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## A Comparison and Contrast of the Idealized Role of the Secondary School Principal as Perceived by Superintendents, Principals, and Teachers

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A COMPARISON AND CONTRAST OF THE IDEALIZED ROLE OF  
THE SECONDARY SCHOOL PRINCIPAL AS PERCEIVED BY  
SUPERINTENDENTS, PRINCIPALS, AND TEACHERS

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A Thesis  
Presented to  
The Graduate Faculty  
Central Washington University

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In Partial Fulfillment  
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Master of Education

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by  
Owen J. Kosik  
January, 1982

APPROVED FOR THE GRADUATE FACULTY

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A COMPARISON AND CONTRAST OF THE IDEALIZED ROLE OF  
THE SECONDARY SCHOOL PRINCIPAL AS PERCEIVED BY  
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The differences and similarities concerning the role of the secondary school principal as perceived by superintendents, principals, and teachers was studied. All superintendents and principals and twenty-five randomly selected teachers at the five traditional high schools in the Tri-Cities provided the input from which the data was drawn and conclusions were reached. A survey questionnaire containing forty statements frequently suggested for the secondary school principal was the tool utilized for this procedure. The results showed that there were similarities of role perceptions for the secondary school principal and there were also dissimilarities of role perceptions as seen by those same groups. Recommendations for future studies of this kind were discussed at the conclusion of the thesis.

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## Chapter 1

### BACKGROUND OF THE STUDY

#### Introduction

An educational publication dealing with the duties of the school principal circulated the following advertisement:

This review salutes one of the unsung heroes of modern times--a man who is a true "Captain of Industry" in terms of the importance of his product, the size of his plant, the number of employees, the number of consumers and the social, economic, legal, and political aspects of his operations--the principal in the American Public School is that Captain.

Primarily the executive in charge of improving the quality of the product, he is obviously a man of significant roles: that is, either his accolade or his undoing. Too often he may wonder, "Which role?" Maybe, he needs a new title; the one he has makes him wear "too many hats" (Callahan, 1962).

This advertisement serves to illustrate that the modern day principal has been charged with overseeing a highly diversified and complex array of programs. Because of the immensity of his job and the differences in priorities of those people he serves--superintendents, teachers, students, community--many demands and expectations are levied upon the principal. As a result, the principal has traditionally experienced significant role conflict.

This study will explore, by means of a survey, what superintendents, principals, and teachers expect the role of the secondary school principal to be. It is hoped that

a clarification of these role perceptions will allow the readers of this report an opportunity to better understand what each of the three groups expect from the principal. It is also hoped that this information can provide the foundation for a positive work climate and eliminate naivete and misunderstandings between superintendents, principals, and teachers.

### Statement of the Problem

Superintendents, principals, and teachers may perceive the role of the principalship differently. It is, therefore, the intended purpose of this study to compare and contrast the perceptions of the idealized role of the secondary school principal as perceived by superintendents, principals, and teachers.

### Questions

The above problem will be approached by a survey questionnaire designed to determine:

1. Whether there are differences in the idealized role of the principal as perceived by superintendents, principals, and teachers.
2. Whether there are similarities in the idealized role of the principal as perceived by superintendents, principals, and teachers.



## Design

The data gathered for this study were obtained from personnel in the Richland, Kennewick, and Pasco School Districts. Those respondents were the superintendents from each district and the building principals at Columbia and Hanford High Schools in Richland, Kennewick and Kamiakin High Schools in Kennewick, and Pasco High School in Pasco. Through random sampling, twenty-five teachers from each school were also polled.

The instrument used for the collection of data was a survey questionnaire containing forty statements. The items referred to attributes and behaviors frequently suggested for the secondary school principal and were drawn from the following sources:

1. Recommendations from high school teachers and administrators.
2. Items appearing on other role study questionnaires such as Frazier's Role Expectations of the Elementary Principal (Frazier, 1964).
3. The writer's own experience and background observations of various attributes and performances of principals.

The questionnaire items were arranged into the general areas of personal attributes, administrative and managerial attributes, public relations attributes, and attributes pertaining to staff relations.

A five-point scale was adopted to determine the levels of expectation of the respondent for the attribute or behavior indicated. For example, in answer to the statement, such as, "The principal should do demonstration teaching," the respondent had these alternatives:

1. Definitely should
2. Preferably should
3. Optional, may or may not
4. Preferably should not
5. Definitely should not

Approval for the distribution of the questionnaire was obtained from the district superintendents through a personal visit by the writer. At this time a presentation of the questionnaire, an explanation of the purpose of the study, and the mechanics were discussed.

The data in this study required superintendents, principals, and teachers to respond to the same questionnaire. To encourage the highest response possible, a cover letter accompanied the questionnaire explaining the purpose of the study. No names were allowed on the questionnaire so that the respondents felt no threat in participating.

The writer hand carried the questionnaires to each building participating and picked up the questionnaires forty-eight hours later to insure minimal loss of data. The survey was completed in two weeks.

### Limitations of the Study

The following are some of the limitations of this study:

1. The population polled was from the immediate Tri-Cities area. Many of the respondents have taken their training from Washington colleges and universities. The relative closeness of the three school districts has probably resulted in a great deal of interdistrict communication. These factors, and possibly others, may have caused a uniformity of response that would not have been present had the survey been conducted on a state or national basis.

2. Ambiguity in the wording of the questionnaire items may have contributed to semantic misunderstandings.

3. The number of administrators (i.e., superintendents and principals) relative to the number of teachers within the districts surveyed was disproportionate, thus limiting the ability to provide meaningful statistical comparisons among the three populations.

4. The population of teachers, being larger and more diverse, tends to produce a wider range of responses.

5. Random sampling can create the possibility of population biases.

## Definition of Terms Used

### Role

The normative rights and the duties the person should perform while incumbent in a particular position within an institution.

### Principal

The chief executive officer of an educational institution, who plans, implements, and supervises the curriculum, personnel, and students in his building.

### Personal Attributes

Characteristics, qualities, or background expected of persons filling the position of high school principal.

### Administrative and Managerial Attributes

Behavior expected of the principal in terms of general organizational performance and methods of working with students.

### Attributes Pertaining to Staff Relations

Behavior expected of the principal in terms of assisting and working with teachers.

### Public Relations Attributes

Behavior expected of the principal in terms of contacts with parents and professional and community organizations.

## Chapter 2

### REVIEW OF RELATED LITERATURE

This chapter will be devoted to the review of selected literature pertinent to the research project. The chapter contains a historical sketch of the secondary principalship and includes an examination of the many roles of the contemporary school executive.

The position of the principal in our public school system originated in the secondary schools of the mid-nineteenth century (Smith, 1938). The precedent for this position had been set by the private academies during the colonial period. The private schools were quite small, and the headmaster performed administrative details and directed a small number of teachers while also serving as a teacher (Pierce, 1935).

The two major factors contributing to the development of the principalship in American public schools were (1) the growth of the cities which produced a larger school enrollment, and (2) the new emphasis placed on the graded school. When the graded course of study was introduced, someone was needed to coordinate the work of the school and to grade and classify the pupils. The position of principal/teacher was therefore established to facilitate recording grades and coordinating the school's program (Pierce, 1935).

The trend of appointing a principal/teacher in school buildings was followed in most of America's major cities; and, in 1848, a report of the Cincinnati Schools stated as follows:

To secure uniformity and efficiency in the administration of the discipline of the school, and at the same time, to enable the teachers and assistants to give their whole time, as far as possible, to the business of instruction, the Board commits the general government of the school into the hands of the principal (Cincinnati School Board, 1848).

The duties of the principal as listed by the Cincinnati Board of Education in 1848 were:

1. To function as the head of the school charged to his care.
2. To regulate the classes and course of instruction of all the pupils.
3. To discover any defects in the school and apply remedies.
4. To make defects known to the visitor or trustees of the ward, or district, if unable to remedy conditions.
5. To give necessary instruction to his assistants.
6. To classify pupils.
7. To safeguard schoolhouses and furniture.
8. To keep the school clean.
9. To instruct assistants.
10. To refrain from impairing the standing of assistants especially in the eyes of their pupils.
11. To require the cooperation of his assistants (Cincinnati School Board, 1848).

Despite the rather broad job requirements, the principal/teacher mainly performed clerical and routine tasks

in the school. The inadequacy of this narrow role soon became apparent as the schools grew and their programs were expanded. The introduction of graded courses of study had thrust upon the principal/teacher responsibilities for work in areas other than classroom teaching. The principal/teacher needed time to visit and inspect the work in other classes. By 1857 in Boston and 1859 in Chicago, occupants of this position were being relieved of teaching duties in order to perform their assigned tasks. Most systems eased the principal/teacher only part-time from teaching duties, but by 1876 the New York City Board of Education could report that all of its principal/teachers had been freed of specific classroom teaching responsibilities (Pierce, 1935).

Released time from teaching marked the beginning of professional status for the principalship. The period from 1850 to 1900 saw the principal's position become clearly established as the administrative head of the school. Freed from teaching, principals were able to gain new powers for exercising their responsibilities for the management of the school. They moved between the central office and the teachers as line officers for passing orders, and they obtained the right to have a voice in the assignment and transfer of teachers (Jacobson, 1960).

Principals, although given time to provide assistance to the teaching staff, were slow in taking advantage of the opportunities for instructional leadership. Having

established their administrative position, they were content in performing clerical and management tasks, thus permitting the instructional program to be operated in a laissez-faire manner. Not until the twentieth century did the principalship become established as a position of instructional leadership (Pierce, 1935).

The scientific management movement in the early decades of the twentieth century affected the role of the principal. Scientific studies of the principal's job and training programs were conducted in the departments of education in colleges and universities. Attention in the programs centered mainly on duties and functions of the school principal and on the techniques of administration (Goldman, 1966). Administrators were trained to apply the latest principles of scientific management to the operation of the schools. They attempted to establish standards, to measure achievement, and to rate the effectiveness of teachers. The principal as the middle management official had the responsibility of supervisory control over teachers. The principal checked to see that courses of study and teachers manuals were being followed and was expected to know what each class was doing at any given time. This role was one of inspection as well as leadership (Pierce, 1935). The factory management system borrowed from industry placed the principal in an authoritarian role as boss of the teachers in the school.



Beginning in the nineteen-thirties, different social conditions and a new philosophy of administration helped bring about a change in the role conception of the principalship. New theories of administration espoused primarily by a group of Harvard psychologists and sociologists added an important dimension to the role of leader. Social engineering in which the leader employed human relations skills to improve on-the-job performance of workers surpassed other techniques being used (Gross, 1964). Several studies had demonstrated the importance of human motivation, sentiment, and group processes to a successful work situation. Workers performed better when their leader showed a personal interest in them. They desired acceptance and recognition by friends and work associates as much as they desired economic reward. Morale and work satisfaction were higher when workers were informed and counseled regarding changes in their duties. The human factor in organization called upon the leader to accept individual differences and display a sensitivity to the feelings of others (McCleary, 1965).

The concepts of democratic leadership and democratic administration came into favor in schools as a result of the human relations movement. Democratic administration was looked on favorably because it was consistent with American democracy. Since the major task of the school was to develop citizens for effective participation in a democratic society,

the school needed to serve as a prime example of functioning democracy. Moreover, it was believed that the schools would greatly benefit from democratic administration. The organization would operate more efficiently, employees would be more cooperative, and the organization would have the use of the intelligent and creative ideas of all the workers (Shane, 1954). The principal now had another concept and another responsibility to add to his growing list of role expectations.

The historical development of the principalship has revealed the expanding responsibility of the position, maturing from the early role of head teacher to the complex role of executive leader of a professional school staff. Carlson had pointed out that the knowledge explosion and the complexities of our technological urban society has brought on many changes in the contemporary school setting (Carlson, 1965). The ensuing complexities have added many new roles to the position of school principal. A review of the literature contains three recurring themes regarding the contemporary school principal:

1. The principal wears "many hats" because of his many roles.
2. The principal is becoming more a manager than instructional leader.
3. The power of the principalship is declining.

The following speech made by Drucker to the National Association of Secondary School Principals addresses many

of the conflicts experienced by the contemporary school executives:

I know of no job moreover that has so many different if not conflicting demands on it. The school administrator is expected to be an educational leader and a leader in the community. But he is also expected to be a manager, working out budgets and staying with them, hiring, placing and managing people, both faculty and staff; bringing the parents close to the school but not so close they can interfere; and satisfy a host of professional bodies each with a different idea of what the administrator's job should be and how it should be appraised. To an outsider like myself, who is more used to the comparative simplicity of the job of executive and administrator in business or in government, this appears an almost impossible assignment in its complexity, in the demands it has to satisfy, and in the groups, interests and constituents, each of whom consider the school "their" school and the school administrator "their" representative and agent (Drucker, 1964).

As Drucker stated, one of the distressing phenomena of the principalship is being the "man in the middle." The school executive must be accountable to a plethora of diverse publics all expecting decisions to be made which favor them. Students, parents, teachers, district patrons, business groups, civic organizations, board members, and superintendents all clamor for the principal's attention and action on school related matters. Irregardless of the decisions reached, many will be disgruntled. Principals, therefore, find themselves caught up in what educational leaders call a "web of tension." Because principals are clearly in "the middle," because they must be responsive to so many publics, and, because they need the support of these factions, principals can no longer control others through the use of pure

power. The new school executive must rely on expertise and influence to convince others to work with him in getting things done (Myers, 1974).

Contemporary school principals find themselves occupying the role of managers more than the traditional role of instructional leaders. Recent federal, state, and local policies have placed added responsibilities on the principal to become a clerk and record keeper. The principal must devote increasing amounts of time behind the desk keeping records and filing reports. Educational authorities refer to these details as "administravia" and "Catch 22" activities (Mazarella, 1976).

It is quite clear that these clerical duties coupled with administering new curricular offerings such as bilingual, career, and special education make it difficult for the principal to leave his office. The obvious drawback to this situation is that the principal cannot spend sufficient time in the halls and classrooms where his presence is sorely needed. The principal can no longer administer sufficiently the traditional roles of instructional leader, teacher evaluator, and plant manager (Mazarella, 1976).

While secondary principals admit they need to devote more time to administering their traditional roles they complain that it is becoming increasingly difficult to make time for out-of-the-office activities. A recent survey showing a typical two-week study of how a group of secondary principals spent their time looked like this (Howell, 1981):

1. Paper work . . . . . 27 hours
2. Parent conferences . . . . . 11 hours
3. Personnel conferences . . . . . 11 hours
4. Discipline . . . . . 8 hours
5. Scheduling . . . . . 8 hours
6. Cafeteria . . . . . 8 hours
7. Supervision . . . . . 6 hours
8. Instructional leadership . . . . . 2 hours

Clearly the principal is suffering from a crush of paper work, cafeteria duty, counseling, and other organizational duties. It has been suggested by educational leaders that trained specialists be hired to handle these duties and free the principal for instructional leadership. Most school districts and principals continue to operate within the traditional organizational structure, however (Trump, 1972).

Clearly, one of the most frustrating and dramatic changes for the modern-day principal has been the loss of power. The principalship no longer carries the clout and authority that it did in former years. Because of teachers' gains at the bargaining table, principals are all too often bound by unworkable and untenable negotiated decisions that make it extremely difficult for them to administrate their programs (Salmon, 1980). With this ensuing loss of power the principal can no longer use force as an administrative tool. Since the public is now more informed, sophisticated, and demanding, the principal must accomplish assigned tasks through effective leadership, expertise, and influence.

### Summary

In summary, the role of the secondary school principal has passed through many states. First the principal was head teacher, next school manager, and then instructional supervisor. Within the past fifty years, 1930-1980, changing societal conditions and new knowledge altered the role to that of democratic educational administrator.

Although trends in the changing role of the principal have been discerned, the role continues to be one of high conflict, and there is only limited agreement on what the principal really should be doing. As new role responsibilities have been added, few old role duties have been dropped. Today, the principal is expected to be instructional leader, budget supervisor, plant manager, counselor, clerk, lawyer, evaluator, record keeper, and systems analyst among other things. Some groups have viewed the principal's role as that of an educational leader while others claim the role is that of a manager. The different images in which the principal has been perceived affirms the varying expectations and perceptions held for the position by different groups over a period of time. This phenomenon accounts for the high degree of role conflict and the ensuing "web of tension."

## Chapter 3

### PROCEDURES OF THE STUDY

As stated in Chapter 1, the purpose of the study was to investigate the role expectations held for the secondary school principal by superintendents, principals, and teachers. To accomplish this end the writer asked the following questions:

1. Do superintendents, principals, and teachers differ in their expectations for certain role characteristics of the secondary school principal?

2. When teachers are grouped according to such variables as sex, marital status, degree held, age, years of teaching experience, educational goals, and degree of teaching satisfaction, do these teacher subgroups tend to differ in their expectations for certain role characteristics of the secondary school principal?

In order to present the data in an organized and meaningful way the data were gathered from the following major attribute classifications: Personal attributes, administrative and managerial attributes, staff relations attributes, and public relations attributes. The findings of the data were assembled and reported in Chapter 4.

### The Instrument

The instrument used for the collection of data was a survey questionnaire containing forty statements. The statements were directed toward qualities attributed to the secondary school principal and were drawn from the following sources:

1. Actions recommended by secondary school educators.
2. Items appearing on other role study questionnaires.
3. The writer's own experience and background observation.

When the questionnaire had been completed, it appeared that the statements fell quite naturally into one of the four general classifications previously discussed in the chapter. The questionnaire was therefore organized into these four general classifications. Other information with regard to the respondent's position and certain personal data were also requested for the purpose of providing an explanation of the possible variances among the responding teachers.

### Selection of the Respondents

The study area selected was the Tri-Cities area of southeastern Washington State. This area included the Richland and Kennewick school districts in Benton County and



the Pasco school district in Franklin County. The cities of Richland and Kennewick contain largely professional or technically skilled patrons employed by the nuclear industries, while those residents of Pasco and Franklin County are largely associated with the agricultural industry. The Richland and Kennewick school districts are virtually the same size in regard to number of buildings and certified staff while the Pasco district is slightly smaller.

The five traditional high schools within the three districts were surveyed. A purely Tri-Cities research project allowed the writer better control of the entire survey procedure thus allowing minimal loss of data. The lack of time and revenue were other considerations for limiting the scope of the research to the Tri-Cities area.

The respondents to the survey included the superintendents of the participating districts, the principals at each of the five high schools, and teachers randomly selected at each high school. The superintendents were visited personally by the writer and agreed to the distribution of the questionnaires.

The random selection process involved the acquisition of teacher rosters at each high school. An ordinal sequence was assigned each roster and twenty teachers were then randomly selected to be surveyed from that building. A random number of generator routine programmed into a Hewlett-Packard Model 67 calculator was used for this procedure. An additional five alternates were selected from each roster to

handle the contingency that a regular selection failed to participate. The low number of participating administrators eliminated the need for a selection process for that group of respondents.

### Gathering the Data

The questionnaires were distributed to all participating respondents during October, 1981. The writer attached a cover letter explaining the purpose of the research and giving instructions to be followed for the completion and return of the questionnaire. Copies of both the questionnaire and the cover letter can be found in the appendix. The writer hand carried the questionnaires to each participating building and picked them up forty-eight hours after distribution to minimize loss of forms during transmittal. The fact that seventy-seven percent of the respondents replied was indicative of the interest in the study.

### Analysis of the Data

The responses obtained were coded and transferred to a computer punch deck utilizing one card per respondent. The punch deck was read into the computer for data analysis and statistical evaluation. Table 1 is a breakdown of how the writer encoded the survey data into the computer punch deck.

Table 1

Column	Data	Possible Responses
1	District	1 - Richland 2 - Kennewick 3 - Pasco
3	School	1 - Columbia High School 2 - Hanford High School 3 - Kamiakin High School 4 - Kennewick High School 5 - Pasco High School
5	Position	1 - Superintendent 2 - Principal 3 - Teacher
7-8	Identification Code	Two digit integer
10	Sex	1 - Male 2 - Female
12	Marital Status	1 - Single 2 - Married
14	Degree	1 - BA/BS 2 - MA/MS 3 - Other
16-17	Age	Two digit integer
19-20	Years of Teaching	Two digit integer
22	Teacher Satisfaction	1 - Low 2 - Average 3 - High
24	Goal	1 - Continue Teaching 2 - Leave Teaching 3 - Administration
26-65	Questions	1 - Definitely Should 2 - Preferably Should 3 - May or May Not 4 - Preferably Should Not 5 - Definitely Should Not

Tabulation histograms were used to illustrate the percentage distribution of response for each question in the survey. The following is an example of the format used. The actual distributions for all items on the questionnaire are presented in Chapter 4.

	1	2	3	4	5	Total
Superintendents	_____	_____	_____	_____	_____	_____
Principals	_____	_____	_____	_____	_____	_____
Teachers	_____	_____	_____	_____	_____	_____
Total	_____	_____	_____	_____	_____	_____

This form also served as the contingency tabulation utilized for significance testing.

To test the significance of the responses between position respondents, the chi-square ( $\chi^2$ ) test was utilized. In doing so, the null hypothesis, "The responses to the questions will be independent of position, age, sex, experience, and satisfaction," was applied. The writer also suspected that certain questions would elicit different responses among the various subpopulations within the group of teachers (e.g., sex, age, experience). The chi-square test was also utilized in making such determinations.

## Chapter 4

### RESULTS OF THE STUDY

The following chapter provides an analysis and explanation of the data gathered from the survey questionnaires. All forty questionnaire statements were addressed and possible reasons for the responses were offered. The findings were reported in the four main attribute classifications previously discussed in Chapter 3, and appropriate tables were employed for ease of reading and comprehension.

Survey responses were evaluated by means of the chi-square test. The purpose of the test was to determine whether responses were independent with respect to position, age, sex, experience, and satisfaction. The null hypothesis, "The responses to the questions will be independent of position, age, sex, experience, and satisfaction," was used to see if the results could be considered significant at the .05 level. It has become convention in social science to accept as statistically significant relationships which have a probability of occurring by chance 5 percent of the time or less, i.e., in 5 out of 100 samples (Nie, 1975). Using these criteria only the following questions were found to be statistically significant: 2, 6, 7, 13, 22, 24, and 26. The significance of this finding will be discussed within the analysis of each question respectively.

### Discussion of Terms

At this point a discussion of terms used in this chapter must be conducted so the reader can better understand what has been written about the findings. There are three general positions discussed and they are called "positions." One position consists of superintendents, another position consists of principals, and the third position is the teachers.

The teacher position was broken down into teacher subgroups or simply "subgroups" in order to gain insight into potential sources of differences between superintendents and teachers or principals and teachers. The teacher subgroups consist of breakdown by age and experience as follows:

#### Age

22 - 30	Younger Teachers
31 - 45	Middle Age Teachers
46+	Older Teachers

#### Experience

0 - 5 Years of Teaching	Inexperienced
5+ Years of Teaching	Experienced

Teacher subgroups were also divided by sex (male and female) and teacher satisfaction (highly satisfied, satisfied, dissatisfied).

In order to further draw divisions for the purpose of discussion, a "positive response" or "strong response"

meant that respondents had chosen selections one ("definitely should") or two ("preferably should") on the expectation scale. A "negative response" or "weak response" meant that respondents had chosen selections four ("preferably should not") or five ("definitely should not") on the expectation scale. A selection of three ("optional, may or may not") was considered as indifferent.

The following sections present the summary and discussion of the data found in the survey. This discussion is organized according to the four attribute classifications discussed earlier. At the beginning of each section a table summarizing the distribution of responses for all questions within that section is presented. These tables summarize answers provided by all respondents. Each statement is then discussed separately and a table summarizing the distribution of responses with respect to position or other groupings of the respondents is provided.

Table 2 includes a summary of the ratings given personal and professional attributes of the principal as perceived by the responding groups. Four personal and professional attributes received comparatively high ratings. These were for the principal to be articulate in verbal communication, well read educationally, capable of good teaching, and fair and consistent with all people in the school setting. These attributes were not only strongly supported in this grouping but on the entire survey as well.

Table 2

## Personal and Professional Attributes

Explanation: Based on questionnaire rating scale:

- |                             |                          |
|-----------------------------|--------------------------|
| 1. Definitely should        | 4. Preferably should not |
| 2. Preferably should        | 5. Definitely should not |
| 3. Optional, may or may not |                          |

No.	Item	Ratings Given					Total
		1-ds	2-ps	3-mmn	4-psn	5-dsn	
1	Good speaker	87	14	1	0	0	102
2	Personal problems	31	29	39	3	0	102
3	Well read educationally	75	24	2	1	0	102
4	Married and children	2	12	87	1	0	102
5	Good teacher	64	26	12	0	0	102
6	Liberal arts	16	46	38	2	0	102
7	Fair and consistent	99	2	1	0	0	102
8	Member-professional organizations	36	27	38	1	0	102
9	Professional publications	4	11	81	5	1	102



Three personal and professional attributes received comparatively low ratings. These were for the principal to be married and have a family, to contribute articles to professional publications, and to have a strong background in liberal arts studies. Possible explanations for these responses are discussed within the analysis of each statement respectively.

Statement 1: The Principal Should Be  
Articulate in Verbal Communication

Table 3

	1	2	3	4	5
Superintendents	100%	0%	0%	0%	0%
Principals	100%	0%	0%	0%	0%
Teachers	84%	14.9%	1.1%	0%	0%

The responses in Table 3 show a very strong expectation to exist among all positions for the principal to be articulate in verbal communication. Ninety-eight percent of all respondents felt that the principal either "definitely should" or "preferably should" be articulate. This item was the second most strongly supported in this grouping and on the questionnaire as a whole. There was almost no difference in the ratings given this statement by the teacher subgroups.

Possible explanations for such a positive response to this item could be that an articulate principal is able

to clearly communicate with all people in the school setting thus eliminating confusion and ambiguity. In addition, being articulate is a personal trait which is frequently associated with professionalism.

Statement 2: The Principal Should Be a Person a Teacher  
Could Go To With His or Her Personal Problems

Table 4

	1	2	3	4	5
Superintendents	0%	67%	33%	0%	0%
Principals	40%	60%	0%	0%	0%
Teachers	30.9%	25.5%	40.4%	3.2%	0%

The level of significance of responses by age, sex, and experience was at or near the .05 level which means the null hypothesis can be accepted in these instances. There was a definite difference in the response to this item by position. Sixty-seven percent of the superintendents and all of the principals felt strongly that the principal should be a person teachers could go to with personal problems.

Teachers, however, did not respond as strongly to this expectation. For example, only fifty-six percent of the teachers responded with a "definitely should" or "preferably should" response and forty percent responded as indifferent. Upon further examination of teacher subgroups there

appeared to be little or no difference of responses from groupings by age, sex, experience, or satisfaction.

A possible explanation for the difference of response between administrators and teachers could be that teachers are afraid or reluctant to trust their employer and boss with personal and confidential information. Fear of reprisal or possible non-renewal could be other fears teachers have about going to the principal with personal problems.

Statement 3: The Principal Should Be Well Read and Have a Good Knowledge of Current Educational Developments

Table 5

	1	2	3	4	5
Superintendents	67%	33%	0%	0%	0%
Principals	100%	0%	0%	0%	0%
Teachers	72.3%	24.5%	2.1%	1.1%	0%

As can be seen from Table 5, superintendents, principals, and teachers all expressed strong feelings for the principal to be well read and educationally informed. Eighty-seven percent of superintendents and principals had strong responses on the expectation scale. While teachers also felt strongly in this regard, their intensity was slightly less than the administrators. Seventy-three percent of the teachers felt principals "definitely should" be

well read while twenty-four percent felt principals "preferably should" be well read.

In regard to teacher subgroups there was some dissimilarity in regard to the age of respondents. Younger teachers (ages 22 to 30) and older teachers (46 and up) tended to have stronger feelings about the principal being well read. The middle age teacher (ages 31 to 45) responded to this item with less intensity. In fact, fifty percent of the "preferably should" or "optional, may or may not" responses belonged to teachers in this age category.

Less experienced teachers (1 to 5 years) felt more strongly about this item than did the experienced instructors (6 years or more) and highly dissatisfied teachers responded with a higher percentage of "definitely should" selections than satisfied or highly satisfied teachers.

Although there were some dissimilarities within some subgroups, superintendents, principals, and teachers overall displayed strong feelings for the principal to be well read educationally.

Statement 4: The Principal Should be Married  
and Have Children of His or Her Own

Table 6

	1	2	3	4	5
Superintendents	0%	0%	100%	0%	0%
Principals	20%	20%	60%	0%	0%
Teachers	1.1%	11.7%	86.2%	1.1%	0%

Table 6 illustrates that all three respondent positions marked this statement in generally the same manner. Eighty-five percent of all respondents marked this statement as "optional" and expressed the belief that the principal "may or may not" be married and have children of his or her own. Examination of teacher subgroups did show that older teachers (ages 46 and up) held more of a partiality (twenty-three percent) that the principal "definitely should" or "preferably should" have a family than other subgroup or position. Experienced teachers (6 years or more) also showed somewhat more of an expectation toward the principal having a family than did the less experienced teachers.

Although some teachers noted a family as an advantage, the majority (eighty-five percent) of all respondents indicated this characteristic to not be necessary for the principalship.

Statement 5: The Principal Should Be a "Good Teacher"

Table 7

	1	2	3	4	5
Superintendents	33%	67%	0%	0%	0%
Principal	80%	20%	0%	0%	0%
Teachers	62.8%	24.5%	12.8%	0%	0%

Respondents to this item felt quite strongly that the principal should be a good teacher. Although the intensity toward the responses were generally "definitely should" or "preferably should" on the expectation scale it is interesting to note that sixty-seven percent of superintendents selected "preferably should" as the response, whereas principals almost unanimously believed the principals "definitely should" be good teachers. While the response of the teachers was generally strong for this characteristic, their responses were not quite as intense as the administrators (eighty-eight percent "definitely should" or "preferably should").

The twelve indifferent responses of the teachers were cast by older male teachers who were experienced in their profession (6 or more years), and either mildly or highly satisfied in their work. Perhaps as some teachers grow older and more experienced, their expectations of the principal's role changes from master teacher to that of an administrative position.

This finding appeared particularly significant in view of the fact that school administration and teaching are unique and require different skills. The expectation, however, for the building administrator to be capable of good teaching appears to be widely held.

Statement 6: The Principal Should Be Scholarly and Have a Wide Background in Liberal Arts Studies

Table 8

	1	2	3	4	5
Superintendents	0%	67%	33%	0%	0%
Principals	20%	40%	40%	0%	0%
Teachers	16%	44.7%	37.2%	2.1%	0%

The respondents were pretty evenly divided in reply to this statement. Table 8 shows that by position, superintendents, principals, and teachers all had nearly the same percentages of responses on the expectation scale. The same was found to be true among the teacher subgroups in regard to age, experience, sex, and satisfaction. The subgroups responded with nearly equal percentages in the "definitely should," "preferably should," and "optional, may or may not" columns on the expectation scale.

From these data it appears that superintendents, principals, and teachers all agree that this expectation is somewhat necessary in the principal's role.

It must be stressed, however, that the responses in regard to position, sex, and satisfaction were all within the .05 level of significance.

Statement 7: The Principal Should Exhibit  
Fair and Consistent Policies in Dealing  
With All People in the School Setting

Table 9

	1	2	3	4	5
Superintendents	100%	0%	0%	0%	0%
Principals	100%	0%	0%	0%	0%
Teachers	96.8%	2.1%	1.1%	0%	0%

A nearly unanimous response was obtained from superintendents, principals, and teachers in the principal being fair with all people in the school setting. The statement was, in fact, the most strongly supported item of the entire forty questions on the questionnaire. Only three of the 102 respondents failed to mark the "definitely should" column on the expectation scale. The three dissenting teachers were all males, with five years or more of experience and were either mildly or highly satisfied in their profession. They expressed no particular reason why they responded as they did.

An obvious reason for such a strong overall feeling is that most everyone wishes to be treated fairly in their



relationships with other people. Such a response leaves little doubt that both teachers and administrators believe this characteristic to be a necessity for the principal to be effective. The response to this item by position elicited a response within the .05 level of significance.

Statement 8: The Principal Should Belong To  
Professional Principal's Organizations

Table 10

	1	2	3	4	5
Superintendents	33%	67%	0%	0%	0%
Principals	60%	40%	0%	0%	0%
Teachers	35.1%	24.5%	29.4%	1.1%	0%

There was a striking difference between the responses of the administrators (superintendents and principals) and teachers. Administrators solely marked "definitely should" or "preferably should" as their responses indicating that they strongly believe principals should belong to professional organizations. Teachers, however, were more widespread in their responses by fairly evenly responding with "definitely should," "preferably should," or "optional, may or may not" on the expectation scale. A possible explanation for this difference of opinion is not known by the writer.

Upon examination of the subgroups it was found that a higher percentage of women (sixty-eight percent) than men

(fifty-three percent) chose "definitely should" or "preferably should" on the scale. It was also found that younger teachers (ages 22-29) felt more strongly about principal's organizations than older or more experienced teachers. There was little difference of response in regard to teacher satisfaction.

While women teachers displayed stronger feelings toward this item than men, it was the difference between administrators' responses and teachers' responses that was most significant. It would appear that teachers do not feel this expectation is very important in the performance of the principalship.

Statement 9: The Principal Should Contribute  
Articles to Professional Publications

Table 11

	1	2	3	4	5
Superintendents	0%	0%	100%	0%	0%
Principals	0%	40%	60%	0%	0%
Teachers	4.3%	9.6%	79.8%	5.3%	1.1%

Nearly all superintendents, principals, teachers, and teacher subgroups responded with common likeness to this statement. While there was a slight variation of response by administrators (superintendents and principals) their response was generally one of indifference ("optional,

may or may not") as seventy percent of this group chose column three. Eighty percent of all teachers surveyed responded with an "optional, may or may not" response also.

Since eighty-three percent of those polled selected the "optional, may or may not" response it appears that the responding superintendents, principals, and teachers do not consider this expectation to be significant in the role make up of the principal.

Table 12 includes a summary of the ratings given administrative and managerial attributes. Three administrative and managerial attributes received comparatively high ratings. These were for the principal to be a firm disciplinarian, to be the main supervisor of teacher performance and behavior, and to visit classrooms several times throughout the year.

Four administrative and managerial attributes received relatively low ratings. These were for the principal to visit classrooms by appointment only, doing demonstration teaching, working closely with the custodian, and being the only person to administer corporal punishment. Possible explanations for these responses are discussed within the analysis of each statement respectively.

Table 12

## Administrative and Managerial Attributes

Explanation: Based on questionnaire rating scale:

- |                             |                          |
|-----------------------------|--------------------------|
| 1. Definitely should        | 4. Preferably should not |
| 2. Preferably should        | 5. Definitely should not |
| 3. Optional, may or may not |                          |

No.	Item	Ratings Given					Total
		1-ds	2-ps	3-mmn	4-psn	5-dsn	
10	Curriculum development	27	43	21	8	3	102
11	Firm disciplinarian	78	21	2	1	0	102
12	Visit classrooms	60	26	14	2	0	102
13	Classroom teaching	35	22	37	6	2	102
14	By appointment only	3	11	51	17	20	102
15	Demonstrate teaching	12	17	58	7	8	102
16	First in the building	38	38	26	0	0	102
17	Take turn on duty schedule	45	36	16	5	0	102
18	Teachers evaluate principal	44	39	18	0	1	102
19	Agenda beforehand	43	29	28	2	0	102
20	Corporal punishment	14	11	42	13	22	102
21	Works with custodian	13	28	34	14	13	102
22	Supervisor of performance behavior	78	16	6	2	0	102
23	Inform teachers of educational develop- ments	45	36	20	1	0	102

Statement 10: The Principal Should Devote a Major  
Part of His Time to Curriculum Development  
and Improvement of Instruction

Table 13

	1	2	3	4	5
Superintendents	33%	33%	33%	0%	0%
Principals	60%	20%	20%	0%	0%
Teachers	24.5%	43.6%	20.2%	8.5%	3.2%

Inspection of the data revealed that superintendents, principals, and teachers demonstrated the same general support for this statement. In regard to teacher subgroups, older, more experienced teachers and highly satisfied teachers supported this statement more strongly than other subgroups.

Since much of the educational literature recommends that the principal make curriculum a primary focus of his attention, it is interesting to note that so many educators viewed this item with indifferent ("optional, may or may not") or negative responses ("preferably should not" or "definitely should not").

Several teachers responding indifferently, ("optional, may or may not") or negatively ("preferably should not" or "definitely should not") qualified their responses on the questionnaire as follows:

"Curriculum improvement is the job of the district director."

"No need for this--teachers have state curriculum guides."

"Principals should be active in guidance. Leave the curriculum to teachers."

In view of the differences of response the survey may have proven this statement to be an area of role conflict for the principal.

Statement 11: The Principal Should  
Be a "Firm Disciplinarian"

Table 14

	1	2	3	4	5
Superintendents	0%	100%	0%	0%	0%
Principals	60%	40%	0%	0%	0%
Teachers	79.8%	17%	2.1%	1.1%	0%

In the area of administrative and managerial attributes the statement calling for the principal to be a "firm disciplinarian" received the largest number of "definitely should" ratings. Upon examination by position it was found that 100 percent of the superintendents and principals responded with "definitely should" or "preferably should" ratings. Ninety-six percent of the teachers responded in a like manner.

Upon examining teacher subgroups it was found that male teachers had slightly stronger feelings about this statement than female teachers. Older and more experienced (ages 46 and up) teachers also expected the principal to be stronger in discipline than the younger teacher group.

Both administrative and educational literature suggest that good school discipline should be one of the principal's major concerns. It is held that good discipline instills orderliness to the building and gives students a sense of direction. The responses to this statement indicate that superintendents, principals, and teachers believe this expectation to be an important role for the principal to fulfill.

Statement 12: The Principal Should Visit Each Classroom Several Times Throughout the Year

Table 15

	1	2	3	4	5
Superintendents	100%	0%	0%	0%	0%
Principals	60%	20%	20%	0%	0%
Teachers	57.4%	25.5%	14.9%	2.1%	0%

Inspection of the data reveals that superintendents feel most strongly about this statement. All responding superintendents felt the principal "definitely should" visit each classroom several times each year. Principals, too,

felt strongly about this statement as eighty percent of the principals responded with "definitely should" or "preferably should" ratings. Teachers had strong feelings but did not respond with the same intensity as the administrators (superintendents and principals).

The less experienced teacher subgroups (5 years or less) displayed a slightly greater desire for the principal to visit their classrooms than the more experienced. Younger teachers (ages 22-29) also expressed stronger feelings about this item than older teachers. There was little difference in response in regard to satisfaction or the sex of the teacher.

Even though there was generally strong support from most respondents for this item, the strongest support came from superintendents and principals. It would appear that the principal is generally expected by all position groups to visit each classroom several times throughout the year.

Statement 13: The Principal Should Do  
Some Classroom Teaching Each Year

Table 16

	1	2	3	4	5
Superintendents	0%	33%	67%	0%	0%
Principals	40%	20%	40%	0%	0%
Teachers	35.1%	21.3%	35.1%	6.4%	2.1%



Inspection of the data revealed that the responses by position were within the .05 level of significance. All superintendents responded with "preferably should" or "optional, may or may not" selections indicating a rather indifferent posture. Principals supported the statement somewhat more strongly as sixty percent thought the principal "definitely should" or "preferably should" do some classroom teaching each year. Teacher responses were fairly evenly distributed from "definitely should" to "optional, may or may not."

Closer inspection into teacher subgroups revealed that nearly seventy percent of the younger teachers (ages 22-29) responded that the principal "definitely should" or "preferably should" do classroom teaching while only forty percent of the older teachers responded in this manner. Less experienced teachers (5 years or less) also showed stronger support for this statement (seventy-two percent "definitely should" or "preferably should") than the more experienced teachers (fifty percent "definitely should" or "preferably should").

While the most support for this statement came from the principals, superintendents and teachers were only moderately supportive. Since forty-four percent of all respondents were indifferent ("optional, may or may not") or negative in their response ("preferably should not" or "definitely should not") it appears this expectation is not considered a critical role for the principal to play.

Statement 14: The Principal Should Visit  
Classes by Appointment Only

Table 17

	1	2	3	4	5
Superintendents	0%	0%	0%	67%	33%
Principals	0%	0%	40%	20%	40%
Teachers	3.2%	11.7%	52.1%	14.9%	18.1%

Superintendents and principals responded in a very negative manner ("optional," "preferably should not," or "definitely should not") to principals visiting classes by appointment only. All superintendents polled responded with either a "preferably should not" or "definitely should not" rating. Sixty percent of the principals responded with negative ratings also ("optional, may or may not," "preferably should not," or "definitely should not"). Slightly more than fifty percent of the teachers responded indifferently ("optional, may or may not") and thirty-three percent were definitely against ("preferably should not" or "definitely should not") the principal visiting by appointment only.

Analysis of teacher subgroups indicated that younger (age 22-29) and less experienced teachers (5 years or less) preferred the principal to visit by appointment more than the older and more experienced teachers. Older teachers

tended to express the same responses as superintendents and principals regarding class visits. Perhaps younger and less experienced teachers preferred visitations by appointment only because of the feelings of threat or insecurity when the principal arrives unannounced.

Inspection of the data revealed, however, that a general feeling existed for the principal to visit classrooms without a previous appointment.

Statement 15: The Principal Should Do  
Demonstration Teaching

Table 18

	1	2	3	4	5
Superintendents	0%	0%	100%	0%	0%
Principals	20%	20%	60%	0%	0%
Teachers	11.7%	17%	55.3%	7.4%	8.5%

Analysis of the data regarding this statement shows that seventy-five percent of the superintendents and principals responded in an indifferent ("optional, may or may not") manner to principals doing demonstration teaching. Fifty-six percent of the teachers also responded indifferently ("optional, may or may not"). Analysis of teacher subgroups revealed that younger teachers (ages 22-29) favored this expectation more than older teachers. In addition, less experienced teachers (5 years or less) also showed a stronger

feeling for this expectation than the more experienced (5 or more years) group. Women teachers, too, were more receptive to demonstration teaching as thirty-three percent responded with "definitely should" or "preferably should" ratings whereas only twenty-three percent of the men responded in this manner.

Some of those favoring this action qualified their responses on the survey questionnaire. They saw demonstration teaching as a chance for learning new or different teaching techniques and as a possible means for helping beginning teachers. The findings in regard to demonstration teaching indicate that while a small faction of the teacher subgroups may support it, there is no general expectation for the principal to conduct such demonstrations.

Statement 16: The Principal Should Be One of the First Staff Members in the Building Each Morning

Table 19

	1	2	3	4	5
Superintendents	0%	100%	0%	0%	0%
Principals	40%	40%	20%	0%	0%
Teachers	38.3%	35.1%	26.6%	0%	0%

Administrators (superintendents and principals) supported this item more strongly than teachers. All (100 percent) of the superintendents felt that principals

"preferably should" be one of the first arrivals each morning. Eighty percent of the participating principals responded with "definitely should" or "preferably should" ratings.

Teachers were almost evenly divided in their responses with seventy-three percent stating that the principal "definitely should" or "preferably should" be one of the first arrivals and twenty-six percent responding indifferently ("optional, may or may not"). There was very little difference of response by teacher subgroups.

An analysis of the data reveals that superintendents, principals, and teachers generally believe that the principal should be one of the first arrivals in the building each morning.

Statement 17: The Principal Should Take  
a Regular Turn on the Duty Schedule

Table 20

	1	2	3	4	5
Superintendents	33%	0%	67%	0%	0%
Principals	40%	40%	20%	0%	0%
Teachers	44.7%	36.2%	13.8%	5.3%	0%

Superintendents tended to support this statement less than principals or teachers. Thirty-three percent responded with "definitely should" while sixty-seven percent maintained an indifferent ("optional, may or may not")

posture. Principals had an eighty percent "definitely should" or "preferably should" response while teachers responded in the same manner with an eighty-one percent frequency.

Younger (ages 22-29) and less experienced teachers (5 years or less) expressed a stronger concern (eighty-five percent "definitely should" or "preferably should") for this expectation than did the older teachers (seventy-three percent "definitely should" or "preferably should"). Several teachers qualified their remarks on the survey questionnaire. Their comments expressed the belief that being on the duty schedule would make the principal more aware of problems in the halls and at extra curricular events. Other teachers complained of the principal spending too much time in the office and felt a turn on the duty schedule would give the students an opportunity to see the principal on the campus.

While superintendents were rather indifferent to this statement, principals and teachers generally supported the expectation that the principal take a regular turn on the duty schedule.

Statement 18: The Principal Should Have the  
Teachers Evaluate Him or Her Periodically

Table 21

	1	2	3	4	5
Superintendents	0%	67%	33%	0%	0%
Principals	40%	0%	60%	0%	0%
Teachers	44.7%	39.4%	14.9%	0%	1.1%

Superintendents and principals tended to be less supportive of this expectation than did the teachers. Fifty percent of those administrators polled responded indifferently ("optional, may or may not") to the principal being evaluated by teachers, whereas only fifteen percent of the teachers responded indifferently. Eighty-four percent of all teachers felt that the principal "definitely should" or "preferably should" be evaluated by the teachers. Younger teachers supported this item more strongly than any of the other teacher subgroups.

While teachers generally supported this expectation, administrators, particularly principals, did not. Possible reasons for the lack of administrator support could be the threatening feeling of a staff evaluation, a feeling that it would be a "witch hunt" rather than a true evaluation or a feeling that this is the superintendent's job rather than that of the teaching staff. This statement appears to have

once again raised the possibility of role conflict in the position of the principalship.

Statement 19: The Principal Should See That an Agenda is Distributed Before Each Faculty Meeting

Table 22

	1	2	3	4	5
Superintendents	33%	67%	0%	0%	0%
Principals	20%	0%	80%	0%	0%
Teachers	43.6%	28.7%	25.5%	0%	2.1%

Inspection of the data revealed that there was a significant difference between the expectations held by superintendents and those held by principals in regard to this statement. All superintendents strongly supported the statement by selecting "definitely should" or "preferably should" on the expectation scale. Only twenty percent of the principals responded with a "definitely should" or "preferably should" rating and eighty percent of the principals responded in an indifferent manner.

Teachers strongly supported the distribution of agendas as seventy-two percent marked "definitely should" or "preferably should" on the expectation scale. Teacher subgroups showed little difference of opinion.

While principals were indifferent to this statement, superintendents and teachers responded strongly in support



of it. Several teacher respondents wrote on the questionnaires that an agenda beforehand gave them a chance to better prepare for items to be discussed at the meeting. Two of the dissenting principals wrote that they felt agendas oftentimes were too constricting. Results of the survey in respect to this statement once again demonstrate an area of difference in opinion between the responding positions.

Statement 20: The Principal Should Be the Only Person in the Building to Administer Corporal Punishment

Table 23

	1	2	3	4	5
Superintendents	33%	0%	67%	0%	0%
Principals	20%	0%	60%	0%	20%
Teachers	12.8%	11.7%	29.4%	13.8%	22.3%

This expectation was one of the most controversial statements on the entire survey questionnaire because of the qualified remarks written on the questionnaire by the respondents and because of the number of indifferent ("optional, may or may not") and negative responses ("preferably should not or definitely should not").

Sixty-three percent of the superintendents and principals responded indifferently ("optional, may or may not") while twenty-five percent of the superintendents and principals

thought the principal "definitely should" be the only person in the building to administer corporal punishment.

Twenty-four percent of the teachers polled felt the principal "definitely should" or "preferably should" administer corporal punishment, thirty-nine percent were indifferent ("optional, may or may not"), and thirty-five percent of all teachers responded negatively to the statement ("preferably should not or definitely should not"). Analysis of teacher subgroups indicated that older (age 46 and up) and more experienced teachers (5 years or more) showed less support ("preferably should not" or "definitely should not") for this statement than younger and less experienced teachers. This response could possibly mean that older and more experienced teachers prefer to handle their own discipline problems.

Several comments made on the questionnaire by teachers not in favor of this statement held that teachers lose the respect of the students if the principal does the punishing, teachers feel they can do a better job of disciplining than the principal, and many times the principal is unavailable to administer the punishment.

In view of the responses received about this statement, it is clear that many teachers have definite ideas concerning corporal punishment. Principals should, therefore, possess a policy on this matter which will be fair and consistent for both the teacher and the student.

Statement 21: The Principal Should Help the Custodian  
Plan His Work and Supervise the Results

Table 24

	1	2	3	4	5
Superintendents	33%	67%	0%	0%	0%
Principals	20%	40%	20%	0%	0%
Teachers	12.8%	25.5%	34.0%	14.9%	12.8%

Superintendents felt this task an important one for the principal. The superintendents all marked "definitely should" or "preferably should" for their responses. Principals felt strongly about this expectation but not with the same intensity as the superintendents. Sixty percent of the principals felt the principal "definitely should" or "preferably should help the custodian plan his work.

Teacher ratings did not appear very firm because the same percentage of "definitely should" responses was offset by exactly the same number of "definitely should not" responses. Only a slightly higher percentage of teachers marked "preferably should" than marked "preferably should not." It should be noted that virtually no difference existed between superintendents and those teachers in the 46 years and older age group. Experienced teachers appeared to see a need for the principal to work closely with the custodian.

Support for this statement was stronger among administrators than among the general teacher population. Inspection of the data therefore reveals that this expectation might be important to superintendents and principals but not widely held by teachers.

Statement 22: The Principal Should Be the Primary Supervisor Responsible for Letting Teachers Know What is Expected of Them in Terms of Job Performance and Personal Behavior While On the School Campus

Table 25

	1	2	3	4	5
Superintendents	67%	33%	0%	0%	0%
Principals	100%	0%	0%	0%	0%
Teachers	75.5%	16%	6.4%	2.1%	0%

All positions responded strongly to this statement. For example, all superintendents and principals felt that the principal "definitely should" or "preferably should" perform this expectation. Ninety-one percent of all teachers responded in like manner. There was little difference of response in regard to teacher subgroups. The statement by position and sex were within the .05 level of significance.

With such strong support from all responding groups it is apparent that this statement is considered an important role characteristic of the principalship.

Statement 23: The Principal Should Routinely Inform  
Teachers of State and Federal Legislative  
Developments Pertaining to Education

Table 26

	1	2	3	4	5
Superintendents	33.3%	33.3%	33.3%	0%	0%
Principals	80%	0%	0%	20%	0%
Teachers	42.6%	27.2%	20.2%	0%	0%

Principals supported this item more strongly than either superintendents or teachers. All but one of the principals polled marked this expectation as "definitely should." Superintendents were evenly split in their responses from "definitely should" to "optional, may or may not."

Teachers showed strong support for this statement as nearly eighty percent selected "definitely should" or "preferably should" as their response. Older teachers and the highly satisfied teachers (eighty-eight percent of those groups selected "definitely should" or "preferably should") responded most strongly to the statement.

Although both principals and teachers showed strong support for the statement, the principals themselves demonstrated the most intensity. An analysis of the data reveals that the principal keeping his teachers informed on legislative developments is an expected role of the principalship.

Table 27 includes a summary of the ratings given attributes pertaining to staff relations. One attribute pertaining to staff relations received comparatively high ratings. This was for the principal to maintain clear avenues of communication with teachers.

Three attributes pertaining to staff relations received comparatively low ratings. These were for the principal to assist new teachers to find housing, requiring teachers to submit weekly lesson plans, and arranging for teachers to visit other classes.

Table 27

## Attributes Pertaining to Staff Relations

Explanation: Based on questionnaire rating scale:

- |                             |                          |
|-----------------------------|--------------------------|
| 1. Definitely should        | 4. Preferably should not |
| 2. Preferably should        | 5. Definitely should not |
| 3. Optional, may or may not |                          |

No.	Item	Ratings Given					Total
		1-ds	2-ps	3-mmn	4-psn	5-dsn	
24	Resource for teaching help	29	30	40	3	0	102
25	Support teachers vs. school board	45	25	30	0	2	102
26	Visit other classes	15	37	36	5	1	102
27	Resource--Improve teaching techniques	23	39	29	10	1	102
28	Submit weekly lesson plans	15	9	25	30	32	102
29	Duty schedule planning	29	28	37	5	3	102
30	Last name before parents	38	17	43	3	1	102
31	Selecting of teachers	44	39	14	4	1	102
32	Find housing	4	27	56	8	7	102
33	Suggestions into action	32	28	41	1	0	102
34	Initiate, implement	48	37	15	1	1	102
35	Support teachers vs. superintendent	31	33	35	1	2	102
36	Clear avenues of communication	88	13	1	0	0	102

Statement 24: The Principal Should Be One of the Main Sources of Counseling Help for the Teacher in Efforts to Solve Individual Student Problems

Table 28

	1	2	3	4	5
Superintendents	33.3%	33.3%	33.3%	0%	0%
Principals	40%	40%	20%	0%	0%
Teachers	27.7%	28.7%	40.4%	3.2%	0%

The level of significance of response by position was within the .05 level which means the null hypothesis can be accepted in this instance. While the responses by position were obviously spread from "definitely should" to "optional, may or may not" it can be observed that administrators (superintendents and principals) supported this statement more strongly than did the teachers. Tabulation of responses shows that sixty-six percent of superintendents and eighty percent of principals felt the principal "definitely should" or "preferably should" be a source of counseling help for teachers handling student problems. Teachers responded with only a fifty-seven percent "definitely should" or "preferably should" rating.

Examination of teacher subgroups revealed that older teachers (ages 46 and up) responded with a sixty-six percent "definitely should" or "preferably should" rating and women responded with a sixty-two percent "definitely should" or



"preferably should" rating. The responses of these teacher subgroups were more like those of the administrators.

Although teachers generally did not see this statement to be as important as some of the previous expectations, it seems that administrators hold this role to be somewhat significant.

Statement 25: In General, the Principal Should Support  
the Position of the Teachers When There is a  
Difference of Opinion Between The Teachers  
and the School Board Members

Table 29

	1	2	3	4	5
Superintendents	0%	33.3%	33.3%	0%	33.3%
Principals	0%	0%	100%	0%	0%
Teachers	47.9%	25.5%	25.5%	0%	1.1%

Superintendents and principals responded in a much less supportive way toward this statement than did teachers. Sixty-six percent of superintendents responded with an indifferent ("optional, may or may not") or negative ("preferably should not" or "definitely should not") rating. The response of principals was totally indifferent ("optional, may or may not"). Qualifying statements written on the questionnaires by superintendents and principals indicated that each individual situation would determine what type of position the principal should take.

Teachers were quite strong in their support of this statement as seventy-three percent of the responses were "definitely should" or "preferably should" ratings. Among the teacher subgroups the older (46 years and up) and highly dissatisfied teachers demonstrated the strongest support for this statement. Teachers who supported this statement indicated that the principal should support the interests of the people in his own building.

There was also an expectation expressed for the principal to back teachers in the event of a disagreement between laymen and professional educators. Inspection of the data, therefore, suggests that this statement is considered, by teachers, to be a part of the role makeup for the principalship.

Statement 26: The Principal Should Arrange  
for Teachers to Visit Other Classes

Table 30

	1	2	3	4	5
Superintendents	0%	67%	33%	0%	0%
Principals	0%	40%	60%	0%	0%
Teachers	16.0%	29.4%	38.3%	5.3%	1.1%

The level of significance of responses by position and sex are near the .05 level. The responses were not

particularly strong for this expectation. Administrators (superintendents and principals) were either indifferent ("optional, may or may not") or only slightly supportive ("preferably should"). While fifty-five percent of the teachers felt the principal "definitely should" or "preferably should" arrange for teacher visits, forty-five percent of the teachers responded in an indifferent ("optional, may or may not") or negative ("preferably should not" or "definitely should not") manner. There was little difference of response by teacher subgroup.

Little support for this statement by administrators and most teachers indicates this expectation is not considered significant by survey respondents.

Statement 27: The Principal Should Be a Main  
Resource for Teachers Wanting Help in  
Improving Teaching Techniques

Table 31

	1	2	3	4	5
Superintendents	67%	33%	0%	0%	0%
Principals	80%	20%	0%	0%	0%
Teachers	18.1%	39.4%	30.9%	10.6%	1.1%

The administrative positions (superintendents and principals) responded more strongly to this statement than did the teachers. One hundred percent of responding

superintendents and principals felt the principal "definitely should" or "preferably should" and forty-three percent responding negatively with "optional, may or may not," "preferably should not" or "definitely should not" ratings.

Examination of teacher subgroups revealed that sixty-two percent of female teachers felt principals "definitely should" or "preferably should" be a resource for teaching techniques. Sixty-four percent of younger teachers (ages 22-29) and less experienced teachers (5 years or less) responded with "definitely should" or "preferably should" ratings. The eleven negative responses ("preferably should not" and "definitely should not") by the teachers belonged generally to older, experienced male teachers.

Although superintendents and principals strongly supported this expectation, teachers generally were less supportive. Certain teacher subgroups (females, younger, and less experienced teachers) did, however, demonstrate an expectation that principals should be a resource in helping with improving teaching techniques. It would appear that principals should be aware of the expectation for teaching help expressed by the younger teachers.

Statement 28: The Principal Should Require  
Teachers to Submit Weekly Lesson Plans

Table 32

	1	2	3	4	5
Superintendents	67%	33%	0%	0%	0%
Principals	20%	20%	20%	0%	40%
Teachers	12.8%	7.4%	25.5%	31.9%	22.3%

Superintendents strongly supported this statement as all of those responding marked "preferably should" or "definitely should" on the expectation scale. Principals were very divided in their responses, as sixty percent of those responding marked "definitely should," "preferably should," or "optional, may or may not." The remaining forty percent of the principals responded negatively with "definitely should not" responses.

Teachers responded very negatively to this statement. Only nineteen percent of the teachers felt that the principal should require weekly lesson plans while fifty-four percent responded with "preferably should not" or "definitely should not" ratings. Twenty-five percent of the teachers were indifferent ("optional, may or may not") to the statement. The responses of teacher subgroups were pretty nearly the same with the exception of age. Younger teachers (ages 22-29) were distinctly more receptive (thirty-one percent

"definitely or preferably should") to this statement than any of the other subgroups.

While superintendents were strongly in favor of principals requiring lesson plans, principals were "lukewarm" in their responses and teachers were overwhelmingly negative. It seems that principals who would make this an expectation for their staff would do best to have good explanations for the uses to be made of the submitted plans.

Statement 29: The Principal Should Involve Teachers  
in Working Out Supervisory Duty Schedules

Table 33

	1	2	3	4	5
Superintendents	67%	0%	33%	0%	0%
Principals	60%	20%	20%	0%	0%
Teachers	25.5%	28.7%	37.2%	5.3%	3.2%

Seventy-five percent of the participating superintendents and principals felt that principals "definitely should" or "preferably should" involve teachers in working out duty schedules. Only fifty-four percent of the teachers responded with "definitely should" or "preferably should" ratings. Forty-five percent of the teachers were indifferent ("optional, may or may not") or negative ("preferably or definitely should not") in their responses. There was little difference of responses by teacher subgroup.

This statement would appear to appeal primarily to the interests of teachers. An analysis of the data reveals, however, that while administrators demonstrated strong support for teacher involvement in duty schedule planning, teacher responses were not particularly supportive. It would, therefore, appear that this role expectation is not considered too important in the performance of the principalship by the teacher group.

Statement 30: The Principal Should Call Teachers by Their Last Names in the Presence of Students and Parents

Table 34

	1	2	3	4	5
Superintendents	0%	67%	33%	0%	0%
Principals	60%	20%	20%	0%	0%
Teachers	37.2%	17.0%	43.6%	1.1%	1.1%

Superintendents and principals felt more strongly about this statement than did teachers. Sixty-seven percent of superintendents and eighty percent of principals responded with "definitely should" or "preferably should" remarks indicating rather strong support. Teachers, however, responded with only a fifty-four percent "definitely should" or "preferably should" response.

While it outwardly appears that teachers generally do not show strong support for this statement, an examination

of teacher subgroups indicates this is an important expectation for certain factions of teachers. Seventy-three percent of female teachers feel principals "definitely should" or "preferably should" address teachers formally while in the presence of students and parents. Sixty-seven percent of the older teachers (ages 46 and up) also responded with "definitely should" and "preferably should" ratings in this regard.

Once again it appears that administrators (superintendents and principals) and certain teacher subgroups (female teachers and older teachers) hold this expectation to be a significant role in the makeup of the principalship.

Statement 31: The Principal Should Allow Teachers to Participate in the Screening and Selection of Teachers to be Assigned to the Building

Table 35

	1	2	3	4	5
Superintendents	33%	33%	33%	0%	0%
Principals	40%	20%	40%	0%	0%
Teachers	43.6%	39.4%	11.7%	4.3%	1.1%

Teachers supported this statement more strongly than either superintendents or principals. Eighty-three percent of all teachers selected "definitely should" or "preferably should" as their response. Sixty-six percent of superintendents



and sixty percent of the principals selected "definitely should" or "preferably should" on the expectation scale.

Examination of teacher subgroups reveals that eighty-six percent of all male teachers polled felt the principal "definitely should" or "preferably should" allow teachers to participate in the selection process. It was also found that younger (ages 22-29) and middle aged teachers (ages 31-45) responded strongly to this statement (eighty-eight percent "definitely should" or "preferably should").

Much has recently been written in administrative publications about principals involving teachers in decision making and furnishing input to their superiors. The teachers' responses to this statement indicate a desire on their part to become involved in the screening and selection process also. This statement is obviously considered an important expectation by the respondents for the role of the secondary principal.

Statement 32: The Principal Should Help  
Teachers New to the Area Find Housing  
and Get Acquainted in the Area

Table 36

	1	2	3	4	5
Superintendents	0%	33%	67%	0%	0%
Principals	0%	60%	20%	20%	0%
Teachers	4.3%	24.5%	56.4%	7.4%	7.4%

Most of the respondents from all three positions responded in generally an indifferent ("optional, may or may not") or negative ("preferably should not" or "definitely should not") manner concerning the principal finding housing for teachers and helping them get acquainted. Less than fifty percent of superintendents responded with a "definitely or preferably should" rating and only sixty percent of the principals responded in that manner. Seventy percent of the teachers responded in an indifferent or negative manner. There was little difference of response in the teacher sub-groups.

It is apparent that none of the three positions consider this statement to be particularly important in the role makeup of the principalship.

Statement 33: The Principal Should Put Suggestions  
Made by the Teachers Into Action

Table 37

	1	2	3	4	5
Superintendents	0%	33%	67%	0%	0%
Principals	40%	0%	40%	20%	0%
Teachers	31.9%	28.7%	29.4%	0%	0%

Teachers supported this statement more strongly than superintendents or principals. Sixty percent of the teachers felt the principal "definitely should" or "preferably should"

put teacher suggestions into action. Only thirty-three percent of the superintendents and forty percent of the principals responded with "definitely should" or "preferably should" remarks. The remainder of the responses made by administrators were either indifferent ("optional, may or may not") or negative ("preferably should not") ratings. Only thirty-nine percent of the teacher responses were indifferent.

A possible explanation for the generally "lukewarm" and indifferent response by administrators to this statement could be a feeling of pressure or threat to their positions. The survey responses indicate that teachers do support this expectation and principals need to be aware of the desire of teachers to be heard from and responded to.

Statement 34: The Principal Should Allow Curricular  
Departments Freedom to Initiate, Implement,  
and Administer Curricular Activities  
Within Their Departments

Table 38

	1	2	3	4	5
Superintendents	0%	67%	33%	0%	0%
Principals	40%	40%	0%	0%	20%
Teachers	48.9%	35.1%	14.9%	1.1%	0%

Teachers strongly supported this statement, principals showed the next strongest support and then superintendents. Eighty-four percent of the responding teachers felt principals "definitely should" or "preferably should" allow curricular departments freedom. Principals responded with eighty percent "definitely should" or "preferably should" ratings and sixty-seven percent of the superintendents selected "definitely should" or "preferably should" as their responses.

Analysis of teacher subgroups revealed that male teachers strongly supported this statement (eighty-nine percent of male teachers responded with "definitely or preferably should"), as did eighty-seven percent of the younger (ages 22-29) and less experienced teachers (5 years or less).

Teachers have once again shown that they expect the principal to allow them opportunities to perform meaningful and creative activities within the school setting. An analysis of the data reveals this to be a significant role expectation of the principalship.

Statement 35: In General, the Principal Should Support  
the Position of the Teachers When There is a  
Difference of Opinion Between the  
Teachers and the Superintendent

Table 39

	1	2	3	4	5
Superintendents	0%	33%	33%	0%	33%
Principals	20%	20%	60%	0%	0%
Teachers	31.9%	33.0%	33.0%	1.1%	1.1%

Teachers supported this statement more strongly than did superintendents or principals. Sixty-five percent of the teachers polled responded with "definitely should" or "preferably should" ratings. Superintendents responded with only indifferent or negative responses. Principals responded with forty percent polled feeling the principal "definitely should" or "preferably should" support the teachers over the superintendent. Sixty percent of the principals were indifferent ("optional, may or may not") in regard to the statement.

Examination of teacher subgroups revealed that seventy-five percent of the older teachers and eighty percent of the highly dissatisfied teachers more strongly supported this statement than the other subgroups.

Administrators were generally reluctant to support this statement, while teachers were obviously more

supportive. Several teachers indicated the belief that the principal was basically a teacher and must stand with the teachers to keep their respect. Principals need to be aware that teachers generally expect their support in times of conflict with the superintendent.

Statement 36: The Principal Should Maintain Clear Avenues  
Of Communication With Teachers on Most Matters

Table 40

	1	2	3	4	5
Superintendents	100%	0%	0%	0%	0%
Principals	100%	0%	0%	0%	0%
Teachers	85.1%	13.8%	1.1%	0%	0%

All positions were in near agreement in their response to this statement. Superintendents and principals agreed unanimously that the principal "definitely should" maintain clear avenues of communication. While teachers did not respond in unanimity, eighty-five percent agreed that the principal "definitely should" communicate clearly. There was little difference of response in regard to teacher subgroups.

The intensity of response by all positions leaves little doubt that this expectation is widely held for the role of principal.

Table 41 includes a summary of the ratings given attributes pertaining to public relations. The only attributes pertaining to public relations. The only attribute in this grouping to be strongly supported was for the principal to solicit input from parents and district patrons. The least supported attribute was the expectation for the principal to belong to civic organizations.

Table 41

## Attributes Pertaining to Public Relations

Explanation: Based on questionnaire rating scale:

- |                             |                          |
|-----------------------------|--------------------------|
| 1. Definitely should        | 4. Preferably should not |
| 2. Preferably should        | 5. Definitely should not |
| 3. Optional, may or may not |                          |

No.	Item	Ratings Given					Total
		1-ds	2-ps	3-mmn	4-psn	5-dsn	
37	Input from parents-patrons	64	27	11	0	0	102
38	Inform citizenry	40	38	21	1	2	102
39	Board meetings regularly	54	35	12	0	1	102
40	Civic organizations	15	28	58	0	1	102

Statement 38: The Principal Should Inform Local Citizens  
in His Attendance Area of State and Federal  
Legislative Developments Pertaining  
to Education

Table 42

	1	2	3	4	5
Superintendents	33%	33%	33%	0%	0%
Principals	60%	40%	0%	0%	0%
Teachers	38.3%	39.4%	19.1%	1.1%	2.1%

Principals and teachers supported this statement more strongly than superintendents. Of the three positions, teachers supported the statement more strongly than the administrators (superintendents and principals). Seventy-seven percent of the teachers responded with "definitely should" or "preferably should," sixty percent of the principals marked "definitely" or "preferably should" and sixty-six percent of the superintendents responded in this manner. Examination of teacher subgroups revealed little difference of response.

Analysis of the data reveals that an agreement by position has been found to the desirability of the principal to inform citizens of legislative developments pertaining to education.



Statement 39: The Principal Should Attend  
School Board Meetings Regularly

Table 43

	1	2	3	4	5
Superintendents	0%	66%	33%	0%	0%
Principals	20%	0%	60%	0%	20%
Teachers	56.4%	35.1%	8.5%	0%	0%

Administrators (superintendents and principals) felt less strongly about this statement than did teachers. For example, sixty-six percent of the superintendents felt the principal "preferably should" attend board meetings regularly and thirty-three percent were indifferent. Only twenty percent of the principals demonstrated support for this statement, sixty percent were indifferent and the remaining twenty percent responded negatively ("definitely should not").

Teachers, however, responded overwhelmingly in support of principals attending board meetings on a regular basis. Ninety-one percent of all teachers polled responded with "definitely should" or "preferably should" ratings. Because of the enormous support of this statement by teachers, there was little variance of responses by teacher subgroups.

While administrators (superintendents and principals) did not support this statement, teachers strongly did. Principals can take note of potential role conflict in regard to this expectation.

Statement 40: The Principal Should Participate in Civic Organizations Such as Lions, Rotary, or Kiwanis

Table 44

	1	2	3	4	5
Superintendents	0%	67%	33%	0%	0%
Principals	20%	40%	40%	0%	0%
Teachers	14.9%	25.5%	58.5%	0%	1.1%

The response of administrators to this statement is rather evenly divided from "definitely should" to "optional, may or may not" indicating a rather "lukewarm" reaction to principals' memberships in civic organizations. Although thirty-nine percent of the teachers responded with "definitely should" or "preferably should" ratings, their overall reaction to this statement was that of indifference (fifty-nine percent "optional, may or may not").

According to the data revealed by this survey, principals are generally not expected to be active in a civic group. Responses on the survey questionnaire indicated that respondents felt this to be the superintendent's area of responsibility rather than that of the principal.

## Chapter 5

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Summary of the Study

The following pages of this chapter are devoted to summarizing the findings of the research project, drawing meaningful conclusions, and reporting them in a logical, sequential manner for ease of reading and comprehension. Recommendations for further research into the role of the secondary school principal concludes the chapter.

#### Purpose of the Study

The intended purpose of this study was to compare and contrast the role perceptions of the secondary school principal as perceived by superintendents, principals, and teachers. In attempting to gain these perceptions the writer desired to determine:

1. Whether there were similarities in the role perceptions of the secondary school principal as perceived by superintendents, principals, and teachers.

2. Whether there were differences in the role perceptions of the secondary school principal as perceived by superintendents, principals, and teachers.

### Procedures

The survey questionnaire was the tool utilized for obtaining the data to answer these questions. The questionnaire contained forty statements which referred to attributes and behaviors frequently suggested for the high school principal. The writer distributed 133 survey questionnaires to superintendents, principals, and teachers in the three Tri-City school districts during October, 1981. Of these, 102 were collected by the writer forty-eight hours after dissemination, thus showing a seventy-seven percent response. The data were transferred from the questionnaire to computer cards, and the cards were then put through the computer at Central Washington University.

### Conclusions

From the data gathered through the preceding procedures these findings were noted; however, these conclusions apply to the Tri-Cities area only:

1. There were similarities in the role perceptions of the secondary school principal as perceived by superintendents, principals, and teachers.

2. There were also differences in the role perceptions of the secondary school principals as perceived by superintendents, principals, and teachers.

The following are those similarities of role perceptions most agreed upon by superintendents, principals, and teachers:

1. The principal should be a good speaker.
2. The principal should be fair and consistent.
3. The principal should maintain clear avenues of communication.
4. The principal should be a good teacher.
5. The principal should be a firm disciplinarian.
6. The principal should be well read educationally.
7. The principal should be the main supervisor of teacher performance/behavior.
8. The principal should solicit input from parents and district patrons.
9. The principal should visit each classroom several times throughout the year.

The role of the contemporary secondary school principal is extremely complex and many expectations are demanded from the various publics the principal is asked to serve. Examination of those expectations most agreed upon by superintendents, principals, and teachers reveals that intellectual, human, and managerial skills are those most commonly selected. Being an articulate speaker, and well read educationally require intellectual study and accomplishment. Principals and prospective principals need to be aware of this and allow for opportunities to prepare and strengthen themselves in these areas. The survey reveals principals are also expected to be good teachers. Although school administration and teaching are unique processes and require

different skills, the school executive needs to know that principals are expected to be capable of good teaching.

This survey has shown that all three position groups expect the principal to be strong in human relations. Being a firm disciplinarian, being fair and consistent with all people, maintaining clear avenues of communication, and soliciting input are all areas of human relations perceived as being important by superintendents, principals , and teachers. The principalship is in a "people" profession and, therefore, must possess the human skills necessary to work harmoniously with all people in the school setting.

Superintendents, principals, and teachers also were in agreement that the principal should possess supervisory skills. All position groups felt the principal should be the main supervisor of teacher job performance and behavior while on campus and that the principal should visit each classroom several times throughout the year. Although the principal must strive to work cooperatively with people in the school, the school executive must maintain his identity as the "boss." In order to ensure that the building possesses a sense of orderliness and direction the principal must always be the main supervisor.

Those qualities just discussed are by no means the only important role expectations for the secondary school principal and they must not be construed as such. They are, however, those role perceptions most strongly agreed upon by the responding superintendents, principals, and teachers.

Most superintendents, principals, and teachers are aware that they are all part of an educational team whose primary mission is to serve and to educate the students. Most of the people in these positions strive to make the team concept workable and efficient. Educators do, however, have their own personal interests which tend to cause differences of opinion and divisions in that concept. Principals and prospective principals must be aware of this phenomenon.

The following is a list of role perceptions of the secondary school principal least agreed upon by superintendents, principals, and teachers:

1. The principal should be the only one to administer corporal punishment.
2. The principal should require weekly lesson plans.
3. The principal should support teachers in differences of opinion with the superintendent.
4. The principal should support teachers in differences of opinion with the school board.
5. The principal should distribute an agenda before each faculty meeting.
6. The principal should devote a major portion of his time to curriculum development.
7. The principal should be a main resource for teachers wanting help in improving teaching techniques.

The survey has shown several differences of role perceptions to exist between the superintendents and teachers.

Superintendents, for example, expect the support of the principal in time of superintendent-board conflict with teachers. Teachers, however, strongly expect the principal to support their position in this instance. Superintendents also perceive the role of the principal to be different from teachers in regard to corporal punishment. While superintendents support principals to be solely responsible for administering this type of punishment, many teachers prefer to handle their own discipline problems. In addition, superintendents strongly support the idea of teachers submitting weekly lesson plans, whereas teachers flatly rejected this expectation.

Other differences of role perceptions were noted between principals and teachers. The survey revealed that teachers wanted principals to distribute agendas before each teachers' meeting but responding principals rejected this expectation. Principals felt they should be a main resource for helping teachers improve teaching techniques but teachers disagreed. The survey also revealed that principals and teachers differed as to who had the responsibility of curriculum development and the improvement of instruction.

The preceding findings obviously expose a very real role conflict for principals. These findings also demonstrate that the contemporary secondary school principal is clearly the person in the middle. In order to master successfully all of those expectations which the principal is assigned one must first be aware of those expectations. It is hoped by the writer that this survey has accomplished the



task of making principals and prospective principals more aware of these expectations.

### Recommendations

From the procedures of this study, the following recommendations are presented as having implications in future research:

1. This study and other role studies have focused on what the role perceptions are. Valuable insight would be gained from similar role research on why respondents reply as they do.

2. In order to perform the research concerning the "why" of the perceptions, an interview method of gathering expectations should be used. It would then be possible to interpret the data with considerably more understanding.

3. An intensity scale would be a valuable tool for use in further role study research. An intensity scale would provide additional insight in interpreting the potential seriousness of the respondents' replies.

4. In helping to establish the stability of the responses a follow-up study should be performed.

5. A role study of this type should be expanded with larger numbers of administrators participating.

6. Valuable insight could be gained from an expanded study of this type. An interested researcher should be provided with the time, financial support, and other assistance necessary for such an undertaking.

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## APPENDICES

## Appendix A

## QUESTIONNAIRE COVER LETTER

Dear Fellow Educator:

I am currently engaged in a research project for my Masters degree at Central Washington University under the direction of Dr. John Green. The area of study I have chosen deals with secondary school administration. Specifically, I am attempting to identify how superintendents, principals, and teachers perceive the role characteristics of the high school principal. By random sampling, you have been chosen as a respondent to the survey.

To complete this research, I am asking that you take a few minutes and answer the enclosed questionnaire. I wish to stress that I am not seeking to determine if your building principal does or does not possess the attributes and behaviors suggested but, rather, what attributes and behaviors you expect in a high school principal. I can assure you that your response WILL BE HELD IN STRICTEST CONFIDENCE!

In the interest of research and an attempt to contribute to our profession, I would appreciate your participation in this study. If you would return the questionnaire and the envelope to your school mailbox I will pick it up within forty-eight hours of distribution.

Sincerely,

Jay Kosik

## Appendix B

## QUESTIONNAIRE DATA SHEET

Respondent's Position Superintendent Principal Teacher

District: \_\_\_\_\_

General Information (teachers only)1. Sex  Male  Female2. Marital Status  Single Married3. Degree Held  BA  MA Other

4. Age \_\_\_\_\_

5. Years of Teaching Experience \_\_\_\_\_

6. Degree of Teaching Satisfaction:

 Continue Teaching Satisfied  Dissatisfied

7. Educational Goal:

 Continue Teaching Leave Teaching AdministrationINSTRUCTIONS

Using the following scale, you are asked to give a rating to each of the 40 statements on the next four pages. A sample statement is given below.

Expectation Scale:

1. Definitely should
2. Preferably should
3. Optional, may or may not
4. Preferably should not
5. Definitely should not

Sample Statement 00. The principal should be at least 40 years old.

If you feel the principal definitely should be a person at least 40 years old, you would place a 1 on the left side of the statement in

the blank provided. OR, you might feel that the principal may or may not be 40 years old. In this case you would place a 3 in the blank on the left of the statement in the blank provided.

THERE ARE NO RIGHT OR WRONG ANSWERS AND YOU SHOULD USE THE NUMBERS THAT BEST REPRESENT YOUR FEELINGS ON THE STATEMENT.

#### PERSONAL AND PROFESSIONAL ATTRIBUTES

Expectation  
Rating

- \_\_\_ 1. The principal should be articulate in verbal communication.
- \_\_\_ 2. The principal should be a person a teacher could go to with his/her personal problems.
- \_\_\_ 3. The principal should be well read and have a good knowledge of current educational developments (refers to his/her professional reading and knowledge).
- \_\_\_ 4. The principal should be married and have children of his/her own.
- \_\_\_ 5. The principal should be a "good teacher."
- \_\_\_ 6. The principal should be scholarly and have a wide background in liberal arts studies (refers to areas outside education--such as history, literature, etc.).
- \_\_\_ 7. The principal should exhibit fair and consistent policies in dealing with all people in the school setting.
- \_\_\_ 8. The principal should belong to professional principal's organizations.
- \_\_\_ 9. The principal should contribute articles to professional publications.

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#### Expectation Scale:

1. Definitely should
  2. Preferably should
  3. Optional, may or may not
  4. Preferably should not
  5. Definitely should not
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## ADMINISTRATIVE AND MANAGERIAL ATTRIBUTES

- \_\_\_\_\_ 10. The principal should devote a major part of his time to curriculum development and improvement of the instructional program. (Major part means at least one half of his time. Classroom observation is considered to be a part of the activities associated with improvement of the instructional program.)
- \_\_\_\_\_ 11. The principal should be a "firm disciplinarian." (Firm disciplinarian means that a feeling exists among students and teachers that when a student is taken or sent to the office for some misconduct that "something will happen." The principal will dispense some form of punishment.)
- \_\_\_\_\_ 12. The principal should visit each classroom several times throughout the year. (Visit means stay for a period of time. More than dropping off a note.)
- \_\_\_\_\_ 13. The principal should do some classroom teaching each year.
- \_\_\_\_\_ 14. The principal should visit classes by appointment only.
- \_\_\_\_\_ 15. The principal should do demonstration teaching.
- \_\_\_\_\_ 16. The principal should be one of the first staff members in the building each morning.
- \_\_\_\_\_ 17. The principal should take a regular turn on the supervisory duty schedules.
- \_\_\_\_\_ 18. The principal should have the teachers evaluate him periodically as a means of determining his/her own effectiveness. (Evaluate periodically means once a year or once every other year securing an evaluation from each teacher by some systematic means such as a check sheet or questionnaire.)
- \_\_\_\_\_ 19. The principal should see that an agenda is distributed before each faculty meeting (before means at least four hours before the faculty meeting begins.)
- \_\_\_\_\_ 20. If corporal punishment is to be used in student discipline, the principal should be the only person in the building to administer such punishment.
- \_\_\_\_\_ 21. The principal should help the custodian plan his work and supervise the results.
- \_\_\_\_\_ 22. The principal should be the primary supervisor responsible for letting teachers know what is expected of them in terms of job performance and personal behavior while on the school campus.



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Expectation Scale

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1. Definitely should
  2. Preferably should
  3. Optional, may or may not
  4. Preferably should not
  5. Definitely should not
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## ATTRIBUTES PERTAINING TO STAFF RELATIONS

- \_\_\_\_\_ 24. The principal should be one of the main sources of counseling help for the teacher in efforts to solve individual student problems.
- \_\_\_\_\_ 25. In general, the principal should support the position of the teachers when there is a difference of opinion between the teachers and the school board members. (In general means 80% of the time or approximately 4 out of 5 times. Position of the teachers means the teachers as a group.)
- \_\_\_\_\_ 26. The principal should arrange for teachers to visit other classes. (Other classes means classes outside the teacher's own school.)
- \_\_\_\_\_ 27. The principal should be a main resource for teachers wanting help in improving teaching techniques.
- \_\_\_\_\_ 28. The principal should require teachers to submit weekly lesson plans.
- \_\_\_\_\_ 29. The principal should involve teachers in working out supervisory duty schedules.
- \_\_\_\_\_ 30. The principal should call teachers by their last names in the presence of students and parents.
- \_\_\_\_\_ 31. The principal should allow teachers to participate in the screening and selection of teachers to be assigned to the building.
- \_\_\_\_\_ 32. The principal should help new teachers to the area find housing and get acquainted in the area.
- \_\_\_\_\_ 33. The principal should put suggestions made by the teachers into action.
- \_\_\_\_\_ 34. The principal should allow curricular departments freedom to initiate, implement, and administer curricular activities within their departments.

- \_\_\_\_\_ 35. In general, the principal should support the position of the teachers when there is a difference of opinion between the teachers and the superintendent.
- \_\_\_\_\_ 36. The principal should maintain clear avenues of communication with teachers on most matters.
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Expectation Scale:

1. Definitely should
  2. Preferably should
  3. Optional, may or may not
  4. Preferably should not
  5. Definitely should not
- 

ATTRIBUTES PERTAINING TO PUBLIC RELATIONS

- \_\_\_\_\_ 37. The principal should solicit input from parents and district patrons in planning goals and objectives.
- \_\_\_\_\_ 38. The principal should inform local citizens in his attendance area of state and federal legislative developments pertaining to education.
- \_\_\_\_\_ 39. The principal should attend school board meetings regularly.
- \_\_\_\_\_ 40. The principal should participate in civic organizations such as Lions, Rotary, or Kiwanis.

## Appendix C

## QUESTIONNAIRE FOLLOW-UP LETTER

Dear Fellow Educator:

I have not as yet received your survey questionnaire concerning the perceived role of the high school principal. I am asking that you fill it out and return it to your school mailbox and I will pick it up Friday after school. I would appreciate your attention to this matter. If you have already responded thank you for your cooperation.

Sincerely,

Jay Kosik