

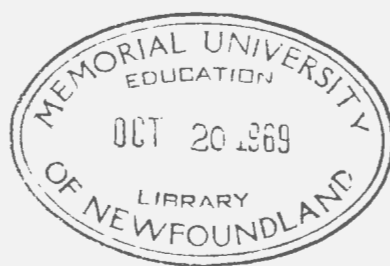
**THE ADMINISTRATIVE PERFORMANCE OF ELEMENTARY
SCHOOL PRINCIPALS IN THE PROVINCE OF NEWFOUNDLAND**

CENTRE FOR NEWFOUNDLAND STUDIES

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THE ADMINISTRATIVE PERFORMANCE OF ELEMENTARY SCHOOL
PRINCIPALS IN THE PROVINCE OF NEWFOUNDLAND

by

WAYNE EVERETT LUDLOW

A THESIS

SUBMITTED TO

MEMORIAL UNIVERSITY OF NEWFOUNDLAND

IN PARTIAL FULFILMENT OF THE REQUIREMENTS

FOR THE DEGREE OF

MASTER OF EDUCATION

DEPARTMENT OF EDUCATIONAL ADMINISTRATION

ST. JOHN'S, NEWFOUNDLAND

OCTOBER 1968

MEMORIAL UNIVERSITY OF NEWFOUNDLAND

COMMITTEE ON GRADUATE STUDIES

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ABSTRACT

The major purpose of this study was to investigate the administrative performance of elementary school principals in the Province of Newfoundland. Data collected from 128 principals and 206 teachers in schools of six classrooms and over provided the necessary information used in the testing of the various hypotheses. Statistical procedures used to test these hypotheses included 't' tests, 'F' ratios and Chi Square.

Forty-nine administrative practices, identified mainly from related research, were used in the questionnaire. These were classified under five administrative task areas as follows: (A) School and Community Relationships; (B) Staff Personnel; (C) Pupil Personnel; (D) Curriculum Development and Instructional Leadership; and (E) Organization and Management of the School. Teachers and principals were required to respond to each administrative practice indicating the degree of performance. The response scale for each item of the questionnaire was 4, 3, 2, 1, N and A corresponding respectively to 'this practice is performed to a large degree'; 'to a fair degree'; 'to a very limited degree'; 'not at all'; 'this item is not appropriate'; and 'I do not know'. Personal

data such as sex, age, professional preparation, experience, as well as certain environmental factors, assisted in establishing a profile of the elementary school principal in schools of six classrooms and over.

Results of the analysis of data for the principals revealed that, generally, principals agreed in their performance of those administrative practices relating to the control, evaluation, supervision, promotion, reporting and grouping of pupils. They displayed little consensus in their performance of those practices relating to school board relationships, selection of teachers and teacher evaluation. Principals did not encourage teachers to visit the homes of pupils, did not work with committees in the planning of new schools and did not assist the school board in determining the school budget.

Principals were classified and compared on the bases of certain selected variables such as sex, age, professional preparation, experience, size of school, hours taught per week and the number of children served by the school board. It was concluded that, when compared on these variables, principals differed significantly in their responses to the administrative practices.

Findings also revealed that principals and teachers differed significantly on thirty-one of the forty-nine practices. Greatest discrepancies were found in the areas of curriculum development and instructional leadership, and organization and management of the school. It was also revealed that the principals rated themselves more satisfactory than did their teachers on twenty-three of the thirty-one administrative practices displaying significant differences.

It was generally concluded that: (a) principals do display varying degrees of performance of selected administrative practices; (b) when compared on the bases of certain selected variables, principals differ in their responses regarding the degree of performance; and (c) principals and teachers differ significantly in their responses regarding principals' degree of performance.

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CHAPTER I

THE PROBLEM

I. INTRODUCTION

With the advent of central and regional high schools in Newfoundland a new administrative position was created: that of the elementary school principalship. Since coming upon the educational scene this position has developed into one of much importance. Apart from being the chief executive of his school, the elementary school principal has a major responsibility in establishing the conditions and providing the necessary stimulation for the type of learning that takes place. His involvement in curriculum development, his performance in working with pupils and teachers and his ability to continually relate effort to purpose are factors of major importance in determining the extent to which the goals of his school are attained.

It is reasonable to assume that as centralization of elementary schools in this Province continues and administration of these schools becomes more complex, the elementary school principal will become even more significant than he already is.

II. THE PROBLEM

Statement of the Problem

The general purpose of this study is to examine the actual role of the elementary school principal in the Province of Newfoundland. More specifically, the problem is to investigate the administrative performance of the principal in selected administrative task areas.

A minor purpose is to examine the possible divergencies between the way the elementary school principal views his performance in carrying out specific administrative practices in his school, and the manner in which his performance is viewed by teachers.

Hypotheses. The following hypotheses are advanced for this study. With the exception of hypothesis 1, all are expressed in the null form.

1. The responses of principals on each item will vary so that calculated variance scores can be ranked on a continuum of consensus. This means that the items of the questionnaire can be presented in rank order, ranging from those items displaying most consensus to those displaying least consensus.

2. There are no significant differences in the responses of principals classified on the bases of selected personal and professional characteristics.

3. There are no significant differences in the responses of principals classified on the basis of school size.

4. There are no significant differences in the responses of principals classified on the basis of the number of hours taught per week.

5. There are no significant differences in the responses of principals classified on the basis of the number of children served by the school board.

6. There are no significant differences between the way the principals describe their performance and the manner in which their performance is described by teachers, when teachers and principals are matched on the basis of selected variables.

Need for and Importance of the Study

The actual role of the elementary school principal in the Province of Newfoundland relative to various administrative tasks remains somewhat obscure. There has been a complete lack of research in this area. Moreover, while the Newfoundland Education Act provides the legal framework within which Newfoundland school principals base their authority, it fails to differentiate between the elementary school principalship and other principalships. Because of this, and the fact that centralization of elementary schools in the Province is an issue meriting some priority, a study of the elementary school principal is appropriate at this time.

The growing complexity of the elementary school principalship provides another reason for this study. The elementary school principal is faced with many challenges in the administration of his school. It is felt that he may administer his school more effectively if he is aware of how other elementary school principals perform under similar circumstances.

Subordinates' perceptions of the principals' actual performance may not be congruent with the performance as perceived by the principals themselves. A knowledge of the extent of congruency may provide insight into the extent of communications and shared decisions in elementary schools. Moreover, it is important that the principal be aware of how others in subordinate positions interpret his actions.

III. OPERATIONAL DEFINITIONS

Elementary school: Any school in the Province of Newfoundland enrolling grades K - 6 or K - 8.

Elementary school principal: The principal of an elementary school as defined.

Teacher: A teacher in an elementary school as defined.

Performance (role): How an individual actually performs in a given position as distinct from how he should perform. Gross, Mason and McEachern comment:

. . . a role defined in this way does not refer to normative patterns for what actors should do, nor to an actor's orientation to his situation, but what actors actually do as position occupants. 1

Davis defines role in the following similar manner:

How an individual actually performs in a given position, as distinct from how he is supposed to perform, we call his role. The role, then, is the manner in which a person actually carries out the requirements of his position. 2

Biddle and Thomas define 'performance' and 'role behavior'

¹ N. Gross, W.S. Mason and A.W. McEachern, Explorations in Role Analysis (New York: John Wiley and Sons, 1958), p. 67.

² Kingsley Davis, Human Society (New York: The Macmillan Company, 1964), p. 90.

in a similar way.³

Administrative practice: Individual actions or tasks performed by the elementary school principal within an administrative task area. The total of such actions or tasks would constitute the principal's role or performance.

IV. DELIMITATIONS

This study examines the performance of only those elementary school principals who administer schools of six classrooms and over. This delimitation may merit some elaboration.

Section 13-(1) of the Education (Teachers' Salaries) Regulations, 1963 states the following:

. . . in every school, that is not a regional high school or central high school,

(c) where the enrolment is not less than thirty-six

- (i) two salary units; and
- (ii) in addition, one salary unit for every thirty-five pupils in excess of thirty-six,

shall be provided, but the number of salary units provided under this subclause in any school shall not exceed the number of regular classrooms in that school. 4

³ Bruce J. Biddle and E.J. Thomas (ed.), Role Theory: Concepts and Research (New York: John Wiley and Sons, 1966), pp. 10-12.

⁴ Department of Education, Newfoundland, Education Regulations (Teachers' Salaries), 1963, Section 13, Item (1).

The regulations further state:

In every school referred to . . . , one additional salary unit for an additional teacher or a specialist shall be provided for every six salary units provided . . . , if an alternative classroom or a specialist classroom is available. ⁵

Principals in schools of fewer than six classrooms are usually engaged in full-time teaching. In the case of schools having six classrooms and over, the availability of additional salary units makes it possible for the principal to apportion his time to allow for either full-time or part-time administration of his school.

In fulfilling his responsibilities, the principal works with many groups: including parents, pupils, teachers, other administrators and the school board. This study solicits the views of only one of these: the teachers. Teachers form a very significant reference-group because the principal is their immediate superior and is responsible for the total operation of the school in which they work. Studies reported in the review of related literature and research have pointed out the importance of the principal with respect to such factors as morale, job satisfaction and general commitment of the teaching staff to the school.

⁵ Ibid., Item (2).

Such attitudes on the part of teachers are often influenced by the extent of congruency of perceptions of the principal's actual behavior.

CHAPTER II

A REVIEW OF RELATED LITERATURE

This chapter presents a summary of the theoretical bases and constructs which provide a background for the present study. It attempts to describe the nature of the social setting within which the school principal performs his job, and to show how perception influences his behavior.

The chapter is in three parts. The first presents the theoretical bases for the study, the second summarizes the related research and the third is a summary of the chapter.

I. THE THEORETICAL BASES

A Model of Social Behavior

The school as a social system may be viewed as a hierarchy of superordinates and subordinates interpersonally related. Using such relationships as the locus for the allocation of roles, Getzels and Guba have conceptualized a useful theory of the sociopsychological aspects of

behavior in a social system.¹ They propose two dimensions which they consider to be "conceptually independent," but which they recognize must be "phenomenally interactive." The first dimension, termed the nomothetic dimension, consists of institutions, roles and expectations that will fulfill the goals of the system, and represents the sociological aspect of the theory. In the second dimension, termed the idiographic dimension, are those psychological aspects involving personalities. Their model is diagrammed as follows:

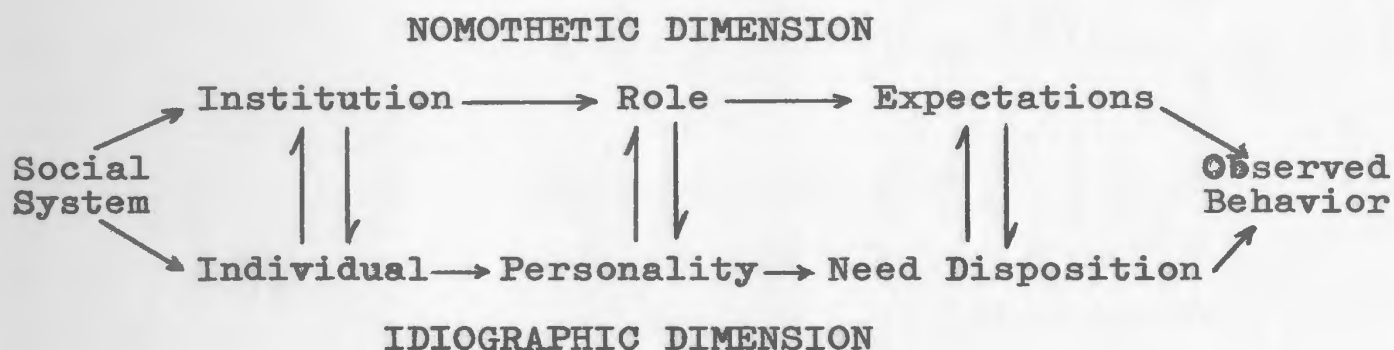


FIGURE I

GENERAL MODEL SHOWING THE NOMOTHETIC AND²IDIOGRAPHIC DIMENSIONS OF SOCIAL BEHAVIOR²

¹ Jacob W. Getzels and Egon G. Guba, "Social Behavior and the Administrative Process," The School Review, LXV (Winter, 1957), pp. 423-41.

² Ibid., p. 429. A third dimension related to the ethos or cultural values has been developed, but is not included as part of the theoretical base for this study.

The Nomothetic dimension. By this dimension, the social system is depicted in terms of (a) institutions which are defined by their constituent (b) roles, and each role by the (c) expectations attached to it.

All social systems have certain imperative functions that develop routinized patterns of accomplishment. These functions have become "institutionalized," and the agencies established to carry them out may be classified as institutions. Thus the school may be considered as an institution for educating. Within these institutions are positions, offices and statuses in terms of which the behavior of the role incumbents is defined. These behaviors constitute the roles.

Due to the interdisciplinary nature of a theory of social behavior, there exists problems of definition. The term 'role', itself, is a long way from being unidimensional. In a review of over eighty studies using the concept of role, Neiman and Hughes concluded that:

The concept of 'role' is at present still rather vague, nebulous and nondefinitive. Frequently in the literature, the concept is used without any attempt on the part of the writer to define or delimit the concept, the assumption being that both writer and reader will achieve an immediate compatible consensus.... 3

³ J.L. Neiman and J.W. Hughes, "The Problem of the Concept of Role - A re-survey of the Literature," Social Forces, XXX, 1951, p. 149.

Gross, Mason and McEachern⁴ have summarized the prevailing definitions of the concept of role by placing them into three general categories.

1. Normative: In this category are placed those definitions of role which refer, not to actual behavior, but to standards or norms of behavior expected of occupants of positions. As an example of this definition Newcomb states, "the ways of behaving which are expected of any individual who occupies a certain position constitute the role associated with that position."⁵

2. Individual: Several definitions of role attempt to consider the individual's definition of behavior appropriate to his social situation. An example of this category is: "a person's role is a pattern or type of social behavior which seems situationally appropriate to him in terms of the demands and expectations of those in his group."⁶

⁴ N. Gross, W.S. Mason and A.W. McEachern, Explorations in Role Analysis (New York: John Wiley and Sons, 1958), ch. 2.

⁵ Ibid., pp. 12-13, citing T.M. Newcomb, Social Psychology (New York: The Dryden Press, 1951), p. 280.

⁶ Ibid., p. 13, citing S. Sargent, "Concepts of Role and Ego in Contemporary Psychology," in John H. Rohrer and Muzafer Sherif (ed) Social Psychology at the Crossroads (New York: Harper and Brothers, 1951), p. 360.

3. Behavioral: In this category are placed those definitions of role which focus upon the actual behavior of individuals occupying social positions.⁷

It follows that the actions of any member of a society are organized around the various positions in the social structure of that society and are called roles. In order to demonstrate one's claim to a particular position or status in the social system (e.g. the school principal) one must perform the actions normally associated with that position. Sarbin defines role as, "a patterned sequence of learned actions or deeds performed by a person in an interaction situation."⁸ He further states: "The organizing of the individual is a product of the perceptual and cognitive behavior of person A upon observing person B."⁹ This suggests that roles are complementary in that each role has meaning only as it relates to other roles in the institution. In other words, a principal can only be a principal if he has teachers.

⁷ Supra, p. 5.

⁸ T.R. Sarbin, "Role Theory", in Gardner Lindzey (ed) Handbook of Social Psychology (Mass.: Addison and Wesley, 1956), Vol. 1, p. 225.

⁹ Ibid.

Getzels' model demonstrates that roles are composed of, or defined in terms of, role expectations. The expectations define for a person what he should do under varying circumstances as long as he is the incumbent of a position. These expectations are normative obligations and responsibilities held for this person by various groups and individuals within a given social system. Usually these groups which influence an incumbent's role -- reference groups, alter-groups, counter-position groups -- are able to exert sanctions if the occupant of the focal position fails to exhibit the required behavior, or does engage in prohibitive behavior.

The idiographic dimension. In analyzing this dimension, the social system is defined in terms of individuals, each individual by his personality, and each personality by its need-disposition. An awareness of this individualizing or psychological aspect of social behavior is necessary since no two individuals are quite alike. "An individual stamps the particular role he fills with the unique style of his own characteristic pattern of expressive behavior."¹⁰

¹⁰ Getzels and Guba, op. cit., p. 427.

Getzels defines personality as, "the dynamic organization within the individual of those need-dispositions that govern his unique reactions to the environment."¹¹ As mentioned, the model defines personality in terms of need-dispositions which is defined by Parsons and Shills as, "tendencies to orient and act with respect to objects in certain manners and to expect certain consequences from these actions."¹² Need-disposition is distinguished from need by, "its higher degree of organization and by its inclusion of motivational and evaluative elements which are not given by viscerogenic needs."¹³

The interaction of dimensions. Predictions of behavior based on personality type alone are not sufficient in themselves. Nor can observed behavior be justifiably attributed to role expectations alone since incumbents that fulfil identical positions often behave in different ways. Behavior is a result of the combined actions and interactions of both dimensions; the degree of influence of each

¹¹ Ibid., p. 428.

¹² Talcott Parsons and Edward A. Shills (ed), Toward a General Theory of Action (Mass.: Harvard University Press, 1954), pp. 114-15.

¹³ Ibid., p. 10.

depending upon the situation. Getzels points out that the behavior of an individual in the social setting will be the result of his attempts to cope with an environment composed of patterns of expectations for his behavior in ways consistent with his need-dispositions.¹⁴

Role Perception

A consideration of the individual's concept of the role behavior required in his position leads to a consideration of role perception based on some general concepts of social perception.

Sarbin defines perception as "an intraorganismic response of the organism to stimulus objects and events."¹⁵ When applied to role perception the definition is more precise. "The perception of roles is an organized response of a person to stimuli in a social context."¹⁶ Krech and Crutchfield emphasize that this "organized response," which is based upon a cognitive background or "frame of reference," is structured under two social influences, one extra-organismic (which they refer to as structural factors),

¹⁴ Getzels and Guba, op. cit., p. 429.

¹⁵ T.R. Sarbin, op. cit., p. 229.

¹⁶ Ibid.

and the other intra-organismic (which they refer to as functional factors).¹⁷

Structural factors refer to those factors which derive solely from the nature of the physical stimuli or the environment. Bruner states that, "even in the estimation of magnitude, judgemental processes reflect the social conventions that establish values for various elements in the environment."¹⁸ Bartley points out the influence of other people on the perceptual process.¹⁹ Whether or not they are present, their example, their wishes and their prestige may influence the incumbent's perception. This view is supported by Costello and Zalkind who refer to recent research which points to the conclusion that the process of perception is also a function of the group context in which the perception occurs.²⁰ Other

¹⁷ David Krech and Richard Crutchfield, Theory and Problems of Social Psychology (New York: McGraw-Hill Book Company, Inc., 1948), pp. 81-3.

¹⁸ Jerome Bruner, "The New Look in Perception," in Costello, Timothy and Sheldon S. Zalkind (ed) Psychology in Administration: A Research Orientation (Toronto: Prentice Hall, 1963), p. 12.

¹⁹ S. Howard Bartley, Principles of Perception (New York: Harper and Brothers, 1958), p. 386.

²⁰ Timothy W. Costello and Sheldon Zalkind, op. cit., p. 48.

structural factors such as cultural mores, sanctions and physical facilities and conditions are contributors to the individual's cognitive field. With reference to Getzels' model, the structural factors correspond to the nomothetic dimension which may act upon the idiographic dimension to influence perception.

The functional factors are, "those which derive primarily from the needs, moods, past experience and memory of the individual."²¹ This set of factors corresponds to the idiographic dimension of Getzels' model. The effects of values, needs and emotion on perception is illustrated by Zillig's experiment.²² A group of children who were popular with their classmates were trained to make deliberate mistakes in calisthenic exercises, and a group who were disliked to make no mistakes. At the end of the performance the audience had 'seen' the disliked group as having made the mistakes.

Perception, then, is externally oriented; that is, there are objects, persons and events which the perceiver believes are external to him and possess for themselves the

²¹ David Krech and Richard Crutchfield, op. cit., p. 82.

²² Ibid., pp. 105-6.

characteristics he sees in them. It appears also that perception is part of an individual's experience. It can be concluded, therefore, that the perceptual process is influenced by factors in the perceiver and factors in the environment.

The Principal

The above theoretical discussion has been based essentially upon the Getzels and Guba model of social behavior. In analyzing this model the areas of role and perception have been investigated. Such a framework can be employed in a consideration of the role of the principal.

Expectations for the role. The model indicates that expectations determine the roles that structure the institution. For the principal's role, expectations are held by a variety of formal and informal groups. The provincial authority, legally responsible for education, has its legal, formal expectations of the principal's role in An Act Respecting Education.²³ In many cases the school board has written, formal requirements for the principal's role. These formal requirements, although precisely stated, are, generally, broad enough to allow the principal sufficient scope for developing his own method of operation.

²³ Department of Education, Newfoundland, An Act Respecting Education, 1960, Section 50, Item (2).

Informal and influential expectations are held by various other groups -- teachers, pupils, parents and others. The principal must analyze these expectations, and formulate a pattern of behavior that will fall within the tolerance limits of the groups with which he works.

Principal's role perception. Probably the most important single determiner of the principal's behavior is his own perception of his role, since, in a very real way, the perceptual formulation of the role is the first step which precedes and gives direction to his actual performance.

Enactment of the role. Sarbin, as a psychologist, says that:

Variations in role enactment are a function of at least three variables:

- (1) The validity of role perception . . .;
- (2) The skill of enactment . . .; and
- (3) The current organization of self. 24

The behavior of an individual principal, therefore, will be predisposed by his own concept, or perception, of his role based upon: (a) his perception of the expectations held for his position by reference groups; (b) his perception of the formal written requirements of his position; and (c) upon his desire to gratify his own pattern of need-disposition.

²⁴ T.R. Sarbin, op. cit., p. 255.

II. RELATED RESEARCH

In recent years many studies have been undertaken to examine the nature of roles of various school personnel: principals, superintendents, teachers and school board members. As well as suggesting approaches to role analysis, providing findings relevant to educational administration and pointing out specific areas for investigation, such studies have helped to place the elementary school principal's role in its proper context.

The Superintendent

Ferneau studied the perceptions which superintendents and state consultants had of each other's role. He found that if consultation was to be effective, both consultant and administrator must perceive each other as actually enacting the role in a manner congruent with expectations.²⁵

Gross, Mason and McEachern conducted an extensive role analysis of school superintendents in the United States. In this study they were concerned with "role conflict," "consensus of role definition," and "conformity to expectations." By means of extensive interview techniques, they asked superintendents and school board members to express their expectations for the behavior of

²⁵ Elmer F. Ferneau, "Which Consultant," The Administrators' Notebook, II (April, 1954).

the occupants of these positions.²⁶ Their study, in addition to providing significant findings relative to degrees of consensus and conflict, has operationalized many concepts which had previously been ambiguously defined.

In a study of Canadian Superintendents of Schools, Collins investigated the relationship between the formal, legal definition of the superintendent's role and the superintendent's on-the-job behavior. From data gathered through interviews and questionnaires, he found certain discrepancies between de jure expectations and de facto behavior. For example, he found that there was considerable conflict relative to expectations which demanded fulfillment of line and staff offices simultaneously.²⁷ Halpin, using the Leadership Behavior Description Questionnaire, investigated the leadership behavior of fifty school superintendents.²⁸ He, too, found discrepancies in that all respondent groups perceived the superintendents' actual behavior as being significantly different from their ideal behavior. He further found that this perceived behavior fell significantly short of the ideal as defined by the respondents.

²⁶ Gross, Mason and McEachern, op. cit.

²⁷ C.P. Collins, "The Role of the Provincially Appointed Superintendent of Schools in Larger Units of Administration in Canada" (unpublished Doctoral dissertation, The University of Alberta, Edmonton, 1958).

²⁸ Andrew Halpin, The Leadership Behavior of School Superintendents (University of Chicago, 1959).

The Principal

Many studies have examined the behavior of the school principal; some generally, others more specifically in that they have dealt separately with either secondary or elementary school principals. The plethora of material relative to the school principal makes it quite impractical to review all relevant studies. Therefore, it is felt that the following studies will adequately present a résumé of the research that has been done in this important area of educational administration.

The Elementary School Principal. Ranniger²⁹ and Frey³⁰ completed studies that analyzed the role functions of the elementary school principal. From a review of the literature, these authors identified a number of trends regarding the principal's role: (a) from disjoint detail towards emphasis upon an integrated entity of the principalship; (b) from few to many duties; (c) from dictatorial to democratic involvement of staff; and (d) from lack of agreement to relative agreement on the major functional areas of the principal's job. It was further concluded by

²⁹ Billy Jay Ranniger, "A Summary Study of the Job Responsibilities of the Elementary School Principal," Dissertation Abstracts, XXIII (No. 6, 1962), pp. 1988-9.

³⁰ Barbara Ruth Frey, "An Analysis of the Functions of the Elementary School Principal: 1921-61," Dissertation Abstracts, XXIV (No. 8, 1964), p. 3170.

Ranniger that lack of agreement about the relative importance of the principal's duties indicated that school administrators should make an effort to develop a public and professional awareness of the elementary school principal. Medsker investigated the job of the elementary school principal, and from ninety interviews isolated 402 incidents with 569 separate behaviors.³¹ The following categories of job performance were found: (a) providing leadership for teachers; (b) working with and caring for children; (c) maintaining relations with the community; (d) administering the school; and (e) working with parents.

In a study which analyzed the supervisory role of elementary school principals, Rivard found that a wide diversity existed in the use of supervisory activities and techniques by the supervising elementary school principal.³² He concluded that there must be a development of competencies to help principals become successful in leading their schools to the achievement of modern educational objectives.

³¹ Leland Medsker, "The Job of the Elementary School Principal as Viewed by Teachers," Dissertation Abstracts, XIV (No. 6, 1954), p. 946.

³² Thomas Lugar Rivard, "A Study of the Degree of Use of Selected Supervisory Activities by Supervising Elementary Principals in Massachusetts" (unpublished Doctoral dissertation, Boston University, 1963).

A comprehensive study of the administrative performance of the elementary school principal was carried out by Hemphill, Griffiths and Frederickson in their investigation of the relationship between personality and administrative behavior.

In this investigation, each of 232 principals responded to in-basket, interaction, teacher-evaluation and other problems while serving as principal in a standardized simulated work situation. Measures of cognitive ability, knowledge, personality, interests and values; biographical data; and evaluation by superiors and teachers from actual work situations were also obtained. Through analysis of the data, two general factors were found to differentiate principals in their administrative performance in the simulated situation: (a) volume of work accomplished in a given time and (b) emphasis placed either on preparing for future decisions or on immediately acting upon problems. 33

Gross and Heriott³⁴ constructed a scale of Executive Professional Leadership, or EPL, defined as:

³³ John K. Hemphill, Daniel Griffiths and Norman Frederickson, "Administrative Performance and Personality: A Study of the Principal in a Simulated Elementary School," (New York Bureau of Publications, Teachers College, Columbia University, 1962), pp. 432; cited by James M. Lipham, "Organizational Character of Education: Administrative Behavior," Review of Educational Research, XXXIV (No. 4), pp. 441-2.

³⁴ Neal Gross and Robert Heriott, Staff Leadership in Public Schools (New York: John Wiley and Sons, Inc. 1965).

The effort of an executive of a professionally staffed organization to conform to the definitions of his role that stresses his obligations to improve the quality of staff performance. ³⁵

Data from their study were collected from 175 elementary schools in forty-one American cities in an attempt to ascertain the correlates of EPL. The investigation revealed correlations between principal EPL and teacher morale, principal EPL and teacher professional performance, principal EPL and pupil performance, and principal EPL and certain personal characteristics of the principal. This research has provided some worthwhile and useful answers to questions concerning the principal's role in an organization of qualified people.

The Secondary School Principal. In a study that used the critical incident technique, Collins developed a list of acceptable and unacceptable practices of the public high school principal from information obtained through interviews with 125 selected individuals who were able to observe the character and work of the principals. He identified ninety-one acceptable practices and sixty unacceptable practices of the high school administrator as having a very important influence on the success or failure

³⁵ Ibid., p. 8.

of the principal. These practices were categorized into eleven areas of job performance. They were:

- (a) Organizing, managing and co-ordinating components of the school;
- (b) Improving curriculum and teaching;
- (c) Gaining confidence and support of the staff;
- (d) Winning respect and approval of students;
- (e) Enlisting the support and co-operation of the community;
- (f) Delegating authority and responsibility;
- (g) Increasing his professional competence;
- (h) Participating in community affairs;
- (i) Making policies and decisions;
- (j) Working with higher administration; and
- (k) Executing policies and decisions. 36

In his study of the role of the principal as a supervisor of instruction in the regional schools of New Brunswick, Malmberg found that the principal acted as an area superintendent, and as such, recognized the importance of his supervisory function.³⁷

The Principalship Generally. A study by Morin of the principal's perceptions of his role revealed the following generalizations: (a) most principals perceived their role as one that can be filled most capably by a

³⁶ David Austin and James Collins, "A Study of Attitudes Toward the High School Principalship," National Association of Secondary School Principals Bulletin, XL (January, 1956), pp. 104-40.

³⁷ Harvey Malmberg, "The Principal as a Supervisor of Instruction in the Regional School Districts of New Brunswick," (unpublished Master's thesis, The University of Alberta, Edmonton, 1959).

teacher experienced in the bases and techniques of instruction, and who has a knowledge of personnel supervision; (b) professional competence and morale of the teaching staff was perceived to have the greatest influence on the principalship; (c) principals perceived responsibility for many tasks, and placed emphasis on the establishment of school-community communication. Morin also found significant relationships between the principal's perception and selected characteristics.³⁸ These studies by Malmberg, Rivard and Morin are, in fact, indications of the administrator's perception of his role. However, as stated, only Morin attempted to relate these perceptions to specific influential factors.

Studies Related to Principal-Teacher Perceptions of the Principal's Role

In examining the administrative behavior of the school principal many studies attempt to examine the degrees of consensus between the principal and his teaching staff concerning expectations for the principal's role.

An example of such a study is the one conducted by Chase. Using 400 interviews and 1800 questionnaires he reached important conclusions with respect to the relation-

³⁸ Lloyd H. Morin, "The Principal's Perception of His Role," (unpublished Master's thesis, The University of Alberta, Edmonton, 1964).

ship between perceived principal behavior and teacher satisfaction. He states: "When teachers' expectations are fulfilled with regards to the leadership of administrators their morale soars; when their expectations are disappointed morale takes a nose dive."³⁹

Moyer, by measuring teachers' attitudes and satisfaction found that teachers' satisfaction was directly related to the extent to which the perceived principal behavior correlated with their picture of the 'ideal leader'.⁴⁰ This finding, which supports those of Chase, serves to emphasize the importance of congruence of perception on the part of teachers and principals in achieving high teacher satisfaction.

The Elementary School Principalship. A study by Gentry and Kenny examined possible divergencies between the way elementary school principals described their performance in carrying out certain administrative practices and a description of the principals' performance as perceived by

³⁹ F.S. Chase, "Professional Leadership and Teacher Morale," The Administrators' Notebook, I (April, 1953).

⁴⁰ Donald Moyer, "Leadership that Teachers Want," The Administrators' Notebook, III (March, 1955).

the teaching staffs.⁴¹ Eighty-two administrative practices were selected and placed under four major functions of administration by personnel trained in the field of educational administration. The four functions were classified as planning, organizing, actuating and evaluating. The null hypothesis was advanced that there was no significant difference between the principals' description of their performance of selected administrative practices and a description of the principals' performance as perceived by teachers. Results showed that principals differed significantly in their description of the principal's performance on fifty per cent of the administrative practices included in the study. The findings pointed out that the principals saw their performance as more satisfactory than did the teachers on eighteen of the practices on which the ratings of the two differed significantly.

Jensen, like Gentry and Kenny, found that few teachers accurately perceived the degree of agreement between themselves and their principals on teaching responsibilities. He concluded that principals were

⁴¹ H.W. Gentry and J.B. Kenny, "The Performance of Elementary School Principals as Evaluated by Principals and Teachers," The Journal of Educational Research, LX (October, 1966), pp. 62-7.

relatively unsuccessful in communicating their expectations to teachers.⁴²

Again, in a study done in the United States of the community normative structure as it pertains to the position of the elementary school, Foskett found significant differences between the views of teachers and principals regarding the principal's position. However, when compared with the views of other populations, those of the teacher were most similar to those of the principal.⁴³

Studies Related to Personal and Professional Characteristics of the Elementary School Principal

Several recent studies have placed emphasis on the relationship of selected personal and professional characteristics of the principal to his job performance. Bridges' research into the influence of experience on the elementary school principal is one such study.⁴⁴ Hypothesizing from

⁴² Leland Jensen, "Teachers' Professional Responsibilities: An Interpersonal Perception Study," Dissertation Abstracts, XXIV (No. 6, 1963), p. 2336.

⁴³ John M. Foskett, The Normative World of the Elementary School Principal (University of Oregon: University of Oregon Press, 1967).

⁴⁴ Edwin M. Bridges, "Bureaucratic Role and Socialization: The Influence of Experience on the Elementary Principal," Educational Administration Quarterly, I (Spring, 1965), pp. 19-28.

the theory that role performance should be characterized by uniformity rather than diversity, with perspectives, outlook and behavior shaped more and more by institutional position and less and less by personality in the course of service within a given bureaucratic role, he found that increased experience had a leveling effect on the personal qualities and performance of elementary school principals.

Morin found differences between principals' experience, education and situation, and their role perception. Although he found that administrative experience did not relate significantly to differences in perception, his data revealed that more experienced principals perceived greater influence of Home and School Associations, and perceived greater responsibility than lesser experienced principals for some of the more traditional tasks of the principalship.⁴⁵ Gross and Heriott found that limited but not extensive experience in the principalship was related to high EPL, but they found that teaching experience was not.⁴⁶ Surprisingly, they found a negative relationship between principals' EPL scores and the quantity of their educational

⁴⁵ Lloyd H. Morin, loc. cit.

⁴⁶ Gross and Heriott, op. cit., pp. 69-71.

preparation.⁴⁷

These authors also found a positive relationship between principals' EPL scores and size of school.⁴⁸

Laidig, however, in investigating the effects of various situational variables on observed on-the-job behavior found no significant relationship between size of school and principals' behavior.⁴⁹

III. SUMMARY

Part I of this chapter has presented the theoretical bases which describe the nature of the social setting within which the school principal performs his role. The section also attempted to show the influence of perception upon the behavior of the principal and upon others describing this behavior. The school as an institution of education is depicted as a social system within which roles are allocated in accordance with an incumbent's position in the hierarchy of subordinates and superordinates. The school principalship is one such position. Performance of an incumbent of

⁴⁷ Ibid., pp. 66-7.

⁴⁸ Ibid., p. 85.

⁴⁹ Eldon L. Laidig, "The Influence of Situational Factors on the Administrative Behavior of Selected Elementary School Principals," (unpublished Doctoral dissertation, Austin: University of Texas, 1967) cited by Kenneth McIntyre, "Six Studies on the Prediction of Administrative Behavior," Educational Administration Quarterly, IV (Winter, 1968), pp. 45-54.

this position will be determined by:

- (a) His own unique personality and need-dispositions;
- (b) The particular situation in which he works;
- (c) His perceptions of the role he is to perform; and
- (d) His perceptions of the expectations that others

have for his position.

Part II has presented research findings which support the theoretical framework, and clearly show that in his job performance, the principal must, of necessity, consider the views that others hold for his behavior. Staff morale and teacher satisfaction are two of the many factors which have been affected by incongruency of expectations.

Other studies have shown that such factors as experience, professional training and size of school are, to varying degrees, influential determiners of the principal's administrative behavior.

This chapter, then, has focused upon the elementary school principal. It has attempted to survey the relevant literature, and in the course of doing so has looked at the administrator, the major functions of his position, and the milieu within which he carries out his responsibilities.

CHAPTER III

METHOD OF COLLECTION AND TREATMENT OF DATA

I. THE QUESTIONNAIRE

Justification for Its Use

While the questionnaire method of data collection has defects in that questions submitted in this way may be misinterpreted without the researcher having an opportunity to clarify them, and in that there is often difficulty in obtaining a high percentage of return, nevertheless, this method is being employed for the following reasons as referred to in Selltitz, and others:

1. The impersonal nature of a questionnaire -- its standardized wording, its standardized order of questions, its standardized instructions for wording responses -- ensures some uniformity from one measurement situation to another.
2. The questionnaire as opposed to an interview may place less pressure on the subject for immediate response which in some cases is lacking of careful consideration.
3. Respondents may have greater confidence in their anonymity, and thus feel freer to present unbiased information.
4. With a given amount of funds, it is usually possible to cover a wider area and to obtain information from more people. ¹

¹ Claire Selltitz, et al., Research Methods in Social Relations (Holt, Rinehart and Winston, Inc., 1961), pp. 238-41.

The method is also employed because it appears to offer a relatively convenient way of obtaining the data required, and it seems that it would yield sufficiently reliable data to serve the purpose of this study.

Construction

Construction of the questionnaire presented two problems: one concerned with the physical make-up, and the second with the inclusion of items that would be unambiguous and would represent administrative practices of the elementary school principal in Newfoundland. Writings by Selltitz,² Borg³ and Nixon⁴ provided practical and concrete suggestions concerning the physical aspects of the questionnaire.

A review of several studies that dealt with the role of school administrators revealed a large number of administrative practices pertaining to the school principal.

² Ibid., Appendix C.

³ Walter M. Borg, Educational Research: An Introduction (New York: David McKay Company, Inc., 1963), ch. 10.

⁴ John E. Nixon, "The Mechanics of Questionnaire Construction," The Journal of Educational Research, XLVII (March, 1954), pp. 481-88.

Studies such as those reported by Halpin,⁵ Foskett,⁶ Gross, Mason and McEachern,⁷ and Gross and Heriott⁸ were most helpful. Many of the practices listed by Gentry,⁹ Brown¹⁰ and Morin¹¹ were used in compiling a preliminary list.

An original list of 200 administrative practices was prepared. After combining similar items, and rejecting items that did not suit the Newfoundland situation and were not representative of the task areas under consideration, the list was reduced to ninety-three.

⁵ Andrew Halpin, The Leadership Behavior of School Superintendents (University of Chicago, 1959).

⁶ John M. Foskett, The Normative World of the Elementary School Principal (University of Oregon: University of Oregon Press, 1967).

⁷ N. Gross, W.S. Mason and A.W. McEachern, Explorations in Role Analysis (New York: John Wiley and Sons, 1958).

⁸ Neal Gross and Robert Heriott, Staff Leadership in Public Schools (New York: John Wiley and Sons, Inc., 1965).

⁹ H.W. Gentry and J.B. Kenny, "The Performance of Elementary School Principals as Evaluated by Principals and Teachers," The Journal of Educational Research, LX (October, 1966), pp. 62-67.

¹⁰ H.C. Brown, "The Role of the Principal in Centralized Schools in a Rural Area in Saskatchewan," (unpublished Master's thesis, The University of Alberta, Edmonton, 1962).

¹¹ Lloyd H. Morin, "The Principal's Perception of His Role," (unpublished Master's thesis, The University of Alberta, Edmonton, 1964).

To ensure content validity these ninety-three items were submitted along with appropriate evaluation sheets to a panel of forty judges. Twenty-one of these judges were members of the Faculty of Education of Memorial University and Officials of the Newfoundland Department of Education. Each judge had either administered, supervised or taught in elementary schools in Newfoundland. The remaining nineteen judges were third year students enrolled in a course of elementary education, and who had administrative or teaching experience in elementary schools. An analysis of the judges' evaluations resulted in a second revision which modified instructions to respondents, and reduced the number of items to seventy-six.

The second draft of the questionnaire was presented to a Research Seminar for review. Many excellent suggestions caused a further revision. This revision, carried out in consultation with members of the thesis committee, and a pilot study which is described later, resulted in a refinement of the questionnaire to the forty-nine items used in the final draft. These forty-nine items are grouped under five administrative task areas:

- A. School-Community Relationships.
- B. Pupil Personnel.
- C. Staff Personnel.
- D. Curriculum Development and Instructional Leadership.
- E. Organization and Management of the School.

Copies of the Questionnaire are appended.

II. THE PILOT STUDY

To further insure that the items in the questionnaire were unambiguous and represented administrative practices of elementary school principals in Newfoundland, and to test the questionnaire for reliability, it was decided that a pilot study be undertaken.

Copies of the questionnaire were administered to the principal and staff of a large elementary school in St. John's. The respondents were instructed to complete the questionnaire making any comments they felt might add to the validity and reliability of the instrument. They were further instructed to return the completed form in a sealed envelope to the school secretary. Complete anonymity of the staff respondents was assured, and at no time was there personal contact between them and the writer. This was deliberate in order that the situation might more closely approximate the conditions of the mailed questionnaire. An analysis of the responses revealed the following:

1. A number of teachers stated that they could not respond accurately to various items, especially those concerned with their principal's relationship with the school board and the community, because they were not sure of what their principal did in these respects. It was decided, therefore, to include an "I don't know" category

in the hope that it might provide information relative to administrator-staff communications. Because the final draft of the questionnaire was different from the one used in the pilot study, this school was not included in the sample.

2. A measure of reliability may be obtained by using the Split-Half Method. In this approach a measure of the reliability for a half test is found by correlating items of two subtests, one usually consisting of the odd, and the other the even numbered items. The correlation thus obtained represents the reliability coefficient of only half of a test. In order to obtain the reliability of the entire test, the Spearman-Brown Prophecy Formula is applied.¹² Using this method, a reliability coefficient of 0.80 was obtained for the instrument used.

3. To obtain an indication of the relationship between the principal's and the teachers' responses, a product moment correlation was calculated between the principal's score and the teachers' mean score on each item of the questionnaire. An 'r' of 0.68 was calculated. A test of significance revealed that this value was

¹² See George A. Ferguson, Statistical Analysis in Psychology and Education (New York: McGraw-Hill Book Company, 1966), ch. 23.

significantly different from zero at the five per cent level of confidence.¹³

III. THE SAMPLE AND DISTRIBUTION OF QUESTIONNAIRES

The focal population for this study was those elementary school principals in schools of six classrooms and over in the Province of Newfoundland. Data were also gathered from teachers on the staffs of these schools.

In order to obtain the names and addresses of the teacher population from which the sample was selected, permission was received from the Superintendents of Education to record names and addresses from the respective payroll sheets. At the same time, the address of the school was recorded as the mailing address of the principal.

Questionnaires were sent to all principals of elementary schools with six classrooms and over. The teachers to whom questionnaires were sent represented a random sample of 320 of the 1,774 teachers who taught in these schools.

Each teacher was assigned a number ranging from one to 1,774. The numbers were then recorded on equal-sized squares of paper, and placed in an appropriate container. Three hundred twenty of these numbers were

¹³ Ibid., p. 187.

randomly selected from this container. In early May, 1968, a copy of the questionnaire was mailed to each of the 320 teachers so selected. A stamped, self-addressed envelope was enclosed so that the completed form could be forwarded directly to the writer.

In order to determine if differences existed between using a simple random sample and using a proportionate random sample stratified on the basis of school size, the statistical procedure Chi Square was used. No significant differences at the .05 level of confidence were found. It was decided, therefore, to select the sample using the simple random procedure. Table I presents a summary of these statistics.

TABLE I

TEACHER - PRINCIPAL POPULATIONS IN ELEMENTARY SCHOOLS OF
SIX CLASSROOMS AND OVER AND RELATED SAMPLE BY SIZE OF
SCHOOL

Number of classrooms	The Population			The Sample		
	p	t	prop. of t in each stratum	p	t by simple random	t by prop.
6 - 9	82	525	.296	82	102	96
10 - 14	46	505	.285	46	83	91
15 - 19	15	225	.129	15	48	41
20 - 24	9	197	.111	9	41	36
25 - 29	6	120	.068	6	17	22
30 +	6	188	.106	6	29	34
Total	164	1774	.995	164	320	320

χ^2
4.839
(NS)

p - principals; t - teachers.

A summary of the percentage of questionnaires returned by respondents is presented in Table II. While the percentage return from principals was considered satisfactory in view of the fact that the school year was drawing to a close, the percentage response of teachers was lower than expected. It is suggested that teachers either felt unqualified to describe their principal's performance or were reluctant to do so for fear of his obtaining the results. To avoid this, no principals were asked to assume any responsibility for the return of questionnaires sent to teachers.

IV. TREATMENT OF DATA

Principal's Questionnaire

Part I of this questionnaire, containing the personal and professional characteristics of the principals involved in this study, was treated first. These data -- age, experience, qualifications and so on -- are presented in tabular form, and from the various tables a profile of the Newfoundland elementary school principal is presented.

Each principal was asked to respond to each item of Part II of the questionnaire according to the degree of his performance of each practice listed. Responses were made by circling one of four numbers 4, 3, 2 or 1 corres-

ponding respectively to, "performance to a large degree," "performance to a fair degree," "performance to a very limited degree" and "no performance." If a particular item did not apply to a respondent's situation he was asked to circle 'N'. From the scale 4, 3, 2 and 1 which is assumed to be interval, means and variances were calculated for each practice and group of practices.

TABLE II
TABULATION OF SURVEY RETURNS

Questionnaires	Principals		Teachers	
	No.	% total	No.	% of total
Returned by respondents				
(a) Used in present study.	128	78.0	207	65.0
(b) Spoiled	1	.6	2	.7
(c) Received too late to use.	2	1.2	3	1.0
Unaccounted for	33	20.2	108	33.3
Total mailed	164	100.0	320	100.0

Teacher's Questionnaire

Each teacher was asked to respond to each item of the questionnaire in a manner similar to that described above with but one exception. In addition to the response choices represented by 4, 3, 2, 1 and N, the teacher questionnaire contained one extra choice, that of 'A', representing an "I don't know," category.

V. TESTING OF HYPOTHESES

Hypothesis 1: The responses of principals on each item will vary so that calculated variance scores can be ranked on a continuum of consensus. This means that the items of the questionnaire can be presented in rank order, ranging from those items displaying most consensus to those displaying least consensus.

The treatment of this hypothesis involved the following basic steps:

1. Calculation of the means and variances for all items and groups of items.
2. The tabular presentation of the means and variances of all items and groups of items from greatest to least degree of consensus.
3. Analysis and interpretation of the findings.

Hypothesis 2: There are no significant differences in the responses of principals classified on the bases of selected personal and professional characteristics.

To test this hypothesis, the principals were divided into two groups based on each of five selected variables: sex, age, professional preparation, administrative experience and teaching experience. The mean and variance of each administrative practice were calculated, and 't' tests and 'F' ratios were then used to test the differences between pairs of means and variances respectively.

- Hypothesis 3: There are no significant differences in the responses of principals classified on the basis of school size.
- Hypothesis 4: There are no significant differences in the responses of principals classified on the basis of the number of hours taught per week.
- Hypothesis 5: There are no significant differences in the responses of principals classified on the basis of the number of children served by the school board.

The above hypotheses were tested in a manner similar to that used in testing hypothesis 2. Principals were divided into two groups based on school size, hours taught per week and children served by the school board. 'F' ratios for the differences between variances, and 't' tests for the differences between means were used to test for significance.

- Hypothesis 6: There are no significant differences between the way the principals describe their performance and the manner in which their performance is described by teachers, when teachers and principals are matched on the bases of selected variables.

The Chi-Square test of significance was used to test this hypothesis. Expected frequencies were calculated in a two by five cell contingency table and compared with the observed frequencies.

None of the above hypotheses predict the direction of the difference. Because of this, two-tailed tests of significance were used in all statistical treatments. The critical level of significance was set at the ninety-five per cent confidence interval.

CHAPTER IV

PERSONAL AND PROFESSIONAL CHARACTERISTICS OF PRINCIPALS

The purpose of this chapter is to present a descriptive analysis of the data gathered from Part I of the Principal's Questionnaire -- biographical data relative to the principal and his school (see Appendix B).

This study is concerned only with those principals administering elementary schools of six classrooms and over. No attempt will be made in this chapter to compare the statistics of the sample with those of principals administering elementary schools of less than six classrooms.

I. SEX AND AGE

The distribution of principals by sex and age presented in Table III shows that of the 128 principals involved in the study, seventy-seven, or sixty per cent, were male, and fifty-one, or forty per cent, were female. Female principals were fairly normally distributed over the age scale with the greatest concentration, approximately twenty per cent, at the thirty to thirty-four years of

TABLE III
DISTRIBUTION OF PRINCIPALS BY
SEX AND AGE

Age	<u>Male</u>		<u>Female</u>		<u>Total</u>		a
	No	%	No	%	No	%	
Age 24 or under	7	9	1	2	8	6	
Age 25-29	16	21	6	12	22	17	
Age 30-34	12	15	10	20	22	17	
Age 35-39	11	14	9	18	20	16	
Age 40-44	7	9	5	10	12	9	
Age 45-49	6	8	8	16	14	11	
Age 50-54	9	12	5	10	14	11	
Age 55-59	9	12	4	8	13	10	
Age 60 and over	0	0	3	6	3	2	
Total	77	51	51		128		

^a Totals are not equal to 100% due to rounding.

age group. Twenty-one per cent of the males were from twenty-five to twenty-nine years of age, and sixty per cent less than forty years of age. This would seem to suggest that the male principal is relatively younger than the female principal.

Table III further illustrates that only six per cent of the principals were under twenty-five, and two per cent aged sixty or over. The remaining ninety-two per cent were distributed between the ages of twenty-five and fifty-nine, with the majority between the ages of twenty-five and thirty-five.

II. EXPERIENCE AND PROFESSIONAL PREPARATION

The distribution of principals by teaching and administrative experience is presented in Table IV. A total of fifty-five principals reported having taught for twenty or more years. Ninety-seven, or seventy-six per cent, reported having ten or more years of teaching experience.

The reverse is almost true when consideration is given to the number of years served as principal. Referring to the administrative experience, Table IV indicates that forty-nine of the seventy-seven males and thirty-eight of the fifty-one females, representing sixty-

nine per cent of the total, reported having served less than ten years as principal. Only thirteen principals served from fifteen to nineteen years, and seventeen, twenty years or more.

TABLE IV
DISTRIBUTION OF PRINCIPALS BY TEACHING
AND ADMINISTRATIVE EXPERIENCE

Years of experience	Male		Teaching		Total		Male		Administrative		Total	
			Female						Female			
	No	%	No	%	No	%	No	%	No	%	No	%
1-4 years	5	7	11	2	6	5	29	38	27	54	56	44
5-9 years	18	23	6	12	24	19	20	26	11	22	31	25
10-14 years	14	18	11	22	25	20	3	4	7	14	10	8
15-19 years	10	13	7	14	17	13	10	13	3	6	13	10
20 years and over	30	39	25	50	55	43	15	19	2	4	17	13
Total	77	100	50	100	127 ^a	100	77	100	50	100	127 ^a	100

^a Total less than 128 since one respondent failed to complete this questionnaire category.

Table V illustrates that seventy-nine principals, or sixty-two per cent, possessed no university degree. When broken down this total reveals that thirty-nine of these, or forty-nine per cent, were female and the remainder male. When considered separately, seventy-six per cent of the female principals and fifty-two per cent of the male principals possessed no university degree.

Degrees listed opposite the 'other' category consisted of seven master's degrees. Of these, two were in the field of educational administration, one each in social studies, guidance and student personnel administration, French and business, and one unspecified. All master's degrees were held by males.

Apart from the two master's degrees in educational administration, one other male and two females reported having completed graduate work in this field. Others reported having completed graduate work in history, mathematics, guidance, psychology and religion.

Tables VI, VII and VIII present a breakdown of professional qualifications and experience. Table VI as well as Table VII, which relates qualifications and administrative experience, suggests that the experienced principal is less qualified in terms of university training than principals with lesser degrees of experience. Only

TABLE V
DISTRIBUTION OF PRINCIPALS BY ACADEMIC
AND PROFESSIONAL QUALIFICATIONS

Professional preparation	Male	Female	Total
No degree	40	39	79
B.A. (Ed.)	29	5	34
B.A. or B.Sc.	18	6	24
B.Ed.	2	5	7
Other	7	37 ^b	0 12 ^b 7
Graduate work in Educational Administration.	3	2	5
Graduate work in field other than Educational Administration.	9	2	11
Total	108 ^a	59 ^a	167 ^a

^aThese totals do not reflect the total number of principals since several reported having two or more degrees.

^bThese totals represent the total number of male and female principals with university degrees.

twenty-five per cent of the principals with ten or more years of administrative experience had degrees, compared with seventy-five per cent of the principals with less than ten years of administrative experience. A further example of this inverse relationship is taken from Table VII. Sixty-nine per cent of the principals with a degree or degrees and one to four years of administrative experience held a Bachelor of Arts degree in Education, compared with forty per cent of those with the same degree and twenty or more years of administrative experience. This table also shows that sixty-nine per cent of the principals with graduate degrees or graduate work completed have less than ten years administrative experience.

Table VIII illustrates the expected direct relationship between academic and professional qualifications, and teaching experience. Twelve of forty-eight principals, or twenty-five per cent, had degrees and less than ten years teaching experience, while thirty-six of forty-eight or seventy-five per cent, had degrees and ten or more years teaching experience. Table VIII also indicates that one hundred per cent of those principals with master's degrees or graduate work in educational administration had taught ten or more years.

TABLE VI

DISTRIBUTION OF PRINCIPALS BY PROFESSIONAL PREPARATION
AND EXPERIENCE

Years of experience	<u>Teaching</u>			<u>Administrative</u>		
	Degree	No degree	Total	Degree	No degree	Total
1-4 years	1	5	6	22	34	56
5-9 years	11	13	24	14	17	31
10-14 years	11	14	25	4	6	10
15-19 years	8	9	17	3	10	13
20 years and over	17	38	55	5	12	17
Total	48	79	127 ^a	48	79	127 ^a

^a One respondent failed to complete this category.

TABLE VII

DISTRIBUTION OF PRINCIPALS BY PROFESSIONAL PREPARATION
AND ADMINISTRATIVE EXPERIENCE

Professional preparation	Years of administrative experience											
	M	F	M	F	M	F	M	F	M	F	M	F
	1-4		5-9		10-14		15-19		20 +		Total	
No Degree	13	22	8	9	0	6	7	2	12	0	40	39
B.A. (Ed.)	12	3	11	1	2	0	3	0	1	1	29	5
B.A. or B.Sc.	8	2	6	0	1	1	0	1	3	1	18	5
B.Ed.	0	0	1	1	0	1	1	1	0	1	2	4
Other	3	0	1	0	2	0	1	0	0	0	7	0
Graduate work in Ed. Adm.	1	1	0	1	0	0	1	0	1	0	3	2
Graduate work in field other Ed. Adm.	5	1	1	1	1	0	0	0	2	0	9	2
Total	42	29	28	13	6	8	13	4	19	3	108 ^a	57 ^a

^a Total less than 167 since two respondents failed to complete this questionnaire category.

TABLE VIII

DISTRIBUTION OF PRINCIPALS BY PROFESSIONAL PREPARATION
AND TEACHING EXPERIENCE

Professional preparation	Years of Teaching experience										M	F
	M	F	M	F	M	F	M	F	M	F		
	1-4		5-9		10-14		15-19		20 +		Total	
No Degree	4	1	8	5	4	10	3	5	21	17	40	38
B.A. (Ed.)	1	0	9	0	7	1	5	1	7	3	29	5
B.A. or B.Sc.	0	0	4	1	6	0	5	1	3	4	18	6
B.Ed.	0	0	0	1	1	0	0	0	1	4	2	5
Other	0	0	0	0	4	0	1	0	2	0	7	0
Graduate work in Ed. Adm.	0	0	0	0	1	1	0	0	2	1	3	2
Graduate work in field other than Ed. Adm.	0	0	2	0	2	0	2	0	3	2	9	2
Total	5	1	23	7	25	12	16	7	39	31	108 ^a	58 ^a

^a Totals less than 167 since one respondent failed to complete this questionnaire category.

Table IX shows the distribution of principals by Teaching Licence or Grade. While it was generally assumed that teachers or principals with a Grade IV teaching certificate or higher were degree holders, recent regulations have made it possible to obtain a Grade IV teaching certificate without holding a degree from a recognized university.¹ A review of the questionnaires revealed that of the thirty-five principals with a Grade IV teaching certificate three females, and fourteen males held degrees.

It is worthy of note that whereas thirty-two female principals, or sixty-five per cent, held a Grade III teaching certificate or less, only twenty-eight male principals, or thirty-five per cent, were in this same category. This suggests a greater tendency for male principals to improve their qualifications beyond a certain level. From a total point of view, Table IX shows that over fifty per cent of the principals held a Grade IV teaching certificate or higher.

¹ Department of Education Newfoundland, Education Regulations (Teachers' Grading Regulations, 1963 -- Amendment), May, 1965, Section 11d.

TABLE IX

DISTRIBUTION OF PRINCIPALS BY TEACHING LICENCE OR GRADE

Teaching Licence or Grade	Male	Female	Total
Probationer's Licence	1	0	1
Grade I	8	12	20
Grade II	11	14	25
Grade III	7	8	15
Grade IV	27	8	35
Grade V	11	6	17
Grade VI	8	3	11
Grade VII	4	0	4
Total	77	51	128

III. SCHOOL SIZE, TEACHING LICENCE OR GRADE AND HOURS TAUGHT PER WEEK

Using the number of classrooms in a school as an index of school size, it may be observed from Table X that fifty-three per cent of the elementary schools considered in the study contained less than ten classrooms. When viewing the principals in these schools, the table indicates that sixty-nine per cent were male and thirty-one per cent female. This represented forty-seven of the seventy-seven males, or sixty-one per cent, and twenty-one of the fifty-one females, or forty-one per cent.

While schools with less than fifteen classrooms have predominately male principals, a somewhat different situation is true of schools with fifteen or more classrooms. Of the twenty-nine such schools, thirteen have male principals, and sixteen have female principals. Proportionately, this represents only seventeen per cent of the male principals included in the sample, but thirty-one per cent of the female principals.

Table XI presents a distribution of principals by size of school and Teaching Licence or Grade. As expected, the greater percentage of less qualified principals administered schools with less than fifteen classrooms. The table shows that fifty-two of sixty-one principals with

TABLE X
DISTRIBUTION OF PRINCIPALS BY SIZE OF SCHOOL

Size of school	Male	Female	Total
6-9 classrooms	47	21	68
10-14 classrooms	17	14	31
15-19 classrooms	5	9	14
20-24 classrooms	3	4	7
25-29 classrooms	3	1	4
30 classrooms and over	2	2	4
Total	77	51	128

TABLE XI

DISTRIBUTION OF PRINCIPALS BY TEACHING LICENCE OR GRADE
AND SIZE OF SCHOOL

Teaching Licence or Grade	Number of classrooms													
	M 6	F -9	M 10-14	F 10-14	M 15-19	F 15-19	M 20-24	F 20-24	M 25-29	F 25-29	M 30	F +	M Total	F Total
'P' Licence	1	0	0	0	0	0	0	0	0	0	0	0	1	0
Grade I	6	8	2	4	0	0	0	0	0	0	0	0	8	12
Grade II	10	7	1	0	0	4	0	3	0	0	0	0	11	14
Grade III	5	2	2	4	0	2	0	0	0	0	0	0	7	8
Grade IV	18	2	6	4	2	1	1	0	0	1	0	0	27	8
Grade V	4	1	2	1	1	2	1	1	3	0	0	1	11	6
Grade VI	3	1	2	1	0	0	1	0	0	0	2	1	8	3
Grade VII	0	0	2	0	2	0	0	0	0	0	0	0	4	0
Total	47	21	17	14	5	9	3	4	3	1	2	2	77	51

a Grade II teaching certificate or less, or eighty-six per cent, existed in this category. No male principals with a Grade III teaching certificate or less administered schools with fifteen or more classrooms. Twenty principals with a Grade IV teaching certificate or higher, or sixty-nine per cent, administered schools with fifteen or more classrooms.

Tables XII and XIII present distributions of principals by hours per week taught and size of school. A proportionately higher number of female principals than male principals, seventy per cent as compared to twenty-two per cent, taught five or less hours per week. This finding parallels an earlier one where it was found that a proportionately higher percentage of female principals administer larger schools (supra, Table X, p. 62). The greater percentage of principals reported spending less than sixteen hours per week in actual teaching.

The breakdown in Table XIII shows the anticipated direct relationship between hours per week taught and size of school. One hundred per cent of the principals who taught more than twenty-one hours per week administered schools with less than ten classrooms. With but one exception, all principals who did no teaching administered schools with ten or more classrooms. The majority of principals in this category administered schools with

twenty to twenty-four classrooms. This table suggests that the elementary school principals used in this study apportioned their teaching time with due consideration for their administrative load which is often reflected in school size.

TABLE XII

DISTRIBUTION OF PRINCIPALS BY THE NUMBER OF HOURS TAUGHT PER WEEK

Hours per week	Male	Female	Total
None	8	13	21
1-5 hours	8	20	28
6-10 hours	19	5	24
11-15 hours	31	3	34
16-20 hours	5	2	7
21 or more hours	6	5	11
Total	77	48	125 ^a

^a Total less than 128 since three principals failed to respond to this questionnaire category.

TABLE XIII

DISTRIBUTION OF PRINCIPALS BY SIZE OF SCHOOL AND HOURS
TAUGHT PER WEEK

Size of school by number of classrooms	M	F	M	F	M	F	M	F	M	F	M	F	M	F
	none		1-5		6-10		11-15		16-20		21 +		Total	
6-9	0	1	4	8	11	2	24	2	2	2	6	5	47	20
10-14	0	3	2	5	5	3	7	1	3	0	0	0	17	12
15-19	0	4	2	5	3	0	0	0	0	0	0	0	5	9
20-24	3	3	0	1	0	0	0	0	0	0	0	0	3	4
25-29	3	0	0	1	0	0	0	0	0	0	0	0	3	1
30 and over	2	2	0	0	0	0	0	0	0	0	0	0	2	2
Total	8	13	8	20	19	5	31	3	5	2	6	5	77	48 ^a

^a Total less than 128 since three principals failed to complete this questionnaire category.

IV. PUPIL POPULATION SERVED BY THE SCHOOL BOARDS

Table XIV presents a distribution of principals by the number of children served by the school board employing the principal. Of the 121 principals responding to this part of the questionnaire, fifty-two per cent were employed by boards serving less than 1,000 children. Proportionately more females than males were employed by boards serving more than 2,000 children. Forty-seven per cent of the female principals included in the study were in this category, compared with twenty-seven per cent of the male principals.

V. SUMMARY

This chapter has presented a descriptive picture of the elementary school principal in schools of six classrooms and over in the province of Newfoundland. The statistics presented here were compiled from responses given by the principals to the items in Part I of the questionnaire (see Appendix A).

By way of summary, Table XV records those questionnaire categories registering the highest frequency of responses. Of the 128 principals involved in the study, sixty per cent were male. Sixty-four of the principals,

TABLE XIV

DISTRIBUTION OF PRINCIPALS BY NUMBER OF CHILDREN
SERVED BY SCHOOL BOARD

Number of children served by the board	Male		Female		Total	
	No	%	No	%	No	%
Less than 500	29	39	14	30	43	35
500-999	12	16	9	19	21	17
1,000 to 1,499	7	10	1	2	8	7
1,500 to 1,999	6	8	1	2	7	6
more than 2,000	20	27	22	47	42	35
Total	74	100	47	100	121 ^a	100

^a Total less than 128 since seven principals failed to complete this questionnaire category.

or fifty per cent, were registered equally in the three age categories between twenty-five and forty. Forty-four per cent taught for twenty or more years. The same percentage of principals had less than five years of administrative experience. In those categories related to professional and academic qualifications, seventy-nine of the principals, or sixty-two per cent, held no university degree. Twenty-seven per cent held a Grade IV teaching certificate, and a similar percentage taught from eleven to fifteen hours per week. Fifty-three per cent administered schools with less than ten classrooms. In thirty-five per cent of the cases, the principals were employed by school boards serving less than 500 children.

While in reality such a principal may not exist, the table portrays the salient characteristics of the typical principal found within the setting of this study.

TABLE XV

SUMMARY OF THE CHARACTERISTICS OF PRINCIPALS

Characteristics	Response category	% response
1. Sex	Male	60
2. Age	25-39 years	50
3. Teaching experience	20 years and over	44
4. Administrative experience	1-4 years	44
5. Professional preparation	No degree	62
6. Teaching Licence or Grade	Grade IV	27
7. Hours taught per week	11-15 hours	27
8. Size of school	5-9 classrooms	53
9. Number of children served by the school board	less than 500	35

CHAPTER V

AN ANALYSIS OF THE TOTAL RESPONSES OF PRINCIPALS TO ADMINISTRATIVE PRACTICES AND ADMINISTRATIVE TASK AREAS

The purpose of this study was to investigate the administrative performance of the elementary principal in selected administrative task areas in the Province of Newfoundland. Part II of the principal's questionnaire used in this study (see Appendix B) required principals to indicate, by means of a Likert-type scale, their performance of forty-nine administrative practices classified under five administrative task areas. Hypothesis I, in Chapter I, states that principals' responses will vary so that calculated variance scores can be ranked on a continuum of consensus. The purpose of this chapter is to present the results of the analyses related to this hypothesis.

I. INDIVIDUAL ADMINISTRATIVE PRACTICES

In the treatment of the data related to Hypothesis I, means and variances were calculated for each of the forty-nine administrative practices identified in this study. Once these means and variances were calculated, the

administrative practices were arranged in order of magnitude from those with the smallest variance, indicating most consensus, to those with the largest variance, indicating least consensus. Corresponding means were tabulated to indicate the prevailing response. The IBM 1620 computer calculated all variances to seven significant digits. No ties resulted. However, when expressed to three significant digits ties do occur. These are tabulated in the order in which they were processed by the computer. A comparison of the variances from the top and bottom quartiles of the distribution was made by using the 'F' ratio. The results of this treatment together with related discussion are presented below.

Findings.

Table XVI indicates that the range of the variances for each administrative practice is from 0.31 to 1.57. A comparison of the larger and smaller variances using the 'F' ratio reveals that each of the item variances found in quartile one of the distribution is significantly different from each of the variances found in quartile four of the distribution at or beyond the .02 level of confidence.¹

¹ George A. Ferguson, Statistical Analysis in Psychology and Education (New York: McGraw-Hill Book Company, 1966), pp. 181-3.

TABLE XVI

DISTRIBUTION OF ADMINISTRATIVE PRACTICES BY SIZE OF VARIANCE

Rank	Administrative Practice	(ID) ^a	4	Responses ^b			T ^c	s ²	\bar{x}
				3	2	1			
1.	Support a teacher's action when face to face with parents and/or pupils.	B	96	25	1	2	124	0.31	3.73
2.	Assist individual teachers in finding solutions to unsatisfactory classroom control situations.	C	92	30	1	3	126	0.38	3.57
3.	Provide opportunities for parents to discuss educational matters with teachers.	A	63	55	8	2	128	0.46	3.39
4.	Encourage teachers to express their views on existing school policy.	B	80	35	11	1	127	0.47	3.52
5.	Order and arrange for the distribution of instructional aids to teachers.	E	90	29	6	1	128	0.47	3.61
6.	Work with teachers in the evaluation of individual pupil progress.	C	71	45	10	2	128	0.50	3.44
7.	Arrange for the supervision of pupils during lunch hour.	C	84	8	3	5	100	0.57	3.71

TABLE XVI (continued)

Rank	Administrative Practice	(ID) ^a	4	Responses ^b			1	T ^c	s ²	\bar{X}
				3	2					
8.	Establish well-defined policies for pupil promotion.	C	74	43	3	6	126	0.58	3.47	
9.	Review report cards before they are sent home to parents	C	92	24	7	5	128	0.59	3.59	
10.	Take an active role in interpreting the school to the public.	A	27	68	24	8	127	0.64	2.90	
11.	Give every encouragement to teachers to improve their qualifications.	B	74	37	12	5	128	0.66	3.41	
12.	Encourage teachers to group classes within a grade for the improvement of instruction.	C	47	47	27	1	125	0.71	3.10	
13.	Work out schedules of supervisory duties to ensure adequate supervision of the lunchroom, playground, etc.	E	65	31	12	5	113	0.71	3.38	
14.	Give specific advice to teachers regarding improved methods of presentation.	D	27	61	28	10	126	0.73	2.83	
15.	Encourage parents and other lay citizens to attend assemblies and other school programs.	A	54	47	20	6	127	0.74	3.17	

TABLE XVI (continued)

Rank	Administrative Practice	(ID) ^a	4	Responses ^b			T ^c	s ²	\bar{X}
				3	2	1			
16.	Share in the extra duties around the school, such as: supervision of the lunchroom, playground, etc.	E	73	27	8	7	115	0.75	3.44
17.	Assist teachers in developing experiments to test the relative effectiveness of various teaching methods.	D	14	39	54	19	126	0.76	2.38
18.	Visit teachers in classrooms for the purpose of improving the quality of instruction.	D	39	51	29	7	126	0.76	2.97
19.	Assign extra-curricular activities equally among the staff, with due consideration to such things as teaching load, interest and health.	B	55	43	16	7	121	0.78	3.21
20.	Enlist the help of teachers in planning the agenda of staff meetings.	B	34	48	33	11	126	0.85	2.83
21.	Involve teachers in formulating the objectives of the school.	D	40	53	21	12	126	0.86	2.96
22.	Encourage teachers to utilize community resources in enriching the curriculum.	D	33	43	39	11	126	0.87	2.78

TABLE XVI (continued)

Rank	Administrative Practice	(ID) ^a	<u>Responses</u> ^b				T ^c	s ²	\bar{X}
			4	3	2	1			
23.	Encourage teachers to participate in community affairs.	A	15	35	45	28	123	0.91	2.30
24.	Arrange for the testing of pupils intelligence.	C	45	49	15	13	1122	0.92	3.03
25.	Assist the school board in determining the school budget.	E	7	14	19	59	99	0.92	1.69
26.	Provide leadership in the development of extra-curricular programs.	D	29	46	29	15	119	0.93	2.75
27.	Conduct regular fire drills.	E	54	41	17	12	124	0.95	3.10
28.	Supervise the work of the janitor.	E	48	42	24	12	126	0.95	3.00
29.	Work with committees in the planning of new schools.	E	8	6	11	60	85	0.95	1.55
30.	Organize a program of orientation for teachers new to the system.	B	12	47	27	32	118	0.97	2.33
31.	Organize conferences between individual parents and teachers to discuss pupil progress.	C	48	40	27	12	127	0.97	2.98
32.	Provide professional literature for the teaching staff.	D	34	51	23	18	126	0.98	2.80

TABLE XVI (continued)

Rank	Administrative Practice	(ID) ^a	4	<u>Responses^b</u>			T ^c	s ²	\bar{x}
				3	2	1			
33.	Encourage teachers to visit the homes of pupils.	C	12	12	31	64	119	0.99	1.76
34.	Assist supervisors in evaluating the effectiveness of teachers.	B	33	39	21	14	107	1.01	2.85
35.	Communicate teacher's feelings, attitudes and ideas regarding educational policies of the system to local educational authorities.	B	33	50	22	21	126	1.04	2.75
36.	Encourage the school authorities to provide opportunities for slow learners.	D	56	32	24	15	127	1.10	3.02
37.	Encourage teachers to experiment with the course content.	D	34	46	24	24	128	1.11	2.70
38.	Encourage the school authorities to provide some form of enrichment and/or acceleration for the academically gifted.	D	21	31	37	35	124	1.12	2.31
39.	Arrange for standardized achievement tests to be administered to pupils in the school.	C	49	36	23	17	125	1.12	2.94
40.	Work with the school board in assigning teachers to particular classes.	B	61	21	13	16	116	1.22	3.09

TABLE XVI (continued)

Rank	Administrative Practice	(ID) ^a	4	<u>Responses</u> ^b			T ^c	s ²	\bar{X}
				3	2	1			
41.	Grant parents permission to see school records which the school has concerning their children.	C	22	29	28	39	118	1.24	2.29
42.	Keep the school board informed of the school's activities through reports in addition to those required by the Department of Education.	E	48	30	22	22	122	1.27	2.85
43.	Review with each teacher any written evaluation of that teacher's work.	B	22	31	19	34	106	1.29	2.39
44.	Assist the school board in making policies that have a direct bearing on the operation of the school.	E	32	32	21	28	113	1.30	2.60
45.	Take an active part in local organizations such as: Lions, Kiwanis, Church Clubs, etc.	A	34	25	22	24	105	1.33	2.66
46.	Work with school officials in establishing policy concerning student behavior on school buses.	C	34	21	7	20	82	1.45	2.84

TABLE XVI (continued)

Rank	Administrative Practice	(ID) ^a	4	<u>Responses</u> ^b			T ^c	s ²	\bar{X}
				3	2	1			
47.	Encourage the establishment or maintenance of a Home and School Association.	A	43	22	16	31	112	1.54	2.69
48.	Am involved in the selection of teachers for the staff of the school.	B	51	23	18	33	125	1.54	2.74
49.	Attend school board meetings.	E	27	14	17	45	103	1.57	2.22

^a (ID): Identification of task area. A: School-Community Relationships; B: Staff Personnel; C: Pupil Personnel; D: Curriculum Development and Instructional Leadership; E: Organization and Management of the school.

^b 4: I perform this practice to a large degree; 3: I perform this practice to a fair degree; 2: I perform this practice to a very limited degree; 1: I do not perform this practice.

^c Totals less than 128 because some principals responded that the item was not appropriate to his or her situation.

No statistical procedure other than the 'F' ratio was used to arrange the variances in the exact order in which they are presented in Table XVI. It, nevertheless, can be generalized that the principals express varying degrees of consensus with respect to selected administrative practices.

Discussion.

Any interpretation of the findings of Table XVI must be made in the light of two statistics; first, the item variance which serves as an indicator of the degree of consensus among principals in their performance of selected administrative practices, and second, the mean which serves as an indicator of the prevailing response.

An analysis of the top twelve items in Table XVI reveals a range in the item variances from 0.31 to 0.71. Among the administrative practices found in this upper quartile, six are identified as practices related to the task area, Pupil Personnel. With but two exceptions, differences in the variance scores of these six items are so small that perhaps it is not justifiable to discuss any one of them as indicating more consensus than another. However, items ranking second and twelfth, namely, "assist individual teachers in finding solutions to unsatisfactory classroom control situations," and, "encourage teachers to group classes within a grade for the improvement of instruction,"

have variance scores of 0.38 and 0.71 respectively.

Principals responded with relatively high agreement to item two with a mean response indicating performance from a fair to a large degree ($\bar{X} = 3.67$). Responses to the twelfth item also indicated performance from a fair to a large degree ($\bar{X} = 3.10$). However, there is less consensus in the performance of this practice. Whereas ninety-two, or seventy-three per cent, of the principals reported that they performed the second practice to a large degree, only forty-seven, or thirty-eight per cent, responded similarly to the twelfth.

Three of the administrative practices classified as practices related to Staff Personnel were found among the top twelve presented in the table. Item one, namely, "support a teacher's action when face to face with parents and/or pupils," solicited the highest degree of consensus ($s^2 = 0.31$), and the largest mean response ($\bar{X} = 3.73$) of all forty-nine administrative practices. Ninety-six principals, or seventy-seven per cent, reported that they performed this practice to a large degree. Other practices related to Staff Personnel were, "encourage teachers to express their views on existing school policy" ($\bar{X} = 3.52$, $s^2 = 0.47$), and, "give every encouragement to teachers to improve their qualifications" ($\bar{X} = 3.41$, $s^2 = 0.66$).

Two of the six administrative practices classified under the task area, School and Community Relationships, namely, "provide opportunities for parents to discuss educational matters with teachers," and, "take an active role in interpreting the school to the public," received variance scores of 0.46 and 0.64, and mean responses of 3.39 and 2.90 respectively.

One item only relating to the task area, Organization and Management of the School, ranked among the top twelve. This practice, namely, "order and arrange for the distribution of instructional aids to teachers," ranked fifth with a variance score of 0.47 and mean response of 3.61. The remaining nine practices in this category, with the exception of those ranking thirteenth and sixteenth, are dispersed below the median of the distribution.

None of the practices related to Curriculum Development and Instructional Leadership ranked among the top twelve. The highest ranking practice in this category ranked fourteenth with a variance score of 0.73 and a mean response of 2.83. Most of the practices under this classification were dispersed throughout the mid-fifty per cent of the distribution.

The lower quartile of the distribution contains those administrative practices in each task area which received variance scores showing the least amount of consensus. The variation of responses among principals ranged from 1.12 to 1.57.

Among the practices found in this lower quartile, three are identified as related to the task area, Organization and Management of the School. Each of these three deal with school board-administrator communications, namely, "keep the school board informed of the school's activities through reports in addition to those required by the Department of Education" ($\bar{X} = 2.85$, $s^2 = 1.27$), "assist the school board in making policies that have a direct bearing on the operation of the school" ($\bar{X} = 2.60$, $s^2 = 1.30$), and, "attend school board meetings" ($\bar{X} = 2.22$, $s^2 = 1.57$). Three practices related to Staff Personnel and ranking fortieth, forty-third and forty-eighth were concerned with the assignment, evaluation and selection of teachers. Three other practices related to Pupil Personnel and ranking thirty-ninth, forty-first and forty-sixth dealt with standardized testing, school records and pupil behavior on school buses. Principals also indicated little consensus in their performance of two practices related to the task

area, School and Community Relationships. These practices, namely, "take an active part in local organizations, . . .," and, "encourage the establishment or maintenance of a Home and School Association," ranked forty-fifth and forty-seventh with variance scores of 1.33 and 1.54, and mean responses of 2.66 and 2.69 respectively.

Generally, then, a review of the administrative practices presented individually in Table XVI indicates that practices related to Pupil Personnel and Staff Personnel appear to dominate the upper quartile of the distribution. With but one exception the practices in this quartile received mean responses indicating performance from a fair to a large degree. Practices related to Curriculum Development and Instructional Leadership tend to occupy the mid-range of the distribution. Practices related to Staff Personnel, Pupil Personnel and Organization and Management of the School dominate the lower quartile.

II. ADMINISTRATIVE PRACTICES BY TASK AREAS

In establishing a picture of the principals' performance within each task area, an analysis of the group means and variances for each task area will be presented here.

To analyze the data for this section of Hypothesis I, the total number of responses for all the administrative practices in each task area was calculated for each of the response categories, 'to a large degree', 'to a fair degree', 'to a very limited degree' and 'not at all'. These responses were converted into percentage responses for each category of the response scale. Group means and variances were calculated, and arranged in order of magnitude by size of variance. These statistics are presented in Table XVII.

In order to facilitate discussion of the findings, a breakdown of each task area by individual administrative practices is presented in Tables XVIII to XXII.

Findings.

Table XVII indicates that the range of the variances for each task area is from 0.97 to 1.40 with mean responses ranging from 2.75 to 3.06. Principals indicated most agreement in their performance of administrative practices grouped within the task area, Curriculum Development and Instructional Leadership, and the least amount of agreement in their performance of those administrative practices grouped within the task area, Organization and Management of the School. Mean responses indicated performance from a very limited to a fair degree, with the exception of the task area Pupil Personnel, which received a mean response of 3.06 indicating performance from a fair to a large degree.

TABLE XVII
DISTRIBUTION OF TASK AREAS BY VARIANCE AND MEAN

Rank	Task Area	% Response ^a				Total	s ²	\bar{x}
		4	3	2	1			
1.	Curriculum Development and Instructional Leadership.	26.08	36.04	24.64	13.24	100.00	0.97	2.75
2.	School and Community Relationships.	32.69	34.90	18.70	13.71	100.00	1.04	2.85
3.	Staff Personnel.	41.62	30.14	14.95	13.29	100.00	1.09	2.99
4.	Pupil Personnel.	47.00	26.93	12.76	13.31	100.00	1.12	3.06
5.	Organization and Management of the School.	40.07	23.58	13.92	22.43	100.00	1.40	2.75
Group mean and variance		37.48	30.33	16.99	15.20	100.00	1.12	2.90

^a4: I perform this practice to a large degree; 3: I perform this practice to a fair degree; 2: I perform this practice to a very limited degree; 1: I do not perform this practice.

Discussion

Table XVIII indicates that the combined variance score of the ten administrative practices related to Curriculum Development and Instructional Leadership is 0.97. This represents a range in variance scores from 0.73 to 1.12. Even though this task area ranked first (Table XVII), it was indicated in Table XVI (supra, pp. 73-79) that no administrative practices related to this task area were found in the upper quartile of the distribution. This can be explained by considering that whereas other groups of practices displayed variance scores in both extremes of the distribution, those practices associated with Curriculum Development and Instructional Leadership were found within the mid-range of the distribution. For example, the task area Pupil Personnel has six administrative practices appearing in the top twelve, and three appearing in the bottom twelve. When treated as a group the combined variance tends to increase, thus placing this task area in a lower hierarchical position. The mean response to administrative practices in this task area ranges from 2.31 to 3.02, indicating performance from a very limited to a fair degree. Since neither the mean nor the variance of individual practices deviate appreciably from the group mean and variance, it appears that these group statistics may be representative of the practices classified under this task area.

TABLE XVIII

DISTRIBUTION OF TASK AREA D (CURRICULUM DEVELOPMENT AND
INSTRUCTIONAL LEADERSHIP) BY VARIANCE AND MEAN

Rank	Administrative Practice	Responses ^a					s^2	\bar{X}
		4	3	2	1	T		
1.	Give specific advice to teachers regarding improved methods of presentation	27	61	28	10	126	0.73	2.83
2.	Assist teachers in developing experiments to test the relative effectiveness of various teaching methods.	14	39	54	19	126	0.76	2.38
3.	Visit teachers in classrooms for the purpose of improving the quality of instruction.	39	51	29	7	126	0.76	2.97
4.	Involve teachers in formulating the policies of the school.	40	53	21	12	126	0.86	2.96
5.	Encourage teachers to utilize community resources in enriching the curriculum.	33	43	39	11	126	0.87	2.78

TABLE XVIII (continued)

Rank	Administrative Practice	Responses ^a					s ²	\bar{x}
		4	3	2	1	T		
6.	Provide leadership in the development of extra-curricular programs.	29	46	29	15	119	0.93	2.75
7.	Provide professional literature for the teaching staff.	34	51	23	18	126	0.98	2.80
8.	Encourage the school authorities to provide opportunities for slow learners.	56	32	24	15	127	1.10	3.02
9.	Encourage teachers to experiment with the course content.	34	46	24	24	128	1.11	2.70
10.	Encourage the school authorities to provide some form of enrichment and/or acceleration for the academically gifted.	21	31	37	35	124	1.12	2.31
Group mean and variance		33	45	31	17	126	0.97	2.75

^a4: to a large degree; 3: to a fair degree; 2: to a very limited degree; 1: not at all.

Table XIX presents a combined variance of 1.04 representing a range from 0.46 to 1.54 for the six administrative practices classified as making up the task area School and Community Relationships. Whereas principals displayed relative agreement in reporting that they performed the practice ranking first, namely, "provide opportunities for parents to discuss educational matters with teachers," from a fair to a large degree, they displayed relatively little agreement in reporting that they performed practices ranking fifth and sixth, namely, "take an active part in local organizations . . .," and, "encourage the establishment or maintenance of a Home and School Association," from a very limited to a fair degree. While the combined variance may not reflect the variances of the individual practices in this task area, the group mean appears to be representative.

Table XVI (supra, pp. 73 to 79) indicates that three of the practices related to Staff Personnel were found in the upper quartile of the distribution and three in the lower quartile. Consequently, because of these extreme variances, the combined variance indicated by Table XX is not very representative of the variances calculated for each individual administrative practice classified under this task area. Similarly, the group mean reveals little since the table indicates a range from 2.33 to 3.73.

TABLE XIX

DISTRIBUTION OF TASK AREA A (SCHOOL AND COMMUNITY RELATIONSHIPS)
BY VARIANCE AND MEAN

Rank	Administrative Practice	Responses ^a					s^2	\bar{X}
		4	3	2	1	T		
1.	Provide opportunities for parents to discuss educational matters with teachers.	63	55	8	2	128	0.46	3.39
2.	Take an active role in interpreting the school to the public.	27	68	24	8	127	0.64	2.90
3.	Encourage parents and other lay citizens to attend assemblies and other school programs.	54	47	20	6	127	0.74	3.17
4.	Encourage teachers to participate in community affairs.	15	35	45	28	123	0.91	2.30
5.	Take an active part in local organizations such as: Lions, Kiwanis, Church Clubs, etc.	34	25	22	24	106	1.33	2.66
6.	Encourage the establishment or maintenance of a Home and School Association.	43	22	16	31	112	1.54	2.69
Group mean and variance		39	42	23	17	121	1.04	2.85

^a4: to a large degree; 3: to a fair degree; 2: to a very limited degree; 1: not at all.

TABLE XX

DISTRIBUTION OF TASK AREA B (STAFF PERSONNEL)
VARIANCE AND MEAN

Rank	Administrative Practice	Responses ^a					s^2	\bar{x}
		4	3	2	1	T		
1.	Support a teacher's action when face to face with parents and/or pupils.	96	25	1	2	124	0.31	3.73
2.	Encourage teachers to express their views on existing school policy.	80	35	11	1	127	0.47	3.52
3.	Give every encouragement to teachers to improve their qualifications.	74	37	12	5	128	0.66	3.41
4.	Assign extra-curricular activities equally among the staff, with due consideration to such things as teaching load, interest and health.	55	43	16	7	121	0.78	3.21
5.	Enlist the help of teachers in planning the agenda of staff meetings.	34	48	33	11	126	0.85	2.83

TABLE XX (continued)

Rank	Administrative Practice	Responses ^a					s ²	\bar{X}
		4	3	2	1	T		
6.	Organize a program of orientation for teachers new to the system.	12	47	27	32	118	0.97	2.33
7.	Assist supervisors in evaluating the effectiveness of teachers.	33	39	21	14	107	1.01	2.85
8.	Communicate teachers' feelings, attitudes and ideas regarding educational policies of the system to local educational authorities.	33	50	22	21	126	1.04	2.75
9.	Work with the school board in assigning teachers to particular classes.	61	21	18	16	116	1.22	3.09
10.	Review with each teacher any written evaluation of that teacher's work.	22	31	19	34	106	1.29	2.39
11.	Am involved in the selection of teachers for the staff of the school.	51	23	18	33	125	1.54	2.74
Group mean and variance		49	37	18	16	120	1.09	2.99

^a4: to a large degree; 3: to a fair degree; 2: to a very limited degree; 1: not at all.

Administrative practices related to Pupil Personnel ranked only fourth as a group when compared with other groups of practices (Table XXI), in spite of the fact that six of these practices appeared in the top twelve of the distribution (Table XVI, supra, pp. 73 to 79). Care must be taken, therefore, in interpreting these group statistics related to the individual practices.

The task area classified as Organization and Management of the School ranked fifth in relation to the other task areas. With the exception of the first three practices, principals displayed little consensus in their performance.

III. ADMINISTRATIVE PRACTICES BY RESPONSE CATEGORY N (THIS ITEM IS NOT APPROPRIATE)

Table XXIII presents a distribution of administrative practices by the response category N (this item is not appropriate). It was anticipated that certain questionnaire items would not apply to particular situations. For example, in a school where students did not remain for lunch, there was little necessity of a schedule of supervisory duties for a lunch hour (items 7, 13, 16); or, in a system where all children walked to school, there was no need of policies regarding pupil behavior on school buses (item 46).

TABLE XXI

DISTRIBUTION OF TASK AREA C (PUPIL PERSONNEL)
BY VARIANCE AND MEAN

Rank	Administrative Practice	Responses ^a					s ²	\bar{X}
		4	3	2	1	T		
1.	Assist individual teachers in finding solutions to unsatisfactory classroom situations.	92	30	1	3	126	0.38	3.67
2.	Work with teachers in the evaluation of individual pupil progress.	71	45	10	2	128	0.50	3.44
3.	Arrange for the supervision of pupils during lunch hour.	84	8	3	5	100	0.57	3.71
4.	Establish well-defined policies for pupil promotion.	74	43	3	6	126	0.58	3.47
5.	Review report cards before they are sent home to parents.	92	24	7	5	128	0.59	3.59
6.	Encourage teachers to group classes within a grade for the improvement of instruction.	47	47	27	1	125	0.71	3.10
7.	Arrange for the testing of pupils' intelligence.	45	49	15	13	122	0.92	3.03

TABLE XXI (continued)

Rank	Administrative Practice	Responses ^a					s ²	\bar{X}
		4	3	2	1	T		
8.	Organize conferences between individual parents and teachers to discuss pupil progress.	48	40	27	12	127	0.97	2.98
9.	Encourage teachers to visit the homes of pupils.	12	12	31	64	119	0.99	1.76
10.	Arrange for standardized achievement tests to be administered to pupils in the school.	49	36	23	17	125	1.12	2.94
11.	Grant parents permission to see school records which the school has concerning their children.	22	29	28	39	118	1.24	2.29
12.	Work with school officials in establishing policy concerning student behavior on school buses.	34	21	7	20	82	1.45	2.84
Group mean and variance		56	32	15	16	119	1.12	3.06

^a4: to a large degree; 3: to a fair degree; 2: to a very limited degree; 1: not at all.

TABLE XXII

DISTRIBUTION OF TASK AREA E (ORGANIZATION AND MANAGEMENT
OF THE SCHOOL) BY VARIANCE AND MEAN

Rank	Administrative Practice	Responses ^a					s^2	\bar{x}
		4	3	2	1	0		
1.	Order and arrange for the distribution of instructional aids to teachers.	90	29	6	1	128	0.47	3.61
2.	Work out schedules of supervisory duties to ensure adequate supervision of the lunchroom, playground, etc.	65	31	12	5	113	0.71	3.38
3.	Share in the extra duties around the school, such as: supervision of the lunchroom, playground, etc.	73	27	8	7	115	0.75	3.44
4.	Assist the school board in determining the school budget.	7	14	19	59	99	0.92	1.69
5.	Conduct regular fire drills.	54	41	17	12	124	0.95	3.10
6.	Supervise the work of the janitor.	48	42	24	12	126	0.95	3.00
7.	Work with committees in the planning of new schools.	8	6	11	60	85	0.95	1.55

TABLE XXII (continued)

Rank	Administrative Practice	Responses ^a					s ²	\bar{X}
		4	3	2	1	T		
8.	Keep the school board informed of the school's activities through reports in addition to those required by the Department of Education.	48	30	22	22	122	1.27	2.85
9.	Assist the school board in making policies that have a direct bearing on the operation of the school.	32	32	21	28	113	1.30	2.60
10.	Attend school board meetings.	27	14	17	45	103	1.57	2.22
Group mean and variance		45	27	16	25	113	1.40	2.75

^a4: to a large degree; 3: to a fair degree; 2: to a very limited degree; 1: not at all.

TABLE XXIII

DISTRIBUTION OF ADMINISTRATIVE PRACTICES BY RESPONSE
CATEGORY N (THIS ITEM IS NOT APPROPRIATE)

No. ^a	Response to N.	% of total response	No. ^a	Response to N.	% of total response.
1.	4	3.13	26.	9	7.03
2.	2	1.09	27.	4	3.13
3.	0	0.00	28.	2	1.09
4.	1	0.71	29.	43	33.59
5.	0	0.00	30.	10	7.81
6.	0	0.00	31.	1	0.71
7.	28	21.88	32.	2	1.09
8.	2	1.09	33.	9	7.03
9.	0	0.00	34.	21	16.41
10.	1	0.71	35.	2	1.09
11.	0	0.71	36.	1	0.71
12.	3	2.34	37.	0	0.00
13.	15	11.80	38.	4	3.13
14.	2	1.09	39.	3	2.34
15.	1	0.71	40.	12	9.37
16.	13	10.16	41.	10	7.81
17.	2	1.09	42.	6	4.61
18.	2	1.09	43.	22	17.19
19.	7	5.42	44.	15	11.80
20.	2	1.09	45.	23	17.97
21.	2	1.09	46.	46	35.94
22.	2	1.09	47.	16	12.50
23.	5	3.91	48.	3	2.34
24.	6	4.61	49.	25	19.53
25.	29	22.70			

^a Numbers correspond with rank order of administrative practice as they appear in Table XVI (supra. 73 to 79).

Several principals reported that items dealing with school boards did not apply to them since such items reflected a responsibility of the supervising principal. This seems to suggest that many principals have little direct contact with their school board, and rely on the supervising principal as a channel of communication.

Items related to teacher evaluation, orientation, assignment and selection received several responses in the "this item is not appropriate" category. While a few principals indicated that such items reflected a responsibility of the supervising principal or supervisor, the majority did not offer any explanation of why the items were not suited to their situation.

IV. SUMMARY AND CONCLUSIONS

To test Hypothesis I formulated for this study and analyzed in this chapter, use was made of statistics related to variation and central tendency. Tables XVI and XVII presented a distribution of the individual practices and groups of practices respectively by size of variance and mean response. From an analysis of these tables it may be concluded that Hypothesis I was supported, that is that responses from principals on each administrative practice and each group of practices will vary so that calculated

variance scores can be ranked on a continuum of consensus.

Principals agree in their performance of administrative practices related to the control, evaluation, supervision, promotion, reporting and grouping of pupils. Their responses indicated performance from a fair to a large degree. They display relatively little agreement in their performance of administrative practices related to school board relationships, indicating performances of such practices from a very limited to a fair degree.

Generally, principals did not encourage teachers to visit the homes of pupils, did not work with committees in planning new schools, and did not assist the school board in determining the school budget.

CHAPTER VI

ANALYSIS AND RESULTS: RESPONSES OF PRINCIPALS CLASSIFIED ON THE BASIS OF SELECTED VARIABLES

This chapter presents an analysis of the responses of principals classified according to selected variables. These variables are presented as hypotheses two, three, four, and five.

In the treatment of the data related to these hypotheses, means and variances were calculated for each group of principals responding to the questionnaire items. The 't' test was used to determine significance of differences between means, and the 'F' ratio to determine significance of differences between variances. Since use of the 't' test assumes homogeneity of variance, the Cochran and Cox method of determining significance of difference between means where population variances are unequal was used.¹ This method was applied whenever the 'F' ratio indicated significant differences in variances at or beyond the .05 level of confidence.

¹George A. Ferguson, Statistical Analysis in Psychology and Education (New York: McGraw Hill Book Company, 1966), pp. 171-3.

Only those administrative practices showing significant differences in responses will be discussed in this chapter. A more complete picture is presented in Appendix D.

I. CLASSIFICATION OF PRINCIPALS ON THE BASIS OF SELECTED PERSONAL AND PROFESSIONAL CHARACTERISTICS

Sex

Table XXIV presents those administrative practices displaying significant differences between responses of principals classified on the basis of sex. Twenty-four of the forty-nine practices received significantly different responses either between means or variances.

Female principals agreed more than male principals in their performance of practice two (provide opportunities for parents to discuss educational matters with teachers). However, the opposite is true with respect to practice six (encourage teachers to participate in community activities). In their response to practice four (encourage the establishment of a Home and School Association), male principals indicated performance to a fair degree while female principals indicated performance to a very limited degree.

Significant differences were found for five of the eleven administrative practices grouped under the task area,

TABLE XXIV

TESTS OF DIFFERENCES BETWEEN MEANS AND VARIANCES OF
PRINCIPALS CLASSIFIED BY SEX

Practice	Male		Female		Tests of significance			
	\bar{X}	s^2	\bar{X}	s^2	't'	sig.	'F'	sig.
Task Area A								
2.		0.56		0.24			2.332	.05
4.	3.03		2.14		3.877	.001		
6.		0.61		1.29			2.132	.05
Task Area B								
10.		0.64		1.45			2.261	.05
12.		0.64		1.14			1.786	.05
13.		0.52		1.17			2.236	.05
14.		0.43		0.06			7.628	.01
16.		0.79		1.40			1.765	.05
Task Area C								
19.		0.76		0.41			1.866	.05
22.		0.59		0.32			1.844	.05
23.		0.69		0.40			1.750	.05
24.	2.80		3.24		2.523	.05		
25.		0.43		1.35			3.112	.01
27.		0.69		0.38			1.794	.05
Task Area D								
30.	2.83		3.16		1.980	.05		
33.		1.78		1.51			1.781	.05
35.	2.77		3.25		3.136	.01		
38.	2.48		3.04		3.045	.01		
39.	2.59		3.12		3.030	.01		

TABLE XXIV (continued)

Practice	Male		Female		Tests of significance			
	\bar{X}	s^2	\bar{X}	s^2	't'	sig.	'F'	sig.
Task Area E								
40.	2.45		1.88		2.337	.05		
41.	2.85		2.19		2.996	.01		
43.		1.22		0.41			2.913	.05
44.		0.99		1.73			1.755	.05
45.	3.20		3.64		2.892	.01		

Pupil Personnel: assist supervisors in evaluating the effectiveness of teachers; enlist the help of teachers in planning the agenda of staff meetings; assign extra-curricular activities equally among the staff with due consideration to such things as teaching load, interest and health; support a teacher's action when face to face with parents and/or pupils; and, communicate teachers' feelings, attitudes and ideas regarding educational policies of the system to local educational authorities. With but one exception, "support a teacher's action when face to face with parents and/or pupils," male principals displayed higher consensus in their performance.

Female principals, with the exception of practice 25 (encourage teachers to visit the homes of pupils), agreed more than male principals in their performance of practice nineteen (encourage teachers to group classes within a grade for the improvement of instruction); practice twenty-two (work with teachers in the evaluation of individual pupil progress); practice twenty-three (review report cards before they are sent home to parents); and practice twenty-seven (arrange for the supervision of pupils during lunch hour). Female principals indicated performance to a larger degree than male principals of practice twenty-four (organizing conferences between individual parents and teachers to discuss pupil progress).

Female principals displayed relatively higher consensus than male principals in their performance of practice thirty-three (encourage the school authorities to provide some form of enrichment and/or acceleration for the academically gifted). Although this practice did receive significantly different responses ($s^2 = 1.78$, and $s^2 = 1.51$), in each case a relative lack of consensus is indicated. Four other practices in this task area solicited significantly different responses. In each of these four cases (involve teachers in formulating the objectives of the school; visit teachers in classrooms for the purpose of improving the quality of instruction; encourage teachers to experiment with the course content; and provide professional literature for the teaching staff), female principals indicated performance from a fair to a large degree while male principals indicated performance from a very limited to a fair degree.

Female principals displayed higher consensus in their performance of practice forty-three (work with committees in the planning of new schools), but male principals displayed higher consensus in their performance of practice forty-four (keep the school board informed of the school's activities through reports in addition to those required by the Department of Education). Male

principals indicated attendance at school board meetings (practice forty) from a very limited to a fair degree. Female principals, on the other hand, indicated no attendance, or attendance to a very limited degree. Female principals, however, indicated a higher degree of performance of practice forty-five (work out schedules of supervisory duties to ensure adequate supervision of the lunchroom, playground, etc.).

Age

Table XXV presents those administrative practices displaying significant differences between responses of principals less than thirty years and fifty or more years of age. Two practices displayed significant differences in mean response. Principals fifty or more years of age indicated performance of practices nineteen and twenty (encourage teachers to group classes within a grade for the improvement of instruction; and arrange for the testing of pupils' intelligence) from a fair to a large degree. Principals younger than thirty years indicated performance from a very limited to a fair degree. Older principals indicated more agreement in their performance of practice forty-six (share in the extra duties around the school, such as: supervision of the lunchroom, playground, etc.).

TABLE XXV

TESTS OF DIFFERENCES BETWEEN MEANS AND VARIANCES OF
PRINCIPALS CLASSIFIED BY AGE

Practice	< 30 yrs.		≥ 50 yrs.		Tests of significance			
	\bar{X}	s^2	\bar{X}	s^2	't'	sig.	'F'	sig.
Task Area C								
19.	2.73		3.21		2.143	.05		
20.	2.61		3.24		2.246	.05		
Task Area E								
46.		1.06		0.46			2.286	.05

Professional Preparation

Table XXVI presents those administrative practices showing significant differences between responses of principals classified on the basis of professional preparation (degree - no degree). On practices two (provide opportunities for parents to discuss educational matters with teachers), seven (is involved in the selection of teachers for the staff of the school) and twenty-four (organize conferences between individual parents and teachers to discuss pupil progress), principals with degrees reported performance to a larger degree than principals without degrees. The opposite is true for practices twenty-five (encourage teachers to visit the homes of pupils), twenty-six (grant parents permission to see school records which the school has concerning their children) and thirty-seven (assist teachers in developing experiments to test the relative effectiveness of various teaching methods).

Principals with degrees displayed greater consensus in their performance of practices six (encourage teachers to participate in community activities), twenty-seven (arrange for the supervision of pupils during lunch hour), and forty-seven (order and arrange for the distribution of instructional aids to teachers), whereas principals without

TABLE XXVI

TESTS OF DIFFERENCES BETWEEN MEANS AND VARIANCES OF PRINCIPALS
CLASSIFIED BY PROFESSIONAL PREPARATION

Practice	Degree		No Degree		Tests of significance			
	\bar{X}	s^2	\bar{X}	s^2	't'	sig.	'F'	sig.
Task Area A								
2.	3.57		3.29		2.400	.05		
6.		0.52		1.08			2.086	.05
Task Area B								
7.	3.06		2.54		2.374	.05		
Task Area C								
24.	3.21		2.84		2.195	.05		
25.	1.50		1.92		2.378	.05		
26.	2.00		2.48		2.367	.05		
27.		0.10		0.86			8.231	.01
Task Area D								
37.	2.08		2.56		3.277	.01		
Task Area E								
42.		1.32		0.70			1.893	.05
43.		1.52		0.56			2.690	.05
47.		0.29		0.58			2.020	.05

degrees displayed higher consensus in their performance of practices forty-two (assist the school in determining the school budget) and forty-three (work with committees in the planning of new schools).

Administrative Experience

Principals classified on the basis of administrative experience expressed significantly different responses on eight administrative practices. For practice two (provide opportunities for parents to discuss educational matters with teachers), principals with less than five years of administrative experience reported performance to a larger degree than principals with fifteen or more years. The opposite was found for practice forty-eight (supervise the work of the janitor).

Principals with fifteen or more years administrative experience displayed greater consensus in their performance of practices five (take an active part in local organizations such as: Lions, Kiwanis, Church Clubs, etc.), twenty-five (encourage teachers to visit the homes of pupils), thirty-one (encourage teachers to utilize community resources in enriching the curriculum), thirty-seven (assist teachers in developing experiments to test the relative effectiveness of various teaching methods) and

TABLE XXVII

TESTS OF DIFFERENCES BETWEEN MEANS AND VARIANCES OF PRINCIPALS
CLASSIFIED BY ADMINISTRATIVE EXPERIENCE

Practice	< 5 yrs.		≥ 15 yrs.		Tests of significance			
	\bar{X}	s^2	\bar{X}	s^2	't'	sig.	'F'	sig.
Task Area A								
2.	3.46		3.10		2.225	.05		
5.		1.36		0.82			1.669	.05
Task Area C								
25.		1.32		0.46			2.851	.05
Task Area D								
31.		0.86		0.44			1.940	.05
37.		0.92		0.51			1.793	.05
Task Area E								
42.		1.08		0.50			2.168	.05
43.		0.45		0.99			2.199	.05
48.	2.92		3.31		2.067	.05		

forty-two (assist the school board in determining the school budget). Greater consensus was displayed by principals with less than five years administrative experience only in the performance of practice forty-three (work with committees in the planning of new schools).

Teaching Experience

Principals classified on the basis of teaching experience displayed significantly different responses on four administrative practices (Table XXVIII). Principals with twenty or more years of teaching experience expressed performance to a larger degree of practices seventeen (give every encouragement to teachers to improve their qualifications), nineteen (encourage teachers to group classes within a grade for the improvement of instruction) and thirty-eight (encourage teachers to experiment with the course content). Greater consensus was shown by principals with less than five years teaching experience in their performance of practice thirty-nine (provide professional literature for the teaching staff).

TABLE XXVIII

TESTS OF DIFFERENCES BETWEEN MEANS AND VARIANCES OF PRINCIPALS
CLASSIFIED BY TEACHING EXPERIENCE

Practice	< 10 yrs.		≥ 20 yrs.		Tests of significance			
	\bar{X}	s^2	\bar{X}	s^2	't'	sig.	'F'	sig.
Task Area B								
17.	3.00		3.42		2.027	.05		
Task Area C								
19.	2.76		3.17		2.091	.05		
Task Area D								
38.	2.13		2.63		2.000	.05		
39.		0.56		1.15			2.071	.05

II. SIZE OF SCHOOL, HOURS TAUGHT PER WEEK AND CHILDREN SERVED BY THE SCHOOL BOARD

Size of School

Table XXIX presents those administrative practices showing significant differences between the responses of principals classified on the basis of school size. Principals administering schools with fifteen or more classrooms displayed greater consensus in their performance of practices two (provide opportunities for parents to discuss educational matters with teachers), three (encourage parents and other lay citizens to attend assemblies and other school programs), fourteen (support a teacher's action when face to face with parents and/or pupils), twenty (arrange for the testing of pupils' intelligence), twenty-two (work with teachers in the evaluation of individual pupil progress), twenty-seven (arrange for the supervision of pupils during lunch hour), twenty-nine (assist individual teachers in finding solutions to unsatisfactory classroom control situations), and forty-seven (order and arrange for the distribution of instructional aids to teachers). These principals displayed lower consensus in their performance of practices twenty-three (review report cards before they are sent home to parents), thirty-four (provide leadership

TESTS OF DIFFERENCES BETWEEN MEANS AND VARIANCES OF PRINCIPALS
CLASSIFIED BY SIZE OF SCHOOL

Practice	< 10 cl. rms.		≥ 15 cl. rms.		Tests of significance			
	\bar{X}	s^2	\bar{X}	s^2	't'	sig.	'F'	sig.
Task Area A								
2.		0.46		0.21			2.172	.05
3.		0.80		0.39			2.068	.05
6.	2.16		2.57		2.199	.05		
Task Area B								
7.	2.50		3.41		3.796	.001		
10.	2.66		3.29		2.754	.01		
11.	2.36		2.85		1.999	.05		
14.		0.29		0.12			2.444	.05
Task Area C								
19.	2.96		3.39		2.451	.05		
20.		1.10		0.39			2.860	.05
21.	2.83		3.48		3.317	.01		
22.		0.51		0.23			2.257	.05
23.		0.54		1.01			1.848	.05
24.	2.86		3.28		2.134	.05		
25.	1.64		2.12		2.060	.05		
27.		0.93		0.69			13.554	.001
29.		0.42		0.12			3.513	.05
Task Area D								
34.		0.60		1.11			1.847	.05
35.	2.83		3.31		2.610	.05		
36.	2.70		3.24		3.183	.01		
Task Area E								
42.		0.65		1.41			2.150	.05
47.		0.56		0.16			3.398	.05

in the development of extra-curricular activities) and forty-two (assist the school board in determining the school budget).

Principals administering schools with fifteen or more classrooms reported larger degrees of performance of practices six (encourage teachers to participate in community affairs), seven (is involved in the selection of teachers for the staff of the school), ten (assist supervisors in evaluating the effectiveness of teachers), eleven (review with each teacher any written evaluation of that teacher's work), nineteen (encourage teachers to group classes within a grade for the improvement of instruction), twenty-one (arrange for standardized achievement tests to be administered to pupils in the school), twenty-four (organize conferences between individual parents and teachers to discuss pupil progress), twenty-five (encourage teachers to visit the homes of pupils), thirty-five (visit teachers in classrooms for the purpose of improving the quality of instruction) and thirty-six (give specific advice to teachers regarding improved methods of presentation).

Hours Taught per Week

Principals classified on the basis of hours taught per week displayed significant differences on nineteen

TABLE XXX

TESTS OF DIFFERENCES BETWEEN MEANS AND VARIANCES OF PRINCIPALS
CLASSIFIED BY HOURS TAUGHT PER WEEK

Practice	< 5 hours		≥ 11 hours		Tests of significance			
	\bar{X}	s^2	\bar{X}	s^2	't'	sig.	'F'	sig.
Task Area A								
4.	2.28		2.96		2.689	.01		
Task Area B								
12.		1.13		0.34			2.105	.05
Task Area C								
19.	3.26		2.84		2.440	.05		
20.		0.40		1.00			2.525	.05
21.	3.15		2.65		2.365	.05		
22.		0.37		0.65			1.742	.05
24.	3.13		2.72		2.033	.05		
25.		1.08		0.49			2.219	.05
27.		0.28		1.09			3.954	.05
29.		0.19		0.40			2.081	.05
Task Area D								
30.		1.07		0.62			1.742	.05
32.	3.21		2.76		2.229	.05		
35.	3.11		2.73		2.575	.05		
36.	3.00		2.63		2.138	.05		
39.	3.06		2.45		3.152	.01		
Task Area E								
41.	2.23		2.77		2.212	.05		
44.	2.37		2.98		2.584	.01		
46.		0.88		0.56			1.701	.05
47.		0.34		0.97			1.658	.05

administrative practices. Principals teaching less than five hours per week reported greater performance of practices nineteen, twenty-one, twenty-four, thirty-two, thirty-five, thirty-six and thirty-seven, and a lesser degree of performance of practices four, forty-one and forty-two. These principals, as well, displayed higher consensus in their performance of practices twenty, twenty-two, twenty-seven, twenty-nine and forty-seven, and less consensus in their performance of practices twelve, twenty-five, thirty and forty-six. These findings support those presented in Table XXIX (supra, p. 117). It would thus appear that hours per week taught is a reflection of school size.

Children Served by Board

Principals employed by boards serving more than two thousand children displayed greater consensus in their performance of practices twenty-two (work with teachers in the evaluation of individual pupil progress), twenty-seven (arrange for the supervision of pupils during lunch hour) and twenty-nine (assist individual teachers in finding solutions to unsatisfactory classroom control situations). However, principals employed by boards serving less than five hundred children indicated higher consensus in their

TABLE XXXI

TESTS OF DIFFERENCES BETWEEN MEANS AND VARIANCES OF PRINCIPALS
CLASSIFIED BY NUMBER OF CHILDREN SERVED BY THE SCHOOL BOARD

Practice	< 500 children		> 2000 children		Tests of significance			
	\bar{X}	s^2	\bar{X}	s^2	't'	sig.	'F'	sig.
Task Area B								
10.	2.60		3.10		2.200	.05		
Task Area C								
22.		0.75		0.29			2.573	.05
23.		0.43		0.96			2.223	.05
24.	2.68		3.19		2.359	.05		
27.		1.20		0.11			10.745	.01
29.		0.54		0.18			2.942	.05
Task Area E								
41.	2.82		2.23		2.100	.05		
44.	3.07		2.35		3.012	.01		

performance of practice twenty-three (review report cards before they are sent home to parents). These principals also reported larger degrees of performance of practices forty-one (assist the school board in making policies that have a direct bearing on the operation of the school) and forty-two (assist the school board in determining the school budget), but lesser degrees of performance of practices ten (assist supervisors in evaluating the effectiveness of teachers) and twenty-four (organize conferences between individual parents and teachers to discuss uppil progress).

III. SUMMARY AND CONCLUSIONS

In this chapter four hypotheses were tested in order to ascertain whether principals classified by selected variables differ in their responses to the administrative practices identified in this study.

Results of Tests of Hypothesis 2

Hypothesis 2 states that there are no significant differences in the responses of principals classified on the basis of personal and professional characteristics. In testing this hypothesis the principals were compared on the basis of sex, age, professional preparation, administrative experience and teaching experience.

Principals classified by sex differed significantly in their responses to twenty-four administrative practices. When principals were compared on the basis of age, significant differences occurred on three administrative practices. Principals compared on the basis of professional preparation differed significantly on eleven of the forty-nine practices. Finally, principals compared by years of administrative experience and teaching experience differed significantly on eight and four administrative practices respectively. It was concluded on the basis of these five sub-hypotheses that principals classified on the basis of personal and professional characteristics differed significantly in their responses to individual administrative practices. The null hypothesis that there are no significant differences was therefore rejected.

Results of Tests of Hypothesis 3

Hypothesis 3 states that there are no significant differences in the responses of principals classified on the basis of school size. Principals differed significantly on twenty-one administrative practices. This hypothesis was therefore rejected.

Results of Tests of Hypothesis 4

Hypothesis 4 states that there are no significant differences in the responses of principals classified on the basis of hours taught per week. Nineteen differences occurred when principals teaching less than five hours per week were compared with principals teaching eleven or more hours per week. This hypothesis was also rejected.

Results of Tests of Hypothesis 5

Hypothesis 5 states that there are no significant differences in the responses of principals classified on the basis of the number of children served by the board. Significant differences were found on eight of the forty-nine administrative practices. It was concluded that Hypothesis five was rejected.

CHAPTER VII

ANALYSIS AND RESULTS: RESPONSES OF PRINCIPALS CLASSIFIED ON THE BASIS OF SELECTED VARIABLES AND TEACHERS WORKING WITH THESE PRINCIPALS

The major purpose of this chapter is to present Hypothesis 6 which has been stated in Chapter I, and discuss the related findings.

In general it is hypothesized that there are no significant differences between the way principals describe their performance and the manner in which their performance is described by teachers. For purposes of analysis principals and teachers were grouped on the basis of selected variables. For example, responses of male principals were compared with responses of teachers working with male principals, or responses of principals with degrees were compared with responses of teachers working with degree principals. The Chi Square test of significance was used to test the hypothesis. This test was used for all forty-nine administrative practices. However, only practices with significant differences are reported in this chapter. A more complete presentation of the findings related to this hypothesis is found in Appendix E.

I. TESTING THE HYPOTHESIS

Sex, Age and Professional Preparation

Significant differences were found between male principals and their teachers on twenty-two, and between female principals and their teachers on ten, of the forty-nine administrative practices identified in the questionnaire (Appendix B). Table XXXII further shows that the greatest discrepancy was centred in the question of whether the principal enlisted the help of teachers in the planning of staff meetings, and whether he worked with teachers in the improvement of instruction.

Principals less than thirty years of age and their teachers differed significantly on six administrative practices while principals fifty or more years of age and their teachers differed significantly on ten practices. As shown in Table XXXIII, they differed very significantly in whether the principal gave specific advice to teachers regarding improved methods of presentation, and whether he attended school board meetings.

As shown by Table XXXIV principals with degrees and their teachers differed significantly on thirteen practices. Principals without degrees and their teachers differed significantly on sixteen. The points of widest disagreement were found to be those practices concerning

TABLE XXXII

CHI SQUARE ANALYSIS OF PRINCIPALS CLASSIFIED BY SEX
AND TEACHERS WORKING WITH THESE PRINCIPALS

Teachers with male principals			Teachers with female principals		
Practice	χ^2	Level of significance	Practice	χ^2	Level of significance
1.	11.93	.05	9.	13.98	.01
6.	19.44	.01	15.	10.31	.05
9.	10.90	.05	25.	16.06	.01
12.	30.03	.001	30.	9.63	.05
13.	17.79	.01	35.	11.63	.05
19.	9.87	.05	37.	9.83	.05
25.	13.70	.01	38.	15.33	.01
26.	27.80	.001	40.	18.64	.001
29.	11.15	.05	41.	12.31	.05
31.	17.80	.01	42.	11.28	.05
33.	10.14	.05			
34.	13.21	.05			
35.	28.69	.001			
36.	32.48	.001			
37.	32.96	.001			
39.	10.34	.05			
40.	30.93	.001			
41.	13.16	.05			
42.	16.60	.01			
43.	12.44	.05			
44.	15.67	.01			
45.	12.22	.05			

For significance at or beyond the .05 level, $\chi^2 = 9.49$
 For significance at or beyond the .01 level, $\chi^2 = 13.28$
 For significance at or beyond the .001 level, $\chi^2 = 18.46$

TABLE XXXIII

CHI SQUARE ANALYSIS OF PRINCIPALS CLASSIFIED BY AGE
AND TEACHERS WORKING WITH THESE PRINCIPALS

Teachers with principals < 30 years of age			Teachers with principals ≥ 50 years of age		
Practice	χ^2	Level of significance	Practice	χ^2	Level of significance
6.	14.50	.01	1.	9.93	.05
26.	11.46	.05	25.	12.87	.05
36.	16.15	.01	35.	12.93	.05
37.	11.19	.05	36.	11.52	.05
40.	15.58	.01	37.	9.81	.05
42.	11.40	.05	40.	18.66	.001
			41.	11.74	.05
			42.	11.28	.05
			44.	14.46	.01
			45.	12.73	.05

For significance at or beyond the .05 level, $\chi^2 = 9.49$
 For significance at or beyond the .01 level, $\chi^2 = 13.28$
 For significance at or beyond the .001 level, $\chi^2 = 18.46$

TABLE XXXIV

CHI SQUARE ANALYSIS OF PRINCIPALS CLASSIFIED BY
PROFESSIONAL PREPARATION AND TEACHERS WORKING
WITH THESE PRINCIPALS

Teachers with degree principals			Teachers with non degree princi		
Practice	χ^2	Level of significance	Practice	χ^2	Level of significance
1.	11.31	.05	9.	16.45	.01
6.	16.30	.01	12.	13.66	.01
9.	11.31	.05	13.	14.60	.01
12.	23.58	.001	15.	15.56	.01
26.	14.83	.01	25.	25.19	.001
35.	24.94	.001	26.	16.66	.01
36.	16.61	.01	29.	11.07	.05
37.	20.61	.001	30.	13.76	.01
40.	22.04	.001	31.	16.14	.01
41.	12.42	.05	34.	14.29	.01
42.	22.10	.001	35.	13.05	.05
43.	12.06	.05	36.	22.82	.001
44.	13.42	.01	37.	28.75	.001
			38.	10.58	.05
			40.	30.35	.001
			41.	14.85	.01

For significance at or beyond the .05 level, $\chi^2 = 9.49$
 For significance at or beyond the .01 level, $\chi^2 = 13.28$
 For significance at or beyond the .001 level, $\chi^2 = 18.46$

staff involvement in the planning of staff meetings, classroom visitation, experimentation with teaching methods, and the encouragement of teachers to visit the homes of pupils. The specific practice showing greatest divergence in responses was whether the principal attended school board meetings.

Administrative and Teaching Experience

Principals with less than five years administrative experience and their teachers differed significantly on ten administrative practices. Principals with fifteen or more years administrative experience and their teachers also differed significantly on ten practices. In the first case, the greatest divergences were concerned with granting parents permission to see school records concerning their children, and whether principals attended school board meetings. In the second case, the points of widest disagreement were those practices related to school board meetings, experimentation with teaching method, and classroom visitation.

Similar results were observed when principals were classified on the basis of teaching experience. In both cases the areas reflecting most disagreement were again those concerned with school board meetings, classroom visitation, experimentation with teaching method and course content.

These data are presented in Tables XXXV and XXXVI.

Size of School, Hours taught per Week and Children Served
by the School Board

When principals were classified on the basis of school size, hours taught per week and children served by the school board, similar results were again found. Teachers and principals responded quite differently to practices related to involvement of teachers in the planning of staff meetings, orientation of new teachers, visiting homes of pupils, experimentation with teaching method and course content, school board meetings, classroom visitation and school budget.

These data are shown in Tables XXXVII, XXXVIII and XXXIX.

II. DISCUSSION OF THE RESULTS

A general overview of the findings presented in Tables XXXII - XXXIX reveals that the null hypothesis of no significant differences between the responses of principals and teachers was rejected on thirty-one of the forty-nine administrative practices. An examination of the data through calculation of the per cent response in each choice category for each variable showed that, generally, principals rated their performance to a larger degree than did their

TABLE XXXV

CHI SQUARE ANALYSIS OF PRINCIPALS CLASSIFIED BY
ADMINISTRATIVE EXPERIENCE AND TEACHERS WORKING
WITH THESE PRINCIPALS

Teachers with principals with <5 years adm. experience			Teachers with principals with ≥ 15 years adm. experience		
Practice	χ^2	Level of significance	Practice	χ^2	Level of significance
6.	12.71	.05	5.	9.73	.05
9.	15.30	.01	12.	12.97	.05
12.	10.64	.05	25.	12.60	.05
19.	9.64	.05	30.	9.87	.05
26.	19.49	.001	35.	15.37	.01
36.	12.05	.05	36.	12.53	.05
37.	11.72	.05	37.	16.10	.01
40.	18.67	.001	40.	22.47	.001
41.	16.95	.01	42.	12.17	.05
42.	11.51	.05	44.	12.26	.05

For significance at or beyond the .05 level, $\chi^2 = 9.49$
 For significance at or beyond the .01 level, $\chi^2 = 13.28$
 For significance at or beyond the .001 level, $\chi^2 = 18.46$

TABLE XXXVI

CHI SQUARE ANALYSIS OF PRINCIPALS CLASSIFIED BY TEACHING
EXPERIENCE AND TEACHERS WORKING WITH THESE PRINCIPALS

Teachers with principals with < 10 years teaching experience			Teachers with principals with ≥ 20 years teaching experience		
Practice	χ^2	Level of significance	Practice	χ^2	Level of significance
6.	11.34	.05	1.	17.16	.01
12.	10.35	.05	9.	11.87	.05
26.	10.84	.05	12.	13.60	.01
37.	11.61	.05	25.	17.33	.01
40.	23.09	.001	26.	10.72	.05
41.	15.50	.01	30.	17.41	.01
42.	13.76	.01	31.	14.07	.01
			34.	11.59	.05
			35.	28.29	.001
			36.	20.36	.001
			37.	23.71	.001
			40.	29.15	.001
			41.	10.55	.05
			42.	14.72	.01
			44.	17.28	.01

For significance at or beyond the .05 level, $\chi^2 = 9.49$
 For significance at or beyond the .01 level, $\chi^2 = 13.28$
 For significance at or beyond the .001 level, $\chi^2 = 18.46$

TABLE XXXVII

CHI SQUARE ANALYSIS OF PRINCIPALS CLASSIFIED BY SIZE
OF SCHOOL AND TEACHERS WORKING WITH THESE PRINCIPALS

Teachers with principals in schools with <10 classrooms			Teachers with principals in schools with ≥ 15 classrooms		
Practice	χ^2	Level of significance	Practice	χ^2	significance
10.	10.60	.05	5.	10.61	.05
12.	19.78	.001	6.	15.14	.01
19.	10.84	.05	7.	10.54	.05
26.	20.42	.001	9.	27.16	.001
31.	15.12	.01	11.	11.03	.05
32.	11.36	.05	12.	14.32	.01
34.	13.44	.01	25.	23.89	.001
35.	13.27	.05	34.	11.15	.05
36.	15.06	.01	35.	9.72	.05
37.	20.92	.001	36.	17.86	.01
40.	22.64	.001	40.	17.49	.01
41.	11.68	.05	44.	13.74	.01
42.	13.61	.01			

For significance at or beyond the .05 level, $\chi^2 = 9.49$
 For significance at or beyond the .01 level, $\chi^2 = 13.28$
 For significance at or beyond the .001 level, $\chi^2 = 18.46$

TABLE XXXVIII

CHI SQUARE ANALYSIS OF PRINCIPALS CLASSIFIED BY HOURS
 TAUGHT PER WEEK AND TEACHERS
 WORKING WITH THESE PRINCIPALS

Teachers with principals teaching < 5 hours per week			Teachers with principals teaching ≥ 11 hours per week		
Practice	χ^2	Level of significance	Practice	χ^2	Level of significance
9.	19.13	.001	6.	11.59	.05
12.	10.42	.05	12.	19.55	.001
25.	23.10	.001	18.	11.32	.05
29.	9.57	.05	19.	14.76	.01
35.	14.11	.01	26.	19.89	.001
36.	13.08	.05	31.	13.68	.01
37.	14.65	.01	35.	18.66	.001
40.	29.25	.001	36.	22.75	.001
41.	20.38	.001	37.	20.99	.001
42.	14.51	.01	40.	16.17	.01
43.	11.28	.05	41.	11.54	.05
44.	19.64	.001			
45.	13.93	.01			

For significance at or beyond the .05 level, $\chi^2 = 9.49$
 For significance at or beyond the .01 level, $\chi^2 = 13.28$
 For significance at or beyond the .001 level, $\chi^2 = 18.46$

TABLE XXXIX

CHI SQUARE ANALYSIS OF PRINCIPALS CLASSIFIED BY
THE NUMBER OF CHILDREN SERVED BY THE
SCHOOL BOARD AND TEACHERS WORKING
WITH THESE PRINCIPALS

Teachers with prin. employed by board with < 500 children			Teachers with prin. employed by board with > 2000 children		
Practice	X^2	Level of significance	Practice	X^2	Level of significance
12.	12.71	.05	9.	12.95	.05
13.	10.54	.05	12.	13.30	.01
19.	11.05	.05	25.	11.41	.05
26.	15.07	.01	26.	21.78	.001
34.	9.91	.05	31.	9.54	.05
36.	12.93	.05	35.	11.29	.05
37.	10.27	.05	36.	11.26	.05
42.	9.78	.05	37.	17.04	.01
			40.	28.38	.001
			41.	22.18	.001
			42.	14.19	.01
			43.	14.12	.01
			44.	25.48	.001
			45.	10.88	.05

For significance at or beyond the .05 level, $X^2 = 9.49$
 For significance at or beyond the .01 level, $X^2 = 13.28$
 For significance at or beyond the .001 level, $X^2 = 18.46$

teachers on twenty-three of the thirty-one administrative practices on which the responses of the two groups differed significantly.

In Task Area A, School and Community Relationships, significant differences were found on practices one (takes an active role in interpreting the school to the public), five (takes an active part in local organizations such as: Lions, Kiwanis, Church Clubs, etc.) and six (encourages teachers to participate in community activities). With the exception of practice six, principals indicated performance to the larger degree.

Significant differences were found on practices nine (organizes a program of orientation for teachers new to the system) and twelve (enlists the help of teachers in planning the agenda of staff meetings) in the Task Area Staff Personnel. Again, principals indicated their performance to a larger degree than did their teachers. Significant differences were also found on those practices concerning selection of teachers, evaluation of teachers and expression of teachers' views regarding school policy. Only in the area of teacher evaluation did teachers report a larger degree of performance than did the principals themselves.

In the Task Area, Pupil Personnel, significant differences were found on five of the twelve administrative practices in this category. The greatest divergences were concerned with whether principals encouraged teachers to visit the homes of pupils and their granting parents permission to see school records concerning their children. Significant differences were also found on those practices concerning grouping, promotion and classroom control.

Significant differences were found on all ten administrative practices in the Task Area, Curriculum Development and Instructional Leadership. As well, in all cases principals indicated their performance to a larger degree than did their teachers. The points of widest disagreement in this area were found to be those practices relating to use of community resources for enrichment of the curriculum, classroom visitation, advice to teachers regarding improved methods of presentation, and experimentation with teaching method and course content.

Principals and teachers differed significantly on six of the ten administrative practices classified as the Task Area, Organization and Management of the School. All but one were concerned with interaction between the principal and the school board. Greatest discrepancy was found in the responses to those practices concerned with attendance at board meetings and involvement in policy-making

that bears directly on school operation. With but one exception, teachers indicated their principals' performance to a larger degree than did the principals.

III. SUMMARY AND CONCLUSIONS

In this chapter the hypothesis that there are no significant differences between the way principals describe their performance and the manner in which their performance is described by teachers was tested and rejected on thirty-one of the forty-nine administrative practices identified in the study. Principals and teachers differed significantly on three of the six practices relating to school and community relationships, on seven of the eleven practices relating to staff personnel, on five of the twelve practices relating to pupil personnel, on all ten practices relating to curriculum development and instructional leadership and on six of the ten practices relating to organization and management of the school.

Principals thought they were performing to a greater degree than their teachers thought they were on twenty-three of the thirty-one practices on which the responses of the two groups were significantly different.

Teachers rated their principals higher in performance on those practices under the task area, organization and management of the school, than on the practices under the task areas, school and community relationships, staff personnel, pupil personnel and curriculum development and instructional leadership.

CHAPTER VIII

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The purpose of this chapter is to present a summary of the problem which was investigated, the framework for the study, the methodology employed and the findings arising from the testing of the six hypotheses. The findings are discussed in three sections corresponding to the three divisions of the analyses. Finally, some general conclusions are presented, and recommendations for further research proposed.

I. SUMMARY OF THE STUDY

The present study was undertaken in an attempt to investigate the administrative performance of those elementary school principals administering schools of six or more classrooms.

The basic theoretical framework underlying the study concerns the nature of the social setting within which the principal performs his role. This setting is well-explained by a theory of administrative behavior in social

systems presented by Getzels and Guba.¹ The theory depicts the school as a social system within which the behavior of persons is largely determined by the perceptions that each has of the behavior of the others, and of their expectations for their roles. Such perceptions are influenced by the personality of the perceiver and by the nature of the perceived situation. On this basis it was concluded that the principal's administrative performance would be determined by his own unique personality and need-dispositions, the particular situation in which he works, his perception of the role he is to perform, and his perception of the expectations that others have for his position.

Teachers and principals in elementary schools of six or more classrooms were chosen as respondents for this study, and questionnaires, prepared for this purpose, were distributed to all the principals and a sampled number of teachers. Five task areas of the principal were investigated: school-community relationships, staff personnel, pupil personnel, curriculum development and instructional leadership, and organization and management of the school. The hypotheses advanced for the study were tested for significance by the 't' test, 'F' ratio and Chi Square.

¹ Jacob W. Getzels and Egon G. Guba, "Social Behavior and the Administrative Process," The School Review, LXV (Winter, 1957), pp. 423-41.

Summary of Findings Related to Hypothesis 1.

The findings support hypothesis 1, namely, that responses of principals to each administrative practice will vary so that calculated variance scores can be ranked on a continuum of consensus. The forty-nine administrative practices included as questionnaire items were presented in rank order, ranging from those items displaying most consensus (lowest variance score) to those displaying least consensus (highest variance score).

A range in the variance scores from 0.31 to 1.57 indicated varying degrees of consensus in the performance of those administrative practices identified in the study. Many of the practices relating to staff personnel and pupil personnel appear in the upper quartile of the continuum, while practices relating to curriculum development and instructional leadership tend to occupy the mid-range. Some of those practices within the task areas of staff and pupil personnel, along with practices relating to organization and school management, were distributed throughout the lower twenty-five per cent of the continuum.

Generally, there was a high degree of consensus among principals in their performance of those practices relating to the control, evaluation, supervision, promotion,

reporting and grouping of pupils. They displayed lower consensus in their performance of those practices relating to school board relationships, selection of teachers and teacher evaluation. Principals, generally, did not encourage teachers to visit the homes of pupils, did not work with committees in planning new schools, and did not assist the school board in determining the school budget.

Summary of Findings Related to Hypotheses 2 to 5

Hypotheses 2, 3, 4 and 5 were concerned with an analysis of the responses of principals classified on the bases of selected variables.

Principals classified on the basis of selected personal and professional characteristics differed significantly in their responses to thirty-five of the forty-nine administrative practices. These significant differences were found on four of the six practices in the task area, school-community relationships; on seven of the eleven practices in the task area, staff personnel; on eight of the twelve practices in the task area, pupil personnel; on seven of the ten practices in the task area, curriculum development and instructional leadership; and on nine of the ten practices in the task area, organization and management of the school.

When classified on the basis of sex, principals differed significantly in their responses to twenty-four administrative practices. Female principals displayed higher consensus than male principals in their responses to those practices relating to providing opportunities for parents to discuss educational matters with teachers, supporting teachers' actions, grouping, pupil evaluation, reporting, supervision, encouraging educational authorities to provide enrichment for gifted children, and working with committees in the planning of new schools. The reverse was true for those practices relating to participation of teachers in community activities, teacher evaluation, planning staff meetings, assignment of extra-curricular activities among staff members, channelling of teachers' views concerning policies of the school system to local educational authorities, and forwarding supplementary reports to the school board. On those practices displaying significant differences in the mean response, female principals reported a higher degree of performance than did male principals on all but the three practices relating to the establishment or maintenance of a Home and School Association, attendance at school board meetings, and assisting the school board in making policy that has a direct bearing on the operation of the school.

Principals differed significantly in their responses to twenty-one administrative practices when classified on the basis of school size, to nineteen practices when classified on the basis of the number of hours taught per week, and to eight practices when classified on the basis of the number of children served by the school board.

Summary of the Findings Relating to Hypothesis 6

Hypothesis 6 which states that there are no significant differences between the way principals describe their performance and the manner in which their performance is described by their teachers, was tested and rejected on thirty-one of the forty-nine administrative practices. Three of these practices related to school and community relationships, seven to staff personnel, five to pupil personnel, ten to curriculum development and instructional leadership, and six to organization and management of the school.

Principals rated themselves higher than did their teachers on twenty-three of the thirty-one administrative practices displaying significant differences.

II. CONCLUSIONS

1. The theoretical framework for this study establishes that the administrative performance of the school principal is determined by several factors. This theory is supported by the findings that principals expressed varying degrees of consensus in their performance of the forty-nine administrative practices identified in the study. It is concluded that the administrative performance of those elementary school principals sampled is determined by their own unique personalities, the situations in which they work, and their perceptions of the roles they are to perform.

Elementary school principals who are concerned with their administrative performance relative to that of their fellow-administrators, should bear in mind the unique aspects of each administrative situation. One implication of this concern is the need for stronger communications between principals, in order that they become more aware of each other's performance in varying situations and under different circumstances. Such communications may, to some degree, already exist within consolidated or urban areas where the likelihood of interaction is greater. However, elementary school principals in the smaller schools (6-10 classrooms) are often separated geographically, and

experience only the commonality of university courses. The need for greater interaction is stressed, as well as a need for the elementary school principal to take a more active part in the Newfoundland Administrators' Association.

2. Generally, principals displayed highest consensus in their performance of those practices relating to the control, evaluation, supervision, promotion, reporting and grouping of pupils. The performance of these practices was reported from a fair to a large degree. It is concluded that elementary school principals are following relatively similar procedures regarding the administration of pupil personnel.

One might conclude from the above that there is very little experimentation being carried out in the area of pupil personnel administration, in the schools sampled. While this may be so, it is hoped, however, that this does not mean that the elementary school principals are doing little by way of innovation regarding the administration of pupils, and are following the same recipe-style so familiar a few years ago. Whichever the case, such universality regarding the administration of pupil personnel as was shown by the findings, has implications in that efforts to experiment with techniques such as team-teaching,

non-grading, or different methods of evaluating and reporting pupil progress should be given consideration. Principals in the field need to become increasingly aware of modern trends in pupil administration.

3. Elementary school principals are not accepting responsibility or are not given the opportunity to accept responsibility for the selection, orientation and evaluation of their teachers.

To administer effectively, the principal 'needs to know' his teachers. Consequently, he must be involved in the selection of teachers to his staff. Apparently, this is not the case. A reason for this may be that staffing committees consist only of board members and the supervising principal, who is principal of a high school. The elementary schools of this Province need qualified teachers; to get them the principal must be actively involved in their selection, orientation and evaluation.

4. Elementary school principals have limited relationships with their school boards, do not work with committees in planning new schools, and do not assist the board in determining a budget for the school.

There is a great need for stronger communications between the elementary school principal and his school board.

It appears that his present communicative relationship is channeled through a supervising principal or a district school superintendent. While in many cases this may be desirable, for example in the case of a board having a large number of elementary schools under its jurisdiction, it, nevertheless, remains necessary for the principal to be involved with higher line administration in the making of policy decisions that have a direct bearing on his school.

5. The performance of elementary school principals varies with their personal, professional and environmental characteristics. This study revealed significant differences in principals' responses to individual administrative practices when they were classified and compared on the bases of sex, age, professional qualifications, experience, school size, time spent teaching and the number of children served by the school board.

While there must be general policies regarding the responsibilities of school principals, specific assignment must be made in light of the personal, professional and environmental factors associated with these principals.

6. There is a general lack of consensus between teachers and principals in their description of the principal's administrative performance. The analysis

revealed that the principals saw their performance as more satisfactory than did their teachers.

Research has suggested that staff morale, teacher satisfaction and productivity are directly related to the extent of congruency between teachers' and principals' expectations for each others' roles. If the elementary school principal is to offer effective leadership he and his teachers must clarify their expectations for his role. It is also essential that these expectations be clearly understood by all concerned. There is, then, a need for frank discussion between principals and their teachers in order that this understanding be brought about. Such establishment of two-way communications will, at least, assure feedback, and, it is hoped, will tend to develop greater authenticity and clarity of perceptions.

7. The present role of the elementary school principal in the area of curriculum development and instructional leadership seems to be a rather limited one. This conclusion is supported by the fact that the findings reveal that principals reported performance of ninety per cent of the administrative practices classified under this area, from a very limited to a fair degree. Furthermore, principals saw their performance as more satisfactory than did their teachers on one hundred per cent of these practices.

Those activities in which school workers, and sometimes lay citizens, engage to plan, implement and evaluate an instructional program, may be classified as curriculum and instruction. At present, centralized authority prescribes the program of instruction and the courses of study for the elementary schools of this Province. While the Education Act does make provision for curriculum changes and variations in the prescribed courses of study within a school system, there is little other motivation for school administrators and their teachers to become actively involved in curriculum development and instructional leadership.¹ There is a strong need for more decentralization, so that elementary school principals can become more active, through curriculum committees, in the determination of goals and objectives, policy-making, and in-service growth activities; and more willing and able to capitalize on the creativity of staff members in building a sound educational program.

III. RECOMMENDATIONS FOR FURTHER RESEARCH

Some possible areas for further research are suggested by the findings of this study.

¹ Department of Education, Newfoundland, An Act Respecting Education, 1960, Section 12, Item (i).

1. The present study has provided information about the elementary school principalship generally. It is suggested that a study be undertaken to analyze a more specific pattern of behavior of the principal in a particular elementary school. Such a study would relate to the effectiveness, experience and qualifications of the principal through interview and observation of the principal's application of the administrative process. Furthermore, such a study may provide insight into the extent of shared decisions in the elementary schools of this Province.

2. There is a need for an investigation of the normative standards of the elementary school principalship in Newfoundland as perceived by the principals and their reference-groups. Such an investigation, when compared with the principals' actual behavior in various administrative task areas, may well be a determinant of possible areas of conflict or congruence between the expectations defining the principal's role.

3. The present study investigated the possible divergencies between teachers' and principals' rating of the principals' performance when teachers were grouped on the bases of selected personal and professional characteristics of the principal. A further study should be made to

discover if there are any significant relationships between the teachers' rating of the principals and selected personal and professional characteristics of the teachers.

4. The principal's role is probably the most crucial because of its location in the structure of the institution. Changes in this role have developed in part as a result of changes in the roles of the principal's reference-groups. Further research into the role of the elementary school principal in the task area of curriculum development and instructional leadership is necessary in view of the many educational changes taking place in this Province, and with the advent of the recently created position of district superintendent of schools.

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APPENDICES

APPENDIX A
CORRESPONDENCE

46 Cashin Avenue
St. John's
Newfoundland
April 17, 1968

Dear Principal:

As part of the requirements for the M.Ed. program in Educational Administration, I am conducting a study of the administrative performance of elementary school principals in the province of Newfoundland as seen by principals and teachers. I would like to solicit your help in this respect.

The intention of the questionnaire is to obtain data relative to the elementary school principals' actual performance in selected administrative task areas. The purpose is not to evaluate the principals' effectiveness, but, rather, to ascertain the degree to which they perform certain administrative practices.

The study will involve all elementary school principals in schools of six classrooms and over. Since unanimity of response among all principals is not expected, it will be necessary to compare the responses of various categories of principals. Some of these categories will contain relatively small numbers of principals, so a high percentage of return is most important.

The officials with whom I have been in contact in the Department of Education have shown an interest in this study. The study is being conducted with the approval of the Department of Educational Administration, Faculty of Education at Memorial University.

No individual name or names of schools are required. The findings will be published in summary form so that no one school or person can be identified.

Your careful and prompt reply is essential to this study. You are asked to complete the enclosed questionnaire and return it in the self-addressed envelope provided. It is extremely important that every questionnaire be completed and returned as soon as possible.

I thank you, in anticipation of your co-operation.
Without it this study will not be possible.

Yours very truly,

Wayne E. Ludlow

46 Cashin Avenue
St. John's
Newfoundland
April 17, 1968

Dear Teacher:

As part of the requirements for the M.Ed. program in Educational Administration, I am conducting a study of the administrative performance of elementary school principals in Newfoundland as seen by principals and teachers. I would like to solicit your help in this respect.

The intention of the questionnaire is to obtain data relative to the elementary school principals' actual performance in selected administrative task areas. The purpose is not to evaluate the effectiveness of principals, but, rather, to ascertain the degree to which they perform certain administrative practices.

You may wonder how you were selected for participation in this study. Briefly, there are approximately eighteen hundred teachers in elementary schools of six classrooms and over. All of the names of these teachers were obtained from the Department of Education. In an effort to facilitate collection and treatment of data in this research, several hundred of the teachers mentioned above were randomly selected.

The officials with whom I have been in contact in the Department of Education have shown an interest in this study. This study is being conducted with the approval of the Department of Educational Administration, Faculty of Education at Memorial University.

No individual name or names of schools are required. The findings will be published in summary form so that no one school or person can be identified.

Your careful and prompt reply is essential to this study. You are asked to complete the enclosed questionnaire and return it in the self-addressed envelope provided. It is extremely important that every questionnaire be completed and returned as soon as possible.

I thank you, in anticipation of your co-operation. Without it this study will not be possible.

Yours very truly,

Wayne E. Ludlow

GOVERNMENT OF NEWFOUNDLAND AND LABRADOR

DEPARTMENT OF EDUCATION

26th. April, 1968

ST. JOHN'S

Dear Teacher or Principal:-

Because of a lack of essential information, the task of the Royal Commission on Education & Youth was made more difficult than it otherwise should have been. To make up for this lack the Commission was forced to do a great deal of research.

The introduction of a graduate programme at our own university is providing a channel through which some useful research can be done. The carrying out of this research will not only help the student in his effort to think through problems, it will also be of great value to those who are to any extent responsible for the development of educational policies.

This is why all who are involved in education should give all the assistance they can to students working on research problems. From my own limited experience in this field I have every reason to feel sure that this assistance will be given.

Mr. Wayne Ludlow, a graduate student at Memorial, has undertaken some research on the work and responsibilities of elementary school principals. This is an area where research is badly needed and the department is happy to commend this effort on the part of Mr. Ludlow and will appreciate your co-operation with him.

Yours truly,

F. KIRBY
Professional Assistant
to the Deputy Minister.

Follow-up Letter
To Principals

46 Cashin Avenue
St. John's, Newfoundland
May 20, 1968

Dear Principal:

A few weeks ago, I forwarded to you a questionnaire from which I hope to gather data for my study of the elementary school principal in this province.

I am happy to say that during the past two weeks many principals have returned these questionnaires completed in detail. This is very encouraging for, as you know, as many returns as possible will be needed. However, there are a number of principals who have not yet responded. In the event that you have not already completed the questionnaire, would you please take a few minutes from your busy schedule to complete it now, and return it to me as soon as you can? I need your support and co-operation in this project. If you have already taken care of this matter, please accept my sincere thanks.

Please be assured that no attempt will be made to identify either you or your school. As I have stated in a previous letter, all findings will be published in summary form.

If you have not received the questionnaire, or if it has been misplaced, will you kindly advise me so that I can forward another one?

Yours very truly,

Wayne E. Ludlow

Follow-up Letter
to Teachers

46 Cashin Avenue
St. John's, Newfoundland
May 20, 1968

Dear

A few weeks ago, I forwarded to you a questionnaire from which I hope to gather data for my study of the elementary school principal in this province.

I am happy to say that during the past two weeks many teachers have returned these questionnaires completed in detail. This is very encouraging for, as you know, as many returns as possible will be needed. However, there are still a number of teachers who have not yet responded. In the event that you have not already completed the questionnaire, would you please take a few minutes from your busy schedule to complete it now, and return it to me as soon as you can? I need your support and co-operation in this project. If you have already taken care of this matter, please accept my sincere thanks.

Please be assured that no attempt will be made to identify either you or your school. As I have stated in a previous letter, all findings will be published in summary form.

If you have not received the questionnaire, or if it has been misplaced, will you kindly advise me so that I can forward another one?

Yours very truly,

Wayne E. Ludlow

APPENDIX 3
THE INSTRUMENTS

QUESTIONNAIRE ON THE ADMINISTRATIVE PERFORMANCE OF THE ELEMENTARY SCHOOL PRINCIPAL IN NEWFOUNDLAND

PRINCIPALS

This form is composed of two parts: (1) Part I: Some biographical data relative to you (the principal) and your school; (2) Part II: ADMINISTRATIVE PRACTICES — an indication of your actual performance relative to these practices.

The data obtained from this questionnaire will be strictly confidential. Data received will not be used in any way to identify individual respondents or schools. The numbers at the top of this page are for statistical analysis only.

PART I

Please check the appropriate blanks in the places indicated.

1. Sex:(1) Male;(2) Female.

2. What is your age to the nearest year?

.....(1) 24 or under;(4) 35-39;(7) 50-54;
(2) 25-29;(5) 40-44;(8) 55-59;
(3) 30-34;(6) 45-49;(9) 60 or over.

3. How many years of teaching experience do you have, including the present year?

.....(1) 1-4 years;(4) 15-19 years;
(2) 5-9 years;(5) 20 years and over.
(3) 10-14 years;

4. How many years have you served as principal, including the present year?

.....(1) 1-4 years;(4) 15-19 years;
(2) 5-9 years;(5) 20 years and over.
(3) 10-14 years;

5. What are your academic and professional qualifications?
(Check more than one if necessary).

.....(1) No degree;
(2) B.A.(Ed.);
(3) B.A. or B.Sc.;
(4) B.Ed.;
(5) Other (Please specify);
(6) Graduate work in Educational Administration;
(7) Graduate work in area other than Educational Administration. (please specify)

6. What is your teaching Licence/Grade?

7. How many hours per week do you teach?

- | | |
|----------------|----------------------|
|(1) None; |(4) 11-15; |
|(2) 1-5; |(5) 16-20; |
|(3) 6-10; |(6) 21 or more. |

8. What is the size of your school?

- | | |
|----------------------------|----------------------------------|
|(1) 5-9 classrooms; |(4) 20-24 classrooms; |
|(2) 10-14 classrooms; |(5) 25-29 classrooms; |
|(3) 15-19 classrooms; |(6) 30 classrooms and over. |

9. What is the total number of school children served by your school board?

- | | |
|-------------------------|---------------------------|
|(1) less than 500; |(4) 1,500-1,999; |
|(2) 500-999; |(5) more than 2,000. |
|(3) 1,000-1,499; | |

PART II

Below and on the following pages are listed a number of administrative practices which you may or may not be performing in your role as principal. These administrative practices are categorized under five task areas. This is not a test of ability or effectiveness. It simply asks you to indicate your degree of performance on each practice listed.

DIRECTIONS:

- a. READ each item carefully.
- b. THINK about the degree to which you actually perform each practice listed.
- c. DECIDE whether you perform the practice (a) to a large degree, (b) to a fair degree, (c) to a very limited degree, (d) not at all.
- d. DRAW A CIRCLE around one of the four numbers following each practice to show the answer you have selected. If an item listed is not appropriate to your situation, circle N.

- 4 = I perform this practice to a large degree.
 3 = I perform this practice to a fair degree.
 2 = I perform this practice to a very limited degree.
 1 = I do not perform this practice.
 N = This item is not appropriate.

e. MARK your answers as shown in the examples below.

Example: Organize the school program so
that it functions smoothly in
my absence. 4 3 (2) 1 N

Example: Provide consultants when
needed. (4) 3 2 1 N

TASK AREA A: SCHOOL-COMMUNITY RELATIONSHIPS

1. Take an active role in interpreting
the school to the public. 4 3 2 1 N
2. Provide opportunities for parents
to discuss educational matters
with teachers. 4 3 2 1 N
3. Encourage parents and other lay
citizens to attend assemblies and
other school programs. 4 3 2 1 N
4. Encourage the establishment or
maintenance of a Home and School
Association. 4 3 2 1 N
5. Take an active part in local
organizations such as: Lions,
Kiwanis, Church Clubs, etc. 4 3 2 1 N
6. Encourage teachers to participate
in community activities. 4 3 2 1 N

TASK AREA B: STAFF PERSONNEL

7. Am involved in the selection of
teachers for the staff of the
school. 4 3 2 1 N
8. Work with the school board in
assigning teachers to particular
classes. 4 3 2 1 N
9. Organize a program of orientation
for teachers new to the system. 4 3 2 1 N

- | | | | | | | |
|-----|--|---|---|---|---|---|
| 10. | Assist supervisors in evaluating the effectiveness of teachers. | 4 | 3 | 2 | 1 | N |
| 11. | Review with each teacher any written evaluation of that teacher's work. | 4 | 3 | 2 | 1 | N |
| 12. | Enlist the help of teachers in planning the agenda of staff meetings. | 4 | 3 | 2 | 1 | N |
| 13. | Assign extra-curricular activities equally among the staff, with due consideration to such things as teaching load, interest and health. | 4 | 3 | 2 | 1 | N |
| 14. | Support a teacher's action when face to face with parents and/or pupils. | 4 | 3 | 2 | 1 | N |
| 15. | Encourage teachers to express their views on existing school policy. | 4 | 3 | 2 | 1 | N |

4 = I perform this practice to a large degree.

3 = I perform this practice to a fair degree.

2 = I perform this practice to a very limited degree.

1 = I do not perform this practice.

N = This item is not appropriate.

- | | | | | | | |
|-----|--|---|---|---|---|---|
| 16. | Communicate teachers' feelings, attitudes and ideas regarding educational policies of the system to local educational authorities. | 4 | 3 | 2 | 1 | N |
| 17. | Give every encouragement to teachers to improve their qualifications. | 4 | 3 | 2 | 1 | N |

TASK AREA C: PUPIL PERSONNEL

18.	Establish well-defined policies for pupil promotion.	4	3	2	1	N
19.	Encourage teachers to group classes within a grade for the improvement of instruction.	4	3	2	1	N
20.	Arrange for the testing of pupils' intelligence.	4	3	2	1	N
21.	Arrange for standardized achievement tests to be administered to pupils in the school.	4	3	2	1	N
22.	Work with teachers in the evaluation of individual pupil progress.	4	3	2	1	N
23.	Review report cards before they are sent home to parents.	4	3	2	1	N
24.	Organize conferences between individual parents and teachers to discuss pupil progress.	4	3	2	1	N
25.	Encourage teachers to visit the homes of pupils.	4	3	2	1	N
26.	Grant parents permission to see school records which the school has concerning their children.	4	3	2	1	N
27.	Arrange for the supervision of pupils during lunch hour.	4	3	2	1	N
28.	Work with school officials in establishing policy concerning student behaviour on school buses.	4	3	2	1	N
29.	Assist individual teachers in finding solutions to unsatisfactory classroom control situations.	4	3	2	1	N

TASK AREA D: CURRICULUM DEVELOPMENT AND
INSTRUCTIONAL LEADERSHIP

30.	Involve teachers in formulating the objectives of the school.	4	3	2	1	N
31.	Encourage teachers to utilize community resources in enriching the curriculum.	4	3	2	1	N
32.	Encourage the school authorities to provide opportunities for slow learners.	4	3	2	1	N
33.	Encourage the school authorities to provide some form of enrichment and/or acceleration for the academically gifted.	4	3	2	1	N
34.	Provide leadership in the development of extra-curricular programs.	4	3	2	1	N
35.	Visit teachers in classrooms for the purpose of improving the quality of instruction.	4	3	2	1	N
36.	Give specific advice to teachers regarding improved methods of presentation.	4	3	2	1	N
37.	Assist teachers in developing experiments to test the relative effectiveness of various teaching methods.	4	3	2	1	N
38.	Encourage teachers to experiment with the course content.	4	3	2	1	N

4 = I perform this practice to a large degree.

3 = I perform this practice to a fair degree.

2 = I perform this practice to a very limited degree.

1 = I do not perform this practice.

N = This item is not appropriate.

39.	Provide professional literature for the teaching staff.	4	3	2	1	N
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TASK AREA E: ORGANIZATION AND MANAGEMENT
OF THE SCHOOL

40.	Attend school board meetings.	4	3	2	1	N
41.	Assist the school board in making policies that have a direct bearing on the operation of the school.	4	3	2	1	N
42.	Assist the school board in determining the school budget.	4	3	2	1	N
43.	Work with committees in the planning of new schools.	4	3	2	1	N
44.	Keep the school board informed of the school's activities through reports in addition to those required by the Department of Education.	4	3	2	1	N
45.	Work out schedules of supervisory duties to ensure adequate supervision of the lunchroom, playground, etc.	4	3	2	1	N
46.	Share in the extra duties around the school, such as: supervision of the lunchroom, playground, etc.	4	3	2	1	N
47.	Order and arrange for the distribution of instructional aids to teachers.	4	3	2	1	N
48.	Supervise the work of the janitor.	4	3	2	1	N
49.	Conduct regular fire drills.	4	3	2	1	N

QUESTIONNAIRE ON THE ADMINISTRATIVE PERFORMANCE OF THE ELEMENTARY SCHOOL PRINCIPAL IN NEWFOUNDLAND

TEACHERS

This form is composed of two parts: (1) Part I: Some biographical data relative to you (the teacher) and your school; (2) Part II: ADMINISTRATIVE PRACTICES - an indication of your principal's actual performance relative to these practices.

The data obtained from this questionnaire will be strictly confidential. Data received will not be used in any way to identify individual respondents or schools. The numbers at the top of this page are for statistical analysis only.

PART I

Please fill in or check the blanks in the places indicated.

1. Sex:(1) Male;(2) Female.

2. What is your age to the nearest year?

.....(1) 24 or under;(4) 35-39;(7) 50-54;
(2) 25-29;(5) 40-44;(8) 55-59;
(3) 30-34;(6) 45-49;(9) 60 or over.

3. How many years of teaching experience do you have, including the present year?

.....(1) 1-4 years;(4) 15-19 years;
(2) 5-9 years;(5) 20 years and over.
(3) 10-14 years;

4. What is your present teaching certificate or grade? (Please state degrees if any).

5. What grades do you teach? (Please circle)

K I II III IV V VI VII VIII

6. How many years have you taught in your present school system?

.....(1) 1-4 years;(4) 15-19 years
(2) 5-9 years;(5) 20 years and over.
(3) 10-14 years;

7. How many teachers are on the staff of the school where you are presently teaching? (Include principal and vice-principal)

.....(1) 5-9; (4) 20-24; (7) 40-49;
(2) 10-14; (5) 25-29; (8) 50 or more.
(3) 15-19; (6) 30-39;

PART II

Below and on the following pages are listed a number of administrative practices which your principal may or may not be performing in his role of principal. These administrative practices are categorized under five task areas. This is not a test of ability or effectiveness. It simply asks you to indicate your principal's degree of performance on each practice listed.

DIRECTIONS:

- a. READ each item carefully.
- b. THINK about the degree to which your principal actually performs each practice listed.
- c. DECIDE whether he(she) performs the practice (a) to a large degree, (b) to a fair degree, (c) to a very limited degree, (d) not at all.
- d. DRAW A CIRCLE around one of the four numbers following each practice to show the answer you have selected. If an item listed is not appropriate to your school system, circle N. If you do not know the answer to an item, circle A.

4 = He performs this practice to a large degree.
 3 = He performs this practice to a fair degree.
 2 = He performs this practice to a very limited degree.
 1 = He does not perform this practice.
 N = This item is not appropriate.
 A = I do not know.

- e. MARK your answers as shown in the examples below.

Example: Organizes the school program so that it functions smoothly in his(her) absence. 4 3 ② 1 N A

Example: Provides consultants when needed. ④ 3 2 1 N A

(Note: For pronoun "He", read "She" throughout, where applicable)

TASK AREA A: SCHOOL-COMMUNITY RELATIONSHIPS

1.	Takes an active role in interpreting the school to the public.	4	3	2	1	N	A
2.	Provides opportunities for parents to discuss educational matters with teachers.	4	3	2	1	N	A
3.	Encourages parents and other lay citizens to attend assemblies and other school programs.	4	3	2	1	N	A
4.	Encourages the establishment of maintenance of a Home and School Association.	4	3	2	1	N	A
5.	Takes an active part in local organizations such as: Lions, Kiwanis, Church Clubs, etc.	4	3	2	1	N	A
6.	Encourages teachers to participate in community activities.	4	3	2	1	N	A

TASK AREA B: STAFF PERSONNEL

7.	Is involved in the selection of teachers for the staff of the school.	4	3	2	1	N	A
8.	Works with the school board in assigning teachers to particular classes.	4	3	2	1	N	A
9.	Organizes a program of orientation for teachers new to the system.	4	3	2	1	N	A
10.	Assists supervisors in evaluating the effectiveness of teachers.	4	3	2	1	N	A
11.	Reviews with each teacher any written evaluation of that teacher's work.	4	3	2	1	N	A
12.	Enlists the help of teachers in planning the agenda of staff meetings.	4	3	2	1	N	A

- 4 = He performs this practice to a large degree.
 3 = He performs this practice to a fair degree.
 2 = He performs this practice to a very limited degree.
 1 = He does not perform this practice.
 N = This item is not appropriate.
 A = I do not know.

13.	Assigns extra-curricular activities equally among the staff, with due consideration to such things as teaching load, interest and health.	4	3	2	1	N	A
14.	Supports a teacher's action when face to face with parents and/or pupils.	4	3	2	1	N	A
15.	Encourages teachers to express their views on existing school policy.	4	3	2	1	N	A
16.	Communicates teachers' feelings, attitudes and ideas regarding educational policies of the system to local educational authorities.	4	3	2	1	N	A
17.	Gives every encouragement to teachers to improve their qualifications.	4	3	2	1	N	A

TASK AREA C: PUPIL PERSONNEL

18.	Establishes well-defined policies for pupil promotion.	4	3	2	1	N	A
19.	Encourages teachers to group classes within a grade for the improvement of instruction.	4	3	2	1	N	A
20.	Arranges for the testing of pupils' intelligence.	4	3	2	1	N	A
21.	Arranges for standardized achievement tests to be administered to pupils in the school.	4	3	2	1	N	A

22.	Works with teachers in the evaluation of individual pupil progress.	4	3	2	1	N	A
23.	Reviews report cards before they are sent home to parents.	4	3	2	1	N	A
24.	Organizes conferences between individual parents and teachers to discuss pupil progress.	4	3	2	1	N	A
25.	Encourages teachers to visit the homes of pupils.	4	3	2	1	N	A
26.	Grants parents permission to see school records which the school has concerning their children.	4	3	2	1	N	A
27.	Arranges for the supervision of pupils during lunch hour.	4	3	2	1	N	A
28.	Works with school officials in establishing policy concerning student behaviour on school buses.	4	3	2	1	N	A
29.	Assists individual teachers in finding solutions to unsatisfactory classroom control situations.	4	3	2	1	N	A

TASK AREA D: CURRICULUM DEVELOPMENT AND INSTRUCTIONAL LEADERSHIP

30.	Involves teachers in formulating the objectives of the school.	4	3	2	1	N	A
31.	Encourages teachers to utilize community resources in enriching the curriculum.	4	3	2	1	N	A
32.	Encourages the school authorities to provide opportunities for slow learners.	4	3	2	1	N	A
33.	Encourages the school authorities to provide some form of enrichment and/or acceleration for the academically gifted.	4	3	2	1	N	A

34. Provides leadership in the development of extra-curricular programs. 4 3 2 1 N A

4 = He performs this practice to a large degree.

3 = He performs this practice to a fair degree.

2 = He performs this practice to a very limited degree.

1 = He does not perform this practice.

N = This item is not appropriate.

A = I do not know.

35. Visits teachers in classrooms for the purpose of improving the quality of instruction. 4 3 2 1 N A

36. Gives specific advice to teachers regarding improved methods of presentation. 4 3 2 1 N A

37. Assists teachers in developing experiments to test the relative effectiveness of various teaching methods. 4 3 2 1 N A

38. Encourages teachers to experiment with the course content. 4 3 2 1 N A

39. Provides professional literature for the teaching staff. 4 3 2 1 N A

TASK AREA E: ORGANIZATION AND MANAGEMENT OF THE SCHOOL

40. Attends school board meetings. 4 3 2 1 N A

41. Assists the school board in making policies that have a direct bearing on the operation of the school. 4 3 2 1 N A

42. Assists the school board in determining the school budget. 4 3 2 1 N A

43. Works with committees in the planning of new schools. 4 3 2 1 N A

44.	Keeps the school board informed of the school's activities through reports in addition to those required by the Department of Education.	4	3	2	1	N	A
45.	Works out schedules of supervisory duties to ensure adequate supervision of the lunchroom, playground, etc.	4	3	2	1	N	A
46.	Shares in the extra duties around the school, such as: supervision of the lunchroom, playground, etc.	4	3	2	1	N	A
47.	Orders and arranges for the distribution of instructional aids to teachers.	4	3	2	1	N	A
48.	Supervises the work of the janitor.	4	3	2	1	N	A
49.	Conducts regular fire drills.	4	3	2	1	N	A

APPENDIX C
RESPONSE DISTRIBUTIONS OF PRINCIPALS
AND TEACHERS

TABLE XL

RESPONSE DISTRIBUTIONS OF PRINCIPALS AND TEACHERS

Practice		Respondents ^a	Response categories ^b						Total	
			4	3	2	1	N	A		
Task Area A	1.	P	27	68	24	8	1		128	
		T	68	79	33	15	4	7	206	
	2.	P	63	55	8	2	0		128	
		T	113	69	18	5	0	1	206	
	3.	P	54	47	20	6	1		128	
		T	104	47	19	17	13	6	206	
	4.	P	43	22	16	31	16		128	
		T	60	27	24	52	25	18	206	
	5.	P	34	25	22	24	23		128	
		T	49	23	17	28	34	55	206	
	6.	P	15	35	45	28	5		128	
		T	33	42	34	77	13	7	206	
	Task Area B	7.	P	51	23	18	33	3		128
			T	73	36	15	36	3	43	206
		8.	P	61	21	18	16	12		128
			T	78	30	14	20	8	56	206
		9.	P	12	47	27	32	10		128
			T	28	28	43	75	12	20	206
10.		P	33	39	21	14	21		128	
		T	48	34	12	16	13	83	206	
11.		P	22	31	19	34	22		128	
		T	27	41	24	64	17	33	206	
12.		P	34	48	33	11	2		128	
		T	49	39	29	73	7	9	206	
13.		P	55	43	16	7	7		128	
		T	66	44	23	37	31	5	206	

Practice	Respondents ^a	Response categories ^b						Total
		4	3	2	1	N	A	
14.	P	96	25	1	2	4		128
	T	131	36	13	12	1	13	206
15.	P	80	35	11	1	1		128
	T	84	60	32	25	1	4	206
16.	P	33	50	22	21	2		128
	T	47	43	27	22	5	62	206
17.	P	74	37	12	5	0		128
	T	87	53	24	32	2	8	206
Task Area C								
18.	P	74	43	3	6	2		128
	T	107	59	21	10	4	5	206
19.	P	47	47	27	4	3		128
	T	67	59	29	35	7	9	206
20.	P	45	49	15	13	6		128
	T	74	47	26	36	10	13	206
21.	P	49	36	23	17	3		128
	T	73	48	20	33	10	22	206
22.	P	71	45	10	2	0		128
	T	82	68	31	17	1	7	206
23.	P	92	24	7	5	0		128
	T	112	42	14	28	4	6	206
24.	P	48	40	27	12	1		128
	T	72	42	45	34	5	8	206
25.	P	12	12	31	64	9		128
	T	9	12	18	140	13	14	206
26.	P	22	29	28	39	10		128
	T	45	21	16	20	7	97	206
27.	P	84	8	3	5	28		128
	T	136	14	2	7	45	2	206

Practice	Respondents ^a	Response categories ^b						Total
		4	3	2	1	N	A	
28.	P	34	21	7	20	46		128
	T	49	22	7	16	66	46	206
29.	P	92	30	1	3	2		128
	T	104	53	28	9	1	11	206
Task Area D								
30.	P	40	53	21	12	2		128
	T	56	62	44	32	3	9	206
31.	P	33	43	39	11	2		128
	T	27	55	43	50	18	13	206
32.	P	56	32	24	15	1		128
	T	65	37	34	26	5	39	206
33.	P	21	31	37	35	4		128
	T	27	28	37	45	7	62	206
34.	P	29	46	29	15	9		128
	T	37	36	40	49	24	20	206
35.	P	39	51	29	7	2		128
	T	44	40	50	66	2	4	206
36.	P	27	61	28	10	2		128
	T	34	43	41	74	2	12	206
37.	P	14	39	54	19	2		128
	T	22	29	33	101	8	13	206
38.	P	34	46	24	24	0		128
	T	27	50	50	65	3	11	206
39.	P	34	51	23	18	2		128
	T	67	51	51	33	3	1	206
Task Area D								
40.	P	27	14	17	45	25		128
	T	100	12	5	18	14	57	206
41.	P	32	32	21	28	15		128
	T	73	29	10	14	6	74	206

Practice	Respondents ^a	Response categories ^b						Total
		4	3	2	1	N	A	
42.	P	7	14	19	59	29		128
	T	33	20	12	19	10	112	206
43.	P	8	6	11	60	43		128
	T	20	18	6	27	27	108	206
44.	P	48	30	22	22	6		128
	T	74	27	4	11	0	90	206
45.	P	65	31	12	5	15		128
	T	128	30	10	12	22	4	206
46.	P	73	27	8	7	13		128
	T	122	34	18	16	15	1	206
47.	P	90	29	6	3	0		128
	T	121	49	21	11	1	3	206
48.	P	48	42	24	12	2		128
	T	72	42	18	31	4	39	206
49.	P	54	41	17	12	4		128
	T	54	66	42	41	2	1	206

^a P - principals; T - teachers.

^b 4 - to a large degree; 3 - to a fair degree; 2 - to a very limited degree; 1 - not at all; N - this item is not appropriate; A - I do not know.

APPENDIX D

RESULTS OF STATISTICAL TREATMENT OF
HYPOTHESES RELATED TO PRINCIPALS
CLASSIFIED ON THE BASES OF
SELECTED VARIABLES

TABLE XLI

TESTS OF DIFFERENCES BETWEEN MEANS AND VARIANCES OF
PRINCIPALS CLASSIFIED BY SEX

Practice	Male			Female			Tests of significance			
	T	\bar{X}	s^2	T	\bar{X}	s^2	't'	sig.	'F'	sig.
Task Area A										
1.	76	2.95	0.55	51	2.82	0.77	0.828	NS	1.405	NS
2.	77	3.26	0.56	51	3.61	0.24	0.389	NS	2.332	.05
3.	76	3.13	0.83	51	3.24	0.61	0.686	NS	1.349	NS
4.	69	3.03	1.28	43	2.14	1.47	3.877	.001	1.153	NS
5.	66	2.68	1.13	39	2.62	1.67	0.271	NS	1.485	NS
6.	75	2.15	0.61	48	2.54	1.29	0.283	NS	2.132	.05
Task Area B										
7.	75	2.89	1.56	50	2.50	1.41	1.776	NS	1.108	NS
8.	67	3.25	1.00	49	2.88	1.45	1.783	NS	1.461	NS
9.	70	2.37	0.92	48	2.27	1.03	0.541	NS	1.121	NS
10.	64	3.01	0.64	43	2.61	1.45	0.276	NS	2.261	.05
11.	62	2.34	1.16	44	2.46	1.48	0.507	NS	1.272	NS
12.	77	2.73	0.64	49	3.00	1.14	0.203	NS	1.786	.05
13.	75	3.28	0.52	46	3.09	1.17	0.146	NS	2.236	.05
14.	74	3.59	0.43	50	3.94	0.06	0.514	NS	7.628	.01
15.	76	3.46	0.46	51	3.63	0.47	1.352	NS	1.022	NS
16.	76	2.84	0.79	50	2.62	1.40	0.143	NS	1.765	.05
17.	77	3.36	0.67	51	3.47	0.64	0.733	NS	1.049	NS
Task Area C										
18.	76	3.42	0.59	50	3.54	0.57	0.861	NS	1.031	NS
19.	74	2.84	0.76	51	3.47	0.41	0.583	NS	1.866	.05
20.	71	2.94	0.96	51	3.16	0.84	1.233	NS	1.139	NS
21.	75	2.83	1.05	50	3.10	1.17	1.413	NS	1.114	NS
22.	77	3.35	0.59	51	3.59	0.32	0.253	NS	1.844	.05
23.	77	3.49	0.69	51	3.73	0.40	0.231	NS	1.750	.05
24.	76	2.80	0.97	51	3.24	0.85	2.523	.05	1.151	NS
25.	73	1.41	0.43	46	2.33	1.35	0.397	NS	3.112	.01
26.	72	2.21	1.14	46	2.41	1.37	0.958	NS	1.207	NS
27.	57	3.63	0.69	43	3.81	0.38	0.175	NS	1.794	.05
28.	43	2.72	1.36	39	2.97	1.51	0.955	NS	1.109	NS
29.	76	3.63	0.42	50	3.74	0.312	1.000	NS	1.335	NS

Practice	Male			Female			Tests of Significance			
	T	\bar{X}	s^2	T	\bar{X}	s^2	't'	sig.	'F'	sig.
Task Area D										
30.	76	2.83	0.83	50	3.16	0.85	1.980	.05	1.034	NS
31.	77	2.75	0.78	49	2.82	1.01	0.360	NS	1.286	NS
32.	76	2.99	1.07	51	3.06	1.15	0.376	NS	1.082	NS
33.	75	2.37	1.78	49	2.20	1.51	0.094	NS	1.781	.05
34.	72	2.78	0.76	47	2.70	1.18	0.400	NS	1.571	NS
35.	75	2.77	0.68	51	3.25	0.74	3.136	.01	1.084	NS
36.	75	2.72	0.65	51	3.00	0.78	1.803	NS	1.198	NS
37.	77	2.26	0.66	49	2.57	0.86	1.931	NS	1.299	NS
38.	77	2.48	1.05	51	3.04	1.02	3.045	.01	1.036	NS
39.	75	2.59	0.88	51	3.12	0.97	3.030	.01	1.095	NS
Task Area E										
40.	62	2.45	1.60	41	1.88	1.33	2.377	.05	1.208	NS
41.	71	2.85	1.12	42	2.19	1.34	2.996	.01	1.204	NS
42.	59	1.74	1.00	40	1.60	0.79	0.760	NS	1.270	NS
43.	50	1.76	1.22	35	1.26	0.41	0.397	NS	2.913	.05
44.	75	2.88	0.99	47	2.81	1.73	0.042	NS	1.755	.05
45.	66	3.20	0.73	47	3.64	0.57	2.892	.01	1.284	NS
46.	66	3.32	0.82	49	3.61	0.60	1.867	NS	1.361	NS
47.	77	3.53	0.48	51	3.73	0.43	1.587	NS	1.111	NS
48.	77	3.13	0.84	49	2.80	1.06	1.851	NS	1.262	NS
49.	75	3.15	0.85	49	3.04	1.10	0.576	NS	1.302	NS

TESTS OF DIFFERENCES BETWEEN MEANS AND VARIANCES OF
PRINCIPALS CLASSIFIED BY AGE

Practice	< 30 yrs.			≥ 50 yrs.			Tests of significance			
	T	\bar{X}	s^2	T	\bar{X}	s^2	't'	sig.	'F'	sig.
Task Area A										
1.	29	2.90	0.64	30	2.93	0.53	0.184	NS	1.219	NS
2.	30	3.27	0.53	30	3.33	0.49	0.361	NS	1.081	NS
3.	30	3.07	0.86	29	3.17	0.94	0.461	NS	1.242	NS
4.	25	2.68	1.42	25	2.80	1.60	0.345	NS	1.129	NS
5.	22	2.77	1.27	26	2.77	0.95	0.000	NS	1.338	NS
6.	29	2.24	0.80	28	2.32	1.00	0.317	NS	1.249	NS
Task Area B										
7.	29	2.48	1.56	30	2.53	1.45	0.158	NS	1.077	NS
8.	28	2.96	1.32	28	2.86	1.27	0.353	NS	1.043	NS
9.	25	2.24	0.98	27	2.41	0.98	0.609	NS	1.000	NS
10.	26	2.77	0.79	28	2.82	1.14	0.195	NS	1.446	NS
11.	23	2.35	1.18	28	2.39	1.38	0.142	NS	1.167	NS
12.	29	2.62	0.99	30	2.70	0.88	0.315	NS	1.134	NS
13.	27	3.04	0.78	28	3.18	0.72	0.607	NS	1.081	NS
14.	29	3.69	0.49	29	3.62	0.44	0.385	NS	1.108	NS
15.	30	3.43	0.71	30	3.40	0.44	0.170	NS	1.619	NS
16.	30	2.77	0.91	28	2.50	1.11	1.008	NS	1.214	NS
17.	30	3.07	0.92	30	3.33	0.89	1.083	NS	1.045	NS
Task Area C										
18.	29	3.48	0.73	30	3.23	0.91	1.057	NS	1.245	NS
19.	30	2.73	0.80	28	3.21	0.67	2.143	.05	1.190	NS
20.	26	2.62	1.24	29	3.24	0.87	2.246	.05	1.417	NS
21.	29	2.66	1.05	29	2.79	1.26	0.488	NS	1.203	NS
22.	30	3.33	0.62	30	3.37	0.63	0.163	NS	1.016	NS
23.	30	3.53	0.64	30	3.53	0.52	0.000	NS	1.259	NS
24.	30	2.97	1.03	29	2.79	0.92	0.674	NS	1.119	NS
25.	27	1.48	0.69	28	1.46	0.46	0.083	NS	1.499	NS
26.	26	2.35	1.15	28	2.46	1.25	0.396	NS	1.086	NS
27.	23	3.48	1.12	25	3.72	0.52	0.917	NS	2.146	NS
28.	16	2.75	1.56	19	3.15	1.29	1.002	NS	1.210	NS
29.	30	3.67	0.62	28	3.60	0.45	0.310	NS	1.37	NS

Practice	< 30 yrs.			≥ 50 yrs.			Tests of significance			
	T	\bar{X}	s^2	T	\bar{X}	s^2	't'	sig.	'F'	sig
Task Area D										
30.	29	2.69	1.04	29	2.97	0.79	1.097	NS	1.315	NS
31.	29	2.65	1.19	29	2.55	0.59	0.417	NS	2.012	NS
32.	30	2.63	1.29	29	2.97	1.07	1.174	NS	1.216	NS
33.	30	2.27	1.13	29	2.10	1.20	0.581	NS	1.060	NS
34.	28	2.89	0.88	29	2.59	1.00	1.194	NS	1.136	NS
35.	29	2.75	1.08	29	3.07	0.55	1.310	NS	1.974	NS
36.	29	2.72	0.96	29	2.69	0.83	0.139	NS	1.148	NS
37.	29	2.14	0.74	30	2.27	0.80	0.564	NS	1.076	NS
38.	30	2.23	1.18	30	2.47	1.18	0.831	NS	1.003	NS
39.	29	2.86	0.60	29	2.62	1.13	0.987	NS	1.881	NS
Task Area E										
40.	23	2.09	1.47	22	2.09	1.36	0.000	NS	1.085	NS
41.	26	2.42	1.24	29	2.41	1.41	0.030	NS	1.137	NS
42.	22	1.45	0.52	25	1.52	0.65	0.294	NS	1.248	NS
43.	19	1.53	0.99	22	1.77	1.18	0.760	NS	1.192	NS
44.	29	2.72	1.44	29	2.86	1.08	0.467	NS	1.329	NS
45.	27	3.22	0.99	28	3.28	0.63	0.261	NS	1.561	NS
46.	28	3.29	1.06	28	3.50	0.46	0.171	NS	2.286	.05
47.	30	3.40	0.64	30	3.43	0.57	0.165	NS	1.106	NS
48.	29	2.97	0.79	29	3.10	0.99	0.557	NS	1.249	NS
49.	28	2.89	1.09	30	3.16	0.67	1.104	NS	1.630	NS

TESTS OF DIFFERENCES BETWEEN MEANS AND VARIANCES OF
PRINCIPALS CLASSIFIED BY PROFESSIONAL PREPARATION

Practice	Degree			No degree			Tests of significance			
	T	\bar{X}	s^2	T	\bar{X}	s^2	't'	sig.	'F'	sig.
Task Area A										
1.	49	2.88	0.63	78	2.91	0.65	0.224	NS	1.012	NS
2.	49	3.57	0.37	79	3.29	0.48	2.400	.05	1.320	NS
3.	49	3.14	0.78	78	3.19	0.72	0.312	NS	1.078	NS
4.	39	2.85	1.36	73	2.60	1.61	1.020	NS	1.182	NS
5.	43	2.58	1.17	62	2.71	1.43	0.571	NS	1.220	NS
6.	44	2.06	0.52	79	2.43	1.08	0.294	NS	2.086	.05
Task Area B										
7.	47	3.06	1.38	78	2.54	1.53	2.374	.05	1.110	NS
8.	40	3.20	1.21	76	3.04	1.22	0.746	NS	1.010	NS
9.	42	2.36	0.85	76	2.32	1.03	0.225	NS	1.216	NS
10.	40	2.95	1.05	67	2.79	0.97	0.798	NS	1.078	NS
11.	36	2.33	1.28	70	2.41	1.30	0.348	NS	1.017	NS
12.	48	2.73	0.74	78	2.90	0.91	1.022	NS	1.234	NS
13.	44	3.32	0.62	77	3.14	0.85	1.103	NS	1.357	NS
14.	47	3.68	0.34	77	3.77	0.28	0.814	NS	1.219	NS
15.	48	3.50	0.54	79	3.54	0.43	0.343	NS	1.274	NS
16.	47	2.81	1.18	79	2.72	0.96	0.451	NS	1.225	NS
17.	49	3.43	0.73	79	3.39	0.62	0.239	NS	1.188	NS
Task Area C										
18.	47	3.30	0.68	79	3.57	0.50	1.888	NS	1.359	NS
19.	47	3.02	0.79	78	3.14	0.66	0.754	NS	1.193	NS
20.	46	3.00	0.96	76	3.05	0.89	0.292	NS	1.072	NS
21.	48	2.83	1.22	77	3.00	1.04	0.884	NS	1.176	NS
22.	49	3.39	0.60	79	3.48	0.43	0.700	NS	1.417	NS
23.	49	3.55	0.61	79	3.61	0.57	0.403	NS	1.083	NS
24.	48	3.21	0.75	79	2.84	1.05	2.195	.05	1.402	NS
25.	44	1.50	0.75	75	1.92	1.06	2.378	.05	1.414	NS
26.	47	2.00	1.11	71	2.48	1.24	2.367	.05	1.117	NS
27.	42	3.88	0.10	58	3.59	0.86	0.305	NS	8.231	.01
28.	31	2.61	1.53	51	2.98	1.35	1.335	NS	1.129	NS
29.	49	3.67	0.34	77	3.68	0.40	0.017	NS	1.172	NS

Practice	Degree			No degree			Tests of significance			
	T	\bar{X}	s^2	T	\bar{X}	s^2	't'	sig.	'F'	sig.
Task Area D										
30.	48	2.83	1.06	78	3.04	0.73	1.159	NS	1.447	NS
31.	48	2.69	0.76	78	2.83	0.93	0.876	NS	1.234	NS
32.	48	2.98	1.23	79	3.04	1.02	0.299	NS	1.200	NS
33.	46	2.26	1.15	78	2.33	1.09	0.367	NS	1.050	NS
34.	44	2.66	1.00	75	2.80	0.80	0.760	NS	1.133	NS
35.	48	2.88	0.69	78	3.03	0.79	0.960	NS	1.147	NS
36.	49	2.71	0.82	77	2.91	0.65	1.228	NS	1.248	NS
37.	48	2.08	0.53	78	2.56	0.81	3.277	.01	1.515	NS
38.	49	2.57	1.18	79	2.78	1.05	1.102	NS	1.122	NS
39.	49	2.98	0.88	77	2.69	1.02	1.651	NS	1.163	NS
Task Area E										
40.	36	2.50	1.53	67	2.07	1.53	0.187	NS	1.003	NS
41.	43	2.63	1.44	70	2.59	1.21	0.187	NS	1.189	NS
42.	34	1.82	1.32	65	1.61	0.70	0.148	NS	1.893	.05
43.	30	1.87	1.52	55	1.38	0.56	0.340	NS	2.690	.05
44.	47	2.81	1.26	75	2.88	1.28	0.342	NS	1.014	NS
45.	46	3.41	0.68	67	3.36	0.74	0.342	NS	1.089	NS
46.	46	3.52	0.68	69	3.39	0.79	0.804	NS	1.153	NS
47.	49	3.71	0.29	79	3.54	0.58	0.183	NS	2.020	.05
48.	48	3.21	0.83	78	2.87	0.98	1.945	NS	1.183	NS
49.	49	3.24	0.76	75	3.01	1.05	1.349	NS	1.392	NS

TESTS OF DIFFERENCES BETWEEN MEANS AND VARIANCES OF
PRINCIPALS CLASSIFIED BY ADMINISTRATIVE EXPERIENCE

Practice	< 5 yrs.			≥ 15 yrs.			Tests of significance			
	T	\bar{X}	s^2	T	\bar{X}	s^2	't'	sig.	'F'	sig.
Task Area A										
1.	53	2.87	0.64	30	3.07	0.40	1.249	NS	1.625	NS
2.	54	3.46	0.43	30	3.10	0.57	2.225	.05	1.283	NS
3.	54	3.13	0.71	29	3.14	0.81	0.041	NS	1.146	NS
4.	47	2.43	1.48	26	2.96	1.34	1.895	NS	1.100	NS
5.	41	2.59	1.36	27	2.81	0.82	0.147	NS	1.669	.05
6.	53	2.30	0.85	29	2.28	0.82	0.124	NS	1.039	NS
Task Area B										
7.	52	2.85	1.44	30	2.63	1.57	0.753	NS	1.089	NS
8.	50	3.00	1.40	27	3.15	1.02	0.578	NS	1.379	NS
9.	51	2.18	0.97	27	2.41	0.98	0.981	NS	1.014	NS
10.	45	2.73	0.95	25	2.96	0.84	0.969	NS	1.134	NS
11.	45	2.44	1.22	27	2.52	1.14	0.281	NS	1.076	NS
12.	52	2.87	0.96	30	2.83	0.61	0.163	NS	1.590	NS
13.	51	3.08	0.94	29	3.28	0.54	1.025	NS	1.717	NS
14.	51	3.80	0.28	29	3.62	0.44	1.275	NS	1.607	NS
15.	53	3.57	0.47	30	3.33	0.42	1.535	NS	1.118	NS
16.	54	2.70	1.13	29	2.66	0.92	0.212	NS	1.239	NS
17.	54	3.29	0.69	30	3.37	0.77	0.360	NS	1.110	NS
Task Area C										
18.	54	3.48	0.62	29	3.34	0.78	0.698	NS	1.254	NS
19.	53	2.91	0.69	29	3.17	0.63	1.435	NS	1.102	NS
20.	51	3.00	1.06	28	3.14	0.84	0.635	NS	1.265	NS
21.	54	2.96	1.47	28	3.00	1.00	0.155	NS	1.147	NS
22.	54	3.43	0.50	30	3.47	0.38	0.274	NS	1.318	NS
23.	54	3.50	0.84	30	3.70	0.48	1.127	NS	1.768	NS
24.	54	3.09	0.86	30	2.67	0.96	1.948	NS	1.109	NS
25.	50	2.00	1.32	28	1.54	0.46	0.345	NS	2.851	.05
26.	48	2.19	1.24	27	2.30	1.17	0.414	NS	1.055	NS
27.	48	3.69	0.63	24	3.67	0.72	0.100	NS	1.144	NS
28.	35	2.77	1.43	16	2.81	1.53	0.111	NS	1.065	NS
29.	54	3.67	0.33	29	3.55	0.52	0.739	NS	1.570	NS

Practice	< 5 yrs.			\geq 15 yrs.			Tests of significance			
	T	\bar{X}	s^2	T	\bar{X}	s^2	't'	sig.	'F'	sig
Task Area D										
30.	53	2.92	0.98	29	2.83	0.63	0.485	NS	1.560	NS
31.	53	2.83	0.86	29	2.62	0.44	0.184	NS	1.940	.05
32.	54	2.94	1.24	30	3.10	0.96	0.664	NS	1.294	NS
33.	51	2.21	1.19	30	2.33	1.02	0.491	NS	1.163	NS
34.	46	2.85	0.91	29	2.79	0.72	0.259	NS	1.274	NS
35.	54	2.89	0.88	29	3.03	0.59	0.763	NS	1.498	NS
36.	53	2.83	0.82	29	2.83	0.56	0.000	NS	1.484	NS
37.	52	2.35	0.92	30	2.43	0.51	0.067	NS	1.793	.05
38.	54	2.61	1.31	30	2.43	0.78	0.793	NS	1.684	NS
39.	53	2.98	0.89	29	2.59	0.86	1.831	NS	1.027	NS
Task Area E										
40.	41	2.29	1.72	23	2.26	1.24	0.103	NS	1.391	NS
41.	42	2.40	1.53	29	2.86	1.02	1.712	NS	1.503	NS
42.	38	1.84	1.08	24	1.54	0.50	0.238	NS	2.168	.05
43.	32	1.28	0.45	23	1.70	0.99	0.350	NS	2.199	.05
44.	50	2.68	1.54	29	2.86	0.95	0.723	NS	1.625	NS
45.	49	3.53	0.58	27	3.22	0.69	1.596	NS	1.201	NS
46.	50	3.54	0.85	27	3.37	0.53	0.887	NS	1.602	NS
47.	54	3.54	0.58	30	3.50	0.58	0.213	NS	1.002	NS
48.	53	2.92	0.82	29	3.31	0.56	2.067	.05	1.475	NS
49.	51	3.10	1.03	30	3.23	0.65	0.662	NS	1.595	NS

TEST OF DIFFERENCES BETWEEN MEANS AND VARIANCES OF
PRINCIPALS CLASSIFIED BY TEACHING EXPERIENCE

Practice	< 10 years			≥ 20 years			Tests of significance			
	T	\bar{X}	s^2	T	\bar{X}	s^2	't'	sig.	'F'	sig.
Task Area A										
1.	29	2.93	0.68	55	2.85	0.52	0.420	NS	1.306	NS
2.	30	3.43	0.51	55	3.29	0.53	0.870	NS	1.042	NS
3.	30	3.13	0.85	54	3.09	0.75	0.198	NS	1.131	NS
4.	24	2.46	1.49	48	2.77	1.63	1.006	NS	1.091	NS
5.	24	2.79	1.25	49	2.65	1.25	0.498	NS	1.001	NS
6.	29	2.76	0.75	53	2.26	0.95	0.559	NS	1.263	NS
Task Area B										
7.	28	2.64	1.51	55	2.64	1.65	0.022	NS	1.089	NS
8.	27	2.93	1.33	52	2.96	1.26	0.131	NS	1.047	NS
9.	25	2.32	0.86	51	2.39	0.98	0.312	NS	1.147	NS
10.	25	2.84	0.85	48	2.90	1.01	0.238	NS	1.182	NS
11.	23	2.35	1.18	51	2.33	1.32	0.052	NS	1.116	NS
12.	29	2.62	0.93	55	2.80	0.89	0.818	NS	1.043	NS
13.	27	3.11	0.69	53	3.15	0.92	0.192	NS	1.332	NS
14.	28	3.71	0.28	54	3.70	0.32	0.084	NS	1.160	NS
15.	29	3.52	0.66	55	3.45	0.43	0.358	NS	1.544	NS
16.	30	2.77	0.91	53	2.64	1.06	0.557	NS	1.162	NS
17.	30	3.00	0.86	55	3.42	0.75	2.027	.05	1.152	NS
Task Area C										
18.	29	3.52	0.66	55	3.38	0.63	0.730	NS	1.043	NS
19.	29	2.76	0.73	53	3.17	0.71	2.091	.05	1.039	NS
20.	26	2.77	1.25	53	3.08	0.90	1.199	NS	1.394	NS
21.	29	2.79	1.13	53	2.89	1.19	0.378	NS	1.058	NS
22.	30	3.40	0.57	55	3.40	0.53	0.000	NS	1.080	NS
23.	30	3.57	0.65	55	3.58	0.57	0.085	NS	1.131	NS
24.	30	3.03	1.09	54	2.87	1.00	0.694	NS	1.097	NS
25.	27	1.56	0.69	53	1.64	0.68	0.438	NS	1.013	NS
26.	26	2.38	1.08	52	2.33	1.18	0.227	NS	1.091	NS
27.	24	3.46	1.08	42	3.71	0.59	1.054	NS	1.849	NS
28.	18	2.83	1.58	32	3.03	1.34	0.549	NS	1.179	NS
29.	30	3.70	0.61	53	3.62	0.39	0.466	NS	1.581	NS

Practice	< 10 years			≥ 20 years			Tests of significance			
	T	\bar{X}	s^2	T	\bar{X}	s^2	't'	sig.	'F'	sig.
Task Area D										
30.	29	2.66	0.98	54	3.00	0.70	1.591	NS	1.399	NS
31.	29	2.69	1.11	54	2.63	0.75	0.263	NS	1.477	NS
32.	30	2.67	1.28	54	3.00	1.07	1.330	NS	1.200	NS
33.	30	2.20	1.09	54	2.30	1.13	0.402	NS	1.037	NS
34.	27	2.81	0.89	53	2.68	1.05	0.590	NS	1.175	NS
35.	29	2.66	1.054	54	3.06	0.61	1.835	NS	1.733	NS
36.	29	2.66	0.91	54	2.70	0.69	0.230	NS	1.327	NS
37.	29	2.03	0.59	55	2.29	0.68	1.422	NS	1.161	NS
38.	30	2.13	1.32	55	2.63	1.07	2.000	.05	1.232	NS
39.	29	2.83	0.56	54	2.65	1.15	0.137	NS	2.071	.05
Task Area E										
40.	21	2.24	1.71	45	2.04	1.19	0.590	NS	1.423	NS
41.	24	2.54	1.33	53	2.55	1.26	0.019	NS	1.051	NS
42.	21	1.42	0.53	46	1.57	0.64	0.691	NS	1.201	NS
43.	19	1.42	0.88	40	1.63	1.03	0.760	NS	1.182	NS
44.	29	2.62	1.55	53	2.74	1.20	0.486	NS	1.284	NS
45.	27	3.26	1.00	49	3.35	0.67	0.388	NS	1.490	NS
46.	27	3.29	1.10	48	3.50	0.54	0.894	NS	2.026	NS
47.	30	3.40	0.64	55	3.56	0.57	0.918	NS	1.116	NS
48.	30	2.93	0.93	54	2.98	1.09	0.213	NS	1.176	NS
49.	28	3.07	1.06	54	3.06	1.02	0.067	NS	1.050	NS

TESTS OF DIFFERENCES BETWEEN MEANS AND VARIANCES OF
PRINCIPALS CLASSIFIED BY SIZE OF SCHOOL

Practice	< 10 classrooms			≥15 classrooms			Tests of significance			
	T	\bar{X}	s^2	T	\bar{X}	s^2	't'	sig.	'F'	sig.
Task Area A										
1.	65	2.82	0.67	29	3.00	0.41	1.176	NS	1.628	NS
2.	65	3.32	0.46	29	3.68	0.21	0.440	NS	2.172	.05
3.	64	3.12	0.80	29	3.56	0.39	0.404	NS	2.068	.05
4.	56	2.80	1.41	23	2.57	1.64	0.768	NS	1.163	NS
5.	52	2.73	1.43	27	2.51	1.06	0.821	NS	1.341	NS
6.	63	2.16	0.86	28	2.57	0.60	2.199	.05	1.435	NS
Task Area B										
7.	64	2.50	1.50	29	3.41	1.00	3.796	.001	1.498	NS
8.	62	2.94	1.29	24	3.38	1.07	1.721	NS	1.205	NS
9.	61	2.28	0.99	27	2.56	0.69	1.354	NS	1.429	NS
10.	56	2.66	0.92	24	3.29	0.87	2.754	.01	1.034	NS
11.	55	2.36	1.14	26	2.85	0.98	1.999	.05	1.168	NS
12.	64	2.84	0.60	28	3.18	0.66	1.671	NS	1.434	NS
13.	62	3.23	0.76	26	3.15	1.13	0.305	NS	1.496	NS
14.	63	3.71	0.29	28	3.86	0.12	0.234	NS	2.444	.05
15.	65	3.49	0.47	29	3.69	0.28	1.517	NS	1.644	NS
16.	64	2.73	0.95	28	2.75	1.12	0.668	NS	1.181	NS
17.	65	3.32	0.74	29	3.48	0.59	0.894	NS	1.248	NS
Task Area C										
18.	65	3.42	0.67	28	3.50	0.46	0.515	NS	1.451	NS
19.	64	2.96	0.72	28	3.39	0.52	2.451	.05	1.369	NS
20.	61	2.80	1.10	29	3.48	0.39	0.557	NS	2.860	.05
21.	63	2.83	1.03	29	3.48	0.66	3.317	.01	1.557	NS
22.	65	3.37	0.51	29	3.66	0.23	0.337	NS	2.257	.05
23.	65	3.62	0.54	29	3.45	1.01	0.137	NS	1.848	.05
24.	65	2.86	0.92	29	3.28	0.68	2.134	.05	1.347	NS
25.	61	1.64	0.85	26	2.12	1.03	2.060	.05	1.201	NS
26.	61	2.44	1.29	26	2.00	0.93	1.858	NS	1.404	NS
27.	50	3.52	0.93	27	3.93	0.69	0.323	NS	13.554	.001
28.	37	2.65	1.58	23	2.91	1.47	0.809	NS	1.074	NS
29.	64	3.64	0.42	29	3.86	0.12	0.301	NS	3.513	.05

Practice	< 10 classrooms			≥ 15 classrooms			Tests of significance			
	T	\bar{X}	s^2	T	\bar{X}	s^2	't'	sig.	'F'	sig.
Task Area D										
30.	65	3.02	0.78	28	3.00	1.00	0.070	NS	1.275	NS
31.	64	2.77	0.84	28	2.68	1.07	0.384	NS	1.287	NS
32.	65	2.97	0.92	29	3.24	1.21	1.148	NS	1.320	NS
33.	63	2.24	1.01	28	2.61	1.24	1.504	NS	1.230	NS
34.	60	2.71	0.60	26	3.04	1.11	0.511	NS	1.847	.05
35.	63	2.83	0.81	29	3.31	0.62	2.610	.05	1.291	NS
36.	63	2.70	0.69	29	3.24	0.53	3.183	.01	1.301	NS
37.	63	2.49	0.82	29	2.38	0.58	0.620	NS	1.416	NS
38.	65	2.68	1.08	29	2.87	0.94	0.834	NS	1.141	NS
39.	63	2.70	0.97	29	3.10	1.06	1.777	NS	1.088	NS
Task Area E										
40.	52	2.07	1.61	24	2.42	1.41	1.134	NS	1.142	NS
41.	60	2.55	1.35	23	2.52	1.55	0.094	NS	1.153	NS
42.	54	1.55	0.65	22	2.04	1.41	0.342	NS	2.150	.05
43.	44	1.34	0.68	20	1.65	1.23	1.115	NS	1.807	NS
44.	64	2.91	1.11	26	2.50	1.87	1.360	NS	1.671	NS
45.	56	3.29	0.81	28	3.60	0.67	1.642	NS	1.216	NS
46.	57	3.40	0.69	28	3.46	1.11	0.267	NS	1.587	NS
47.	65	3.50	0.56	29	3.79	0.16	0.341	NS	3.398	.05
48.	64	2.93	0.84	28	3.14	1.05	0.912	NS	1.251	NS
49.	62	2.87	0.98	29	3.31	1.04	1.931	NS	1.059	NS

TESTS OF DIFFERENCES BETWEEN MEANS AND VARIANCES OF
PRINCIPALS CLASSIFIED BY HOURS TAUGHT PER WEEK

Practice	< 5 hours			≥ 11 hours			Tests of significance			
	T	\bar{X}	s^2	T	\bar{X}	s^2	't'	sig.	'F'	sig
Task Area A										
1.	48	2.75	0.77	50	2.92	0.51	1.048	NS	1.501	NS
2.	48	3.50	0.38	51	3.27	0.47	1.724	NS	1.263	NS
3.	48	3.19	0.74	50	3.24	0.59	0.319	NS	1.263	NS
4.	40	2.28	1.60	47	2.96	1.15	2.689	.01	1.394	NS
5.	37	2.54	1.28	42	2.83	1.28	1.149	NS	1.005	NS
6.	45	2.38	0.86	50	2.28	0.72	0.534	NS	1.188	NS
Task Area B										
7.	47	2.89	1.46	49	2.45	1.51	1.788	NS	1.038	NS
8.	43	2.98	1.42	47	3.21	1.06	1.001	NS	1.336	NS
9.	46	2.33	0.87	46	2.39	0.93	0.329	NS	1.071	NS
10.	42	2.90	1.13	42	2.95	0.76	0.224	NS	1.493	NS
11.	43	2.47	1.23	41	2.39	1.25	0.307	NS	1.030	NS
12.	46	2.78	1.13	51	2.88	0.54	0.077	NS	2.105	.05
13.	45	3.02	1.00	48	3.25	0.69	1.192	NS	1.454	NS
14.	47	3.81	0.28	48	3.67	0.35	1.233	NS	1.229	NS
15.	48	3.56	0.41	50	3.46	0.45	0.773	NS	1.086	NS
16.	47	2.53	1.10	50	2.86	0.88	1.620	NS	1.249	NS
17.	48	3.54	0.58	51	3.29	0.72	1.530	NS	1.234	NS
Task Area C										
18.	47	3.47	0.50	51	3.35	0.58	0.774	NS	1.153	NS
19.	47	3.26	0.74	49	2.84	0.67	2.440	.05	1.114	NS
20.	48	3.35	0.40	46	2.85	1.00	0.424	NS	2.525	.05
21.	48	3.15	0.96	48	2.65	1.19	2.365	.05	1.239	NS
22.	48	3.54	0.37	51	3.24	0.65	0.300	NS	1.742	.05
23.	48	3.56	0.66	51	3.51	0.68	0.319	NS	1.028	NS
24.	48	3.13	0.94	50	2.72	1.00	2.033	.05	1.062	NS
25.	43	2.12	1.08	49	1.41	0.49	0.568	NS	2.219	.05
26.	43	2.30	1.18	47	2.32	1.24	0.072	NS	1.043	NS
27.	43	3.84	0.28	35	3.37	1.09	0.402	NS	3.954	.05
28.	38	2.87	1.48	26	2.65	1.53	0.685	NS	1.035	NS
29.	47	3.74	0.19	50	3.62	0.40	0.155	NS	2.081	.05

Practice	< 5 hours			≥ 11 hours			Tests of significance			
	T	\bar{X}	s^2	T	\bar{X}	s^2	't'	sig.	'F'	sig.
Task Area D										
30.	47	2.89	1.07	50	2.94	0.62	0.038	NS	1.742	.05
31.	47	2.60	0.84	50	2.66	0.78	0.351	NS	1.067	NS
32.	48	3.21	1.00	50	2.76	0.98	2.229	.05	1.016	NS
33.	46	2.22	1.26	49	2.35	0.88	0.609	NS	1.429	NS
34.	43	2.67	1.10	47	2.64	0.78	0.175	NS	1.407	NS
35.	48	3.16	0.68	49	2.73	0.68	2.575	.05	1.006	NS
36.	48	3.00	0.75	49	2.63	0.68	2.138	.05	1.007	NS
37.	47	2.36	0.70	50	2.30	0.77	0.354	NS	1.102	NS
38.	48	2.90	1.13	51	2.55	0.99	1.670	NS	1.143	NS
39.	48	3.06	1.02	49	2.45	0.82	3.152	.01	1.242	NS
Task Area E										
40.	36	2.22	1.51	41	2.27	1.66	0.161	NS	1.102	NS
41.	39	2.23	1.36	47	2.77	1.12	2.212	.05	1.217	NS
42.	36	1.80	1.10	40	1.78	0.97	0.130	NS	1.130	NS
43.	32	1.38	0.67	31	1.52	0.89	0.632	NS	1.332	NS
44.	43	2.37	1.54	50	2.98	0.98	2.584	.01	1.568	NS
45.	47	3.43	0.76	42	3.17	0.76	1.402	NS	1.004	NS
46.	47	3.53	0.88	42	3.38	0.52	0.127	NS	1.701	.05
47.	48	3.69	0.34	51	3.49	0.56	0.211	NS	1.658	.05
48.	46	3.04	0.91	51	2.92	0.97	0.618	NS	1.069	NS
49.	47	3.09	1.14	48	3.08	0.88	0.008	NS	1.315	NS

TESTS OF DIFFERENCES BETWEEN MEANS AND VARIANCES OF PRINCIPALS
CLASSIFIED BY NUMBER OF CHILDREN SERVED BY THE SCHOOL BOARD

Practice	<500 children			> 2000 children			Tests of significance			
	T	\bar{X}	s^2	T	\bar{X}	s^2	't'	sig.	'F'	sig.
Task Area A										
1.	42	2.90	0.56	42	2.76	0.76	0.807	NS	1.339	NS
2.	42	3.33	0.46	42	3.55	0.49	1.428	NS	1.055	NS
3.	42	2.98	0.74	41	3.12	0.84	0.748	NS	1.137	NS
4.	40	2.78	1.42	33	2.70	1.61	0.269	NS	1.127	NS
5.	35	2.69	1.30	34	2.94	1.33	1.419	NS	1.018	NS
6.	41	2.31	0.90	40	2.15	0.88	0.798	NS	1.025	NS
Task Area B										
7.	42	2.73	1.67	40	2.87	1.36	0.504	NS	1.231	NS
8.	42	3.09	1.32	36	3.03	1.30	0.260	NS	1.015	NS
9.	38	2.37	1.13	39	2.33	0.68	0.162	NS	1.649	NS
10.	33	2.60	1.02	39	3.10	0.60	2.300	.05	1.697	NS
11.	34	2.32	1.57	37	2.27	1.17	0.191	NS	1.343	NS
12.	42	2.71	0.68	40	3.05	0.79	1.766	NS	1.172	NS
13.	40	3.25	0.64	40	3.25	0.69	0.000	NS	1.078	NS
14.	40	3.75	0.19	41	3.80	0.30	0.499	NS	1.618	NS
15.	42	3.42	0.48	42	3.64	0.32	1.545	NS	1.487	NS
16.	42	2.64	0.89	40	2.53	1.25	0.514	NS	1.394	NS
17.	42	3.28	0.73	42	3.38	0.76	0.506	NS	1.044	NS
Task Area C										
18.	42	3.60	0.57	42	3.50	0.58	0.574	NS	1.016	NS
19.	40	3.03	0.72	41	3.07	0.75	0.252	NS	1.036	NS
20.	39	2.97	1.10	39	3.21	0.68	1.081	NS	1.630	NS
21.	41	2.88	1.13	40	3.15	1.07	1.165	NS	1.050	NS
22.	42	3.24	0.75	42	3.57	0.29	0.324	NS	2.573	.05
23.	42	3.60	0.43	42	3.43	0.96	0.140	NS	2.223	.05
24.	41	2.68	1.14	42	3.19	0.78	2.359	.05	1.479	NS
25.	41	1.61	0.92	37	1.97	1.27	1.524	NS	1.379	NS
26.	41	2.27	1.22	38	1.97	1.18	1.194	NS	1.031	NS
27.	29	3.38	1.20	39	3.87	0.11	0.430	NS	10.745	.01
28.	20	2.75	1.58	28	3.29	1.06	1.564	NS	1.496	NS
29.	41	3.51	0.54	41	3.76	0.18	0.300	NS	2.942	.05

Practice	<500 children			>2000 children			Tests of significance			
	T	\bar{X}	s^2	T	\bar{X}	s^2	't'	sig.	'F'	sig.
Task Area D										
30.	42	3.07	0.83	42	3.04	0.81	0.121	NS	1.026	NS
31.	41	2.76	0.92	42	2.74	0.96	0.848	NS	1.043	NS
32.	41	2.83	1.26	42	3.24	1.09	1.717	NS	1.163	NS
33.	40	2.25	1.19	41	2.17	1.26	0.322	NS	1.064	NS
34.	39	2.77	0.79	38	2.71	0.99	0.272	NS	1.256	NS
35.	41	2.78	1.00	42	2.98	0.64	0.982	NS	1.558	NS
36.	41	2.68	0.95	41	2.78	0.56	0.508	NS	1.689	NS
37.	41	2.29	0.89	41	2.32	0.61	0.128	NS	1.467	NS
38.	42	2.50	1.15	42	2.69	1.17	0.810	NS	1.010	NS
39.	41	2.76	1.01	41	3.05	0.88	1.364	NS	1.158	NS
Task Area E										
40.	36	2.50	1.58	29	2.17	1.52	1.055	NS	1.040	NS
41.	38	2.82	1.26	34	2.23	1.47	2.100	.05	1.174	NS
42.	35	1.74	0.99	29	1.69	0.97	0.214	NS	1.019	NS
43.	29	1.62	1.06	26	1.42	0.71	0.782	NS	1.506	NS
44.	41	3.07	0.85	40	2.35	1.47	3.012	.01	1.742	NS
45.	33	3.03	0.69	42	3.55	0.53	1.331	NS	1.305	NS
46.	34	3.32	0.87	41	3.56	0.64	1.173	NS	1.360	NS
47.	42	3.52	0.54	42	3.56	0.38	0.483	NS	1.394	NS
48.	42	2.79	1.12	42	3.07	0.83	1.333	NS	1.353	NS
49.	39	3.05	1.07	42	3.34	0.71	0.887	NS	1.523	NS

APPENDIX E

RESULTS OF CHI SQUARE ANALYSES OF RESPONSES OF
PRINCIPALS AND TEACHERS TO SELECTED
ADMINISTRATIVE PRACTICES

TABLE XLII

CHI SQUARE ANALYSIS OF RESPONSES OF TEACHERS AND
PRINCIPALS ON THE BASIS OF SELECTED VARIABLES

Practice	Sex		Age		Prof. Prep.	
	Male	Female	<30 yrs.	≥50 yrs.	Degree	No degree
Task Area A						
1.	11.93*	2.42	1.70	9.93*	11.31*	9.03*
2.	2.63	0.57	1.42	0.67	0.22	0.97
3.	6.26	2.02	3.20	1.88	6.07	2.26
4.	6.09	1.32	3.06	0.27	3.34	0.62
5.	7.56	2.02	3.30	5.98	7.00	0.66
6.	19.44***	1.28	14.50**	1.10	16.30**	5.81
Task Area B						
7.	1.11	1.27	3.11	1.05	0.84	1.20
8.	3.48	0.35	0.43	1.55	3.72	0.62
9.	10.90*	13.98**	9.37	1.80	11.31*	16.45**
10.	3.99	4.02	3.34	1.45	6.71	9.33
11.	4.05	1.61	3.51	5.43	8.14	1.66
12.	30.13***	8.58	5.98	8.21	23.58***	13.66**
13.	17.79**	2.29	5.50	3.03	6.13	14.60**
14.	6.67	5.09	0.52	0.92	5.77	2.00
15.	7.56	10.31*	4.90	2.87	3.68	15.56**
16.	7.87	4.53	1.31	1.88	0.80	2.06
17.	4.00	4.69	1.79	2.78	4.55	9.11
Task Area C						
18.	6.44	4.88	1.64	2.99	4.82	5.89
19.	9.87*	3.04	6.20	4.74	4.15	9.08
20.	1.53	3.14	1.20	2.91	2.25	8.70
21.	1.63	0.80	5.86	2.07	2.24	5.55
22.	3.71	4.97	1.26	0.90	2.52	4.83
23.	6.64	1.75	3.44	2.53	3.36	4.86
24.	6.28	1.27	0.81	2.51	3.19	3.12
25.	13.70**	16.06**	0.89	12.87*	5.89	25.19***
26.	27.80***	5.77	11.46*	6.04	14.83**	16.66**
27.	5.06	0.35	1.74	1.86	2.18	4.23
28.	4.10	0.87	0.99	2.02	3.54	2.43
29.	11.15*	9.28	6.16	4.15	8.99	11.07*

* Significant at the .05 level; ** .01 level; ***.001 level

Practice	Sex		Age		Prof. Prep.	
	Male	Female	<30 yrs.	≥50 yrs.	Degree	No degree
Task Area D						
30.	7.41	9.63*	2.49	7.08	0.74	13.76**
31.	17.80**	2.57	6.46	6.95	5.35	16.14**
32.	2.91	0.30	0.77	1.43	0.83	1.17
33.	10.14*	3.17	2.02	3.29	1.86	3.44
34.	13.21*	4.97	8.04	5.59	5.39	14.29**
35.	28.69***	11.63*	8.77	12.93*	24.94***	13.05*
36.	32.48***	8.37	16.15**	11.52*	16.61**	22.82***
37.	32.97***	9.83*	11.19*	9.81*	20.61***	28.75***
38.	1.37	15.33**	0.12	2.21	1.02	10.58*
39.	10.34*	0.95	3.62	0.77	4.20	2.62
Task Area E						
40.	30.93***	18.64***	15.58**	18.66***	22.04***	30.35***
41.	13.16*	12.31*	8.97	11.74*	12.42*	14.85**
42.	16.60**	11.28*	11.40*	11.28*	22.10***	7.92
43.	12.44*	5.46	1.21	5.87	12.06*	7.94
44.	15.67**	7.56	2.67	14.46**	13.42**	6.60
45.	12.22*	1.73	0.79	12.73**	6.56	5.54
46.	0.79	1.79	3.04	10.74	3.17	0.26
47.	1.19	5.41	5.26	1.40	1.26	4.09
48.	4.71	3.08	4.53	1.47	2.35	3.74
49.	4.85	5.66	4.08	3.38	4.76	6.11

* .05 level; ** .01 level; *** .001 level.

Practice	Adm. Experience		Size of School		Teaching Experier	
	< 5 yrs.	≥ 15 yrs.	< 10 clrm	≥ 15 clrm	< 10 yrs.	≥ 20 yrs.
Task Area A						
1.	2.95	7.08	7.04	7.95	1.34	17.16**
2.	1.01	4.43	1.15	1.65	0.32	0.64
3.	8.47	0.42	3.44	2.68	2.54	4.41
4.	3.58	0.81	1.41	2.49	2.38	0.48
5.	4.22	9.73*	0.76	10.61*	2.36	4.98
6.	12.71*	5.20	5.80	15.14**	11.34*	6.72
Task Area B						
7.	3.54	0.56	2.39	10.54*	4.17	1.67
8.	0.36	3.27	1.37	2.41	0.94	2.72
9.	15.30**	1.90	3.50	27.16**	7.22	11.87*
10.	6.05	1.33	10.60*	4.36	1.71	3.45
11.	2.35	3.85	1.23	11.03*	3.70	4.46
12.	10.64*	12.97*	19.78***	14.32**	10.35*	13.60**
13.	7.77	5.47	8.82	2.60	2.25	8.86
14.	8.37	0.65	2.70	3.34	2.57	2.66
15.	6.59	3.66	6.60	9.40	3.70	7.83
16.	2.84	0.27	2.12	5.57	1.24	0.71
17.	3.28	2.28	1.57	4.60	1.84	5.35
Task Area C						
18.	4.41	0.63	6.09	2.17	1.48	2.07
19.	9.64*	1.97	10.84*	4.52	4.16	6.46
20.	2.22	3.95	1.72	4.54	1.31	5.94
21.	3.21	0.64	1.65	2.34	3.88	1.32
22.	2.54	2.28	4.67	8.83	0.44	4.37
23.	5.61	0.89	9.07	0.70	1.49	3.43
24.	0.57	6.46	6.55	2.33	0.32	6.65
25.	8.86	12.60*	1.99	23.89***	2.59	17.33**
26.	19.49***	8.38	20.42***	8.29	10.84*	10.72*
27.	2.96	4.00	4.75	1.72	2.46	0.78
28.	2.76	1.53	3.97	3.90	0.89	1.42
29.	7.88	3.97	7.94	9.39	4.91	9.30

* .05 level ($\chi^2 = 9.49$); ** .01 level ($\chi^2 = 13.28$).
 *** .001 level ($\chi^2 = 18.46$).

Practice	Adm. Experience		Size of School		Teaching Experience	
	<5 yrs.	≥15 yrs.	<10 clrm	≥15 clrm	<10 yrs.	≥20 yrs.
Task Area D						
30.	1.61	9.87*	5.30	5.17	2.80	17.41**
31.	6.19	8.26	15.12**	1.38	2.28	14.07**
32.	2.74	0.82	11.36*	2.33	1.82	1.29
33.	0.32	2.14	2.29	1.91	3.57	4.56
34.	6.20	9.04	13.44**	11.15*	3.07	11.59*
35.	9.01	15.37**	13.27*	9.72	2.79	28.29***
36.	12.05*	12.53*	15.06**	17.86**	7.62	20.36***
37.	11.72*	16.10*	20.92***	12.66*	11.61*	23.71***
38.	2.06	2.28	2.71	5.36	1.85	8.08
39.	2.79	1.44	2.93	3.64	9.19	4.38
Task Area E						
40.	18.67***	22.47***	22.64***	17.49**	23.09***	29.15***
41.	16.95**	5.04	11.68*	8.79	15.50**	10.55*
42.	11.51*	12.17*	13.61**	9.29	13.76**	14.72**
43.	8.74	6.26	8.31	9.40	7.12	5.41
44.	6.23	12.26*	4.55	13.74**	5.34	17.28**
45.	4.16	4.87	0.97	7.26	3.97	6.44
46.	1.79	6.05	0.90	2.50	1.09	5.27
47.	6.53	0.62	1.79	2.42	3.98	0.94
48.	5.04	8.51	9.19	1.04	2.38	5.69
49.	4.79	4.18	3.01	8.42	2.84	2.05

* .05 level ($\chi^2 = 9.49$); ** .01 level ($\chi^2 = 13.28$)
 *** .001 level ($\chi^2 = 18.46$).

Practice	Hrs./wk. taught		Children served by Bd.	
	< 5 hrs.	≥ 11 hrs.	< 500	> 2,000
Task Area A				
1.	7.39	4.27	4.24	6.45
2.	0.22	0.79	0.64	0.43
3.	3.78	4.18	6.77	3.31
4.	1.38	3.83	4.08	1.60
5.	4.59	1.25	1.80	6.48
6.	5.12	11.59*	8.76	4.74
Task Area B				
7.	5.34	1.69	0.28	2.12
8.	1.97	2.87	1.58	3.99
9.	19.13***	3.84	8.37	12.95**
10.	2.54	6.26	8.75	2.42
11.	3.10	2.27	5.69	1.45
12.	10.42*	19.55***	12.71*	13.30**
13.	6.79	5.23	10.54*	4.87
14.	3.55	2.92	4.67	2.23
15.	7.16	6.00	6.96	5.47
16.	3.72	1.59	2.07	3.94
17.	4.66	1.90	5.07	3.00
Task Area C				
18.	3.13	11.32*	3.93	2.93
19.	3.73	14.76**	11.05*	5.20
20.	5.53	1.86	0.94	1.85
21.	2.56	0.38	0.85	0.55
22.	7.54	2.57	1.62	4.80
23.	0.75	8.76	4.08	1.19
24.	0.51	6.12	1.19	2.61
25.	23.10***	3.73	8.33	11.41*

* .05 level ($\chi^2 = 9.49$); ** .01 level ($\chi^2 = 13.28$);

*** .001 level ($\chi^2 = 18.46$)

Practice	Hrs./wk. taught		Children served by Bd.	
	<5 hrs.	≥11 hrs.	<500	>2,000
26.	8.33	19.89***	15.07**	21.78***
27.	2.73	0.93	1.07	5.38
28.	4.52	2.09	3.00	2.88
29.	9.57*	7.86	4.80	6.29
Task Area D				
30.	5.89	8.44	3.34	4.12
31.	3.26	13.68**	6.62	9.54*
32.	0.64	3.57	0.53	2.84
33.	1.70	2.02	1.07	1.99
34.	5.34	8.02	9.91*	2.87
35.	14.11**	18.66***	7.04	11.94*
36.	13.08*	22.75***	12.93*	11.26*
37.	14.65**	20.99***	10.27*	17.04**
38.	7.39	5.37	2.73	4.09
39.	4.61	4.27	0.17	7.14
Task Area E				
40.	29.25***	16.17	8.97	28.38***
41.	20.38***	11.54*	7.08	22.18***
42.	14.51**	8.17	9.78*	14.19**
43.	11.28*	6.56	2.04	14.12**
44.	19.64***	4.77	3.10	25.48***
45.	13.93**	2.15	0.85	10.88*
46.	4.04	1.18	1.60	4.53
47.	4.34	1.20	4.41	2.30
48.	0.81	k.70	1.30	4.34
49.	5.14	3.15	5.47	7.32

* .05 level ($\chi^2 = 9.49$); ** .01 level ($\chi^2 = 13.28$)

*** .001 level ($\chi^2 = 18.46$)

