

A SURVEY OF THE CURRENT PROFESSIONAL PROBLEMS OF PRINCIPALS
IN LARGE HIGH SCHOOLS IN THE PROVINCE OF
NEWFOUNDLAND AND LABRADOR

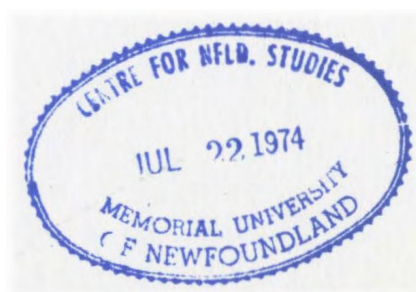
CENTRE FOR NEWFOUNDLAND STUDIES

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WILLIAM PATRICK WALSH

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A SURVEY OF THE CURRENT PROFESSIONAL PROBLEMS OF
PRINCIPALS IN LARGE HIGH SCHOOLS IN THE
PROVINCE OF NEWFOUNDLAND AND LABRADOR

A Thesis
Submitted to
the Faculty of Education
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In Partial Fulfillment
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Master of Education

by



William Patrick Walsh

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ABSTRACT

The purpose of this study was to survey all principals of large high schools in the Province of Newfoundland and Labrador to ascertain what they perceived as professional problems in the performance of their tasks. In addition, information was obtained on the sources of help used by principals in solving or dealing with these problems.

The data for the study were collected by means of a mailed-questionnaire on which principals were asked to rate problems as to their degree of difficulty and to list sources of help.

Mean difficulty ratings were obtained for each specific problem and the problems were then classified as major, moderate, or minor. Grand mean difficulty ratings were obtained for each of eight problem areas to determine which general area was perceived as being most difficult by the principals.

It was concluded that:

1. Problems related to: (a) developing programs for the gifted and low-achievers, (b) involving students in school activities, (c) securing sufficient numbers of qualified staff personnel, and (d) finding time to evaluate school staff and programs, were perceived by all principals to be the most difficult.
2. Problems encountered by principals cover all the major administration task areas of school administration, with

the areas of curriculum and instruction, and organization and structure, presenting the most severe problems.

3. The severity of most problems had a relationship to:

(a) the number of years of experience a principal had as a school administrator, (b) school size, (c) the type of school in which the principal worked, and (d) the amount of professional preparation that a principal had received.

4. Pupils travelling to centralized schools are prevented from participating fully in many school activities.

5. Some of the major problems that affect principals are problems that cannot be solved by them, alone.

A number of recommendations were made by the researcher for the improvement of preservice and inservice programs for principals, for reducing the severity of the professional problems of principals, and for further research.

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MEMORIAL UNIVERSITY OF NEWFOUNDLAND

COMMITTEE ON GRADUATE STUDIES

The undersigned certify that they have read, and
recommend to the Committee on Graduate Studies for acceptance, a
thesis entitled "A Survey of the Current Professional Problems of
Principals in Large High Schools in the Province of Newfoundland
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CHAPTER 1

THE PROBLEM

INTRODUCTION TO THE PROBLEM AREA

The importance of the principal in the educational system has long been a major topic for writers in the educational field. In general, the principal has been expected to be the planner, the organizer, the administrator, and the leader of all that is happening in the school building.

A brief survey of the literature of contemporary writers on the responsibilities of the school principal, with respect to the operation and development of a progressive, flexible, and worthwhile educational program, will show the importance placed on the position of principal by those conceded to be authorities in the field of education:

In 1961, Downey wrote, "The principal of today is expected to assume authority over and responsibility for every activity in which his school engages."¹ Downey emphasized that no longer should the principal be regarded as the "head teacher" or the manager of the school office.²

In 1965, P. J. Warren, writing in an article entitled,

¹Lawrence W. Downey, "The Skills of an Effective Principal," The Canadian Administrator, Vol. 1 (December, 1961), 11.

²Ibid., p. 11.

"The Principal as an Educational Leader," said:

The principal has a major responsibility in setting the tone, establishing the conditions, and providing stimulation for the kind of learning that goes on in the school. His skill in human relations, his ability to marshal every possible resource through constant and careful planning, and his ability to relate effort to purpose are factors of major importance in determining the extent to which goals of the school are attained.

The supervisory function of the principal has been stressed strongly in the literature. The Royal Commission on Education and Youth for Newfoundland and Labrador stated the following:

Being close to the scene of educational action, the school principal is in an excellent position to perform the motivation and consultation functions of supervision. He can foster improved morale and promote in-service education among teachers.⁴

Leonard Kraft, in a book published in 1971, wrote:

The supervisory leadership role of the principal is one of marshalling resources--human and material. The leadership ability of the principal in this area greatly determines the quality of the educational program as well as the teaching-learning situation in his school.⁵

Kraft also wrote of the function of the principal as it relates to curriculum leadership:

Of the many functions performed by the secondary school principal, probably the most significant is curriculum leadership. More than ever before, he is called upon to

³Philip J. Warren, "The Principal as an Educational Leader," Monographs in Education, No. 2 (St. John's: Memorial University of Newfoundland, 1965), p. 1.

⁴Philip J. Warren, and others, Newfoundland Royal Commission on Education and Youth, Vol. II (St. John's: Province of Newfoundland and Labrador, 1968), 61.

⁵Leonard Kraft, The Secondary School Principal in Action, (Dubuque: Wm. C. Brown Company Publishers, 1971), p. 125.

exercise leadership in the development of a curriculum which will meet the changing demands of students and society. He is charged with moving the students and faculty through the constant swirl of curriculum change. The principal is held accountable for setting the stage for curriculum innovation and development.⁶

Ovard, writing in a humorous tone, listed some of the expected and self-perceived roles of the principal:

The secondary school principal has been regarded as a warden, a boss, an autocrat, a will-o'-the-wisp, a slave driver, a good Joe, and occasionally a capable administrator. He sees himself as a person who is harried, tired, lonely, imposed on, Jack-of-all-trades, back patter, father confessor, office boy, and revolutionizer of the curriculum.⁷

The new trends in education, the larger and more complex schools, and the greater expectations for the role of the principal have all helped to increase the problems of and pressures on the person who assumes the position of principal of a school. Kraft wrote:

As the secondary school principalship emerges in the seventies, it is undergoing rapid and turbulent change. Those serving in the position might feel as if it is the "eye" of the educational hurricane.⁸

Some of the problems encountered by principals as administrators and as "fillers" of roles were vividly described by M. B. Scott. He wrote:

Principals are found everywhere--behind desks, at P.T.A. meetings, in halls, on stairways, on buses, in and out of classes, up and down between fourth floor storerooms and

⁶Ibid., p. 81.

⁷Glen A. Ovard, Administration of the Changing Secondary School, (New York: The MacMillan Company, 1969), p. 3.

⁸Kraft, op. cit., p. 29.

first floor shops. School boards question them; supervisors watch them; teachers plague them; parents wonder at them and expect them to teach Johnny to be a millionaire and still keep out of jail in sixty easy lessons.⁹

The increased pressure and problems faced by today's principals are not without their effect. John A. Stanavage, Executive Secretary of the North Central Association (NCA) Commission on Secondary Schools, indicated one of the effects when he wrote:

... during the last five years the strains on the principal have become almost seismic, far exceeding in intensity the more halcyon turbulences of the past. That many principals, inured to the tremblors of the office though they may have been, have found the aggravated pressures of the present intolerable, is evidenced by the large number who have left their posts in recent years via retirement, strategic transfers, new career ventures, or sheer exhaustion.¹⁰

A more detailed description of research directly related to problems faced by today's principals has been made in a later section of this thesis. However, the importance of the principal in the educational system and the fact that principals of today are encountering more problems and pressures are clear.

STATEMENT OF THE PROBLEM

Partially as a result of the reorganization of school districts and the input of Federal Government monies into school construction many changes have taken place recently in education

⁹M. B. Scott, "What is a High School Principal?" Clearing House, Vol. 32, (September, 1957), 30.

¹⁰John A. Stanavage, "NCA Principals' Perception of Their Principalship," The North Central Association Quarterly, Vol. 46, (Winter, 1972), 319.

in the Province of Newfoundland and Labrador. The number of school boards has been reduced from over 300 to 32. This reorganization has resulted in the availability of more central office personnel to assist principals and teachers in the performance of their tasks. New instructional programs and methods such as pre-vocational education, team-teaching, continuous progress, and non-gradedness have been introduced; and larger, better equipped, centralized high schools have been built. These changes have, no doubt, resulted in the elimination of some of the problems of the principal; but it is almost certain that new complexities have raised new issues and have confronted the principal with a new variety of concerns.

The purpose of this study was to survey the principals of all large high schools in the Province of Newfoundland and Labrador to ascertain what they actually perceive as problems in the performance of their tasks. More specifically, the study attempted to answer the following questions related to the professional problems of principals:

1. What is the nature of principals' problems as perceived and reported by them?
2. Which specific problems, as perceived by the principals, cause the most difficulties?
3. Which of the problem areas, as perceived by the principals, cause the most serious problems?
4. Are the problems as perceived by experienced principals similar to those perceived by inexperienced principals?

5. Are the problems as perceived by principals with a Graduate Diploma or M. Ed. Degree in Educational Administration similar to those perceived by principals with neither?
6. Are the problems as perceived by principals of central high schools similar to those perceived by principals of regional high school?
7. Are the problems as perceived by principals of schools with a student enrollment of five hundred or more, similar to problems perceived by principals of schools with a student enrollment between three hundred and five hundred?

SIGNIFICANCE OF THE STUDY

In order to gain a more comprehensive insight into the needs and concerns of the high school principal today, an understanding of the current professional problems facing this administrator seems of great importance. Norton stated:

An identification of the kinds of problems being encountered is a vital first step to a number of considerations, including such factors as problem solution, principal preparation, staffing, and research.¹¹

Since no survey of the professional problems of principals of large high schools in the Province of Newfoundland and Labrador has been reported, it is hoped by the researcher that this study, in attempting to fill the need, will have the following significance:

1. This study should provide the Faculty of Education,

¹¹M. Scott Norton, "Current Problems of the High School Principal," The Clearing House, Vol. 46 (April, 1972), 451.

Memorial University of Newfoundland; The Newfoundland Teachers' Association; school boards; and other interested groups with information that will assist them in planning preservice and inservice training programs for high school administrators.

2. This study should help those who plan to become high school administrators to be more aware of the problems they are likely to encounter in this role.
3. Since the findings of this study are broadly suggestive rather than conclusive, heuristic rather than definitive, they should serve as a basis for more detailed research on a number of important aspects of the areas of concern to principals.

DEFINITION OF TERMS

For the purposes of this study, the following terms have been defined:

Central High School

A central high school is considered to be a school that has students enrolled in grades seven to eleven or in grades eight to eleven, inclusive.

Regional High School

A regional high school is considered to be a school that has no students enrolled in a grade below grade nine. The grades generally present in a regional high school are grades nine to eleven

or grades ten and eleven, inclusive.

Large High School

A large high school is considered to be a central or regional high school with a student enrollment of three hundred or more.

Principal

A principal is generally defined as the chief administrator of a school; and as such, he is responsible for providing the administrative and supervisory leadership within his school.

In this Province, however, a principal of a central or regional high school has additional tasks. He is the supervising or co-ordinating principal of a "school system" which is composed of a central or regional high school and one or more elementary, primary, or junior high schools. The pupils of the primary, elementary, or junior high schools attend the central or regional high schools within the "system" when they reach the appropriate grade level. That grade level is generally grade seven or grade nine.

In contrast to many other areas, a principal in this Province is not required to have any specialized training or special certification.

Experienced Principal

An experienced principal is considered to be one who has had more than three years experience as principal of a school.

Inexperienced Principal

An inexperienced principal is considered to be one who has had three years or less experience as principal of a school.

Problems

This term refers to any perplexing and/or challenging situation as perceived by the principal in the performance of his professional duties. While, no doubt, a principal's personal, social, and emotional problems greatly influence the way he perceives his professional problems, no attempt was made to relate a principal's professional problems to other, more personal problems, he might have.

Graduate Diploma

A graduate diploma in educational administration has been equated with seven to ten graduate courses in educational administration.

ASSUMPTIONS, DELIMITATIONS, AND LIMITATIONS

Assumptions

It was assumed by the researcher that, through analysis of their professional situations, principals were aware of problems confronting them as administrators. It was further assumed that they would be willing to report their problems with candor.

Delimitations

This study was delimited to those regional and central high schools in the Province of Newfoundland and Labrador that had a student enrollment of three hundred or more. Schools of this size were chosen because they permit the principal, since he has at least twelve teachers on his staff, and has few, if any, teaching duties,

to be the administrative and supervisory leader within his school.

Limitations

The extensive limitations that accrue to data collection by means of a mailed questionnaire apply in this study. Wallace stated the weaknesses as follows:

1. The problem of non-returned questionnaires.
2. The possibility that those who answer the questionnaire may differ from the non-respondents thereby biasing the sample.
3. The validity depends, to a great extent, on the ability and willingness of the respondent to provide information.
4. The possibility of misinterpretation of the questions without this being detected by the researcher.
5. No follow-through on misunderstood questions or evasive answers; no observation of apparent reluctance or evasiveness.¹²

Despite the known weaknesses it was decided to use the mailed-questionnaire to gather the needed data because it afforded an opportunity to efficiently cover a wide geographic area at minimum expense. Consequently, an effort was made during the developing of the instrument, and during the gathering of the data, to lessen the influence of the weaknesses of the mailed questionnaire upon this

¹²D. C. Miller, Handbook of Research Design and Social Measurement, (New York: David McKay Company, Inc., 1970) pp. 76-77, citing D. Wallace, "A Case For - and Against - Mailed Questionnaires," Public Opinion Quarterly, Vol. 18 (1954), pp. 40-52.

study. By the use of a pilot study, as described in Chapter 3, an attempt was made to eliminate the possibility of misinterpretation of the questions. The apparent high interest on the part of those involved in the study and the follow-up routines that were implemented, realized a return of 84.1 percent, assuring a wide and strong sample.

The fact that the respondents participated in the study voluntarily was taken as an indication that their answers were likely to be valid.

There were also limitations related to the adequacy of the instrument. The instrument was developed by the researcher utilizing the general problems areas developed in a similar study by Witty.¹³ The specific problems were derived from related literature, from discussion with fellow graduate students in educational administration, and from the researcher's own experience as principal of a high school in the Province. An attempt was made to assure face-validity and relevancy of the specific problems by conducting a pilot study as described in Chapter 3. No further claim as to the reliability or validity of the instrument is made.

The techniques used in the treatment of the data in this study were not standardized. No claim is made that a rating of 5 on the rating scale by one principal indicated a problem of the same degree of difficulty as a rating of 5 by another principal. Neither is it claimed that a rating of 5 for one specific problem by

¹³Dwight C. Witty, "The Perceived Problems of Beginning Senior High Schools Principals in Florida." (unpublished Doctor's project, University of Miami, 1972).

a principal indicated the same degree of difficulty as a rating of 5 by the same principal on another problem. An arbitrary decision was made by the researcher to classify problems by using the mean difficulty ratings. Problems with mean difficulty ratings above 3.50 were classified as major problems; those with a mean difficulty ratings between 2.50 and 3.51 were classified as moderate; and problems with mean difficulty ratings of 2.50 and less were classified as minor problems.

Despite its limitations, mean difficulty ratings and the classification of problems were used because it provided a clear and concise way for the researcher to show in profile form the perceived professional problems of the respondents.

OVERVIEW OF THE STUDY

Chapter 1 of the study has defined the problem, described its background, and outlined general parameters of the study.

Chapter 2 focuses on a review of studies related to the problems of principals. Also included is a brief review of the literature related to the role of the principal and the preparation of principals.

Chapter 3 presents the procedure followed in constructing the instrument and in gathering and treating the data.

The findings of the study are reported by means of tables, with explanations; in Chapter 4.

The final chapter provides a summary of the study, the conclusion reached, and the recommendations made. A section is included

in this chapter to show the relationship of the findings of this study to the findings of similar studies.

CHAPTER 2

REVIEW OF RELATED LITERATURE

INTRODUCTION

This review of related literature will emphasize studies that have been done related to problems of principals of secondary schools. A brief report, however, will be given on the literature related to the role of the principal and on two approaches that have been used in an attempt to improve preparation programs for principals.

The review of the studies related to the problems of principals will be reported using the following points as guidelines:

1. Problem or problems being investigated.
2. Research procedures used in the studies.
3. Significant findings of the studies.
4. Conclusions reached by the researcher.

THE ROLE OF THE PRINCIPAL

There is general agreement that the secondary school principal--whether in a small village, a town, or a city--is confronted with problems never before encountered. In an attempt to identify his role, writers have used such terms as educational leader, philosopher, stimulator, implementer, and planner. Stanavage wrote that the principal's role will be that of an educational leader--face-to-face with curriculum and instruction

as the two affect the teaching-learning confrontation.¹ Trump contended that the secondary school principal should dedicate 75 percent of his working time to improvement of instruction.² Thomas expressed his thoughts on the principalship as follows:

Since the principal has this important leadership role, he is riding the crest of change; he is hard pressed sometimes to keep his feet on solid ground. To keep his balance the principal must constantly study to understand our society. The principal must master the tools of his trade, but he must be willing to turn them over to someone else. He cannot allow himself to become bogged down with trivia for he must perceive the entire situation of his school.³

Spears believed that school administration is a "means to an end" and that a principal's role should include the establishment of optimal learning conditions and the coordination of the school program. The principal, according to Spears, must be a stimulator, encourager, and facilitator.⁴ Another writer felt that the principal's role in curriculum development included initiating and encouraging research and experimentation, keeping abreast of major subject matter developments in each discipline, developing and maintaining a

¹J. A. Stanavage, "Educational Leader: An Authentic Role," National Association of Secondary School Principals Bulletin, Vol. 51 (November, 1967), 3-17.

²J. L. Trump, "Changes Needed for Further Improvements of Secondary Education in the United States," National Association of Secondary School Principals Bulletin, Vol. 53 (January, 1969), 118.

³E. S. Thomas, "The Principals Role in Change," National Association of Secondary School Principals Bulletin, Vol. 47 (February, 1963), 26.

⁴M. J. Spears, "A Principal's Influence," National Association of Secondary School Principals Bulletin, Vol. 51 (November, 1967), 45-53.

receptive climate for new programs, and measuring the results with appropriate evaluation tools.⁵

Ovard sees the principalship as a profession for those interested in the organization and administration of all aspects of education necessary to produce the attitudes, values, knowledge, and skills for future generations.⁶ He centers the major responsibility of the principal around developing instruction and curriculum policies, and community relations policies.⁷

Neagley and Evans see the principal as the educational leader of his school and immediate community, responsible for both the supervision of instruction and the execution of administrative functions.⁸

Harvey Goldman foresaw the prime function of the principal as being a school-community specialist and believed, in this role, he should be responsible for four major task areas:

1. Interpreting the educational program to the community affected by the school.
2. Interpreting the community to teachers and administrators within the system.
3. Mediating local conflict at the local level.

⁵H. L. Walen, "A Principal's Role in Curriculum Development," National Association of Secondary School Principals Bulletin, Vol. 51 (November, 1967), 36-44.

⁶Glen F. Ovard, Administration of the Changing Secondary School (New York: The Macmillan Co., 1969), p. 4.

⁷Ibid., pp. 56-57.

⁸Ross L. Neagley and Dean N. Evans, Handbook for Effective Supervision (Englewood Cliffs: Prentice Hall, Inc., 1964), p. 12.

4. Acting as facilitator in those cases which cannot be mediated at a local level.⁹

Although writers differ somewhat in opinions concerning the role of the principal, most agree that there is a need for a re-definition of the principalship. Goldman stated:

. . . principals throughout the educational spectrum are re-examining their roles and functions in hopes of effecting modifications necessary to insure the maintenance of their leadership potential.¹⁰

THE PROBLEMS OF PRINCIPALS

Recognition of problems obviously is a prerequisite to the solution of problems. The solution of problems encountered by high school principals calls for unique abilities on the part of the individuals. Mort and Ross stated, "The heart of the school administrator's work is problem solving."¹¹ They contended that many aspects of the work of the principal depended upon what was thought of as "common sense judgment" and that through effective preparation programs, such judgment could be developed in younger men without the hazardous, disappointing years of trial and error.¹²

Since the early 1950's, there has been a growing awareness of the importance of studying the problems of principals. In 1954,

⁹Harvey Goldman, "New Role for Principals," Clearing House, Vol. 45 (November, 1970), 135-139.

¹⁰Ibid., p. 139.

¹¹Paul R. Mort and Donald H. Ross, Principles of School Administration (New York: McGraw-Hill Book Co., Inc., 1957, p. 17.

¹²Ibid., pp. 17-19.

Jacobson, et al., reported problem areas of the principalship identical to those of the Zweibach study.¹³

The Zweibach Study

The list of problem areas used by Jacobson, Reavis, and Logsdon was taken from data gathered by S. I. Zweibach and reported in the October, 1952, issue of the National Association of Secondary School Principals Bulletin. The survey was initiated to determine and identify the problems that high school principals were encountering. Zweibach felt that the identification of the problems would serve as guidelines to identifying the unmet professional needs of secondary school administrators.

A questionnaire consisting of two questions was employed by Zweibach to determine the problems that high school principals were encountering. The two questions were:

1. What were your most pressing problems during your first year as a high school principal?
2. In your opinion, how could your professional training school have better prepared you to meet these problems?

The questionnaire was sent to 261 principals of secondary schools, and of that number, 135 or 51.7 percent returned them.

In order, to aid the principals with their replies, several categories of problems were listed. The major divisions were:

¹³ Paul B. Jacobson, William C. Reavis, and James D. Logsdon, The Effective School Principal (New York: Prentice-Hall, Inc., 1954), p. 9.

1. Internal Organization and Administration.
2. Relationships with Faculty.
3. Supervision and Instruction.
4. Curriculum and Programming.
5. Pupil Relations, Guidance, and Activities.
6. School Relations (community, board, etc.).
7. School Plant, Purchasing, and Supplies.
8. Finance and Budget.
9. Pupil Transportation.

The problems reported by the principals were separated and classified according to the major areas of concern into which the problems seemed to fall. A summary of all the problems reported by the principals in the survey was presented in a chart showing the total number of problems reported within a category. A second column showed the percentage of principals reporting problems under a particular category.

Zweibach's findings were:

1. The largest percentage of principals, 62 percent, were concerned with problems involving relationships with faculty.
2. Approximately half of the principals expressed equal concern over the areas of supervision of instruction and pupil relations, guidance, and activities.
3. There were no significant difference between the problems expressed by principals with less than three years experience and those whose experience ranged from three

to fifteen years.

Zweibach concluded that the problems requiring immediate solutions were the ones that were reported, and that this urgency tended to obscure more basic issues such as the aims of the secondary school and administrative theory and policies.¹⁴

The Rollins Study

Rollins utilized a "Problems Questionnaire" to gather data from public and private junior and senior high school principals in Rhode Island in an attempt to identify their problems.

The questionnaire asked, "As a principal, what do you consider your five most pressing school problems? Please list in rank order." This was sent to 84 principals, and of that number, 36, or 43 percent, returned them.

A total of 34 problems was listed, and an index rating was used to weight the problems on the basis of their severity. Index ratings were developed in the following manner:

Problems ranked first	Index rating 5
Problems ranked second	Index rating 4
Problems ranked third	Index rating 3
Problems ranked fourth	Index rating 2
Problems ranked fifth	Index rating 1

The results of the survey showed the following rank order for the ten most pressing problems facing the principals of Rhode Island:

¹⁴S. I. Zweibach, "Problems of New High School Principals," National Association of Secondary School Principals Bulletin, Vol. 36 (October, 1952), 69-84.

1. Staff
2. Low ability and high ability pupils
3. Curriculum
4. Guidance and testing
5. Reading
6. Discipline
7. Overcrowded classrooms
8. Scheduling for most effective use of space and service
9. School finance
10. Teachers' salaries¹⁵

The Wilklow and Markarian Study

In their study, Wilklow and Markarian attempted to find the answer to two questions:

1. What are the most important problems of secondary school principals?
2. How does the school size affect these problems?

To secure the answers, an opinionnaire was developed. The opinionnaire consisted of forty-seven specific problems which were to be judged as being of: (a) major importance, (b) minor importance, or (c) no importance. In all, sixty opinionnaires were returned: twenty from small schools (below five hundred students), twenty-four from medium schools (five hundred to eight hundred students), and sixteen from large schools (above eight hundred students).

¹⁵S. P. Rollins, "Survey of Problems of the Principal," National Association of Secondary School Principals Bulletin, Vol. 44 (February, 1960), 55-57.

Wilklow and Markarian found that 75 percent of the principals rated, "finding good teachers and keeping good teachers," as major problems. This was followed in order by problems related to finding time for supervisory duties and providing for gifted and slow learners.

They found that problems related to: (a) programming and scheduling, (b) getting to know all the students as well as desired, and (c) scheduling of large groups increased according to school size. Problems related to: (a) keeping good teachers, (b) providing an enriched curriculum for gifted children, and (c) lack of facilities to carry on the program deemed necessary, decreased according to school size.

They concluded that:

1. Finding and keeping good teachers, motivating children to learn, finding time for supervision of teachers and programs, and providing for gifted and slow learners were the major problems identified by secondary school principals.
2. The severity of most problems had a relationship to the school size, with some problems increasing and others decreasing in importance as school size increased.
3. Principals of medium size schools not only considered their problems as a whole more important than their counterparts in larger or smaller schools, but also identified certain specific problems as being more important to their size school than

to the other size schools.¹⁶

The Reeves Study

Reeves utilized the case study method to investigate problems of fourteen high school principals. An interview instrument was developed which consisted of two segments: (1) problems confronting high school principals, and (2) resources utilized by principals in resolving problems. The problems confronting principals were grouped under eight headings:

1. Instructional Program
2. School Staff Personnel
3. School Pupil Personnel
4. Curricular Program
5. Business and Finance
6. Maintenance and Operating of Plant
7. School and Community Relations
8. Special Services

From his findings Reeves listed the following problems in order of frequency and serverity:

1. Finding time for classroom visitation and supervision.
2. Achieving a balance between detailed administrative work and a supervisory program designed to improve instruction.
3. Developing an adequate program for the lowest 20 percent of

¹⁶Leighton W. Wilklow and Robert Markarian, "School Population and the Problems of the Principal," Clearing House, Vol. 40 (October, 1965), 97-99.

the students.

4. Getting students interested in planning for the future.
5. Organizing a program to satisfy the needs of students with varying levels of interest, determining what shall be done for those students who are merely attending school because they must, and working with students who want to drop out of school.¹⁷

The sources utilized most frequently and also given the highest rating of helpfulness by high school principals were: the National Association of Secondary School Principals Bulletin, independent reading, and visitation in other schools.¹⁸

The Norton Study

Norton's study was undertaken in Nebraska to identify the current problems of the high school principal. The study investigated four different levels of problems encountered by principals. These levels included the categories of "routine problems," problems which have been somewhat "routinized but often reoccur," "difficult and pressing" problems, and those which seemingly have "no solution."

The 121 principals participating represented a wide variety

¹⁷ Reeves found that the three problems listed in Number 5 ranked equally in frequency and severity.

¹⁸ Bill E. Reeves, "The Improvement of College Preparation Programs at the Graduate Level for High School Principals Based Upon Case Analysis of Problems Encountered by Principals in Selected Public High Schools," (unpublished Doctor's project, Texas Technological College, 1965).

of school sizes. The largest high school included had an enrollment of twenty-one hundred students and the smallest an enrollment of 50. Twenty-nine schools had a student enrollment above five hundred. The number of years of experience of the 121 principals ranged from that of first-year positions to twenty-five years. The average experience of participants was almost seven years.

Participating principals were asked to respond to an open-ended questionnaire. It posed four key questions which sought to identify the kinds of problems being encountered currently and to get some indication as to the level of difficulty of the solution for these problems.

The first question posed asked principals to identify those kinds of problems being encountered which were solved in a "routine" manner. The five most frequently reported problem areas under this category, with the three leading sub-problems, were:

1. Records and Reports
 - a. Attendance
 - b. Records Keeping
 - c. Reports
2. Scheduling and Organization
 - a. Class scheduling
 - b. Scheduled co-curricular activities
 - c. Lunch arrangements and dismissals
3. Problems of Pupil Personnel
 - a. Tardiness and absences
 - b. Minor discipline

- c. Make-up absences
- 4. Teacher Personnel
 - a. Teachers meetings
 - b. Class assignments
 - c. Teacher-administrator relationships
- 5. General Problems
 - a. Transportation
 - b. Custodial Problems
 - c. Others

The second question posed to participating principals asked for the kinds of problems which had been routinized with some success, but which were expected to return again for further consideration and solution.

Norton reported the findings under this category as follows:

- 1. Problems of Pupil Personnel
 - a. General discipline
 - b. Tardiness and absence
 - c. Student dress code
- 2. Scheduling and Organization
 - a. Co-curricular activities and sponsorship
 - b. Class scheduling
 - c. Lunch program
- 3. Teacher Personnel
 - a. Student relationships
 - b. Teacher attitude

- c. In-service program
- 4. Parental Relations
 - a. Public relations
 - b. Cooperation
 - c. Discontent
- 5. Business Affairs
 - a. Budget utilization
 - b. Purchasing and distribution
 - c. Need for funds

The third question posed for principals was designed to determine the more difficult and pressing kinds of problems being encountered. It asked participants to identify the kinds of problems being faced for which solutions were found, but at the expense of considerable time, effort, communication, controversy, and soul-searching.

The problems under this category were reported as follows by Norton:

- 1. Problems of Pupil Personnel
 - a. Discipline considerations
 - b. Teacher-student relationships
 - c. Student activism and dress code for students
- 2. Curriculum Development and Instruction
 - a. Curriculum planning and development
 - b. Effecting change and innovation
 - c. Extracurricular program

3. Teacher Personnel

- a. Staff evaluation and supervision
- b. Teacher-to-teacher relationships
- c. Teacher apathy

4. Scheduling and Organization

- a. Class schedule
- b. Extracurricular assignments
- c. Placement of low ability students

5. Parental Relations

- a. Public relations
- b. Cooperation
- c. Others

The fourth and final question presented to principals asked them to identify problems for which "no solutions" are found except what might appear to be expedient or emergency measures. The total number of responses within this question category was less than any of the other three questions categories.

The problems within the "no solution" category was reported by Norton as follows:

1. Problems of Pupil Personnel

- a. Drug abuse
- b. Student activism
- c. Student dress code

2. General Problems

- a. Crowded conditions and poor facilities
- b. Interference by board of education

- c. Work overload and superintendents interference
- 3. Curriculum Development and Instruction
 - a. Non-motivated learner
 - b. Curriculum development
 - c. Slow learners
- 4. Parental Relations
 - a. Public relations
 - b. Community involvement
 - c. Parental expectations
- 5. Teacher Personnel
 - a. Teacher-student relations
 - b. Others

In an attempt to underline the overriding concerns of principals in today's high schools, Norton calculated a rating index for each key question category by utilizing a "degree of difficulty factor" for each problem category. The overall rating index was determined for each problem classification simply by multiplying the "degree of difficulty factor" by the total responses for each problem classification.

The results of Norton's study showed that the participating principals saw their ten major problems in the following ranked order:

1. Problems of Pupil Personnel
2. Curriculum and Instruction
3. Problems of Teacher Personnel
4. Scheduling and Organization

5. General Problems
6. Parental Relations
7. Business Affairs
8. Records and Reporting
9. Communication
10. Policies and Regulations¹⁹

The Stanavage Study

This study, dealing with principals' perceptions of their principalship, was conducted with 3,587 secondary school principals. A section of the study on the problems afflicting the principalship listed seven problem areas, and the respondents were requested to rank these in order of gravity. Ninety-nine and nine tenths percent of the total school principals returned the questionnaire.

The findings of the study disclosed that both junior and senior high school principals concurred in citing the proliferation of demands upon the principal's time and energies as the most intractable single difficulty. This held true for high school principals regardless of the type or size of the school.

The second most acute problem seen by the participating principals was the whole complex of difficulties centered around attempts to change and renew the school.

The erosion of the authority of the principal, decreasing fiscal support for the schools, and special interest groups were other problems considered to be major ones by the principals.

¹⁹M. Scott Norton, "Current Problems of the High School Principal," The Clearing House, Vol. 46 (April, 1972), 451-457.

Problems related to organizational assertiveness of teachers and student militancy were ranked low by those principals involved in the study.²⁰

The Witty Study

A combination questionnaire and interview was employed by Witty to gather data concerning the problems encountered by beginning secondary school principals in Florida. Two sources of data were used in the study: (1) the beginning secondary school principals, and (2) the immediate supervisors of the principals. Involved in the study were twenty-nine principals and an equal number of supervisors.

The results of the study showed that:

1. The number of problems reported by principals far exceeded those submitted by the immediate supervisors.
2. Principals indicated that they perceived the problems to be more serious than did supervisors.
3. Beginning principals reported more than four times the number of new problems at the end of the year than did supervisors.
4. The principals indicated that they perceived "no help received" in slightly over 40 percent of the problems.

The findings of the study showed that beginning secondary

²⁰John A. Stanavage, "NCA Principals' Perception of Their Principalship," The North Central Association Quarterly, Vol. 44 (Winter, 1972), 319-330.

school principals perceived their problems in the following order of severity and related to the following areas:

1. Staff Personnel
2. Pupil Personnel
3. Organization and Instruction
4. School Plant and Grounds
5. Public Relations
6. School Finance
7. Curriculum and Instruction
8. Transportation

Witty drew the following conclusions based upon the findings of the study:

1. Problems encountered by beginning secondary school principals cover all the major administrative task areas of school administration.
2. Problems which concern working with people are the most pressing problems confronting beginning principals.
3. Supervisors either do not realize the number of problems with which beginning principals must contend, or they consider many of the problems to be trivial.
4. Beginning principals perceive their problems as being more serious than do their immediate supervisors.
5. Lines of communication between beginning principals and their supervisors are not effective.
6. Problems encountered by beginning principals tend to persist and remain unsolved at the end of the first year.

7. Beginning principals need more assistance in coping with their problems.²¹

PREPARATION OF PRINCIPALS

Since the role of the principal is in a state of flux, and the problems confronting principals are increasing and changing in nature, it is reasonable to assume that preparation programs for principals must continuously be examined, evaluated, and changed to meet the needs of prospective principals. Austin wrote:

Yesterday's schools are not good enough for today's needs, and it is equally certain that this year's school and this year's school administrator are not going to be good enough for the times we are moving into. To fill his office, literally and figuratively, a high school principal must be able to do more than handle a bag of age-old tricks. And the preparation of men and women for this crucial educational post must be based on contemporary conditions and contemporary scholarship rather than on the simpler educational ways that continue to be the foundation of much so-called preparation for principals.²²

Feedback from Administrators

Austin suggested that one important step in increasing the effectiveness of the preparation programs for principals was to develop more frequent and frank feedback from the field wherein the profession is practiced.²³ He stated, that through such a step,

²¹Dwight C. Witty, "The Perceived Problems of Beginning Senior High School Principals in Florida," (unpublished Doctor's project, University of Miami, 1972).

²²David B. Austin, "Thoughts and Predictions on the Principalship," National Association of Secondary School Principals Bulletin, Vol. 52 (December, 1968), 141.

²³Ibid., p. 150.

"more realism will enter into the academic programs than is now apparently possible."²⁴

Horton described what one college did in attempting to examine and revamp its preparation program for principals:

... Faculty members at Appalachian State Teachers College became concerned about the program for the education of principals. Thus, the logical approach was to turn to the beginning principals who had received master's degrees in school administration. These beginning principals were visited three times during the school year. During each visit they were asked to identify their problems and to analyze them in relation to the educational program.²⁵

Mort and Ross encouraged those who are responsible for preparing school administrators for their positions to take a closer look at the problems encountered. These preparation programs should provide more than "only the most general assistance to the administrator."²⁶

The Administrative Internship

Another approach to the improvement of preparation programs for principals that has received considerable attention since the early 1960's is the idea of providing prospective principals with on-the-job experience.

In 1963, the National Association of Secondary School Principals (NASSP) announced an Administrative Internship Project

²⁴Ibid.

²⁵Ben H. Horton, Jr., "High School Principals Look at Their Problems," National Association of Secondary School Principals Bulletin, Vol. 43 (September 1959), 115.

²⁶Paul R. Mort and Donald H. Ross, op. cit., p. 17.

supported by the Fund for the Advancement of Education (Ford Foundation). This program was developed as a result of the staff utilization studies conducted by the NASSP from 1956 to 1962. These studies showed clearly the crucial role of the principal in starting and developing high quality educational innovations. The studies documented, also, the need for more principals with the know-how and leadership skills that would produce the improvements needed in education.

The NASSP project placed great emphasises on innovation, and each intern was carefully placed under a principal who had demonstrated the ability to initiate and maintain innovative programs. The goal was secondary school improvement for pupils and teachers in curriculum and in many other aspects of administration.²⁷

In 1972, the Department of Educational Administration, Faculty of Education, Memorial University of Newfoundland, introduced, as an alternative to the thesis route, an internship route to the Master of Education degree in Educational Administration.

The objectives of the internship for the intern were stated as follows:

1. To enable the intern to develop a more comprehensive view of educational administration. The gap between theory and practice, between what is taught in university and what actually takes place in the field is often quite substantial.

²⁷Warren C. Seyfert (ed.), "A Special Kind of Internship for Principals," National Association of Secondary School Principals Bulletin, Vol. 53 (January, 1969), 3-10.

2. To provide the intern with the experience of carrying real administrative responsibility. Being taught to accept responsibility and actually accepting it are two different things.
3. To enable the intern to benefit from the experiences of the cooperating administrator. It is the same as having a teacher-pupil ratio of one-to-one.
4. To provide a testing ground for the beginning educator whereby the adequacy of his training, probable success as an administrator, and the type of position for which he is best suited can be determined.
5. To instill in the intern a correct interpretation of the code of professional ethics.²⁸

It would appear that the internship, as a part of the training program for school administrators, is being widely accepted. A report in the January, 1969, NASSP Bulletin stated:

. . . there is general agreement that the internship should constitute an integral part of the preparation program for all principals; and that it provides ways of developing administrators more satisfactorily than completely on-campus programs can.²⁹

SUMMARY

The role of the secondary school principal is changing.

²⁸Department of Educational Administration, "A Descriptive Statement of the Internship in Educational Administration as Partial Fulfillment for the Master's Degree in Education." (St. John's: Memorial University of Newfoundland, 1972).

²⁹Warren C. Seyfert, op. cit., p. 12.

The problems encountered by today's principal are numerous and more complex than ever before. Preparation programs for principals should continuously be evaluated and improved. One approach to the improvement of preparation programs is the study of problems encountered by principals. The internship is recognized as an effective means of providing on-the-job training for principals.

CHAPTER 3

DESIGN OF THE STUDY

SYNOPSIS OF THE PROBLEM.

This study was designed to ascertain what the participating principals perceived as professional problems in the performance of their tasks. A comparison was made of the perceived professional problems as they relate to experience and qualifications of the principals. A similar comparison was made of the perceived professional problems as they relate to the type and size of school in which the principals worked. The study further attempted to determine the sources from which principals received help in solving or dealing with their problems.

THE INSTRUMENT

Development

The instrument used to gather data for this study was divided into three parts. Part I contained questions which obtained general information concerning the schools and the principals. Part II was designed to have principals disclose the seriousness of difficulty they perceived certain problems to be. Part III of the questionnaire asked the participants to list the sources from which they received help in the solving of or dealing with their problems.

Part II, of the questionnaire, was developed by the researcher utilizing the general problem areas developed in a similar study by Witty.¹ The specific problems, which were derived from related literature, from discussions with fellow graduate students in educational administration, and from the researcher's own experience as principal of a high school in the Province were listed under problem areas. The eight problem areas were:

1. Staff Personnel
2. Pupil Personnel
3. Organization and Structure
4. Public Relations
5. Curriculum and Instruction
6. Physical Facilities
7. Pupil Transportation
8. School Finance

Space was provided within each problem area for the participants to write in and rate specific problems that were not included by the researcher.

Pilot Study

To insure that the specific problems in the questionnaire were relevant and unambiguous, and to maximize face-validity, a pilot study was conducted.

The questionnaire was administered to a jury consisting of

¹Dwight C. Witty, "The Perceived Problems of Beginning Senior High School Principals in Florida," (unpublished Doctor's report, University of Miami, 1972).

three former principals of high schools in the Province and two professors in the Department of Educational Administration at Memorial University of Newfoundland. The jury was given the following written instructions:

1. Using the black-ink pen provided, answer the questionnaire as though you were a principal and had just received the questionnaire in the mail.
2. After answering the questionnaire, please go through it again making any recommendations you feel might add to the validity and improvement of the questionnaire. Use the red-ink pen provided.

The purpose of having the members of the jury answer the questionnaire, in addition to making recommendations, was to provide the researcher with a check for misinterpretations or ambiguities that the jury members might not notice.

As a result of the pilot study, minor changes were made in the wording of some of the problems; problems that were considered redundant were eliminated; and three specific problems were added to the questionnaire. A copy of the questionnaire has been included in Appendix B.

COLLECTION AND TREATMENT OF DATA

Source

This study was conducted in the Province of Newfoundland and Labrador with the principals of all regional and central high schools

having a student enrollment of 300 or more. The size of the population was 44. The names and addresses of the principals were obtained from the Directory of Secondary Schools in Newfoundland, 1972-73.²

On April 23, 1973, materials consisting of the questionnaire, a self-addressed prepaid return envelope, and a covering letter were sent to the principals. The covering letter and the "Information Sheet" of the questionnaire both explained to the principals the purpose of the study. On May 8, a follow-up letter was sent to all principals who had not responded up to that date. By May 15, an 84.1 percent return rate had been realized. It was felt that this was sufficient for the purpose of this study.

Table 1 gives details regarding the number of questionnaires sent out and the number returned. It shows that central high school principals were more willing than regional high school principals to respond to the questionnaire.

²Department of Education, Directory of Secondary Schools in Newfoundland, 1972-73 (St. John's: Government).

Table 1
Number of Questionnaires Sent and Returned
by Type of School

	Number Sent	Number Returned	Percent Returned
Central High Schools	24	23	95.8
Regional High Schools	20	14	70.0
Totals	44	37	84.1

Personal and School Data

Background information is provided in this section of the thesis on the qualifications and experience of the participating principals. Information is also provided on the student enrollment of the schools in which the principals are working. It was hoped that this information would enable the reader to better understand the nature, the findings, and the conclusions of this study.

Table 2 classifies the principals of central and regional high schools by years of professional preparation. All of the principals participating in the study held a degree or degree equivalent. Approximately one-third of the principals had seven years of professional and academic training beyond the secondary school level.

Table 2

Principals of Central and Regional High Schools
by Years of Professional Preparation

Years of Professional Preparation	Central High Schools (N = 23)	Regional High Schools (N = 14)	Total
4 years	1	1	2
5 years	2	2	4
6 years	14	5	19
7 years	6	6	12

Table 3 provides information on the number of graduate courses completed in educational administration by the principals of the central and regional high schools. Twenty-six of the thirty-seven principals had commenced or completed a phase of a graduate program in educational administration. Eight had completed a master's degree in educational administration, and another four had completed seven to ten graduate courses. The table shows that over 70 percent of the principals had completed or were involved in upgrading in educational administration at the graduate level.

Table 3

**Principals of Central and Regional High Schools by
Graduate Work in Educational Administration**

Number of Graduate Courses	Central High Schools (N=23)	Regional High Schools (N=14)	Total
No Courses	7	4	11
1 to 3 Courses	5	3	8
4 to 6 Courses	4	2	6
7 to 10 Courses*	3	1	4
Master's Degree	4	4	8

*Considered in this study as the equivalent of a graduate diploma in educational administration.

From Table 4 it can be seen that approximately one-third of the participants in the study had from one to three years experience as a principal of a school. The same number had more than ten years experience as a principal. The table also shows that four of the principals participating in the study were beginning principals.

Table 4

**Principals Currently Serving in Central and Regional High
Schools by Years of Experience as a Principal**

Years of Experience as a Principal*	Central High Schools (N=23)	Regional High Schools (N=14)	Total
1 year	3	1	4
2 years	1	1	2
3 years	2	1	3
4 years	4	1	5
5 years	5	1	6
6 years	-	2	2
7 years	-	-	-
8 years	1	-	1
9 years	1	2	3
10 years	4	5	9
over 10 years	4	5	9

*Experience reported is not limited to experience as a principal of a central or regional high school. The experiences as a principal may have been in a variety of school types, i.e., all grade, primary, elementary, or junior high.

This Province's secondary schools would probably still be considered small by North American standards. Table 5 shows that twenty-five, or 68 percent, of the schools involved in the study had a student enrollment of five hundred or less; only one of the schools had an enrollment over one thousand. It should be remembered that central and regional high schools with a student enrollment of less than three hundred were delimited from this study.

Table 5

Central and Regional High Schools by
Student Enrollment

Student Enrollment	Central High Schools (N=23)	Regional High Schools (N=14)	Total
300-400	12	6	18
401-500	4	3	7
501-600	6	1	7
601-700	-	1	1
701-800	1	1	2
801-900	-	1	1
901-1000	-	-	-
over 1000	-	1	1

Data Treatment Procedures

Two types of data were collected in this study: (1) data concerning the nature of the professional problems of principals as

perceived and reported by them, and (2) data concerning the sources from which principals received help with their problems.

By the use of mean and grand mean difficulty rating, obtained from the raw data, tables were developed to show the degree of difficulty assigned to each problem area, and to all the problems in the questionnaire, taken collectively, by:

1. Principals of central high schools, and principals of regional high schools.
2. Principals who were experienced, and principals who were inexperienced.
3. Principals of schools with a student enrollment of more than five hundred, and principals of schools with a student enrollment from three hundred to five hundred.
4. Principals with a graduate degree or diploma in educational administration, and those who have neither.

In order to show more clearly the problems of chief concern to the principals of this Province's large high schools, an arbitrary decision was made by the researcher to classify the problems as minor, moderate, or major according to the mean difficulty rating.

The following scale was used for this classification: (1) 1.00 - 2.50, minor; (2) 2.51 - 3.50, moderate; and (3) 3.51 - 5.00, major.

It was also possible, because the participants were rating specific problems, to isolate problems within the eight problem areas that the principals perceived as causing the most difficulty.

A set of tables was developed to show the problems rated as major

by the different comparison groups of principals.

The data concerning the sources of help received by principals in the solving of or dealing with their professional problems were shown in a table. The table listed the sources of help and gave the frequency of times mentioned.

CHAPTER 4

PRESENTATION AND ANALYSIS OF THE DATA

INTRODUCTION

This purpose of this chapter is to present a descriptive analysis of the data gathered on the perceived professional problems of principals of large high schools in the Province of Newfoundland and Labrador.

By using mean difficulty ratings and ranked order, tables are provided to show the major problems¹ as perceived by principals in relationship to the following characteristics: (1) size and type of school, and (2) experience and professional preparation of the principal.

Grand mean difficulty ratings and ranked order were used to show in profile form how the specific problems in each area were rated by all principals. This same method was used to determine how the different groups of participating principals rated the eight problem areas, and to determine which group of principals rated the items on the questionnaire, taken collectively, the most difficult.

PROBLEMS OF PRINCIPALS RELATED TO TYPE OF SCHOOL

The Major Problems

Table 6 presents in ranked order the major problems of central:

¹For method of determining major problems, see Chapter 3: "Design of the Study," p. 47.

high school principals. Central high school principals perceived eleven problems to be of major difficulty, with four of these problems having a mean difficulty rating over 4.00 on a five point scale. "Involving all students in school activities" and "Developing programs to meet the needs of the low-achievers" both had a mean difficulty rating of 4.30. The problems of "Developing programs to meet the needs of the gifted student" and "Securing qualified substitute teachers" also had mean difficulty ratings above 4.00.

Table 7 shows that regional high school principals rated five problems as being of major difficulty. "Students travelling on buses unable to participate fully in extra-curricular activities" was rated the most difficult with a mean difficulty rating of 3.93. The next two problems in ranked order, with mean difficulty ratings of 3.71, were the problems of "Securing qualified substitute teachers" and "Involving all students in school activities."

A comparison of Tables 6 and 7 reveals that the five problems ranked as the most difficult by central high school principals were the same problems that regional high school principals reported as major. Central high school principals, however, considered more problems to be of major difficulty and rated problems considerably higher on the rating scale than regional high school principals did.

An examination of Tables 35 to 42 in Appendix A reveals that all problems rated as major by central high school principals were rated high by regional high school principals, although they were not rated high enough to be considered as major problems.

Table 6

Major Problems of Central High School Principals

Rank Order	Major Problems	Mean Difficulty Rating
1.5	Involving all students in school activities	4.30
1.5	Developing programs to meet the needs of the low-achievers	4.30
3	Developing programs to meet the needs of the gifted student	4.13
4	Securing qualified substitute teachers	4.04
5	Students travelling on buses unable to participate fully in extra-curricular activities	3.96
6	Inability to provide extra-curricular opportunities for all students	3.87
7.5	Insufficient time to spend in evaluation of the staff	3.83
7.5	Insufficient time to spend in evaluation of the programs offered in your school	3.83
9	Insufficient number of non-instructional staff	3.73
10	The transportation of students to extra-curricular activities	3.70
11	Insufficient funds for equipment repairs and needed materials	3.57

Table 7
Major Problems of Regional High School Principals

Rank Order	Major Problems	Mean Difficulty Rating
1	Students travelling on buses unable to participate fully in extra-curricular activities	3.93
2.5	Securing qualified substitute teachers	3.71
2.5	Involving all students in school activities	3.71
4	Developing programs to meet the needs of the gifted student	3.64
5	Developing programs to meet the needs of the low-achievers	3.57

The Problem Areas

Grand mean difficulty ratings obtained for each of the eight problem areas, as shown in Table 8, reveal that central high school principals rated problems related to curriculum and instruction as being the most difficult area. This was followed by the problem area concerning organization and structure. Problems concerning instructional and non-instructional staff and problems related to public relations were ranked seventh and eight, respectively.

Table 9 provides the ranked order and grand mean difficulty ratings of the different problems areas as perceived by regional high school principals. Problems related to curriculum and instruction rated the most difficult. Ranked second and third were problems concerning organization and structure and problems related to school finance.

Tables 8 and 9 reveal that central high school principals rated all the problem areas as being more difficult than regional high school principals did. Both groups, however, rated the areas of curriculum and instruction, and of organization and structure as being the two most difficult.

Table 8

Rank Order and Grand Mean Difficulty Rating of the Problem Areas as Perceived by Central High School Principals

Rank Order	Problem Area	Grand Mean Difficulty Rating
1	Curriculum and Instruction	3.02
2	Organization and Structure	2.76
3	Physical Facilities	2.44
4	School Finance	2.37
5	Student Personnel	2.26
6	Transportation of Pupils	2.14
7	Instructional and Non-Instructional Staff Personnel	2.09
8	Public Relations	1.93

Table 9

Rank Order and Grand Mean Difficulty Rating of the Problem Areas as Perceived by Regional High School Principals

Rank Order	Problem Area	Grand Mean Difficulty Rating
1	Curriculum and Instruction	2.78
2	Organization and Structure	2.46
3	School Finance	2.32
4	Physical Facilities	2.30
5	Student Personnel	2.25
6	Transportation of Pupils	2.04
7	Instructional and Non-Instructional Staff Personnel	2.02
8	Public Relations	1.72

PROBLEMS OF PRINCIPALS RELATED TO THEIR YEARS
OF EXPERIENCE AS ADMINISTRATORS

The Major Problems

Table 10 lists in ranked order the major problems as perceived by principals with three years or less experience as principals of a school. Nineteen problems were classified, according to their mean difficulty rating, as being major problems. The problem of "Involving all students in school activities" was rated the most difficult with a mean difficulty rating of 4.44 on the five point scale. Seven other problems, as shown in the Table, had mean difficulty rating of over 4.00.

Table 11 presents the major problems as perceived by principals with more than three years experience as principal of a school. The two problems, "Students travelling on buses unable to participate fully in extra-curricular activities" and "Developing programs to meet the needs of the low achievers" were rated the most difficult with mean difficulty rating of 4.00 out of a possible 5.00.

It is clear from Tables 10 and 11 that inexperienced principals perceived more problems to be of major difficulty than experienced principals did. It should be noted, however, that the six problems rated as major ones by experienced principals were also rated as being of major difficulty by the inexperienced principals.

Table 10

Major Problems of Inexperienced Principals

Rank Order	Major Problems	Mean Difficulty Rating
1	Involving all students in school activities	4.44
2.5	Insufficient time to spend in evaluation of the programs offered in your school	4.22
2.5	Inability to provide extra-curricular opportunities for all students	4.22
4	Formation of a home and school association	4.17
6.5	Securing qualified substitute teachers	4.11
6.5	Insufficient time to spend in evaluation of the staff	4.11
6.5	Developing programs to meet the needs of the low-achievers	4.11
6.5	Developing programs to meet the needs of the gifted student	4.11
10.5	Students travelling on buses unable to participate fully in extra-curricular activities	3.78
10.5	Insufficient funds for equipment repairs and needed materials	3.78
10.5	Developing a master schedule for the school	3.78
10.5	Transportation of students to extra-curricular activities	3.78
13	Scheduling extra-curricular activities into the school day	3.75
15.5	Insufficient number of non instructional staff	3.67
15.5	Scheduling students into classes of their choice	3.67
15.5	Developing a strong student council	3.67
15.5	Developing an adequate student evaluation system	3.67
18.5	Building school spirit and pride	3.56
18.5	Shortage of books and other printed material	3.56

Table 11
Major Problems of Experienced Principals

Rank Order	Major Problems	Mean Difficulty Rating
1.5	Students travelling on buses unable to participate fully in extra-curricular activities	4.00
1.5	Developing programs to meet the needs of the low-achievers	4.00
3	Involving all students in school activities	3.96
4	Developing programs to meet the needs of the gifted student	3.89
5	Securing qualified substitute teachers	3.86
6	Insufficient number of non-instructional staff	3.52

The Problem Areas

Table 12 shows in ranked order, based on grand mean difficulty ratings, the degree of difficulty attached to the problem areas by inexperienced principals. The problem area of curriculum and instruction was rated the most difficult with a grand mean difficulty rating of 3.38. Problems concerning organization and structure were also rated very difficult with a grand mean difficulty rating of 3.06. Public relations problems and problems concerning instructional and non-instructional staff personnel were rated as being the least difficult.

The degree of difficulty assigned to the eight problem areas by experienced principals is shown in Table 13. The problem areas of

curriculum and instruction, organization and structure, and physical facilities were rated as the three most difficult areas in the above order. The problem area of public relations was rated very low by experienced principals. It obtained a grand mean difficulty rating of 1.74 on the five point scale.

Table 12 and 13 show that problems of curriculum and instruction were rated most difficult by both inexperienced and experienced principals. Inexperienced principals, however, rated all problem areas as being more difficult than did experienced principals.

Table 12

Rank Order and Grand Mean Difficulty Rating of the
Problem Areas as Perceived by
Inexperienced Principals

Rank Order	Problem Areas	Grand Mean Difficulty Rating
1	Curriculum and Instruction	3.38
2	Organization and Structure	3.06
3	School Finance	2.98
4	Physical Facilities	2.54
5	Student Personnel	2.43
6	Transportation of Pupils	2.31
7.5	Instructional and Non-Instructional Staff Personnel	2.18
7.5	Public Relations	2.18

Table 13

Rank Order and Grand Mean Difficulty Rating of the
Problem Areas as Perceived by
Experienced Principals

Rank Order	Problem Area	Grand Mean Difficulty Rating
1	Curriculum and Instruction	2.78
2	Organization and Structure	2.52
3	Physical Facilities	2.33
4	Student Personnel	2.20
5	School Finance	2.14
6.5	Instructional and Non-Instructional Staff Personnel	2.03
6.5	Transportation of Pupils	2.03
8	Public Relations	1.74

PROBLEMS OF PRINCIPALS RELATED TO SCHOOL ENROLLMENT

The Major Problems

"Securing qualified substitute teachers" and "Involving all students in school activities" were rated as the two most difficult problems in schools with a student enrollment of three hundred to five hundred. Table 14 lists the eight major problems as perceived by these principals. The mean difficult ratings for the major problems ranged from a high of 4.40 to a low of 3.55.

Table 15 gives, in ranked order, the perceived major problems of principals in schools with a student enrollment over five hundred.

The problems of "Involving all students in school activities" and "Developing programs to meet the needs of the low-achievers" were rated the most difficult with mean difficulty ratings of 4.25. These two problems were followed very closely by the problem of "Developing programs to meet the needs of the gifted student." This problem had a mean difficulty rating of 4.17 on the five point scale.

In comparing the major problems of principals grouped according to school size, one finds that both groups agreed upon only four of the twelve major problems listed by them. Both groups rated "Involving all students in school activities," "Students travelling on buses unable to participate fully in extra-curricular activities," "Developing programs to meet the needs of the low-achievers," and "Developing programs to meet the needs of the gifted student" as major problems (See Tables 14 and 15).

Table 14

Major Problems of Principals in Schools with a
Student Enrollment of 300 to 500

Rank Order	Major Problems	Mean Difficulty Rating
1	Securing qualified substitute teachers	4.40
2	Involving all students in school activities	4.00
3	Students travelling on buses unable to participate fully in extra-curricular activities	3.96
4	Developing programs to meet the needs of the low-achievers	3.92
5	Developing programs to meet the needs of the gifted student	3.84
6	Insufficient number of non-instructional staff	3.67
7	The transportation of students to extra-curricular activities	3.60
8	Formation of a home and school association	3.55

Table 15

Major Problems of Principals in Schools with a
Student Enrollment over 500

Rank Order	Major Problems	Mean Difficulty Rating
1.5	Involving all students in school activities.	4.25
1.5	Developing programs to meet the needs of the low-achievers	4.25
3	Developing programs to meet the needs of the gifted student	4.17
4	Students travelling on buses unable to participate fully in extra-curricular activities	3.92
5.5	Insufficient time to spend in evaluation of the programs offered in your school	3.75
5.5	Insufficient funds for equipment repairs and needed materials	3.75
7.5	Insufficient time to spend in evaluation of the staff	3.58
7.5	Inability to provide extra-curricular opportunities for all students	3.58

The Problem Areas

As shown in Table 16, principals of schools with a student enrollment between three hundred and five hundred rated problems in the area of curriculum and instruction the most difficult. Problems concerning organization and structure were rated second.

Principals in schools with a student enrollment over five hundred also rated problems in the area of curriculum and instruction as being the most difficult. Table 17 provides information on the grand mean difficulty rating assigned to each problem area by principals in schools with a student enrollment over five hundred. The problem area of curriculum and instruction had a grand mean difficulty rating of 3.13 on the five point scale.

Tables 16 and 17 show that principals divided according to school enrollment perceived the problem area of curriculum and instruction as being the most difficult, regardless of the size of the school. The principals of the larger schools did rate, however, the area as being more difficult than did the principals of the smaller schools.

Table 16

Rank Order and Grand Mean Difficulty Rating of the Problem Areas as Perceived by Principals of Schools with a Student Enrollment between 300 and 500

Rank Order	Problem Area	Grand Mean Difficulty Rating
1	Curriculum and Instruction	2.76
2	Organization and Structure	2.62
3	Physical Facilities	2.50
4	School Finance	2.26
5	Student Personnel	2.18
6	Transportation of Pupils	2.14
7	Instructional and Non-Instructional Staff Personnel	2.07
8	Public Relations	1.85

Table 17

Rank Order and Grand Mean Difficulty Rating of the Problem Areas as Perceived by Principals of Schools with a Student Enrollment over 500

Rank Order	Problem Area	Grand Mean Difficulty Rating
1	Curriculum and Instruction	3.13
2	Organization and Structure	2.70
3	School Finance	2.54
4	Student Personnel	2.41
5	Physical Facilities	2.14
6	Instructional and Non-Instructional Staff Personnel	2.06
7	Transportation of Pupils	2.00
8	Public Relations	1.84

PROBLEMS OF PRINCIPALS RELATED TO PROFESSIONAL QUALIFICATIONS

The Major Problems

Principals without either a master's degree or a graduate diploma in educational administration rated six problems as being of major difficulty. Table 18 shows that the problem of "Involving all students in school activities" was rated the most difficult with a mean difficulty rating of 4.24. The problems of "Developing programs to meet the needs of the low-achievers" and "Developing programs to meet the needs of the gifted student" were ranked as the next two most

difficult problems.

Table 19 lists the major problems as perceived by principals with either a master's degree or graduate diploma in educational administration. Twelve problems were rated as major by these principals, and the mean difficulty ratings assigned to nine of these problems (4.00 or over on the five point scale) indicate that these problems are considered quite serious by this group of principals.

Tables 18 and 19 give evidence that principals with more years of professional preparation perceive more problems to be more difficult than principals with fewer years of professional preparation do.

Table 18

Major Problems of Principals Without a Master's Degree or Graduate Diploma in Educational Administration

Rank Order	Major Problem	Mean Difficulty Rating
1	Involving all students in school activities	4.24
2	Developing programs to meet the needs of the low-achievers	3.84
3	Developing programs to meet the needs of the gifted student	3.80
4	Securing qualified substitute teachers	3.76
5	Students travelling on buses unable to participate fully in extra-curricular activities	3.68
6	Formation of a home and school association	3.58

Table 19

Major Problems of Principals with a Master's Degree or
Graduate Diploma in Education Administration

Rank Order	Major Problem	Mean Difficulty Rating
1	Students travelling on buses unable to participate fully in extra-curricular activities	4.55
2	Developing programs to meet the needs of the low-achievers	4.42
3.5	Securing qualified substitute teachers	4.25
3.5	Developing a program to meet the needs of the gifted student	4.25
5	Insufficient number of non-instructional staff	4.08
7	Insufficient time to spend in evaluation of the programs offered in your school	4.00
7	The transportation of students to extra-curricular activities	4.00
7	Inability to provide extra-curricular opportunities for all students	4.00
9.5	Involving all students in school activities	3.75
9.5	Insufficient time to spend in evaluation of the staff	3.75
11.5	Insufficient number of specialist teachers	3.67
11.5	Insufficient funds for equipment repairs and needed materials	3.67

The Problem Areas

Table 20 presents the ranked order and grand mean difficulty ratings of the eight problem areas as perceived by principals without either a master's degree or graduate diploma in educational administration. The problem areas of curriculum and instruction, organization and structure, and physical facilities were rated as the most difficult areas with grand mean difficulty ratings of 2.84, 2.62, and 2.43, respectively. Problems related to public relations rated the least difficult with a grand mean difficulty rating of 1.90 on the five point scale.

Principals with a master's degree or a graduate diploma in educational administration also rated the problem area of curriculum and instruction as the most difficult area with a grand mean difficulty rating of 3.11. Table 21 also reveals that the problem area of organization and structure was rated as the second most difficult area by those principals.

Table 20

Rank Order and Grand Mean Difficulty Rating of the Problem Areas as Perceived by Principals without a Master's Degree or Graduate Diploma in Educational Administration

Rank Order	Problem Area	Grand Mean Difficulty Rating
1	Curriculum and Instruction	2.84
2	Organization and Structure	2.62
3	Physical Facilities	2.43
4	School Finance	2.35
5	Student Personnel	2.24
6	Transportation of Pupils	2.11
7	Instructional and Non-Instructional Staff Personnel	2.00
8	Public Relations	1.90

Table 21

Rank Order and Grand Mean Difficulty Rating of the Problem Areas as Perceived by Principals with a Master's Degree or Graduate Diploma in Educational Administration

Rank Order	Problem Area	Grand Mean Difficulty Rating
1	Curriculum and Instruction	3.11
2	Organization and Structure	2.70
3	School Finance	2.36
4	Student Personnel	2.29
5	Physical Facilities	2.27
6	Instructional and Non-Instructional Staff Personnel	2.20
7	Transportation of Pupils	2.08
8	Public Relations	1.73

THE PROBLEMS OF PRINCIPALS

The previous section of this chapter presented the major problems, as perceived by principals of differing characteristics, and the ranked order of difficulty assigned to the eight problem areas by the different groups of principals. This section presents in tabular form the mean difficulty ratings for all the problems contained in the questionnaire. It provides an overall picture of the degree of difficulty assigned to each problem by all principals, without regard for differing characteristics.

Instructional and Non-Instructional Staff
Personnel Problems

An examination of Table 22 reveals that two problems out of the twenty-six listed within this problem area received mean difficulty ratings high enough to be classified as major problems. The problems of "Securing qualified substitute teachers" and "Insufficient number of non-instructional staff" rated 3.92 and 3.56, respectively, on the five point scale. Another five problems were rated as moderate. Approximately 70 percent of the problems included in this area, however, were rated as minor problems.

Table 22

Rank Order, Mean Difficulty Rating, and Degree of
 Difficulty of Staff Personnel Problems as
 Perceived by All Principals

Rank Order	Problem	Mean Difficulty Rating	Degree of Difficulty
1	Securing qualified substitute teachers	3.92	Major
2	Insufficient number of non-instructional staff	3.56	
3	Getting faculty members interested in school wide and classroom innovations	2.92	Moderate
4	Getting faculty members to adopt newer teaching techniques	2.86	
5	Securing qualified replacements for faculty members who resign during the year	2.83	
6	Getting faculty members to accept the changes in the attitudes and outlook of students	2.78	

Table 22 (Continued)

Rank Order	Problem	Mean Difficulty Rating	Degree of Difficulty
7	Inability of individual faculty members to maintain proper student discipline	2.64	Moderate
8	Inability of individual faculty members to communicate with students	2.45	Minor
9	Getting faculty members to take a genuine interest in the students	2.43	
10	Securing and keeping qualified faculty members	2.18	
11	Orienting teachers to their new positions	2.13	
12	Incompetence, laziness, or tardiness of individual faculty members	2.02	
13	"Subversion" of school policy by individual faculty members	1.97	
14	Developing better communication channels between faculty and the non-instructional staff	1.76	
15	Inability to replace the incompetent non-instructional staff members	1.71	
16	Communicating with faculty members	1.62	
17	Personality clashes among faculty members	1.58	
18	Getting faculty members to accept you in your role as principal	1.54	
19	Developing better communication channels between yourself and the non-instructional staff	1.47	
20	Incompetent non-instructional staff members	1.44	
21.5	Personality clashes among members of a teaching team	1.40	

Table 22 (Continued)

Rank Order	Problem	Mean Difficulty Rating	Degree of Difficulty
21.5	Becoming acquainted and familiar with faculty members	1.40	Minor
23	Gaining the loyalty of the non-instructional staff	1.35	
24	Personality clashes among non-instructional staff	1.28	
25	Inconsistency of non-instructional staff in enforcing rules and regulations	1.24	
26	Inability of non-instructional staff to "get along" with students	1.21	

Organization and Structure Problems

The problems listed in this problem area appear to be presenting great difficulty to the principals queried in this study. As shown in Table 23, three of the twenty-two problems were rated as major ones, and another eleven were rated as moderate. This represents approximately 64 percent of the problems. The problem of "Involving all students in school activities" was rated as most difficult with a mean difficulty rating of 4.68 on the five point scale.

Table 23

Rank Order, Mean Difficulty Rating, and Degree of Difficulty
of Organization and Structure Problems as
Perceived by All Principals

Rank Order	Problem	Mean Difficulty Rating	Degree of Difficulty
1	Involving all students in school activities	4.08	Major
2	Insufficient time to spend in the evaluation of the programs offered in your school	3.54	
3	Insufficient time to spend in evaluation of the staff	3.51	
4	Developing a strong student council	3.31	Moderate
5	Scheduling students into classes of their choice	2.97	
6	Scheduling extra-curricular activities into the school day	2.91	
7	Providing supervision of pupils during recess periods, lunch periods, and before and after school	2.89	
8.5	Developing a master schedule for the school	2.83	
8.5	Knowing how to effectively evaluate the programs offered in your school	2.83	
10	Insufficient time for the promotion of public relations	2.78	
11	Knowing how to effectively evaluate the staff	2.67	
12	Insufficient time to attend athletic and civic events	2.64	
13.5	Scheduling teachers	2.56	

Table 23 (Continued)

Rank Order	Problem	Mean Difficulty Rating	Degree of Difficulty
13.5	Scheduling extra-curricular duties for staff	2.56	Moderate
15.5	Completing reports	2.32	Minor
15.5	Insufficient time to supervise non-instructional staff	2.32	
17	Establishing school rules and regulations	2.24	
18	Knowing the proper channels through which to solve problems	2.10	
19	Knowing Department of Education regulations	1.94	
20	Knowing school board policies and regulations	1.78	
21	Planning for staff meetings	1.75	Minor
22	Scheduling of the non-instructional staff for more efficient operation	1.72	

Student Personnel Problems

The problems of drug abuse, theft and vandalism of school property, and student walk outs, that one associates with today's high school, presents only minor, if any, problems for the principals participating in this study. Table 24 reveals that all problems related to these particular areas were rated as minor. "Transportation of pupils to extra-curricular activities" was the only problem in the student personnel problem area that was rated as major by all principals. Four problems were rated as moderate; ten of the fifteen, or 67 percent, were rated as minor.

Table 24

Rank Order, Mean Difficulty Rating, and Degree of
Difficulty of Student Personnel Problems as
Perceived by All Principals

Rank Order	Problem	Mean Difficulty Rating	Degree of Difficulty
1	The transportation of students to extra-curricular activities	3.54	Major
2.5	High student absenteeism	2.94	Moderate
2.5	Building school spirit and pride	2.94	
4	Inadequate guidance and counseling services for students	2.89	
5	Large number of dropouts	2.70	
6	Vandalism of school property	2.45	Minor
7	Smoking by students in areas other than those designated for smoking	2.35	
8.5	Students arriving late for classes	2.27	
8.5	Theft of school property by students	2.27	
10	Developing a good rapport with the student body	2.16	
11	Reaction of students to dress code	1.77	
12	Use and sale of drugs on and off school grounds	1.58	
13	The challenging of administrative decisions by students	1.51	
14	Students' fights on and off school property	1.40	
15	Student walk outs	1.08	

Public Relations Problems

Table 25 presents the ranked order and mean difficulty rating by all principals of the problems related to public relations. No problem received a mean difficulty rating high enough to be classified as a major problem. Only one problem, the problem of "Formation of a home and school association" rated high enough to be classified as moderate. The remaining eleven of the twelve problems in this problem area were perceived by all principals as minor ones.

Table 25

Rank Order, Mean Difficulty Rating, and Degree of Difficulty,
of Public Relations Problems as Perceived
by All Principals

Rank Order	Problem	Mean Difficulty Rating	Degree of Difficulty
1	Formation of a home and school association	3.35	Moderate
2	Communication problems caused by the size of the geographical area served by the school	2.28	Minor
3	Lack of financial means to keep parents informed	2.24	
4	Inadequate communication channels to the community	2.16	
5	Enforcement of rules, regulations, and dress code	2.08	
6	Militant parents	1.73	
7	People starting rumors in order to cause trouble	1.59	
8	School board or school board personnel creating public relations problems	1.44	

Table 25 (Continued)

Rank Order	Problem	Mean Difficulty Rating	Degree of Difficulty
9	Resistance of the community to program and organizational changes in the school	1.41	Minor
10	Pressure groups in the community blocking changes desired by faculty and students	1.34	
11	Lack of cooperation of local news media	1.33	
12	Local people refusing to accept you in the community	1.22	

Curriculum and Instruction Problems

The participating principals in this study perceived 80 percent of the problems related to curriculum and instruction as being either major or moderate problems. The problems of "Developing programs to meet the needs of the low-achievers" and "Developing programs to meet the needs of the gifted student" were rated as major problems with mean difficulty ratings of 4.02 and 3.96, respectively. Table 26 shows that only three of the fifteen problems listed in this problem area were rated as minor.

Table 26

Rank Order, Mean Difficulty Rating, and Degree of Difficulty
of Curriculum and Instruction Problems as
Perceived by All Principals

Rank Order	Problem	Mean Difficulty Rating	Degree of Difficulty
1	Developing programs to meet the needs of the low-achievers	4.03	Major
2	Developing programs to meet the needs of the gifted student	3.95	
3	Inability to provide extra-curricular opportunities for all students	3.49	Moderate
4	Insufficient number of specialist teachers	3.30	
5	Inappropriate class or course assignments for some students	2.97	
6	Developing an adequate student evaluation system	2.91	
7	Initiating inservice training programs for the faculty	2.88	
8	Initiating changes for curriculum improvement	2.86	
9	Shortage of instructional equipment	2.75	
10	Shortage of books and other printed material	2.73	
11	School too small to offer comprehensive programs	2.69	
12	Introducing a sex education program	2.64	
13	Introducing a drug education program	2.37	Minor
14	Inability of faculty to effectively use available resources	2.25	
15	Inability of faculty to effectively use available equipment	2.11	

Physical Facilities Problems

Table 27 lists the problems relating to physical facilities in ranked order according to the mean difficulty rating for each problem. No problem in this area was rated as being major; however, seven of the twelve problems were rated as moderate problems.

Table 27

Rank Order, Mean Difficulty Rating, and Degree of Difficulty
of Physical Facilities Problems as Perceived
by All Principals

Rank Order	Problem	Mean Difficulty Rating	Degree of Difficulty
1	Inflexible school building	2.88	Moderate
2	Inadequate facilities for play and recreation	2.86	
3	Inadequate facilities in special areas (such as art, science, and physical education)	2.83	
4	Inadequate facilities for storage	2.73	
5	Keeping the school building, grounds, and equipment in usable and presentable condition	2.59	
6	Inadequate facilities for teaching	2.54	
7	Inadequate guidance space	2.51	
8	Inadequate administrative space	2.24	Minor
9	Adjusting to new or renovated facilities	1.93	
10	Safety and health hazards within the school or in the vicinity of the school	1.89	
11	Inadequate parking facilities	1.81	
12	Inadequate heating system	1.78	

Problems Related to Transportation of Pupils

Table 28 shows that five of the seven problems listed within this problem area were rated as minor by the participating principals. However, the Table also shows that the problem of "Students travelling on buses unable to participate fully in extra-curricular activities" was rated as a major problem with a mean difficulty rating of 3.94.

Table 28

Rank Order, Mean Difficulty Rating, and Degree of Difficulty
of Problems Related to Transportation of Pupils
as Perceived by All Principals

Rank Order	Problem	Mean Difficulty Rating	Degree of Difficulty
1	Students travelling on buses unable to participate fully in extra-curricular activities	3.94	Major
2	High school, elementary school, and primary school students using the same buses	2.54	Moderate
3	Determining most suitable placement of bus stops	1.70	Minor
4.5	Loss of teaching time because of conditions that make it unsafe for school buses to travel	1.68	
4.5	Regulations concerning who is permitted to travel on school buses	1.68	
6	Incompetent bus drivers	1.61	
7	School buses arriving after classes have commenced	1.55	

School Finance Problems

An examination of Table 29 reveals that no problem in this problem area was rated as a major problem. Five of the six problems were rated as minor; and one, the problem of, "Insufficient funds for equipment repairs and needed materials" was rated as moderate with a mean difficulty rating of 3.45.

Table 29

Rank Order, Mean Difficulty Rating, and Degree of Difficulty of School Finance Problems as Perceived by All Principals

Rank Order	Problem	Mean Difficulty Rating	Degree of Difficulty
1	Insufficient funds for equipment repairs and needed materials	3.45	Moderate
2	Preparing a budget	2.40	Minor
3	Deciding proper expenditure of funds	2.32	
4	Becoming familiar with accounting and reporting procedures	2.11	
5	Supervising special funds such as yearbook and cafeteria funds	1.97	
6	Controlling fund raising projects within your own school	1.86	

SUMMARY OF THE MAJOR PROBLEMS AND THE PROBLEMS
AREAS OF PRINCIPALS

In this section a summary is presented of the major problems and the problem areas as perceived by all the principals participating in this study.

Table 30 presents the grand mean difficulty rating for each of the problem areas as rated by the different groups of principals. It shows that all groups of principals rated the problem area of curriculum and instruction as the most difficult area. The problem area of organization and structure was rated the second most difficult by all the groups of principals.

Table 30 also shows that inexperienced principals rated all the problem areas, with the exception of one, higher than did any of the other groups of principals.

Table 30

Grand Mean Difficulty Rating of the Problem Areas by Principals
of Differing Characteristics

Problem Areas	Principals' Characteristics							
	Central High Schools (N=23)	Regional High Schools (N=14)	Three Years' and Less Experience (N=9)	Plus Three Years Experience (N=28)	300-500 Student Enrollment (N=25)	Plus 500 Student Enrollment (N=12)	No Master's Degree Graduate Diploma (N=25)	Master's Degree or Graduate Diploma (N=12)
Instructional and Non- Instructional Staff Personnel	2.09	2.02	2.18	2.03	2.07	2.06	2.00	2.20
Organization and Structure	2.76	2.46	3.06	2.52	2.62	2.70	2.62	2.70
Student Personnel	2.26	2.25	2.43	2.20	2.18	2.41	2.24	2.29
Public Relations	1.93	1.72	2.18	1.74	1.85	1.84	1.90	1.73
Curriculum and Instruction	3.02	2.78	3.38	2.78	2.76	3.13	2.84	3.11
Physical Facilities	2.44	2.30	2.54	2.33	2.50	2.14	2.43	2.27
Transportation of Pupils	2.14	2.04	2.31	2.03	2.14	2.00	2.11	2.08
School Finance	2.37	2.32	2.98	2.14	2.26	2.54	2.35	2.36

When mean difficulty ratings were calculated for the specific problems, as rated by all principals, it was found that nine problems were perceived as major ones. Table 31 presents the mean difficulty rating for these nine problems. It shows that the following five problems all obtained mean difficulty ratings over 3.90 on the five point scale: (1) Involving all students in school activities, (2) Developing programs to meet the needs of the low-achievers, (3) Developing programs to meet the needs of the gifted student, (4) Students travelling on buses unable to participate fully in extra-curricular activities, and (5) Securing qualified substitute teachers, all obtained mean difficulty ratings over 3.90 on the five point scale.

When these nine problems are examined, one finds that they may be grouped in the following manner: (1) Developing programs for the gifted and slow learners, (2) Involving student in school activities, (3) Securing sufficient numbers of qualified staff personnel, and (4) Finding time to evaluate school staff and programs.

Table 31

Major Problems of All Principals

Rank Order	Major Problems	Mean Difficulty Rating
1	Involving all students in school activities.	4.08
2	Developing programs to meet the needs of the low-achievers	4.03
3	Developing programs to meet the needs of the gifted student	3.95
4	Students travelling on buses unable to participate fully in extra-curricular activities	3.94
5	Securing qualified substitute teachers	3.92
6	Insufficient number of non-instructional staff	3.56
7.5	Insufficient time to spend in evaluation of the programs offered in your school	3.54
7.5	The transportation of students to extra-curricular activities	3.54
9	Insufficient time to spend in evaluation of the staff	3.51

When grand mean difficulty ratings were computed for the eight problem areas as rated by all principals, it was revealed that the areas were rated in the following order of difficulty:

1. Curriculum and Instruction
2. Organization and Structure
3. Physical Facilities
4. School Finance
5. Student Personnel
6. Transportation of Pupils
7. Instructional and Non-Instructional Staff Personnel
8. Public Relations

Table 33 provides the grand mean-difficulty ratings obtained for each of the above problem areas.

Table 32

Rank Order and Grand Mean Difficulty Rating of the Problem Areas as Perceived by All Principals

Rank Order	Problem Area	Grand Mean Difficulty Rating
1	Curriculum and Instruction	2.93
2	Organization and Structure	2.65
3	Physical Facilities	2.38
4	School Finance	2.35
5	Student Personnel	2.26
6	Transportation of Pupils	2.10
7	Instructional and Non-Instructional Staff Personnel	2.06
8	Public Relations	1.85

Table 33 shows that, according to grand mean difficulty ratings, inexperienced principals rated the 115 problems listed on the questionnaire as being more difficult than any other group of principals. Central high school principals and principals with either a master's degree or graduate diploma in educational administration rated the problems second and third, respectively. Experienced principals and principals of regional high schools rated the problems the least difficult with grand mean difficulty ratings of 2.25 and 2.24, respectively.

Table 33

Grand Mean Difficulty Ratings of All Problems on the
Questionnaire by Principals of
Differing Characteristics

Rank Order	Principals' Characteristics	Grand Mean Difficulty Rating
1	Inexperienced	2.62
2	Central High Schools	2.40
3	Master's Degree or Graduate Diploma	2.38
4	Plus 500 Students	2.37
5.5	300-500 Students	2.31
5.5	No Master's Degree or Graduate Diploma	2.31
7	Experienced	2.25
8	Regional High Schools	2.24

SOURCES OF HELP

In this study, the participants were asked to list the sources from which they received help in dealing with or solving their professional problems. Their replies were categorized into eight groups by the researcher, and the number of times the source was mentioned was recorded. Table 34 reports the findings of that section of the questionnaire.

It was found that central office personnel, i.e., superintendents, supervisors, and consultants with the schools boards, were the most frequently mentioned source of help. This source was closely followed by the faculty and staff within the school.

The shortage of professional reading material in the schools and the school districts of this Province may be indicated by the fact that this source of help was only mentioned by three of the principals.

Neither would it appear that the inservice programs conducted by the Department of Education, Memorial University, or the Newfoundland Teachers' Association are having the desired effects. Less than one-third of the principals mentioned consultants and/or programs of these organizations as being a source of help.

Table 34

Source of Help, by Times Mentioned

Source of Help	Times Mentioned
Central Office Personnel	27
Faculty and Staff within the School	25
Other Principals	17
Community Resource People and Community Organizations	15
Consultants and/or Programs of Professional Organizations	12
Students and Students' Organizations	10
Parents and Parent-School Associations	5
Professional Readings	3

SUMMARY

In this chapter a descriptive analysis of the perceived professional problems of principals in large high schools in the Province of Newfoundland and Labrador has been presented. By use of mean and grand mean difficulty ratings, the findings of this study were presented in tabular form. Tables were presented that showed the major problems of, and the degree of difficulty assigned to the eight problem areas by the eight groups of principals. Further analysis of the data was presented to show how all principals, regardless of differing characteristics, rated the specific problems and the problem areas. Summary tables were presented to show: (1) the grand mean difficulty rating for each problem area as rated by each group of principals, (2) the problems rated as major by all principals, (3) the grand mean difficulty ratings of the problem areas by all principals, and (4) the grand mean difficulty ratings for all problems on the questionnaire for the different groups of principals.

Information was also provided in this chapter on the sources from which the participating principals received help in dealing with or solving their professional problems.

It was found that for all principals participating in the study the main sources of problems lay in the problem area of curriculum and instruction, and of organization and structure. The problem area rated the least difficult was the area of public relations. The two specific problems receiving the highest rating

of difficulty by all principals were the problems of "Involving all students in school activities" and "Developing programs to meet the needs of the low-achievers." The data presented in this chapter indicated that inexperienced principals, central high school principals, and principals with either a master's degree or graduate diploma in educational administration perceived more problems to be of major difficulty than any other group of principals. The same groups rated all problems, as determined by the grand mean for all 115 problems on the questionnaire, to be more difficult than did any other group. The chief source of help in dealing with or solving problems of principals was reported to be central office personnel.

Mean difficulty ratings for all the problems listed in the questionnaire, as rated by principals of differing characteristics, are given in Tables 35-42, Appendix A.

It should be noted that, although space was provided for principals to add and rate problems not included in the questionnaire, only three additional problems were reported. The problems of "Being responsible for previous school debts," "Effects of the busing of students on student morale and behavior," and "Programs offered by school not accepted by post-secondary educational institutions," were each rated as being of major difficulty by one principal.

CHAPTER 5

SUMMARY AND RECOMMENDATIONS

SUMMARY

Statement of the Problem

The purpose of this study was to survey all the principals of large high schools¹ in the Province of Newfoundland and Labrador to ascertain what they perceived as professional problems in the performance of their tasks. Specifically, the study attempted:

1. To ascertain which specific problems, as perceived by the principals, caused the most difficulties.
2. To determine which of the problem areas, as perceived by the principals, caused the most serious problems.
3. To discover from what sources principals received help in the solving of or dealing with their problems.

Procedures

In an attempt to answer the above questions, an instrument was developed by the researcher using as a basis, the eight problem areas used by Dr. Dwight C. Witty of the University of Miami, Florida. A pilot study was conducted with the instrument in an attempt to insure that the specific problems in the questionnaire were relevant and

¹Defined by the researcher as a central or regional high school having a student enrollment of three hundred or more.

unambiguous, and to maximize face-validity. A major objective was to ensure that the instrument was appropriate for the research setting.

Following the pilot study some modifications were made, and the revised instrument was mailed to forty-four principals in Newfoundland and Labrador in April, 1973. Thirty-seven, or 84.1 percent, of the questionnaires were completed and returned.

On the questionnaire, principals were asked to rate, as to degree of difficulty, 115 problems using a scale ranging from 1--not a problem and causes no difficulty, to 5--a major problem that causes serious difficulty. A rating of N was also available for non-applicable problems. After rating each of the 115 problems, the principals were asked to list the sources from which they received help in the solving of or dealing with their problems.

For comparative purposes, the participating principals were grouped, in different ways, according to: (1) the type of school in which they worked, (2) the number of students in the school in which they worked, (3) their experience as school administrators, and (4) their professional qualifications.

Mean difficulty ratings were obtained for each specific problem in the questionnaire as perceived by principals of differing characteristics and by all principals. An arbitrary decision was made by the researcher to classify as a major problem any problem that received a mean difficulty rating above 3.50 on the five point scale. The major problems of each of the different groups of principals, and of all principals, were ranked according to their mean difficulty ratings.

Grand mean difficulty ratings were obtained and used to show how the different groups of principals rated the eight problem areas. The same method was used to determine which group of principals rated all 115 problems, taken collectively, as being the most difficult.

Sources of help reported by principals in the solving of or dealing with their problems were recorded according to frequency of times mentioned.

All the above information has been presented in tabular form to give greater clarity of interpretation. The tables which show how each specific problem in the questionnaire was rated by the principals of differing characteristics, and by all principals, are presented in Appendix A. The remainder of the tables are presented in Chapter 4 accompanied by descriptive materials in which the important points are mentioned.

Major Findings

Of the 115 problems listed in the questionnaire, four problems were rated as major by all groups of principals, regardless of the way the principals were divided. The problems of, "Students travelling on buses unable to participate fully in extra-curricular activities," "Involving all students in school activities," "Developing programs to meet the needs of the low-achievers," and "Developing programs to meet the needs of the gifted student" received mean difficulty ratings over 3.50 on the five point scale from all groups of principals. Another problem, "Securing qualified substitute teachers" was rated as a major problem by seven of the eight different groups; principals

of schools with a student enrollment of over five hundred did not rate it as a major problem.

Mean difficulty ratings of all the problems, as perceived by all the principals as one group, showed that nine problems were rated as being of major difficulty. Again, as with the different groups of principals, the four problems of, "Involving all students in school activities," "Developing programs to meet the needs of the low-achievers," "Developing programs to meet the needs of the gifted student," and "Students travelling on buses unable to participate fully in extra-curricular activities" were rated as most difficult. The nine problems perceived as major ones by all principals may be grouped as problems of: (1) developing programs for gifted and slow learners, (2) involving students in school activities, (3) securing sufficient numbers of qualified staff personnel, and (4) finding time to evaluate school staff and programs.

When the participating principals were divided into comparison groups the following was found:

1. Central high school principals perceived more problems as being of major difficulty than did regional high school principals; and, in general, central high school principals tended to rate all problems as being more difficult.
2. Inexperienced principals perceived more problems as being of major difficulty than did experienced principals; and, in general, they tended to rate all problems as being more difficult.
3. There appeared to be little difference in the degree of

difficulty assigned to the problems, in general, by principals in schools with a student enrollment between three hundred to five hundred and those principals in schools with a student enrollment of more than five hundred. However, the major problems of those two groups tended to differ somewhat.

4. Principals with either a master's degree or graduate diploma in educational administration perceived more problems to be of major difficulty than did principals with neither. The more qualified principals also perceived all the problems, in general, to be more difficult.

When grand mean difficulty ratings were obtained for each of the problem areas, as rated by the participating principals, it was found that the problem areas were rated, as to difficulty, in the following order, with number 1 being the most difficult:

1. Curriculum and Instruction
2. Organization and Structure
3. Physical Facilities
4. School Finance
5. Student Personnel
6. Transportation of Pupils
7. Instructional and Non-Instructional Staff Personnel
8. Public Relations

When the principals were divided into comparison groups, it was found that all the groups rated the problem areas of curriculum and instruction, and of organization and structure, as being the two most difficult. The problem area of public relations was rated the

least difficult by all groups of principals.

Over 72 percent of the principals participating in the study reported "central office personnel" as a source of help in the solving of or dealing with their problems. This source was followed by "faculty and staff within the school," where over 67 percent reported them as a source of help. Few principals in the Province's large high schools relied upon "professional readings" as a source of help. Only three principals reported this.

Findings Related to Other Research

The research reviewed in Chapter 2 of this thesis reported on problems of principals in geographical areas other than in the Province of Newfoundland and Labrador. This section will, where possible, compare the most noticeable differences and similarities of the findings of these reviewed studies, with the findings of this study.

The Zweibach,² Rollins,³ and Witty⁴ studies found that the problems considered most pressing by principals involved were problems related to staff personnel. Norton⁵ found that this was considered the third most difficult area. The principals participating in this

²S. I. Zweibach, "Problems of New High School Principals," National Association of Secondary School Principals Bulletin, Vol. 36 (October, 1952), 69-84.

³S. P. Rollins, "Survey of Problems of the Principal," National Association of Secondary School Principals Bulletin, Vol. 44 (February, 1960), 55-57.

⁴Dwight C. Witty, "The Perceived Problems of Beginning Senior High School Principals in Florida" (unpublished Doctor's project, University of Miami, 1972).

⁵M. Scott Norton, "Current Problems of the High School Principal," The Clearing House, Vol. 46 (April, 1972), 451-457.

present study, however, rated the problems related to the area of instructional and non-instructional staff personnel as being the second least difficult area. Only the area of public relations rated less difficult.

Zweibach,⁶ in his study also found that there were no significant differences between the problems expressed by principals when principals were compared as to experience. The findings of this study indicated that inexperienced principals perceived more problems to be more severe than did experienced principals.

Reeves⁷ found that the sources of help utilized most frequently and given the highest rating of helpfulness by principals included professional readings. A finding of this study does not concur with that of Reeves'. Only, approximately 8 percent reported professional readings as a source of help in this study.

The findings of this study compared more closely to the findings of the Wilklow and Markarian⁸ study than to any of the other studies reviewed. The Wilklow and Markarian study concluded that: (1) finding and keeping good teachers, (2) finding time for supervision of teachers and programs, and (3) providing for gifted and slow learners were

⁶Zweibach, loc. cit.

⁷Bill E. Reeves, "The Improvement of College Preparation Programs at the Graduate Level for High School Principals Based Upon Case Analysis of Problems Encountered by Principals in Selected Public High Schools" (unpublished Doctor's project, Texas Technological College, 1965).

⁸Leighton W. Wilklow and Robert Markarian, "School Population and the Problems of the Principal," Clearing House, Vol. 40 (October, 1965), 97-99.

major problems of secondary school principals. This study found that many of the major problems of principals of large high schools could be grouped as: (1) developing programs for gifted and slow learners, (2) securing sufficient numbers of qualified staff personnel, and (3) finding time to evaluate school staff and programs.

The findings of this study also agreed with the findings of a number of the studies on at least one point. Stanavage⁹ for instance, as did others, found that the principals involved in this study rated problems related to student militancy as being of little difficulty. The principals participating in this study rated these problems in a similar way. All of the reviewed studies, with the exception of one, found that problems related to the problem area of curriculum and instruction were considered as severe by principals. The findings of this study also showed that principals rated this problem area as presenting many severe problems.

Conclusions

In keeping with the limitations and delimitations of this study, the following conclusions are made:

1. The major problems of principals may be grouped as follows:
 - (1) developing programs for the gifted and the slow learners,
 - (2) involving students in school activities, (3) securing sufficient numbers of qualified staff personnel, and
 - (4) finding time to evaluate school staff and programs.

⁹John A. Stanavage, "NCA Principals' Perception of Their Principalship," The North Central Association Quarterly, Vol. 44 (Winter, 1972), 319-330.

2. Problems encountered by principals cover all the major administration task areas of school administration, with the areas of curriculum and instruction, and organization and structure, presenting the most severe problems.
3. The severity of most problems had a relationship to the number of years of experience a principal had as a school administrator. Inexperienced principals perceived their problems to be more severe than did experienced principals.
4. The severity of most problems had a relationship to school size, with some problems increasing and others decreasing in importance as school size increased.
5. The severity of most problems had a relationship to the type of school in which the principal worked. Central high school principals perceived their problems to be more severe than did regional high school principals.
6. The amount of professional preparation that a principal had did not lessen the seriousness of his problems, as perceived by him.
7. Pupils travelling to centralized schools are prevented from participating fully in many school activities.
8. Some of the major problems that affected principals are problems that cannot be solved by them alone. The problems associated with the transportation of pupils and finding qualified substitute teachers are two such problems.

RECOMMENDATIONS

From the findings and conclusions of this study, the following recommendations are made:

Recommendations for Implementation

1. Pressing problems are a constant source of irritation for practicing administrators. Therefore, inservice programs should be designed which would enable principals to cope with these issues.
2. Because of the importance of knowing one's specific problems before any genuine attempts can be made to solve them, school principals and central office personnel should conduct, periodically, a study of the problems of principals within their area. The primary purpose of such a study would be to aid in the introduction of inservice programs to help principals in the performance of their tasks.
3. Systematic approaches should be designed by officials of Memorial University, the School Administration Association, the Newfoundland Teachers' Association, and the school boards to investigate, define, and develop appropriate educational leadership programs for high school principals. Results of this study indicated that the need to develop competencies in the areas of curriculum and instruction, and organization and structure, is the most urgent.
4. Since this study clearly indicates that most principals perceive the problems related to program development to be very severe, the Department of Educational Administration of

Memorial University of Newfoundland, should include materials dealing specifically with this topic in its graduate program for administrators.

5. An appropriate agency, such as the School Administrators' Association or the Newfoundland Teachers' Associations, should give consideration to providing principals with a bibliography of current professional readings that might be of assistance to them. While this study showed that administrators do not rely heavily upon such materials as sources of help, other studies have suggested their value. Due to the isolated setting in which many principals work, it would seem to the researcher that the provision of professional reading topics would be a sound idea.
6. The problem of providing qualified substitute teachers should be studied by Department of Education and school boards officials for the purpose of implementing a plan to greatly reduce this problem in this Province's high schools.

Recommendations for Further Research

The basic purpose of this study was to survey the principals of large high schools in the Province of Newfoundland and Labrador to ascertain what they perceived to be major professional problems in the performance of their tasks. The researcher feels that this has been accomplished, and this research area, in Newfoundland, has now been opened up for further studies which might deal with more specific problems.

The following are suggested topics that the researcher feels need further study:

1. A study to determine in what way the problems reported in the curriculum and instruction area are related to other factors, such as inadequate physical facilities, unqualified staff personnel, and inadequate preparation programs.
2. A study to determine whether the finding that principals reported few problems in the area of public relations is the result of a good school-community relationship, or whether it is the result of other factors, such as the school and its activities being isolated from the community.
3. A study to determine the multitude of effects that the centralization of schools is having on pupils. Since, as a consequent of centralization of schools, many pupils are "bused" to school, this study could investigate a number of items, such as the effect on students' participation in extra-curricular activities, on scholastic achievement, and on developing a sense of "belonging" to the school community.
4. A study, perhaps using the Delphi technique, to define a strengthened and more viable role for principals, consistent with the purposes of the secondary school in Newfoundland.

On the basis of this defined role, a model might be developed which could serve as a guide for the recruitment, preparation, and professional activities of secondary school principals.

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APPENDICES

APPENDIX A

MEAN DIFFICULTY RATINGS

Table 35

Mean Difficulty Rating of Staff Personnel Problems as Perceived
by Principals of Differing Characteristics

Mean Difficulty Rating	Principal's Characteristics									
		Central High Schools (N=23)	Regional High Schools (N=14)	Three Years and Less Experience (N=9)	Plus Three Years Experience (N=28)	300-500 Student Enrollment (N=25)	Plus 500 Student Enrollment (N=12)	No Master's Degree or Graduate Diploma (N=25)	Master's Degree or Graduate Diploma (N=12)	All Principals (N=37)
Scale:										
1.00-2.50, Minor										
2.51-3.50, Moderate										
3.51-5.00, Major										
Problem										
1. Becoming acquainted and familiar with faculty members		1.52	1.21	1.55	1.35	1.32	1.58	1.36	1.50	1.40
2. Orienting teachers to their new positions		2.39	1.71	2.66	1.94	1.96	2.50	2.16	2.08	2.13
3. Communicating with faculty members		1.78	1.35	1.77	1.57	1.56	1.75	1.68	1.50	1.62
4. Getting faculty members to accept you in your roles as principal		1.52	1.57	1.77	1.46	1.44	1.75	1.40	1.83	1.54
5. Getting faculty members to adopt newer teaching techniques		3.04	2.57	3.22	2.75	2.68	3.25	2.76	3.08	2.86
6. Getting faculty members interested in school wide and classroom innovations		3.00	2.78	3.33	2.77	2.83	3.08	2.76	3.27	2.92

Table 35 (Continued)

Mean Difficulty Rating	Principal's Characteristics									
		Central High Schools (N=23)	Regional High Schools (N=14)	Three Years and Less Experience (N=9)	Plus Three Years Experience (N=28)	300-500 Student Enrollment (N=25)	Plus 500 Student Enrollment (N=12)	No Master's Degree or Graduate Diploma (N=25)	Master's Degree or Graduate Diploma (N=12)	All Principals (N=37)
Scale:										
1.00-2.50, Minor										
2.51-3.50, Moderate										
3.51-5.00, Major										
Problem										
7. Getting faculty members to accept the changes in the attitudes and outlook of students		2.73	2.85	2.88	2.75	2.68	3.00	2.68	3.00	2.78
8. Getting faculty members to take a genuine interest in the students		2.34	2.57	2.33	2.46	2.40	2.50	2.36	2.58	2.43
9. Securing and keeping qualified faculty members		2.30	2.00	2.77	2.00	2.36	1.83	2.40	1.75	2.18
10. Securing qualified substitute teachers		4.04	3.71	4.11	3.86	4.40	2.91	3.76	4.25	3.92
11. Securing qualified replacements for faculty members who resign during the year		2.84	2.83	3.00	2.78	2.90	2.66	2.81	2.88	2.83
12. Incompetence, laziness, or tardiness of individual faculty members		1.91	2.21	2.33	1.92	1.92	2.25	2.16	1.75	2.02

Table 35 (Continued)

Mean Difficulty Rating	Principal's Characteristics	Central High Schools (N=23)	Regional High Schools (N=14)	Three Years and Less Experience (N=9)	Plus Three Years Experience (N=28)	300-500 Student Enrollment (N=25)	Plus 500 Student Enrollment (N=12)	No Master's Degree or Graduate Diploma (N=25)	Master's Degree or Graduate Diploma (N=12)	All Principals (N=37)
Scale:										
1.00-2.50, Minor										
2.51-3.50, Moderate										
3.51-5.00, Major										
Problem										
13. Inability of individual faculty members to communicate with students		2.56	2.28	2.66	2.39	2.32	2.75	2.48	2.41	2.45
14. "Subversion" of school policy by individual faculty members		2.00	1.92	2.00	1.96	2.04	1.83	2.04	1.83	1.97
15. Inability of individual faculty members to maintain proper student discipline		2.87	2.28	2.88	2.57	2.60	2.75	2.76	2.41	2.64
16. Personality clashes among faculty members		1.59	1.57	1.66	1.55	1.58	1.58	1.56	1.63	1.58
17. Personality clashes among members of a teaching team		1.37	1.45	1.42	1.40	1.38	1.44	1.28	1.83	1.40
18. Gaining the loyalty of the non-instructional staff		1.33	1.38	1.12	1.42	1.45	1.16	1.22	1.58	1.35

Table 35 (Continued)

Mean Difficulty Rating	Principal's Characteristics									
		Central High Schools (N=23)	Regional High Schools (N=14)	Three Years and Less Experience (N=9)	Plus Three Years Experience (N=28)	100-500 Student Enrollment (N=25)	Plus 500 Student Enrollment (N=12)	No Master's Degree or Graduate Diploma (N=25)	Master's Degree or Graduate Diploma (N=12)	All Principals (N=37)
Scale:										
1.00-2.50, Minor										
2.51-3.50, Moderate										
3.51-5.00, Major										
Problem										
19. Developing better communication channels between yourself and the non-instructional staff		1.42	1.53	1.50	1.46	1.59	1.25	1.36	1.66	1.47
20. Developing better communication channels between faculty and the non-instructional staff		1.71	1.84	1.75	1.76	1.77	1.75	1.63	2.00	1.76
21. Insufficient number of non-instructional staff		3.73	3.29	3.67	3.52	3.67	3.33	3.29	4.08	3.56
22. Personality clashes among non-instructional staff		1.10	1.53	1.22	1.30	1.20	1.41	1.09	1.70	1.28
23. Inability of non-instructional staff to "get along" with students		1.58	1.30	1.12	1.25	1.30	1.08	1.04	1.54	1.21
24. Inconsistency of non-instructional staff in enforcing rules and regulations		1.23	1.25	1.12	1.28	1.29	1.16	1.05	1.66	1.24

Table 35 (Continued)

Mean Difficulty Rating	Principal's Characteristics	
	Problem	
Scale: 1.00-2.50, Minor 2.51-3.50, Moderate 3.51-5.00, Major		
	Central High Schools (N=23)	
	Regional High Schools (N=14)	
	Three Years and Less Experience (N=9)	
	Plus Three Years Experience (N=28)	
	300-500 Student Enrollment (N=25)	
	Plus 500 Student Enrollment (N=12)	
	No Master's Degree or Graduate Diploma (N=25)	
	Master's Degree or Graduate Diploma (N=12)	
	All Principals (N=37)	
25. Incompetent non-instructional staff members	1.47	1.41
26. Inability to replace incompetent non-instructional staff members	1.43	2.08
	1.37	1.47
	1.85	1.47
	1.76	1.41
	1.63	1.45
	1.52	1.44
	2.11	1.44
	1.71	

Table 36

Mean Difficulty Rating of Organization and Structure Problems as
Perceived by Principals of Differing Characteristics

Mean Difficulty Rating	Principal's Characteristics								
	Central High Schools (N=23)	Regional High Schools (N=14)	Three Years and Less Experience (N=9)	Plus Three Years Experience (N=28)	300-500 Student Enrollment (N=25)	Plus 500 Student Enrollment (N=12)	No Master's Degree or Graduate Diploma (N=25)	Master's Degree or Graduate Diploma (N=12)	All Principals (N=37)
Scale:									
1.00-2.50, Minor									
2.51-3.50, Moderate									
3.51-5.00, Major									
Problem									
1. Developing a master schedule for the school	2.91	2.71	3.79	2.53	2.76	3.00	2.76	3.00	2.83
2. Scheduling students into classes of their choice	3.04	2.85	3.67	2.75	2.84	3.25	2.88	3.17	2.97
3. Scheduling teachers	2.65	2.42	3.22	2.35	2.60	2.50	2.56	2.58	2.56
4. Planning for staff meetings	1.69	1.85	2.33	1.57	1.64	2.00	1.76	1.75	1.75
5. Scheduling extra-curricular activities into the school day	2.91	2.92	3.75	2.67	2.80	3.18	2.87	3.00	2.91
6. Knowing Department of Education regulations	1.87	2.07	1.88	1.96	1.96	1.91	1.92	2.00	1.94
7. Knowing school board policies and regulations	1.87	1.64	1.66	1.82	1.88	1.58	1.80	1.75	1.78

Table 36 (Continued)

Mean Difficulty Rating	Principal's Characteristics	Central High Schools (N=23)	Regional High Schools (N=14)	Three Years and Less Experience (N=9)	Plus Three Years Experience (N=28)	300-500 Student Enrollment (N=25)	Plus 500 Student Enrollment (N=12)	No Master's Degree or Graduate Diploma (N=25)	Master's Degree or Graduate Diploma (N=12)	All Principals (N=37)
Scale: 1.00-2.50, Minor 2.51-3.50, Moderate 3.51-5.00, Major										
Problem										
8. Knowing how to effectively evaluate the staff		2.91	2.28	2.88	2.60	2.52	3.00	2.76	2.50	2.67
9. Knowing how to effectively evaluate the programs offered in your school		3.00	2.57	3.44	2.64	2.68	3.17	3.00	2.50	2.83
10. Establishing school rules and regulations		2.26	2.21	2.66	2.10	2.24	2.25	2.28	2.16	2.24
11. Knowing the proper channels through which to solve problems		2.21	1.92	2.00	2.14	2.24	1.83	2.24	1.83	2.10
12. Insufficient time to spend in evaluation of the staff		3.83	3.00	4.11	3.32	3.48	3.58	3.40	3.75	3.51
13. Insufficient time to spend in evaluation of the programs offered in your school		3.83	3.07	4.22	3.32	3.44	3.75	3.32	4.00	3.54

Table 36 (Continued)

Mean Difficulty Rating	Principal's Characteristics									
Scale:										
1.00-2.50, Minor										
2.51-3.50, Moderate										
3.51-5.00, Major										
Problem	Central High Schools (N=23)	Regional High Schools (N=14)	Three Years and Less Experience (N=9)	Plus Three Years Experience (N=28)	300-500 Student Enrollment (N=25)	Plus 500 Student Enrollment (N=12)	No Master's Degree or Graduate Diploma (N=25)	Master's Degree or Graduate Diploma (N=12)	All Principals (N=37)	
14. Scheduling extra-curricular duties for staff	2.78	2.21	2.77	2.50	2.64	2.41	2.40	2.91	2.56	
15. Insufficient time for the promotion of public relations	2.91	2.57	3.33	2.60	2.80	2.75	2.72	2.91	2.78	
16. Insufficient time to attend athletic and civic events	2.69	2.57	3.11	2.50	2.56	2.83	2.56	2.82	2.64	
17. Completing reports	2.26	2.42	2.66	2.21	2.36	2.25	2.28	2.41	2.32	
18. Scheduling of the non-instructional staff for more efficient operation	1.68	1.76	1.75	1.71	1.58	1.91	1.63	1.90	1.72	
19. Insufficient time to supervise non-instructional staff	2.61	1.92	2.50	2.26	2.52	2.00	2.15	2.63	2.32	
20. Developing a strong student council	3.50	3.00	3.67	3.18	3.38	3.17	3.36	3.18	3.31	

Table 36 (Continued)

Mean Difficulty Rating	Principal's Characteristics	
Scale: 1.00-2.50, Minor 2.51-3.50, Moderate 3.51-5.00, Major		
Problem		
21. Involving all students in school activities	Central High Schools (N=23)	4.30
	Regional High Schoools (N=14)	3.71
	Three Years and Less Experience (N=9)	4.44
	Plus Three Years Experience (N=28)	3.96
	300-500 Student Enrollment (N=25)	4.00
	Plus 500 Student Enrollment (N=12)	4.25
	No Master's Degree or Graduate Diploma (N=25)	4.24
	Master's Degree or Graduate Diploma (N=12)	3.75
	All Principals (N=37)	4.08
22. Providing supervision of pupils during recess periods, lunch periods, and before and after school		3.08
		2.57
		3.44
		2.71
		2.92
		2.83
		2.88
		2.91
		2.89

Table 37

Mean Difficulty Rating of Student Personnel Problems as Perceived
by Principals of Differing Characteristics

Mean Difficulty Rating	Principal's Characteristics	Central High Schools (N=23)	Regional High Schools (N=14)	Three Years and Less Experience (N=9)	Plus Three Years Experience (N=28)	300-500 Student Enrollment (N=25)	Plus 500 Student Enrollment (N=12)	No Master's Degree or Graduate Diploma (N=25)	Master's Degree or Graduate Diploma (N=12)	All Principals (N=37)
Scale:-										
1.00-2.50, Minor										
2.51-3.50, Moderate										
3.51-5.00, Major										
Problem										
1. Vandalism of school property		2.56	2.28	2.66	2.39	2.44	2.50	2.48	2.41	2.45
2. Students' fights on and off school property		1.39	1.42	1.33	1.42	1.28	1.66	1.44	1.33	1.40
3. Students arriving late for classes		2.26	2.28	2.66	2.13	2.04	2.75	2.32	2.16	2.27
4. Theft of school property by students		2.43	2.00	2.33	2.25	2.36	2.08	2.36	2.08	2.27
5. Smoking by students in areas other than those designated for smoking		2.17	2.64	2.55	2.28	2.28	2.50	2.24	2.58	2.35
6. Use and sale of drugs on and off school grounds		1.54	1.66	2.00	1.46	1.26	2.27	1.52	1.72	1.58

Table 37 (Continued)

Mean Difficulty Rating	Principal's Characteristics									
		Central High Schools (N=23)	Regional High Schools (N=14)	Three Years and Less Experience (N=9)	Plus Three Years Experience (N=28)	300-500 Student Enrollment (N=25)	Plus 500 Student Enrollment (N=12)	No Master's Degree or Graduate Diploma (N=25)	Master's Degree or Graduate Diploma (N=12)	All Principals (N=37)
Scale:										
1.00-2.50, Minor										
2.51-3.50, Moderate										
3.51-5.00, Major										
Problem										
7. High student absenteeism		2.82	3.14	3.00	2.92	2.76	3.33	2.96	2.91	2.94
8. Large number of dropouts		2.43	3.14	2.66	2.71	2.60	2.91	2.72	2.66	2.70
9. Student walk outs		1.13	1.00	1.00	1.10	1.12	1.00	1.04	1.16	1.08
10. Reaction of students to dress code		1.66	1.92	1.66	1.80	1.78	1.75	1.92	1.40	1.77
11. The challenging of administrative decisions by students		1.43	1.64	1.66	1.46	1.40	1.75	1.52	1.50	1.51
12. Inadequate guidance and counseling services for students		3.17	2.42	3.33	2.75	2.88	2.91	2.84	3.00	2.89
13. The transportation of students to extra-curricular activities		3.70	3.29	3.79	3.46	3.60	3.42	3.32	4.00	3.54
14. Building school spirit and pride		3.04	2.78	3.56	2.75	2.92	3.00	2.88	3.08	2.94

Table 37 (Continued)

Mean Difficulty Rating		Principal's Characteristics
Scale:		
1.00-2.50, Minor		
2.51-3.50, Moderate		
3.51-5.00, Major		
Problem		
15. Developing a good rapport with the student body	2.13	Central High Schools (N=23)
	2.21	Regional High Schools (N=14)
	2.33	Three Years and Less Experience (N=9)
	2.10	Plus Three Years Experience (N=28)
	2.04	300-500 Student Enrollment (N=25)
	2.41	Plus 500 Student Enrollment (N=12)
	2.08	No Master's Degree or Graduate Diploma (N=25)
	2.33	Master's Degree or Graduate Diploma (N=12)
	2.16	All Principals (N=37)

Table 38

Mean Difficulty Rating of Public Relations Problem as Perceived
by Principals of Differing Characteristics

Mean Difficulty Rating Scale: 1.00-2.50, Minor 2.51-3.50, Moderate 3.51-5.00, Major	Principal's Characteristics									
		Central High Schools (N=23)	Regional High Schools (N=14)	Three Years and Less Experience (N=9)	Plus Three Years Experience (N=28)	300-500 Student Enrollment (N=25)	Plus 500 Student Enrollment (N=12)	No Master's Degree or Graduate Diploma (N=25)	Master's Degree or Graduate Diploma (N=12)	All Principals (N=37)
Problem										
1. Militant parents		1.87	1.50	1.88	1.67	1.68	1.83	1.80	1.58	1.73
2. People starting rumors in order to cause trouble		1.78	1.28	1.88	1.50	1.56	1.66	1.72	1.33	1.59
3. Lack of financial means to keep parents informed		2.43	1.92	2.88	2.03	2.20	2.33	2.28	2.16	2.24
4. Local people refusing to accept you in the community		1.31	1.07	1.55	1.11	1.20	1.25	1.28	1.09	1.22
5. Inadequate communication channels to the community		2.39	1.78	2.77	1.96	2.20	2.08	2.16	2.16	2.16
6. Lack of cooperation of local news media		1.20	1.53	1.22	1.37	1.28	1.41	1.19	1.58	1.33
7. Communication problems caused by the size of the geographical area served by the school		2.38	2.14	2.33	2.26	2.08	2.66	2.29	2.27	2.28

Table 38 (Continued)

Mean Difficulty Rating	Principal's Characteristics								
	Central High Schools (N=23)	Regional High Schools (N=14)	Three Years and Less Experience (N=9)	Plus Three Years Experience (N=28)	300-500 Student Enrollment (N=25)	Plus 500 Student Enrollment (N=12)	No Master's Degree or Graduate Diploma (N=25)	Master's Degree or Graduate Diploma (N=12)	All Principals (N=37)
Scale:									
1.00-2.50, Minor									
2.51-3.50, Moderate									
3.51-5.00, Major									
Problem									
8. Formation of a home and school association	3.44	3.18	4.17	3.13	3.55	2.88	3.58	2.90	3.35
9. Enforcement of rules, regulations and dress code	1.95	2.28	2.44	1.96	2.04	2.16	2.28	1.63	2.08
10. School board or school board personnel creating public relations problems	1.50	1.35	1.66	1.37	1.58	1.16	1.45	1.41	1.44
11. Pressure groups in the community blocking changes desired by faculty and students	1.47	1.14	1.55	1.26	1.47	1.08	1.45	1.09	1.34
12. Resistance of the community to program and organizational changes in the school	1.40	1.42	1.88	1.25	1.33	1.58	1.33	1.58	1.41

Table 39

Mean Difficulty Rating of Curriculum and Instruction Problems as
Perceived by Principals of Differing Characteristics

Mean Difficulty Rating	Principal's Characteristics	Central High Schools (N=23)	Regional High Schools (N=14)	Three Years and Less Experience (N=9)	Plus Three Years Experience (N=28)	300-500 Student Enrollment (N=25)	Plus 500 Student Enrollment (N=12)	No Master's Degree or Graduate Diploma (N=25)	Master's Degree or Graduate Diploma (N=12)	All Principals (N=37)
Scale:										
1.00-2.50, Minor										
2.51-3.50, Moderate										
3.51-5.00, Major										
Problem										
1. Insufficient number of specialist teachers		3.39	3.14	3.33	3.29	3.32	3.25	3.12	3.67	3.30
2. Inability to provide extra-curricular opportunities for all students		3.87	2.85	4.22	3.25	3.44	3.58	3.24	4.00	3.49
3. Inappropriate class or course assignments for some students		3.00	2.92	3.22	2.89	2.88	3.17	3.00	2.91	2.97
4. Developing programs to meet the needs of the low-achievers		4.30	3.57	4.11	4.00	3.92	4.25	3.84	4.42	4.03
5. Developing programs to meet the needs of the gifted student		4.13	3.64	4.11	3.89	3.84	4.17	3.80	4.25	3.95

Table 39 (Continued)

Mean Difficulty Rating	Principal's Characteristics									
		Central High Schools (N=23)	Regional High Schools (N=14)	Three Years and Less Experience (N=9)	Plus Three Years Experience (N=28)	300-500 Student Enrollment (N=25)	Plus 500 Student Enrollment (N=12)	No Master's Degree or Graduate Diploma (N=25)	Master's Degree or Graduate Diploma (N=12)	All Principals (N=37)
Scale:										
1.00-2.50, Minor										
2.51-3.50, Moderate										
3.51-5.00, Major										
Problem										
6. School too small to offer comprehensive programs		2.78	2.53	2.44	2.77	2.88	2.27	2.72	2.63	2.69
7. Shortage of books and other printed material		2.82	2.57	3.56	2.46	2.76	2.66	2.64	2.91	2.73
8. Shortage of instructional equipment		2.87	2.57	3.22	2.60	2.72	2.83	2.64	3.00	2.75
9. Inability of faculty to effectively use available equipment		2.13	2.07	2.77	1.88	1.87	2.58	1.96	2.45	2.11
10. Inability of faculty members to effectively use available resources		2.31	2.14	3.00	2.00	1.91	2.91	2.16	2.45	2.25
11. Initiating changes for curriculum improvement		3.00	2.64	3.22	2.75	2.76	3.08	2.84	2.91	2.86
12. Introducing a drug education program		2.22	2.63	3.00	2.18	2.16	2.72	2.31	2.50	2.37

Table 40

Mean Difficulty Rating of Physical Facilities Problems as Perceived
by Principals of Differing Characteristics

Mean Difficulty Rating	Principal's Characteristics								
	Central High Schools (N=23)	Regional High Schools (N=14)	Three Years and Less Experience (N=9)	Plus Three Years Experience (N=28)	300-500 Student Enrollment (N=25)	Plus 500 Student Enrollment (N=12)	No Master's Degree or Graduate Diploma (N=25)	Master's Degree or Graduate Diploma (N=12)	All Principals (N=37)
Scale:									
1.00-2.50, Minor									
2.51-3.50, Moderate									
3.51-5.00, Major									
Problem									
1. Inadequate facilities for teaching	2.69	2.28	2.77	2.46	2.68	2.25	2.64	2.33	2.54
2. Inadequate facilities for storage	2.78	2.64	3.33	2.53	2.84	2.50	2.80	2.58	2.73
3. Inadequate facilities for play and recreation	2.91	2.78	2.77	2.89	3.00	2.58	2.76	3.08	2.86
4. Inadequate parking facilities	1.69	2.00	1.55	1.89	1.92	1.58	1.80	1.83	1.81
5. Inadequate facilities in special areas (such as art, science, and physical education).	2.87	2.78	2.88	2.82	2.88	2.75	2.80	2.91	2.83
6. Inadequate heating system	1.65	2.00	1.88	1.75	2.04	1.25	2.00	1.33	1.78

Table 40 (Continued)

Mean Difficulty Rating	Principal's Characteristics									
Scale:										
1.00-2.50, Minor										
2.51-3.50, Moderate										
3.51-5.00, Major										
Problem	Central High Schools (N=23)	Regional High Schools (N=14)	Three Years and Less Experience (N=9)	Plus Three Years Experience (N=28)	300-500 Student Enrollment (N=25)	Plus 500 Student Enrollment (N=12)	No Master's Degree or Graduate Diploma (N=25)	Master's Degree or Graduate Diploma (N=12)	All Principals (N=37)	
7. Inadequate administrative space	2.30	2.14	2.33	2.21	2.60	1.50	2.28	2.16	2.24	
8. Inadequate guidance space	2.61	2.35	2.44	2.53	2.91	1.75	2.65	2.25	2.51	
9. Inflexible school building	2.90	2.85	3.11	2.81	3.12	2.41	2.91	2.83	2.88	
10. Keeping the school building, grounds, and equipment in usable and presentable condition	2.78	2.28	3.11	2.42	2.48	2.83	2.68	2.41	2.59	
11. Adjusting to new or renovated facilities	2.23	1.50	2.00	1.90	1.73	2.30	2.04	1.62	1.93	
12. Safety and health hazards within the school or in the vicinity of the school	1.82	2.00	2.33	1.75	1.84	2.00	1.88	1.91	1.89	

Table 41

Mean Difficulty Rating of Transportation of Pupils Problems as
Perceived by Principals of Differing Characteristics

Mean Difficulty Rating	Principal's Characteristics								
Scale:									
1.00-2.50, Minor									
2.51-3.50, Moderate									
3.51-5.00, Major									
Problem	Central High Schools (N=23)	Regional High Schools (N=14)	Three Years and Less Experience (N=9)	Plus Three Years Experience (N=28)	300-500 Student Enrollment (N=25)	Plus 500 Student Enrollment (N=12)	No Master's Degree or Graduate Diploma (N=25)	Master's Degree or Graduate Diploma (N=12)	All Principals (N=37)
1. School buses arriving after classes commenced	1.50	1.64	2.00	1.40	1.58	1.50	1.68	1.27	1.55
2. High school, elementary school, and primary students using the same buses	2.85	2.07	3.00	2.40	2.66	2.22	2.69	2.20	2.54
3. Students travelling on buses unable to participate fully in extra-curricular activities	3.96	3.93	3.79	4.00	3.96	3.92	3.68	4.55	3.94
4. Loss of teaching time because of conditions that make it unsafe for school buses to travel	1.85	1.42	1.77	1.65	1.66	1.72	1.76	1.50	1.68

Table 41 (Continued)

Mean Difficulty Rating	Principal's Characteristics	
	Problem	
Scale: 1.00-2.50, Minor 2.51-3.50, Moderate 3.51-5.00, Major		
5. Incompetent bus drivers	Central High Schools (N=23)	1.68
6. Determining most suitable placement of bus stops	Regional High Schools (N=14)	1.50
7. Regulations concerning who is permitted to travel on school buses	Three Years and Less Experience (N=9)	1.88
	Plus Three Years Experience (N=28)	1.51
	300-500 Student Enrollment (N=25)	1.75
	Plus 500 Student Enrollment (N=12)	1.33
	No Master's Degree or Graduate Diploma (N=25)	1.68
	Master's Degree or Graduate Diploma (N=12)	1.45
	All Principals (N=37)	1.61
		1.60
		1.57
		1.85
		1.77
		1.65
		1.58
		1.90
		1.56
		2.00
		1.68

Table 42

Mean Difficulty Rating of School Finance Problems as Perceived
by Principals of Differing Characteristics

Mean Difficulty Rating	Principal's Characteristics								
Scale:									
1.00-2.50, Minor									
2.51-3.50, Moderate									
3.51-5.00, Major									
Problem	Central High Schools (N=23)	Regional High Schools (N=14)	Three Years and Less Experience (N=9)	Plus Three Years Experience (N=28)	300-500 Student Enrollment (N=25)	Plus 500 Student Enrollment (N=12)	No Master's Degree or Graduate Diploma (N=25)	Master's Degree or Graduate Diploma (N=12)	All Principals (N=37)
1. Becoming familiar with accounting and reporting procedures	2.15	2.07	2.66	1.92	2.00	2.36	2.08	2.20	2.11
2. Deciding proper expenditure of funds	2.35	2.28	2.88	2.12	2.22	2.50	2.34	2.27	2.32
3. Preparing a budget	2.47	2.30	3.38	2.08	2.33	2.54	2.42	2.36	2.40
4. Supervising special funds such as yearbook and cafeteria funds	1.95	2.00	2.44	1.80	1.91	2.09	2.04	1.83	1.97
5. Controlling fund raising projects within your own school	1.78	2.00	2.75	1.60	1.80	2.00	1.87	1.83	1.86
6. Insufficient funds for equipment repairs and needed materials	3.57	3.29	3.78	3.36	3.32	3.75	3.36	3.67	3.46

APPENDIX B

CORRESPONDENCE AND QUESTIONNAIRE



MEMORIAL UNIVERSITY OF NEWFOUNDLAND
St. John's, Newfoundland, Canada

Department of Educational Administration

April 23, 1973

Dear Principal:

As part of the requirements for the M.Ed. program at Memorial University, I am conducting a survey of the professional problems of principals in large high schools in the Province of Newfoundland and Labrador.

The intention of the questionnaire is to obtain data relative to the degree of difficulty that principals perceive certain specific problems to be.

The survey will involve all high school principals (central and regional) in schools which have a student enrollment of 300 or more. Since there are only 45 such principals in the Province, a high percentage of return is most important.

This survey is being conducted under the supervision of Dr. R. D. Fisher and has the approval of the Department of Educational Administration at Memorial University.

As a former principal of a high school in this Province, I am aware, to some extent, of the great demands being placed upon your time. I feel, however, that the time spent on completing this questionnaire will be well spent as the completed study will focus upon an often forgotten aspect of the principalship.

Your careful and prompt reply is essential to this survey. You are asked to complete the questionnaire and return it in the stamped, self-addressed envelope provided.

In anticipation of your cooperation, I thank you.

Yours truly,

Wm. Patrick Walsh
Graduate Student

Enclosures



MEMORIAL UNIVERSITY OF NEWFOUNDLAND

St. John's, Newfoundland, Canada

*Department of Educational Administration*Box 13
May 8, 1973

Dear

On the 23rd of April I mailed you a questionnaire relating to my thesis on the Problems of Principals. This thesis is an essential part of my graduate studies program at Memorial University.

As stated in my initial letter, it is hoped that this study will help focus attention upon an often forgotten aspect of the principalship--The Problems.

As of the above date, I have not received your completed questionnaire; and, as time is of great importance to me in the completion of this study, I am again requesting you to complete the questionnaire at your earliest convenience and to return it to me in the envelope provided.

If you have already returned the questionnaire, I thank you for your assistance; without it my thesis would not be possible.

Sincerely yours,

Wm. Patrick Walsh

QUESTIONNAIRE FOR PRINCIPALS

A SURVEY OF THE CURRENT PROFESSIONAL PROBLEMS
OF PRINCIPALS IN LARGE HIGH SCHOOLS IN THE
PROVINCE OF NEWFOUNDLAND AND LABRADOR

Conducted by

Wm. Patrick Walsh
Graduate Student

The Department of Educational Administration
Memorial University of Newfoundland
St. John's

(Telephone: 753-1200, Ext. 2668)

INFORMATION SHEET

The Purpose

The purpose of this questionnaire is to enable the principals of large high schools to identify what they consider to be their professional problems in the performance of their duties.

It is hoped that the results of the completed survey will provide the information needed for improving course work and in-service training programs for principals.

Directions

This questionnaire is in three parts. The first part asks you to give some information concerning yourself and the school in which you are principal.

Part II is designed to disclose how serious or how difficult you perceive certain problems to be. Using the given rating scale, circle the response you believe to be appropriate in your particular case. You will observe that each problem is categorized under a problem area. Since these problems may not be all-inclusive, you are asked to add and rate, in the spaces provided, other problems that you have.

Part III of the questionnaire asks you to list sources (central office officials, other principals, teachers; university personnel, student council, N.T.A., etc.) from which you received help in the solving of or dealing with your problems.

You are assured that all information received will be held in

strictest confidence. The completed survey will report total data only and not individual responses.

Please return these materials (Part I, Part II, and Part III of the Questionnaire) in the enclosed, self-addressed envelope.

PART I

PERSONAL AND SCHOOL DATA

1. Your Name: _____
2. Name of School: _____

3. Address of School: _____

4. Type of School: Central High _____ Regional High _____
5. Grades Being Taught in this School: _____
6. Student Enrollment as of November 1, 1972: _____
7. Number of Years, Including this Present Year,
That you have been Principal of a School: _____
8. Academic Degree(s) or Diploma(s) You
Have Been Awarded: _____
9. Your Present Teaching Certificate: _____
10. Please Indicate the Amount of Graduate Work you will have
Completed in Educational Administration as of April 15, 1973.
(Tick One.)
 - a. No graduate courses _____
 - b. One to three graduate courses _____
 - c. Four to six graduate courses _____
 - d. Seven to ten graduate courses _____
 - e. Master's degree in Educational Administration _____
11. Do you wish to receive a summary of this study when it is completed?
Yes _____ No _____

PART II

RATING SCALE FOR PROBLEMS:

1. Not a problem and causes no difficulty.
2. A very minor problem that causes very little difficulty.
3. A definite problem that causes minor difficulty.
4. A significant problem that causes considerable difficulty.
5. A major problem that causes serious difficulty.
- N. Non-applicable.

		Not a Problem	Very Minor	Definite	Significant	Major	Non-Applicable
A.	<u>Problems Concerning Instructional and Non-Instructional Staff Personnel</u>						
1.	Becoming acquainted and familiar with faculty members.	1	2	3	4	5	N
2.	Orienting teachers to their new positions.	1	2	3	4	5	N
3.	Communicating with faculty members.	1	2	3	4	5	N
4.	Getting faculty members to accept you in your role as principal.	1	2	3	4	5	N
5.	Getting faculty members to adopt newer teaching techniques.	1	2	3	4	5	N
6.	Getting faculty members interested in school wide and classroom innovations.	1	2	3	4	5	N
7.	Getting faculty members to accept the changes in the attitudes and outlook of students.	1	2	3	4	5	N
8.	Getting faculty members to take a genuine interest in the students.	1	2	3	4	5	N

	Not a Problem	Very Minor	Definite	Significant	Major	Non-applicable
9. Securing and keeping qualified faculty members.	1	2	3	4	5	N
10. Securing qualified substitute teachers.	1	2	3	4	5	N
11. Securing qualified replacements for faculty members who resign during the year.	1	2	3	4	5	N
12. Incompetence, laziness, or tardiness of individual faculty members.	1	2	3	4	5	N
13. Inability of individual faculty members to communicate with students.	1	2	3	4	5	N
14. "Subversion" of school policy by individual faculty members.	1	2	3	4	5	N
15. Inability of individual faculty members to maintain proper student discipline.	1	2	3	4	5	N
16. Personality clashes among faculty members.	1	2	3	4	5	N
17. Personality clashes among members of a teaching team.	1	2	3	4	5	N
18. Gaining the loyalty of the non-instructional staff.	1	2	3	4	5	N
19. Developing better communication channels between yourself and the non-instructional staff.	1	2	3	4	5	N
20. Developing better communication channels between faculty and non-instructional staff.	1	2	3	4	5	N
21. Insufficient number of non-instructional staff.	1	2	3	4	5	N
22. Personality clashes among non-instructional staff.	1	2	3	4	5	N

	1 Not a Problem	2 Very Minor	3 Definite	4 Significant	5 Major	N Non-Applicable
23. Inability of non-instructional staff to "get along" with students.	1	2	3	4	5	N
24. Inconsistency of non-instructional staff in enforcing rules and regulations.	1	2	3	4	5	N
25. Incompetent non-instructional staff members.	1	2	3	4	5	N
26. Inability to replace incompetent non-instructional staff members.	1	2	3	4	5	N
27. _____						
_____	1	2	3	4	5	N
28. _____						
_____	1	2	3	4	5	N
29. _____						
_____	1	2	3	4	5	N

B. Problems Concerning Organization and Structure

1. Developing a master schedule for the school.	1	2	3	4	5	N
2. Scheduling students into classes of their choice.	1	2	3	4	5	N
3. Scheduling teachers.	1	2	3	4	5	N
4. Planning for staff meetings.	1	2	3	4	5	N
5. Scheduling extra-curricular activities into the school day.	1	2	3	4	5	N
6. Knowing Department of Education regulations	1	2	3	4	5	N

	Not a Problem	Very Minor	Definite	Significant	Major	Non-Applicable
7. Knowing school board policies and regulations.	1	2	3	4	5	N
8. Knowing how to effectively evaluate the staff.	1	2	3	4	5	N
9. Knowing how to effectively evaluate the programs offered in your school.	1	2	3	4	5	N
10. Establishing school rules and regulations.	1	2	3	4	5	N
11. Knowing the proper channels through which to solve problems.	1	2	3	4	5	N
12. Insufficient time to spend in evaluation of the staff.	1	2	3	4	5	N
13. Insufficient time to spend in evaluation of the programs offered in your school.	1	2	3	4	5	N
14. Scheduling extra-curricular duties for staff.	1	2	3	4	5	N
15. Insufficient time for the promotion of public relations.	1	2	3	4	5	N
16. Insufficient time to attend athletic and civic events.	1	2	3	4	5	N
17. Completing reports.	1	2	3	4	5	N
18. Scheduling of the non-instructional staff for more efficient operation.	1	2	3	4	5	N
19. Insufficient time to supervise non-instructional staff.	1	2	3	4	5	N
20. Developing a strong student council.	1	2	3	4	5	N
21. Involving all students in school activities.	1	2	3	4	5	N

	Not a Problem	Very Minor	Definite	Significant	Major	Non-Applicable
22. Providing supervision of pupils during recess periods, lunch periods, and before and after school.	1	2	3	4	5	N
23. _____	1	2	3	4	5	N
24. _____	1	2	3	4	5	N
25. _____	1	2	3	4	5	N

C. Problems Concerning Student Personnel

1. Vandalism of school property.	1	2	3	4	5	N
2. Students' fights on and off school property.	1	2	3	4	5	N
3. Students arriving late for classes.	1	2	3	4	5	N
4. Theft of school property by students.	1	2	3	4	5	N
5. Smoking by students in areas other than those designated for smoking.	1	2	3	4	5	N
6. Use and sale of drugs on and off school grounds.	1	2	3	4	5	N
7. High student absenteeism.	1	2	3	4	5	N
8. Large number of dropouts.	1	2	3	4	5	N
9. Student walk outs.	1	2	3	4	5	N
10. Reaction of students to dress code.	1	2	3	4	5	N

	1 Not a Problem	2 Very Minor	3 Definite	4 Significant	5 Major	N Non-Applicable
11. The challenging of administrative decisions by students.	1	2	3	4	5	N
12. Inadequate guidance and counseling services for students.	1	2	3	4	5	N
13. The transportation of students to extra-curricular activities.	1	2	3	4	5	N
14. Building school spirit and pride.	1	2	3	4	5	N
15. Developing a good rapport with the student body.	1	2	3	4	5	N
16. _____	1	2	3	4	5	N
17. _____	1	2	3	4	5	N
18. _____	1	2	3	4	5	N
D. <u>Problems Related to Public Relations</u>						
1. Militant parents.	1	2	3	4	5	N
2. People starting rumors in order to cause trouble.	1	2	3	4	5	N
3. Lack of financial means to keep parents informed.	1	2	3	4	5	N
4. Local people refusing to accept you in the community.	1	2	3	4	5	N
5. Inadequate communication channels to the community.	1	2	3	4	5	N

	Not a Problem	Very Minor	Definite	Significant	Major	Non-Applicable
6. Lack of cooperation of local news media.	1	2	3	4	5	N
7. Communication problems caused by the size of the geographical area served by the school.	1	2	3	4	5	N
8. Formation of a home and school association.	1	2	3	4	5	N
9. Enforcement of rules, regulations, and dress code.	1	2	3	4	5	N
10. School board or school board personnel creating public relations problems.	1	2	3	4	5	N
11. Pressure groups in the community blocking changes desired by faculty and students.	1	2	3	4	5	N
12. Resistance of the community to program and organizational changes in the school.	1	2	3	4	5	N
13. _____						
_____	1	2	3	4	5	N
14. _____						
_____	1	2	3	4	5	N
15. _____						
_____	1	2	3	4	5	N
E. <u>Problems Related to Curriculum and Instruction</u>						
1. Insufficient number of specialist teachers.	1	2	3	4	5	N
2. Inability to provide extra-curricular opportunities for all students.	1	2	3	4	5	N

	Not a Problem	Very Minor	Definite	Significant	Major	Non-Applicable
3. Inappropriate class or course assignments for some students.	1	2	3	4	5	N
4. Developing programs to meet the needs of the low-achievers.	1	2	3	4	5	N
5. Developing programs to meet the needs of the gifted student.	1	2	3	4	5	N
6. School too small to offer comprehensive programs.	1	2	3	4	5	N
7. Shortage of books and other printed material.	1	2	3	4	5	N
8. Shortage of instructional equipment.	1	2	3	4	5	N
9. Inability of faculty to effectively use available equipment.	1	2	3	4	5	N
10. Inability of faculty to effectively use available resources.	1	2	3	4	5	N
11. Initiating changes for curriculum improvement.	1	2	3	4	5	N
12. Introducing a drug education program.	1	2	3	4	5	N
13. Introducing a sex education program.	1	2	3	4	5	N
14. Initiating inservice training programs for the faculty.	1	2	3	4	5	N
15. Developing an adequate student evaluation system.	1	2	3	4	5	N
16. _____	1	2	3	4	5	N
17. _____	1	2	3	4	5	N

	Not a Problem	Very Minor	Definite	Significant	Major	Non-Applicable
	1	2	3	4	5	N
18. _____						

F. Problems Related to Physical Facilities

1. Inadequate facilities for teaching.	1	2	3	4	5	N
2. Inadequate facilities for storage.	1	2	3	4	5	N
3. Inadequate facilities for play and recreation	1	2	3	4	5	N
4. Inadequate parking facilities	1	2	3	4	5	N
5. Inadequate facilities in special areas (such as art, science, and physical education).	1	2	3	4	5	N
6. Inadequate heating system.	1	2	3	4	5	N
7. Inadequate administrative space.	1	2	3	4	5	N
8. Inadequate guidance space.	1	2	3	4	5	N
9. Inflexible school building.	1	2	3	4	5	N
10. Keeping the school building, grounds, and equipment in usable and presentable condition.	1	2	3	4	5	N
11. Adjusting to new or renovated facilities.	1	2	3	4	5	N
12. Safety and health hazards within the school or in the vicinity of the school.	1	2	3	4	5	N
13. _____						
_____	1	2	3	4	5	N

14. _____						
_____	1	2	3	4	5	N

	Not a Problem	Very Minor	Definite	Significant	Major	Non-Applicable
	1	2	3	4	5	N
15. _____						

G. <u>Problems Related to Transportation of Pupils</u>						
1. School buses arriving after classes have commenced.	1	2	3	4	5	N
2. High school, elementary school, and primary school students using the same buses.	1	2	3	4	5	N
3. Students travelling on buses unable to participate fully in extra-curricular activities.	1	2	3	4	5	N
4. Loss of teaching time because of conditions that make it unsafe for school buses to travel.	1	2	3	4	5	N
5. Incompetent bus drivers.	1	2	3	4	5	N
6. Determining most suitable placement of bus stops.	1	2	3	4	5	N
7. Regulations concerning who is permitted to travel on school buses.	1	2	3	4	5	N
8. _____						
_____	1	2	3	4	5	N
9. _____						
_____	1	2	3	4	5	N
10. _____						
_____	1	2	3	4	5	N

H. Problems Related to School Finance

	Not a Problem	Very Minor	Definite	Significant	Major	Non-Applicable
1. Becoming familiar with accounting and reporting procedures.	1	2	3	4	5	N
2. Deciding proper expenditure of funds.	1	2	3	4	5	N
3. Preparing a budget.	1	2	3	4	5	N
4. Supervising special funds such as yearbook and cafeteria funds.	1	2	3	4	5	N
5. Controlling fund raising projects within your own school.	1	2	3	4	5	N
6. Insufficient funds for equipment repairs and needed materials.	1	2	3	4	5	N
7. _____						
_____	1	2	3	4	5	N
8. _____						
_____	1	2	3	4	5	N
9. _____						
_____	1	2	3	4	5	N

