynamic leader for change.

An exhaustive study by Griffiths, Hemphill and others (1962) of the administrative performance of two hundred thirty-two elementary principals sought to determine, among other objectives, the "dimensions" of performance in the elementary school principalship which would help provide a better understanding of the nature of the job of the school administrator. The study also sought to provide information which would be helpful in the solution of the problem of selecting school administrators. Using a simulated administrative situation, the study evaluated principals' responses to a series of "in-basket" situations which represented routine tasks that principals could be expected to perform.

Findings from the "administrative performance" study relative to the present study include the interesting conclusion that principals value the human element more than the physical in the school and that the stereotype of the

principal as a "housekeeper" is unjustified. The study also concludes that school districts should consider formal evaluation of principals.

The principal's approach to his many tasks may be guided by a "script" in which he plays the role expected of him in the environment in which he works. Wiggins (1969) reached a conclusion after studying forty-one principals that there was little variance among those principals in the behaviors associated with the administrative role. Wiggins cites another study which concluded that the principal's behavior is shaped more by what is expected of him rather than by his personality.

The principal is a product of both his professional experiences and the expectations placed upon him by the district in which he works. He follows the "script" outlined for him by these influences and is evaluated by the basis of this conformity.

Wiggins believes that under these circumstances, leadership associated with innovation and change is not likely to occur unless it is written into the script and this rarely occurs. The principal is on a "behavior tightrope" between what the school district wants him to do and what he may actually believe.

Two Texas studies by Krajewski (1977) showed a contrast in what principals believe their role should be and what it actually is. In these studies, one among four hundred elementary school principals and selected teachers and

another among 1,127 members of the Texas Association of Secondary School Principals, respondents were asked to rank order ten items or roles that the principal fulfills at two different levels, the real and the ideal. Krajewski concludes that principals prefer more active roles in curriculum and staff selection than they actually perform.

These studies are consistent with theories of role-personality conflict by Getzels and Guba (1957) which show the principal as a compromise between the goals and expectations of the instructional framework within which he works and his own personality and needs-disposition.

The community views the principal as both an administrator and a member of the teaching staff according to Foskett (1967) and this role ambiguity may lead to low morale and ineffective performance.

The teachers disagree with the principal on the latter's role and responsibilities for leadership in certain task areas according to Noak (1969).

The principal may also be influenced in his attitudes and actions by current issues which affect his role. Cunningham (1968) interviewed principals from districts in Michigan, Illinois, and Indiana in which collective negotiations were in progress and found that principals felt they were in a crossfire between labor and management, and therefore, left out. They also felt that the principal's authority was being eroded by those negotiations.

Perhaps the most relevant of the literature reviewed to the present study is authored by Berman and McLaughlin (1978). This report conducted by the Rand Corporation for the U.S. Office of Education, Department of Health Education and Welfare, was the final product of a lengthy, in-depth look at federally-funded programs designed to introduce and spread innovative practices in public schools.

The overall findings of this study led the authors to conclude that "federal change agent policies" induced local educational agencies to undertake projects and that adoption of projects did not insure successful implementation. They further concluded that successful implementation did not guarantee continuation of the project.

Of particular significance to the present study was the findings by the Rand study that the organizational climate of the school "powerfully" affected the implementation and outcome of projects. Specifically, the study cites the role of principals and teachers. The study points very emphatically to the principal's attitude as a key determinant in the short and long-range outcomes of innovative projects.

Chapter 3

PROCEDURES

The population of this study consisted of all practicing elementary, middle, and secondary school principals in eleven school districts in Eastern Kentucky which are served by the Kentucky Valley Educational Cooperative.✓

The decision to include all principals in the eleven school districts was based on the belief that the findings would be of greater value to the Kentucky Valley Educational Cooperative board and staff if the entire population were included. The Cooperative is governed by a board made up of the Superintendents of the eleven school districts, and the programs and services initiated by this group are designed to serve a regional clientele on an equal basis. Therefore, the findings from the total population would tend to reflect regional rather than district trends.

Two other factors influenced the decision to utilize the entire population. First, the population was relatively small and the writer was acquainted with many of the principals. This was important in assuring a high percentage of returns on the instrument used to gather data. Secondly, the kind of information sought--attitudes about general areas of school operation--was not unique to any particular group or type of school.

Data were gathered through the use of an opinionnaire constructed originally by the writer which contained one hundred twenty items related to one or more of the following task areas:

1. Instruction and Curriculum
Development
2. Pupil Personnel
3. Community-School Relations
4. Staff Personnel
5. School Plant
6. School Transportation
7. Organization and Structure
8. School Finance and Business
Management

The statements covered a wide variety of topics within the task areas which were of concern to the modern school principal and of interest to the writer. The original instrument was subjected to a validation process in which trusted associates of the writer were asked to review, respond, and comment on the opinionnaire in general as well as the individual items. Included in this group were three principals, two supervisors, two assistant principals, and one counselor. Information acquired through this process was applied to the refining and drafting of the final product.

Since the study was designed to identify attitudes held by principals toward their role and function in eight critical task areas, the final products contained only items which related directly or indirectly to those task areas. The instrument was weighted heavily in those areas of greatest interest to the writer and which had the greatest significance to the objectives of the study.

The instrument contained sixty-six items, all of which were declarative statements followed by a Likert-style response mode. The statements were both negative and positive (see Appendix C).

In mid-September, the Principal's Opinionnaire was mailed to the sixty-eight principals who make up the population of this study. A cover letter which explained the purposes of the study and asked for the respondent's cooperation accompanied the instrument (see Appendix A). The subjects were asked to respond to each of the statements with one of the following degrees of agreement: (1) Strongly Agree, (2) Agree, (3) Undecided, (4) Disagree, or (5) Strongly Disagree. Each instrument bore a 4-digit code number which identified the school and district to which it was mailed. This enabled the writer to monitor the return without requiring the respondent's name on the instrument.

Within four weeks, forty-nine of the instruments had been returned. After waiting another four weeks, a followup letter was sent to those principals from which there had been no response (see Appendix B). This resulted in another thirteen instruments being returned, for a total of sixty-two or ninety-four percent.

The responses were grouped by critical task area, tabulated and entered in tables. Each response category was assigned a numerical value as follows:

Strongly Agree	+2
Agree	+1
Undecided	0
Disagree	-1
Strongly Disagree	-2

A total value for each item was calculated and expressed as either a positive (+) or negative (-) number. An average score was derived by dividing the value of the responses by the total number of respondents. This score is expressed as a positive (+) reflecting agreement or negative (-) reflecting disagreement. Scores approaching the value of 1 (+ or -) reflect moderate feeling, and scores greater than 1 (+ or -) reflect strong feeling.

Chapter 4

FINDINGS AND INTERPRETATION

The following section contains interpretation of the findings of this study. A discussion of the findings within the critical task areas is followed immediately by tables containing the data from the survey. The discussions are brief interpretations of the data, while the tables are intended to give specific and detailed information.

The tables give the number and percentage of responses to each item by response category. They also show the numerical value each response category received based on the method of assigning a value which was outlined in Chapter 3. The total number of respondents and total value for each item are shown followed by a score.

Instruction and Curriculum Development

A total of fifteen items on the opinionnaire related to this critical task area (see Table 1). Three of these related to the State Department of Education's role in regulating the school programs. Respondents do not feel that state regulations are a deterrent to change. They apparently feel that accreditation standards are fair.

Respondents agreed that inadequate financing affects pupil achievement. They believe, although not strongly, that

test scores are a reliable way to measure effectiveness of instructional programs, and they believe more strongly in competency education.

Poor teaching is viewed as a problem and a majority felt that teachers did not plan instruction thoroughly. A majority also felt that the best teachers should be placed with the younger students, and the respondents felt very strongly that teachers should serve as behavior models for students. Respondents disagree, although very slightly, with the idea of teachers working on housekeeping tasks as an in-service activity.

Principals in this population feel very strongly that they should spend most of their work time in observing, supervising, and evaluating instruction. This is consistent with Krajewski's (1977) findings.

The respondents were about evenly divided on whether or not extra-curricular activities take up too much of the student's time (see 13, Table 1). Although this positively stated item received a plus score (+.08) the number of respondents in its plus and minus columns were about the same (25-27 respectively). Item fourteen received a plus score and thus is perhaps a rather accurate indication of how many principals view mandated programs. Twenty-two of the respondents agreed with the statement and twelve were undecided and twenty-six disagreed, giving an indication that mandated programs are not strongly supported.

Table 1

Analysis of Responses on Instruction and Curriculum Development Section
of Principal's Opinionnaire

STATEMENT	RESPONSES					Total Responses	Total Value	SCORE
	SA	A	U	D	SD			
	+2	+1	0	-1	-2			
1. Test scores are not a reliable indication of how well an instructional program is working.	2 3%	20 33%	13 21%	24 39%	2 3%	61		-.07
	4	20	0	-24	-4		-4	
2. The best teachers should be placed with the younger students.	13 21%	14 23%	14 23%	19 31%	2 3%	62		+.27
	26	14	0	-19	-4		17	
3. Pupil achievement in Eastern Kentucky lags behind the state and national norms because of inadequate financing of schools	6 10%	17 27%	14 23%	25 40%	0	62		+.06
	12	17	0	-25	0		4	

Table 1 (continued)

STATEMENT	RESPONSES					Total Responses	Total Value	SCORE
	SA +2	A +1	U 0	D -1	SD -2			
4. Allowing teachers to work on bulletin boards, lesson plans, record books, etc., is a good way to use an in-service day.	8 13%	16 26%	3 5%	27 44%	8 13%	62	-9	-.15
	16	16	0	-27	-16			
5. State regulations are so rigid it is difficult to change the school program.	3 5%	16 26%	7 11%	30 49%	5 8%	61	-18	-.30
	6	16	0	-30	-10			
6. State accreditation standards are too strict.	3 5%	3 5%	9 15%	41 66%	6 10%	62	-44	-.71
	6	3	0	-41	-12			
7. One of the major problems in school today is poor teaching.	5 8%	26 42%	7 11%	21 34%	3 5%	62	9	+.15
	10	26	0	-21	-6			
8. Teachers should not be expected to serve as behavior models for students.	0 0	3 5%	3 5%	31 51%	24 39%	61	76	-1.25
	0	3	0	-31	-48			

Table 1 (continued)

STATEMENT	RESPONSES					Total Responses	Total Value	SCORE
	SA +2	A +1	U 0	D -1	SD -2			
9. Competency education is a good idea.	8 13%	35 56%	16 26%	3 5%	0 0	62		+.77
	16	35	0	-3	0		48	
10. Most teachers plan their instruction thoroughly.	1 2%	13 21%	8 13%	39 63%	1 2%	62		-.42
	2	13	0	-39	-2		-26	
11. Poor teaching is a serious problem in the schools today.	6 10%	32 52%	7 11%	16 26%	1 2%	62		+.42
	12	32	0	-16	-2		26	
12. Principals should spend most of their working day observing, supervising, and evaluating instructional activities.	16 27%	38 63%	4 7%	2 3%	0 0	60		+1.13
	32	38	0	-2	0		68	
13. Extra-curricular activities take up too much of the student's time.	8 13%	17 28%	9 15%	26 43%	1 2%	61		+.08
	16	17	0	-26	-2		5	

Table 1 (continued)

STATEMENT	RESPONSES					Total Responses	Total Value	SCORE
	SA +2	A +1	U 0	D -1	SD -2			
14. Most mandated programs are a waste of time.	11 18%	11 18%	12 20%	23 38%	3 5%	60	4	+.07
	22	11	0	-23	-6			
15. State regulations on accreditation are too lax.	2 3%	10 16%	14 23%	33 54%	2 3%	61	-23	-.38
	4	10	0	-33	-4			

Pupil Personnel

Only three items dealing with the pupil personnel task area were included in the opinionnaire, but these deal with very specific problem areas (see Table 2). While elementary principals would not be expected to be as intimately aware of the problems as would the high school principals, they nevertheless have formed attitudes which may have a bearing on their performance.

The respondents felt that drug abuse is a serious problem in the high school. Of forty-eight respondents, only four felt that it was not a serious problem (see item 3). Only nine out of forty-eight felt that security guards were needed in most high schools. This statement was included because of the attention that violence in the schools has been receiving nationally. The response does appear to indicate that there may be some cause for concern (see item 1).

The respondents felt very strongly (see item 2) that high school students need more counseling than they get.

Community School Leadership

The Principal's Opinionnaire was weighted somewhat heavily in this task area (see Table 3) because, from the experience of the writer, community relations is one of the weaker areas in school administration in Eastern Kentucky.

The opinions expressed by the respondents tend to reflect a fairly strong feeling that the principal should be involved in community activities, that parent-teacher

Table 2
 Analysis of Responses of Pupil Personnel Section
 of Principal's Opinionnaire

STATEMENTS	RESPONSES					Total Responses	Total Value	SCORE
	SA +2	A +1	U 0	D -1	SD -2			
1. Security guards are needed in most high schools.	4 7%	7 12%	18 30%	29 48%	2 3%	60		-.30
	8	7	0	-29	-4		-18	
2. High school students need more counseling than they get.	14 23%	38 62%	7 11%	2 3%	0 0	61		+1.05
	28	38	0	-2	0		64	
3. Drug abuse is not a serious problem in Eastern Kentucky high schools.	0 0	7 11%	11 18%	38 62%	5 8%	61		-.67
	0	7	0	-38	-10		-41	

organizations are beneficial, and that school facilities should be available to the public. They agree strongly that parents and teachers should share in decision-making about the school operation. They feel that communication with the community is important at the secondary as well as the elementary level.

While the principals believe that they should educate the public about the specifics of the school program, they apparently do not believe that the public is very well-informed. They also view their relationship with parents somewhat negatively.

The respondents had little reservation about showing their schools to board members, but considerable reservation about where board members interests lie. Only eighteen of sixty-two respondents felt that school board members are very dedicated to the best interest of the public, and they feel very strongly that "school politics" affects the quality of the school program.

Staff Personnel

Twenty-two items on the opinionnaire related to the critical task area of staff personnel (see Table 4). Many related directly to how the principal views his roles and functions. The principals believe strongly that they have a responsibility for professional development of beginning teachers. They believe that the principal is the most important member of the leadership team. Apparently, many of

Table 3

Analysis of Responses on Community School Leadership Section
of Principal's Opinionnaire

STATEMENTS	RESPONSES					Total Responses	Total Value	SCORE
	SA	A	U	D	SD			
	+2	+1	0	-1	-2			
1. Principals should be involved in community activities.	19 31%	40 65%	2 3%	1 2%	0 0	62		+1.24
	38	40	0	-1	0		77	
2. School facilities should be made available for public use whenever practical.	9 15%	45 73%	4 6%	3 5%	1 2%	62		+.94
	18	45	0	-3	-2		58	
3. School board members should visit schools often during school hours for a first hand look at school operations.	21 34%	34 56%	3 5%	2 3%	1 2%	61		+1.18
	42	34	0	-2	-2		72	

Table 3 (continued)

STATEMENT	RESPONSES					Total Responses	Total Value	SCORE
	SA +2	A +1	U 0	D -1	SD -2			
4. Parent-teacher organizations are valuable assets to school programs.	19 31%	28 45%	10 10%	4 6%	1 2%	62	60	+.97
	38	28	0	-4	-2			
5. School board members are very dedicated to the best interest of the public.	1 2%	17 27%	17 27%	20 32%	7 11%	62	-15	-.24
	2	17	0	-20	-14			
6. The principal has a responsibility to educate the public about specifics of the school program.	7 11%	50 81%	1 2%	4 6%	0 0	62	60	+.97
	14	50	0	-4	0			
7. Interviewing parents is a good way to get information about the quality of the school program.	2 3%	22 35%	12 19%	23 37%	3 5	62	-3	-.05
	4	22	0	-23	-6			
8. The quality of the school program is rarely affected by "school politics".	0 0	8 13%	3 5%	37 60%	14 23%	62	-57	-.92
	0	8	0	-37	-28			

Table 3 (continued)

STATEMENT	RESPONSES					Total Responses	Total Value	SCORE
	SA +2	A +1	U 0	D -1	SD -2			
9. Decision-making about the total school operation should be shared with teachers and parents.	9 15%	47 76%	5 8%	1 2%	0 0	62		+1.03
	18	47	0	-1	0		64	
10. Communication between the school and community is less important at the secondary level than it is at the elementary.	1 2%	7 11%	4 6%	39 63%	11 18%	62		-.84
	2	7	0	-39	-22		-52	
11. Most parents don't want anything to do with the school unless their child is in trouble.	6 10%	34 55%	5 8%	17 27%	0 0	62		+.47
	12	34	0	-17	0		29	
12. Most critics of the school are people who don't know what's going on.	15 25%	37 61%	3 5%	4 7%	2 3%	61		+.97
	30	37	0	-4	-4		59	

them also believe the superintendent is the most important member of the leadership team (see items 10 and 11). They feel they are not free to recruit teachers to fill vacancies on their staffs; they feel very strongly that they have little control over staffing their schools, and they do not believe that school districts in Eastern Kentucky actively recruit the best applicants. The principals also believe that they should be evaluated by both their subordinates and superordinates.

The principals feel that teachers should have a greater voice in decisions that affect teachers, and they do not agree that the principal is likely to be considered a member of the teaching staff in professional negotiations. This is consistent with Cunningham's (1969) findings. They believe very strongly that teachers learn from visiting other schools, and they are about evenly divided on whether teachers should serve as bus drivers. They do not believe that new teachers are better prepared to teach than they were ten years ago. The principals believe rather strongly in staff development at the school level and they also believe in affirmative action. They do not feel that teachers and administrators are adequately recognized for excellence by school districts.

Instructional supervisors do not fare well in the opinions of principals where the development of young teachers is concerned. Supervisors fare only slightly better where supervision of instruction is concerned. Principals believe that training programs for school administrators should have

more stringent requirements and a majority do not believe that superintendents should always be selected from the local administrative staff. Principals also do not believe that classified employees are selected on merit.

School Plant

Principals must give a considerable amount of their time to their responsibilities for care and maintenance of buildings and equipment. Three statements on the opinionnaire related to this task area (see Table 5).

The respondents do not feel that the quality of custodial services is excellent, nor do they feel that most buildings and equipment are in good condition or well maintained. The responses on these items indicate, with very few exceptions, that principals are not satisfied with their school plant's condition.

They agree, but only slightly, that the best school facilities are located close to town. This situation tends to vary among districts so that no firm trend was identified. While such an item may seem insignificant, strong attitudes were expressed by principals in districts where the statement was judged true.

School Transportation

This task area requires the principal's attention, but it is an area over which he has little real control.

Table 4
 Analysis of Responses on Staff Personnel Section
 of Principal's Opinionnaire

STATEMENT	RESPONSES					Total Responses	Total Value	SCORE
	SA	A	U	D	SD			
	+2	+1	0	-1	-2			
1. The teaching staff should have the opportunity to evaluate the principal.	19 31%	36 59%	2 3%	4 7%	0 0	61		+1.15
	38	36	0	-4	0		70	
2. Teachers learn from visiting other schools.	14 23%	42 68%	6 10%	0 0	0 0	62		+1.13
	28	42	0	0	0		70	
3. Supervisors are playing an important role in the development of young teachers.	0 0	15 24%	12 19%	27 44%	8 13%	62		-.45
	0	15	0	-27	-16		-28	

Table 4 (continued)

STATEMENT	RESPONSES					Total Responses	Total Value	SCORE
	SA +2	A +1	U 0	D -1	SD -2			
4. Instructional supervisors play very valuable roles in the supervision of instruction.	4 6%	25 40%	11 18%	19 31%	3 5%	62	8	+.13
	8	25	0	-19	-6			
5. The principal has a responsibility for the beginning teacher's professional development.	15 24%	46 74%	0 0	1 2%	0 0	62	75	+1.21
	30	46	0	-1	0			
6. Training programs for school administrators should have more stringent admission requirements.	10 16%	34 55%	10 16%	8 13%	0 0	62	46	+.74
	20	34	0	-8	0			
7. Teachers should not be employed as school bus drivers.	8 13%	15 24%	5 8%	28 45%	6 10%	62	-9	-.15
	16	15	0	-28	-12			
8. Minority group teachers should be represented in school faculties in proportion to the minority population.	3 5%	28 45%	14 23%	12 19%	5 8%	62	12	+.19
	6	28	0	-12	-10			

Table 4 (continued)

STATEMENTS	RESPONSES					Total Responses	Total Value	SCORE
	SA +2	A +1	U 0	D -1	SD -2			
9. Classified employees are selected on merit.	0 0	9 15%	13 21%	35 57%	4 7%	61		-.56
	0	9	0	-35	-8			
10. The most important member of the education leadership team is the principal.	13 21%	35 56%	3 5%	10 16%	1 2%	62		+.79
	26	35	0	-10	-2			
11. The most important member of the leadership team in education is the Superintendent.	19 31%	14 23%	8 13%	20 32%	1 2%	62		+.48
	38	14	0	-20	-2			
12. Teachers should have a greater voice in the decisions affecting their working conditions.	5 8%	40 65%	11 18%	6 10%	0 0	62		+.71
	10	40	0	-6	0			
13. Principals are free to recruit teachers to fill vacancies on their staff.	2 3%	7 11%	3 5%	34 55%	16 26%	62		-.89
	4	7	0	-34	-32			

Table 4 (continued)

STATEMENT	RESPONSES					Total Responses	Total Value	SCORE
	SA +2	A +1	U 0	D -1	SD -2			
14. Most Eastern Kentucky school districts have an active recruiting policy which seeks the best applicants for positions being vacated.	2 3%	7 11%	3 5%	34 55%	16 26%	62		-.89
	4	7	0	-34	-32			
15. Local school districts in Eastern Kentucky have implemented policies for publicly recognizing excellence among teachers and administrators.	0 0	7 11%	7 11%	37 60%	11 18%	62		-.84
	0	7	0	-37	-22			
16. When professional negotiations exist between teacher organizations and school board, the principal is more likely to be considered a member of the teaching staff than the central office staff.	1 2%	18 30%	9 15%	26 43%	6 10%	60		-.30
	2	18	0	-26	-12			

Table 4 (continued)

STATEMENT	RESPONSES					Total Responses	Total Value	SCORE
	SA +2	A +1	U 0	D -1	SD -2			
17. Affirmative action programs should be implemented by boards of education.	3 5%	38 62%	16 26%	3 5%	1 2%	61		+.64
	6	38	0	-3	-2		39	
18. Every school should have an annual staff development plan supervised and directed by the principal.	6 10%	42 68%	13 21%	1 2%	0 0	62	53	+.85
	12	42	0	-1	0			
19. Principals in Eastern Kentucky have very little real control over staffing in their schools.	24 39%	31 50%	2 3%	5 8%	0 0	62		+1.19
	48	31	0	-5	0		74	
20. New teachers are better prepared to teach now than new teachers were ten years ago.	4 6%	16 26%	11 18%	26 42%	5 8%	62		-.19
	8	16	0	-26	-10		-12	

Table 4 (continued)

STATEMENT	RESPONSES					Total Responses	Total Value	SCORE
	SA +2	A +1	U 0	D -1	SD -2			
21. The principal should be periodically evaluated in writing by the school board and superintendent, provided a written job description exists for the principal.	8 13%	36 58%	12 19%	5 8%	1 2%	62		+.73
	16	36	0	-5	-2		45	
22. School superintendents should always be selected from the local administration.	3 5%	8 13%	13 21%	30 48%	8 13%	62		-.52
	6	8	0	-30	-16		-32	

Table 5
 Analysis of Responses on School Plant Section
 of Principal's Opinionnaire

STATEMENT	RESPONSES					Total Responses	Total Value	SCORE
	SA	A	U	D	SD			
	+2	+1	0	-1	-2			
1. The quality of custodial services is generally excellent.	0	8	7	39	8	62		-.76
	0	13%	11%	63%	13%			
2. Most schools in Eastern Kentucky are in good condition where maintenance and equipment are concerned.	0	10	15	29	7	61		-.54
	0	16%	25%	48%	11%			
3. The best school facilities are usually located close to the county seat town.	5	25	9	21	2	62		+.16
	8%	40%	15%	34%	3%			
	10	25	0	-21	-4		10	

Most of the schools in the geographic area of the study depend significantly on pupil transportation. Therefore, when transportation is interrupted by mechanical or weather related problems, school is interrupted.

Only one statement of the opinionnaire related directly to transportation (see Table 6). The responses to that statement indicate that principals feel parents should help out with transporting their children when school buses are unable to operate.

Organization and Structure

Perhaps the most sacred cow in public education in Kentucky is the way it is organized and structured. Principals, however, feel that the structure could be altered (see Table 7). Recent winter weather has shown that it can be altered as evidenced by the variety of ways in which school districts have been allowed to make up time lost due to adverse weather. One of these methods, the extended day, is proving unpopular, especially among principals.

School Finance and Business Management

This critical task area receives most of the blame for keeping principals occupied so that they cannot do an adequate job of supervising instruction. Their convictions on this matter are reflected in their responses to an item dealing with those matters (see Table 8). They also say that these tasks could be handled by paraprofessionals.

Table 6

Analysis of Responses on School Transportation Section
of Principal's Opinionnaire

STATEMENT	RESPONSES					Total Responses	Total Value	SCORE
	SA	A	U	D	SD			
	+2	+1	0	-1	-2			
1. Parents should provide transportation for their children when buses are unable to run.	6 10%	39 64%	6 10%	10 16%	0 0	61		+.67
	12	39	0	-10	0		41	

Table 7

Analysis of Responses on Organization and Structure Section
of Principal's Opinionnaire

STATEMENT	RESPONSES					Total Responses	Total Value	SCORE
	SA	A	U	D	SD			
	+2	+1	0	-1	-2			
1. The "extended day" is a good way to make up lost time.	1 2%	8 13%	7 11%	22 36%	23 38%	61		-.95
	2	8	0	-22	-46			
2. The organizational structure of schools in Eastern Kentucky should not be tampered with.	0 0	7 12%	13 22%	36 60%	4 7%	60		-.62
	0	7	0	-36	-8			

Table 8

Analysis of Responses on Finance and Business Management Section
of Principal's Opinionnaire

STATEMENT	RESPONSES					Total Responses	Total Value	SCORE
	SA	A	U	D	SD			
	+2	+1	0	-1	-2			
1. The responsibility for and management of school activity funds could be handled by a competent paraprofessional.	8 13%	24 39%	7 11%	18 29%	5 8%	62		+.19
	16	24	0	-18	-10		12	
2. Transportation, custodial services and school lunch programs take so much of a principal's time that it is difficult to adequately supervise instruction.	14 23%	40 65%	3 5%	4 6%	1 2%	62		-1.00
	28	40	0	-4	-2		62	

Chapter 5

SUMMARY AND IMPLICATIONS

Summary

This study attempted to determine how principals in an eight county area of Eastern Kentucky felt about certain tasks and functions they are faced with as the chief administrative officer. Information about how these principals feel toward their roles is needed in an effort to improve the quality of the educational programs offered in this geographical area.

Much of the information sought related to very specific problems which the writer, in his role as director of a regional staff development project, believed contributed to poor participation in staff development activities by many principals and their staffs. This information would also be valuable in planning for future programs designed to benefit teachers and students at the local school level.

Implications

The implications of the findings to the future efforts of programs carried out by state and regional agencies are discussed by critical task areas.

Instruction and Curriculum Development

For approximately six years, this writer has worked

in the eight counties of Eastern Kentucky in which this study was conducted. During this time, much effort has been directed toward improving the instructional program through various projects and activities. These efforts have met with limited success.

For the most part, the curriculum and instructional programs have remained basically unchanged. Many reasons for this situation have been given verbally by principals. For example, they say that state regulations were too strict and that financing of schools in Eastern Kentucky was inadequate. The results of this study indicate that the principals do not really believe that state regulations deter change, and they do not really believe very strongly that poor financing is the problem. They do believe that poor teaching is a problem, and that staffing arrangements should be made to compensate for this. They feel that the principal should be more involved in the instructional program. They believe in testing and competency education, but do not feel very positive about mandated programs.

One of the specific areas dealt with was the use of teachers' in-service for housekeeping activities. The principals were about evenly divided on this issue. They also were about evenly divided on whether extra-curricular activities take up too much of the student's time.

The findings seem to suggest the need for continuing efforts to improve the performance of teachers and to involve

the principal more with the instructional process as supervisor and evaluator. The findings further imply a need for training principals to be better supervisors of teachers.

Community School Leadership

The findings in this category suggest that the principal feels very positive toward having the community involved with the school. The principals do not feel, however, that school board members always have the best interest of the public at heart, and they feel that school politics hurts school programs. The principals do not really trust the parents' judgments about the quality of the school program, but they do believe that the principal has a responsibility to educate the public and the school. They feel also that most parents' involvement with the school is negative.

The implications are that while most principals feel very positive about having parents and school board members involved with the school, this involvement is not happening in the way they would like it to happen.

This points to a need for well-planned and executed efforts to get the kind of positive involvement desired by the principal. This further points to an opportunity for the Kentucky Valley Educational Cooperative and other agencies to develop training programs for principals which will lead to the kind of parent and community involvement needed and wanted.

While most principals have indicated they believe in citizen involvement in the school program, in actual practice

there appears to be only a superficial type of parent and community-at-large involvement, particularly where decision-making is concerned. Perhaps an effort should be made to develop a model school-community relations program which would document from the outset those factors which inhibit such programs and demonstrate with hard data the benefits which could be derived from an intensive effort to involve the community.

There might also be a need to develop training programs designed exclusively for principals which would train them to be effective in public relations.

Staff Personnel

Perhaps the most significant of the findings in this task area is the conclusion that principals feel that they have virtually no control over staffing their schools. The overwhelming impression given by the responses is that staff selection is completely out of the control of the principal. The principals also believe that supervisors are doing a poor job with young teachers and that the principal has a responsibility in this area.

The principal considers himself important in school administration and has no reservations about where he stands in professional negotiations. The principal believes in affirmative action, staff development, and that teachers should help make decisions that affect them.

The findings support efforts by the Kentucky Valley

Educational Cooperative to develop and conduct staff development activities which are directed toward the leadership and administrative groups. Particularly significant is the support the findings give to current efforts in developing a model staff induction program.

There are also implications for teacher/administrator education programs as indicated by the principals' belief that teachers are no better prepared to teach than ten years ago and that administrator preparation programs should have more stringent requirements.

School Plant

While the area of school plant management takes a considerable amount of the principal's time, it did not receive significant attention in this study because it is an area over which agencies outside the school district have very little influence. The items on the survey instrument which dealt with this task area related to the principals' impressions of the general areas of maintenance, equipment, and custodial services. The responses indicated that service in these areas are not satisfactory to most principals.

Perhaps the implications are that more capital is needed for buildings and equipment, and that higher caliber custodial workers are needed.

School Transportation

This is another task area over which agencies outside

the school districts have very little influence. In fact, the principal himself is very limited in what he can do about school transportation. In most districts within the geographic area covered by this study, transportation is a variable which is controlled by forces such as geography, weather, and availability and condition of equipment. It is a source of much frustration for principals and superintendents, especially since the entire school program often must be halted because the transportation system is unable to operate as is the case in severe winter weather.

Principals have expressed the belief that parents should assume more of the burden for their children's transportation when the school buses can not operate on a normal basis. For example, the parent could bring the child to a location along main routes which are safe for buses. This would enable school districts to keep schools open rather than closed because only a few roads are closed.

Perhaps the implication is that school districts may need to turn to parents in periods of adverse weather for help in transporting students. Rather detailed plans would have to be developed and an intensive public information program would be required before public acceptance of such an idea would be possible or practical.

Organization and Structure

One of the items in this task area related to the "extended day" method which has been used extensively in this

region to "make-up" lost time. The responses confirm that this method is not favored by principals.

The practice of "extending" the day has the effect of reducing the total number of school days available to regional projects. The response lends support to have the "extended day" removed from consideration as a method to make up time lost due to bad weather.

Another item in this category addresses the question of the organizational structure of schools in Eastern Kentucky. Most principals felt that this structure could be altered. Perhaps the implication is that appropriate alternatives to the present structure and organization might be considered if they could be made to fit existing situations.

School Finance and Business Management

Most principals felt that these management responsibilities kept them from doing an adequate job of supervising instruction. They felt, on the other hand, that the management tasks associated with school activity funds could be handled by competent paraprofessionals.

The implication is that if qualified and competent help were available to the principal, he would be free to do the more important tasks associated with instruction. It may be that paraprofessional staff could be recruited, trained, and entrusted with these tasks. Perhaps an associate degree program could be developed which would produce this caliber of school business manager who would assume many of the duties

which now encumber the principal.

Pupil Personnel

The findings in this critical task area suggest that a serious problem may exist for school officials where drug abuse is concerned. The findings also confirmed the belief that students do not receive adequate counseling services in the high school.

The implications of these findings are that more counseling and other direct pupil services are needed in the high school.

Recommendations

The purpose of this study was to produce a profile of principals' attitudes about their roles and functions. This seems to have been accomplished and can be seen in the data and interpretation already presented. No study is valuable, however, unless it gives direction for future courses of action. Therefore, the following recommendations are presented.

1. Further study, possibly involving controlled experiments should be conducted into the relationship between the principal's involvement as an instructional leader and pupil and staff performance.
2. School districts in the Kentucky Valley Educational Cooperative should develop strategies for relieving the principal of the time-consuming housekeeping chores which inhibit his effectiveness as an instructional leader.

3. School districts in the Kentucky Valley Educational Cooperative should implement policies for selecting and evaluating administrative staff, especially principals.
4. High schools in the Kentucky Valley Educational Cooperative should implement programs designed to meet emotional and social needs of students.
5. School districts in the Kentucky Valley Educational Cooperative should develop strategies at both district and school level designed to inform the public about school programs and to win public support for them.
6. The staff of the Kentucky Valley Educational Cooperative and other service agencies outside the school districts should develop training programs which teach principals effective public relations techniques.
7. School districts in the Kentucky Valley Educational Cooperative should implement personnel policies which give the principal more voice in the selection and evaluation of teaching staff.
8. Efforts should be made by all organizations and agencies concerned with education in Eastern Kentucky to reduce the negative effects of "school politics".
9. Any educational improvement program contemplated by regional, state, or federal agencies should be based on a thorough analysis of need and attitude of principals and teachers toward the proposed change.

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APPENDIXES

- Appendix A: Cover Letter Accompanying First
Mailing of Principal's Opinionnaire
- Appendix B: Follow-Up Letter
- Appendix C: Principal Opinionnaire

Appendix A
KENTUCKY VALLEY EDUCATIONAL COOPERATIVE

Mr. Elwood Cornett, Director

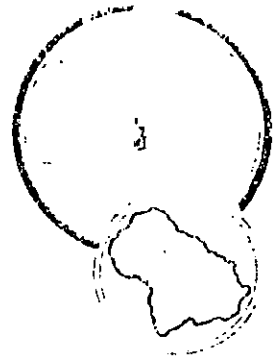
325 BROADWAY

P.O. BOX 1118

HAZARD, KENTUCKY 41701

PHONE 606/439-2311

58



September 12, 1978

Dear

The attached opinionaire is an important part of a research effort through which I am trying to determine how school principals really feel about some of the jobs they perform and some of the issues that currently face educational administrators. This research is being conducted as part of the requirements for the degree of Specialist in Educational Administration under the supervision of Dr. Russell Bowen and Dr. Don Miller of Morehead State University. It is also being carried out for a very practical reason--it will yield information which can be used by organizations and agencies in developing and delivery of services and programs to you and your staff and students.

I am employed by the Kentucky Valley Educational Cooperative which is a service organization existing solely for the benefit of its member school districts. Services provided by the Cooperative and other agencies can benefit schools most effectively if information about the needs and attitudes of people at school level is available. The principal's position is of fundamental importance to progress in education, and for that reason the principal's attitudes and opinions should be considered as decisions are made which affect the local school. The information derived from this study will be used by the Cooperative in planning future programs and services, and it will be made available to you and other administrators in your districts who request it for program planning.

Each statement on the opinionaire is designed to permit you to respond in a way that best expresses your honest feeling. It is important that you respond to the statement just as it appears. Your responses will be treated in a most professional and confidential manner. Please note that the instrument does not ask for your name. It does have a code number in the upper left corner. This number identifies you by district and school, and will be used as an accounting device to help me keep up with the return of the instruments. I will be the only person with access to the code, and you may be assured that I will

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9/12/78

protect the confidential nature of your response.

Please take a few minutes and complete the opinionaire. There are 60 items, read each one carefully and circle your response, then place the instrument in the pre-addressed, stamped envelope and return it to me within the next ten (10) days. I will consider your response a personal as well as a professional favor and I assure you that the information obtained will be used in the best interest of education.

Sincerely,

Billy F. Caudill

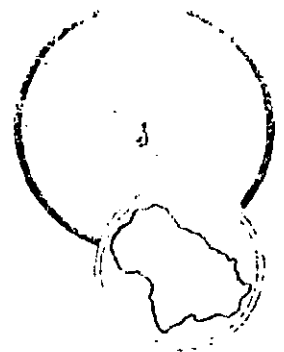
BFC/trs

Enclosure:

Appendix B
KENTUCKY VALLEY EDUCATIONAL COOPERATIVE

60

Mr. Edward Cornett, Director
225 BR. MIDWAY
P.O. BOX 1118
HAZARD KENTUCKY 41701
TEL. NO. 768-4322/3/4/5



November 13, 1978

Dear

A few weeks ago I sent a survey instrument entitled "Principal's Opinionaire" to all principals within this area. According to my records, I have not received a completed survey from you. Perhaps you did not receive my letter, or perhaps you may have misplaced it.

I am sending you another copy of the instrument along with a pre-addressed, stamped envelope. Please take a few minutes to complete the survey and return it to me within the next ten (10) days.

The validity of the study I am conducting depends to a large degree on the cooperation of those who occupy the important position of school principal. In order for the results to have any impact on current educational practices, a high return on the survey instrument is required.

Once the study is complete, I will share the results of the survey with you and your district administrative staff. Please assist me by completing the instrument and returning it soon.

Sincerely,

Billy F. Caudill

BFC/trs

Enclosure:

PRINCIPAL'S OPINIONAIRE

SA - Strongly Agree
 A - Agree
 U - Undecided
 D - Disagree
 SD - Strongly Disagree

1. The teaching staff should have the opportunity to evaluate the principal.
 SA A U D SD
2. The best teachers should be placed with the younger students.
 SA A U D SD
3. Principals should be involved in community activities.
 SA A U D SD
4. The "extended day" is a good way to make up lost time.
 SA A U D SD
5. Teachers learn from visiting other schools.
 SA A U D SD
6. School facilities should be made available for public use whenever practical.
 SA A U D SD
7. Supervisors are playing an important role in the development of young teachers.
 SA A U D SD
8. School board members should visit schools often during school hours for a first hand look at school operations.
 SA A U D SD
9. Parent-teacher organizations are valuable assets to school programs.
 SA A U D SD
10. Test scores are not a reliable indication of how well an instructional program is working.
 SA A U D SD
11. The responsibility for and management of school activity funds could be handled by a competent paraprofessional.
 SA A U D SD
12. Instructional supervisors play very valuable roles in the supervision of instruction.
 SA A U D SD
13. Pupil achievement in Eastern Kentucky lags behind the state and national norms because of inadequate financing of schools.
 SA A U D SD
14. The principal has a responsibility for the beginning teacher's professional development.
 SA A U D SD
15. Allowing teachers to work on bulletin boards, lesson plans, record books, etc. is a good way to use an in-service day.
 SA A U D SD
16. State regulations are so rigid it is difficult to change the school program.
 SA A U D SD
17. School board members are very dedicated to the best interest of the public.
 SA A U D SD
18. Transportation, custodial services and school lunch programs take so much of a principal's time that it is difficult to adequately supervise instruction.
 SA A U D SD
19. Training programs for school administrators should have more stringent admission requirements.
 SA A U D SD
20. State accreditation standards are too strict.
 SA A U D SD
21. The principal has a responsibility to educate the public about specifics of the school program.
 SA A U D SD
22. One of the major problems in schools today is poor teaching.
 SA A U D SD
23. Security guards are needed in most high schools.
 SA A U D SD
24. Teachers should not be employed as school bus drivers.
 SA A U D SD
25. High school students need more counseling than they get.
 SA A U D SD
26. Minority group teachers should be represented in school faculties in proportion to the minority student population.
 SA A U D SD
27. Interviewing parents is a good way to get information about the quality of a school program.
 SA A U D SD
28. Parents should provide transportation for their children when buses are unable to run.
 SA A U D SD
29. The quality of custodial services is generally excellent.
 SA A U D SD
30. Most schools in Eastern Kentucky are in good condition where maintenance and equipment are concerned.
 SA A U D SD
31. The best school facilities are usually located close to the county seat town.
 SA A U D SD
32. Classified employees are selected on merit.
 SA A U D SD
33. Teachers should not be expected to serve as behavior models for students.
 SA A U D SD

34. The most important member of the education leadership team is the principal.
SA A U D SD
35. The most important member of the education leadership team is the superintendent.
SA A U D SD
36. Competency education is a good idea.
SA A U D SD
37. Most teachers plan their instruction thoroughly.
SA A U D SD
38. Drug abuse is not a serious problem in Eastern Kentucky high schools.
SA A U D SD
39. Teachers should have a greater voice in the decisions affecting their working conditions.
SA A U D SD
40. The organizational structure of schools in Eastern Kentucky should not be tampered with.
SA A U D SD
41. Principals are free to recruit teachers to fill vacancies on their staff.
SA A U D SD
42. Most Eastern Kentucky school districts have an active recruiting policy which seeks the best applicants for positions being vacated.
SA A U D SD
43. Poor teaching is a serious problem in the schools today.
SA A U D SD
44. The quality of the school program is rarely affected by "school politics".
SA A U D SD
45. Local school districts in Eastern KY have implemented policies for publicly recognizing excellence among teachers and administrators.
SA A U D SD
46. Principals should spend most of their working day observing, supervising, and evaluating instructional activities.
SA A U D SD
47. Decision-making about the total school operation should be shared with teachers and parents.
SA A U D SD
48. Communication between the school & community is less important at the secondary level than it is at the elementary level.
SA A U D SD
49. When professional negotiations exist between teacher organizations and school boards, the principal is more likely to be considered a member of the teaching staff than the central office staff.
SA A U D SD
50. Affirmative action programs should be implemented by boards of education.
SA A U D SD
51. Every school should have an annual staff development plan supervised and directed by the principal.
SA A U D SD
52. Extra-curricular activities take up too much of the student's time.
SA A U D SD
53. Principals in Eastern Kentucky have very little real control over staffing in their schools.
SA A U D SD
54. New teachers are better prepared to teach than new teachers were ten years ago.
SA A U D SD
55. The principal should be periodically evaluated in writing by the school board and superintendent, provided a written job description exists for the principal.
SA A U D SD
56. School superintendents should always be selected from the local administrative staff.
SA A U D SD
57. Most mandated programs are a waste of time.
SA A U D SD
58. State regulations on accreditation are too lax.
SA A U D SD
59. Most parents don't want anything to do with the school unless their child is in trouble.
SA A U D SD
60. Most critics of the school are people who don't know what's going on.
SA A U D SD