

A DESCRIPTIVE ANALYSIS OF ACTIVITIES
IN EDUCATIONAL LEADERSHIP AND
OF APPELLATE PROBLEMS OF
ELEMENTARY SCHOOL PRINCIPALS IN
THE SAGINAW PUBLIC SCHOOL SYSTEM
AND THEIR VARIABILITY WITH THE
SCHOOL'S SOCIOECONOMIC SETTING

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ABSTRACT

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By

Albert Zackrie, Jr.

The Purpose of the Study

The purpose of this study was to explore, investigate, identify, and describe the activities in educational leadership and of appellate problems of elementary school principals in the Saginaw Public School System and their variability with the school's socioeconomic setting.

Statement of the Problem

A certain amount of appellate problems is inherent in the principal's role. He cannot retreat to an ivory tower, refusing to deal with less glamorous problems of everyday school life. Too many principals have the opposite problem: They become so enmeshed in the day-to-day problems that they are unable to perform the critical tasks of leadership. A principal severely afflicted with appellate problems is dealing almost entirely with issues raised by

others, each of whom is concerned with only part of the school operation or with his own personal interests. When a principal responds only to issues raised by others, his actions become random movements in terms of the school program as a whole.

Design of the Study

The direct observation method was utilized in ascertaining the data. The researcher went into the ten (10) schools, five (5) in the high socioeconomic setting and five (5) in the low socioeconomic setting, and observed each principal for three full days.

The stratified sampling method was employed in this study. The stratification was done on a socioeconomic basis. The stratification of the high and low socioeconomic groups was not done from a national perspective because schools classified in a high socioeconomic setting and a low socioeconomic setting could conceivably receive a different classification based on national norms.

Findings

1. There is no significant difference between principals in high and low socioeconomic settings in the execution of overall educational leadership activities during a normal workday.
2. There is no significant difference between elementary school principals in high and low socioeconomic settings in the overall frequency of

educational leadership activities during a normal workday.

3. There is a significant difference between principals in high and low socioeconomic settings in the frequency and time utilized in working with miscellaneous appellate problems during a normal workday. Elementary school principals in the low socioeconomic setting have a higher frequency and utilized more time in working with miscellaneous appellate problems during a normal workday.
4. There is a significant difference in the frequency of overall appellate problems but not in the time of overall appellate problems. Elementary school principals in the low socioeconomic setting have a higher frequency of appellate problems.
5. There is a significant difference between principals in high and low socioeconomic settings in the frequency of classroom supervision but not in the time for classroom supervision. Elementary school principals in the high socioeconomic setting have a higher frequency of classroom supervision.
6. There is a significant difference between principals in high and low socioeconomic settings in the frequency of breach in policy (all of which included student discipline only) but not in the time for breach in policy. Elementary school principals in the low socioeconomic setting have a higher

frequency of breach in policy (student disciplinary problems).

7. There are no significant differences between elementary school principals in high and low socioeconomic settings in the kinds of educational leadership activities.
8. There are no significant differences between elementary school principals in high and low socioeconomic settings in the kinds of appellate problems.

Conclusions

Based on the results of the study, the researcher made the following conclusions:

1. Legal fiat, changes in theory, child growth and development, the socioeconomic and environmental conditions of the school, and the principal's philosophy have some influences upon his educational leadership.
2. Appellate problems are inherent in the principalship but the amount of appellate problems, to some degree, is dependent upon the principal's educational leadership.
3. The organization and discharge of the duties of the principal are dependent upon his understanding of the job, his administrative preparation and experience, and the demands of his time from all levels.

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Dedicated to:

My wife, Carrie,

whose love, understanding, helpfulness and
cooperation made this study possible.

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CHAPTER I

INTRODUCTION

The elementary school principalship is by far the most numerous of all posts in educational administration. Many regard it as one of the most important. Whatever the importance of the school superintendent, the high school principal, or other administrators, it is no distortion to assert that the elementary school principal holds a crucial position in school organization. The quality of his leadership influences in large measure the effectiveness of the school environment in shaping the growth and development of children during their formative years.¹

The importance of the principal's leadership can hardly be overstated. His position in the educational system is uniquely strategic. He is the administrative agent closest to the teachers and pupils in the school. He is the educational agent in the position to be in closest contact with the school community. Consequently,

¹Williard S. Elsbree, Harold J. McNally, and Richard Wynn, Elementary Administration and Supervision (New York: American Book Company, Inc., 1967), p. 3.

he is the educational leader in the best position to exert personal influence on the local school and its program.²

One of the most important tasks of the elementary school principal is to provide leadership in curriculum organization and instructional improvement.³ The elementary school principal is thus faced with the primary task of developing an organization in his school that will produce better teaching. It should be pointed out that the principal must lead his staff democratically for this purpose among others, and he must help his teachers to recognize their definite responsibilities for the education of children.⁴

He must be truly an educator, seeing the great needs which schools must meet in society, the purposes to be served, the ways by which the school may accomplish its functions. The unique needs of each child are his concern and he must lead in the effort to adjust the school activities to those needs. He must be able to work with children, teachers, parents, and others, leading them, teaching them, learning from them. But in all undertakings to which he lends his efforts he must keep the primary goals of education in view and suffer no school activity

²Ibid., p. 57.

³Ibid., p. 71.

⁴Albert H. Shuster and Wilson F. Wetzler, Leadership in Elementary School Administration and Supervision (Boston: Houghton Mifflin Company, 1958), p. 38.

to lack direction in terms of the proper ends for a school to seek.⁵

Until the principal goes beyond the performance of his routine duties he may not achieve that level of professional greatness which is characterized by constant thought and attention to everyday work coupled with an ability to move his educational program forward by solving problems in an ever-changing society. The principal must admittedly be concerned with doing his job, but he should also seek to understand certain basic considerations of his position in order to set educational goals for an ever-improved school situation.⁶

It has been stated that the organization and discharge of the duties of the principal will depend upon his understanding of the job, his administrative preparation and experience, and the demands of his time from all levels. An unfavorable combination of these factors may cause him to spend his school day in a rather routine, slave-like fashion. As an office manager he may (or may not) receive high commendation, while his educational efforts and leadership may leave much to be desired.⁷

⁵Harlan L. Hagman, Administration of Elementary Schools (New York: McGraw-Hill Book Company, Inc., 1956), p. 5.

⁶Shuster and Wetzler, op. cit., p. 2.

⁷Ibid., p. 54.

It is a myth that there is one right way to lead. The kind of leadership that is necessary will vary with the time, the personalities involved, and the tasks to be accomplished.⁸

Significance and Background of the Study

Importance of the Study

Counterpunching for the elementary school principal consists of responding to requests, appeals, demands, and complaints of the many people who look to him as the school's ultimate decision maker. Counterpunching suggests reaction rather than action, and struggle for survival rather than growth.

A certain amount of counterpunching is inherent in the principal's role. He cannot retreat to an ivory tower, refusing to deal with the less glamorous problems of everyday school life. Too many principals have the opposite problem: They become so enmeshed in the day-to-day problems that they are unable to perform the critical tasks of leadership. A principal severely afflicted by the counterpunching syndrome is dealing almost entirely with issues raised by others, each of whom is concerned with only a part of the school operation or with his own personal interests. When a principal responds only to issues raised

⁸Emery Stoops and Russell E. Johnson, Elementary School Administration (New York: McGraw-Hill, Inc., 1967), p. 28.

by others, his actions become random movements in terms of the school program as a whole.⁹

The primary responsibility of the elementary principal in the 1970s must be one of an educational leader.¹⁰ If he is to survive in the next decade, he must reject the concept that his primary role is one of "keeping school."¹¹ The "manager-housekeeper" concept of the role of the principalship must give way to that of the "educational leader and statesman."¹² He must become the educational leader of his faculty and staff.¹³

This study has procured information regarding the activities in educational leadership and non-educational leadership of elementary school principals in the Saginaw Public Schools. A study of this nature had not been done in that particular school system. It should be of monumental importance to the total school system; more specifically to

⁹ Ray Cross, "The Principal As a Counterpuncher," The National Elementary Principal, Vol. LI, No. 2 (Washington, D.C.: The National Association of Elementary School Principals, October, 1971), p. 27.

¹⁰ Raloy E. Brown, "Humanizing the Role of the Elementary School Principal," The National Elementary Principal, Vol. XLIX, No. 5 (Washington, D.C.: The National Association of Elementary School Principals, April, 1970), p. 24.

¹¹ Ibid., p. 25.

¹² James B. Burr, William H. Coffield, T. J. Johnson, and Ross L. Neagley, Elementary School Administration (Boston: Allyn and Bacon, Inc., 1963), p. vii.

¹³ Cross, op. cit., p. 25.

the superintendent of schools, the assistant superintendent of elementary schools and the principals themselves in view of the fact that elementary school principals who are counterpunching most of the time are not exercising their educational leadership abilities to their fullest and in view of the impact effective educational leadership on the part of elementary school principals has on the educational process. This study will serve as an indicator of the state of affairs which should create some interest in the improvement of educational leadership of elementary school principals and hopefully it will yield more insight into the process of educational leadership.

Purpose of the Study

The results of two recent studies on the problems of elementary school principals suggest that many principals may be counterpunching most of the time.^{14,15} Both studies viewed elementary school principals within a problem/decision framework. These studies had several foci, but each documented the origins of principals' problems

¹⁴The National Elementary Principal, Vol. LI, No. 2, October 1971, p. 27, quoted in (or "cited by") Ray Cross and Vernon Bennett, "Problem Situations Encountered by School Principals in Different Socio-Economic Settings (a paper presented at the American Educational Research Association, February 8, 1969, Los Angeles, California).

¹⁵The National Elementary Principal, Vol. LI, No. 2, October 1971, p. 27, quoted in (or "cited by") Ray Cross, "A Description of Decision Making Patterns of Elementary School Principals" (in process).

according to three categories for executive decision discussed by Chester I. Barnard in his classic book on administration. Barnard suggests that administrative problems can be classified in terms of three distinct origins.

One occasion for administrative decision is upon receipt of instructions from, or general requirements of, superior authority. Administrative problems of this type are classified as intermediary problems.

A second occasion for decision is when a case is referred to the administrator by subordinates in the organization. Such occasions may arise from the inability or unwillingness of the subordinate to make a decision, from novel conditions, conflict of jurisdiction, or lack of clarity in policy. Such issues referred to principals by teachers, pupils, and parents, are classified as appellate problems.

The third and final occasion for decision originates with the administrator. His own understanding of a situation leads him to decide whether something ought to be done or corrected. According to Barnard, such occasions are the most significant indicators of administrative effectiveness, since it is the administrator's most important obligation to raise those issues that no one can

or will. When such activities are initiated by the principal, they are classified as creative problems.¹⁶

In one of the two studies mentioned earlier, Cross and Bennett explored the nature of the elementary school principals' problems and their variability with the school's socioeconomic setting:

Table 1.1.--Origins of Principals' Problems in High and Low Socioeconomic Settings.

Problem Origin	High Socioeconomic Setting % of Problems	Low Socioeconomic Setting % of Problems
Appellate	41	61
Intermediary	6	7
Creative	53	32

These data indicate that, taken as a whole, Principals of schools in low socioeconomic communities are particularly burdened with appellate problems. As one might expect, it appears that appellate problems "drive out" creative problems, since principals in "high" settings had 53 percent creative problems and principals in "low" settings had only 32 percent creative problems. Neither group was often confronted with intermediary problems-- 6 percent for principals in "high" settings and 7 percent

¹⁶The National Elementary Principal, Vol. LI, No. 2, October 1971, p. 27, quoted in (or "cited by") Chester I. Barnard, The Functions of the Executive (Cambridge: Harvard University Press, 1938).

for principals in "low" settings. Thus, if we accept intermediary and appellate problems as instances of counterpunching, principals of schools in low socioeconomic settings were counterpunching on 68 percent of their problems, and principals of schools in high socioeconomic settings on only 47 percent of theirs.

An interesting sidelight of this study is the large volume of problems that confronted the principals each day. Principals in both high and low socioeconomic settings worked with an average of approximately 100 problems a day. Thus, the percentages mentioned above are fairly accurate indicators of problems frequently in raw numbers.¹⁷

A study still in progress has reinforced the above findings. In this study, it was found that a group of principals in inner-city elementary schools had a problem origin distribution of 68 percent appellate, 12 percent intermediary, and 20 percent creative. This very closely parallels the percentage distribution for principals in "low" settings in the first study mentioned. It should not be assumed that the socioeconomic level of the school's community completely controls the origins of the principal's problems. It is neither possible nor desirable for principals to avoid appellate and intermediary problems completely.¹⁸

¹⁷Cross and Bennett, op. cit., p. 27.

¹⁸Cross, op. cit., p. 28.

According to the aforementioned studies made in regard to elementary school principals within a problem/decision framework and the nature of the elementary school principals' problems and their variability with the school's socioeconomic setting, principals of schools in low socioeconomic communities are particularly burdened with appellate problems. Educational leadership is the principal's greatest responsibility and if he desires an effective educational program, he must exhibit effective educational leadership.

The purpose of this study was to explore, investigate, identify and describe the following: (1) the amount of time during a normal workday (8:00 a.m.--4:30 p.m.) that elementary school principals in high and low socioeconomic settings in the Saginaw Public School System utilize in the execution of educational leadership activities, (2) the amount of time during a normal workday (8:00 a.m.--4:30 p.m.) that elementary school principals in high and low socioeconomic settings in the Saginaw Public School System utilize in working with appellate problems, (3) the differences, if any, between elementary school principals in high and low socioeconomic settings in the Saginaw Public School System in the amount of time utilized during a normal workday (8:00 a.m.--4:30 p.m.) per educational leadership activity, (4) the differences, if any, between elementary school principals in high and low socioeconomic settings in the Saginaw Public School System in the amount

of time utilized during a normal workday (8:00 a.m.-- 4:30 p.m.) per appellate problem, (5) the differences, if any, between elementary school principals in high and low socioeconomic settings in the Saginaw Public School System in the kinds of activities in educational leadership executed by them, and (6) the differences, if any, between elementary school principals in high and low socioeconomic settings in the Saginaw Public School System in the kinds of appellate problems experienced by them.

In this study, the intermediary problems are considered appellate problems and creative problems are synonymous to educational leadership activities.

Statement of the Problem

A certain amount of counterpunching is inherent in the principal's role. He cannot retreat to an ivory tower, refusing to deal with the less glamorous problems of everyday school life. Too many principals have the opposite problem: They become so enmeshed in the day-to-day problems that they are unable to perform the critical tasks of leadership. A principal severely afflicted by the counterpunching syndrome is dealing almost entirely with issues raised by others, each of whom is concerned with only part of the school operation or with his own personal interests. When a principal responds only to issues

raised by others, his actions become random movements in terms of the school program as a whole.¹⁹

The primary responsibility of the elementary principal in the 1970s must be one of an educational leader.²⁰ If he is to survive in the next decade, he must reject the concept that his primary role is one of "keeping school."²¹ The "manager-housekeeper" concept of the principalship must give way to that of the "educational leader and statesman."²² He must become the educational leader of his faculty and staff.²³

Limitations of the Study

This study included ten (10) of the twenty-nine (29) elementary principals in the Saginaw Public School System in high and low socioeconomic settings. Direct observation of the participants was the method used in ascertaining the state of affairs or "What exists?" with regard to the proportion of activities in educational leadership and noneducational leadership (appellate problems) of elementary school principals in high and low

¹⁹Cross, op. cit., p. 27.

²⁰Brown, op. cit., p. 24.

²¹Ibid., p. 25.

²²Burr, op. cit., p. vii.

²³Brown, op. cit., p. 25.

socioeconomic settings in the Saginaw Public School System during a normal workday (8:00 a.m.--4:30 p.m.). This study did not seek to account for the occurrence of the state of affairs. This study is essentially descriptive in nature since the objective is to describe rather than to explain a phenomenon. This study is predicated on the fact that it is essential to know "where we are and what we have done" in order to know "where we desire to go and what we want to accomplish." Describing the current status is a kind of inventory and assessment which seems to be the basic, preliminary step to the solution of many educational problems.

Being an observer added a limitation to the study. A very small number of the ten (10) principals appeared to be a little apprehensive about engaging in or performing certain activities during the initial stage (first few minutes) of the first observation, even after the nature and mechanics of the study were unequivocally stated by the researcher. However, after a few minutes of the first day each principal relaxed and proceeded to take care of the school business at hand. This apprehensive, minority group of principals was curious as to what specifically was the researcher looking for. This was not revealed because of its possible effect (bias) on the data. The researcher carefully guarded against the data being skewed in any direction, positively or negatively. The fact that the researcher was specifically investigating their activities

in educational leadership and experiences with appellate problems was not shared with them. However, they were informed that the researcher would document all activities in which they engaged themselves and the amount of time spent in each activity. As far as the researcher could tell, the apprehension on the part of this small group of principals had no negative effect on the study. Not being able to reveal the scope of the study to the participants was a limitation but it was certainly advantageous to the purpose of the study.

Each participant was called at least twenty-four (24) hours in advance to confirm his presence in the building for the scheduled observation. This added another limitation. If a principal was scheduled to be out of his building to attend an administrative council meeting, elementary principals meeting, or any other meeting that necessitated his absence from the building for two (2) or three (3) hours, no observation was scheduled. This was an important factor considered and given significant attention for fear, again, that bias would be introduced and inevitably enter the data.

Definition of Terms

- a. Appellate Problems--An occasion for decision is when a case referred to the administrator by subordinates in the organization. Such occasions may arise from the inability or unwillingness of the

subordinate to make a decision, from novel conditions, conflict of jurisdiction, or lack of clarity in policy. Such issues referred to principals by teachers, pupils, and parents, are classified as appellate problems.²⁴

b. Counterpunching--Counterpunching for the elementary principal consists of responding to requests, appeals, demands and complaints of the many people who look to him as the school's ultimate decision maker. Counterpunching suggests reaction rather than action, and struggle for survival rather than growth.²⁵

c. Creative Problems--An occasion for decision originates with the administrator. His own understanding of a situation leads him to decide whether something ought to be done or corrected. Such occasions are the most significant indicators of administrative effectiveness, since it is the administrator's most important obligation to raise those issues that no one can or will. When such

²⁴Barnard, op. cit., p. 27.

²⁵Ray Cross, "The Principal As a Counterpuncher," The National Elementary Principal, Vol. II, No. 2 (Washington, D.C.: The National Association of Elementary School Principals, October 1971), p. 27.

activities are initiated by the principal, they are classified as creative problems.²⁶

- d. Curriculum--The curriculum is a selection of experiences which the school as a social system influences significantly and which learners enact and undergo in the process of their deliberate induction into the culture.²⁷ Curriculum today is viewed as extending far beyond the confines of a comprehensive body of subject matter to be mastered. Curriculum involves all of youth's activities within the school and in the community as well.²⁸ The design of the curriculum must be a function of the entire environment of the child, not just that of the school and the generalized aspects of culture. It must include out-of-school activities. Recreation, health, creative activities, home and adjustment, and the like, should be taken into account quite as much as problem-solving and work situations in the classroom.²⁹

²⁶Barnard, op. cit., p. 27.

²⁷Kenneth D. Benne and Bozidar Muntyan, Human Relations in Curriculum Change (New York: The Dryden Press, Inc., 1951), p. 5.

²⁸Shuster and Wetzler, op. cit., p. 38.

²⁹Leadership in Elementary School Administration and Supervision, quoted in (or "cited by") Harold Rugge, e., Democracy and the Curriculum, Third Yearbook of the John Dewey Society (New York: Appleton-Century-Crofts, Inc., 1939), p. 418.

- e. Educational Program--The educational program is taken to mean educational experiences organized by the school administrative unit for the purpose of attaining specified educational objectives.³⁰
- f. Elementary School Administrator--Elementary school administrator denotes the person who stimulates, maintains, and unifies the energies within the elementary school in order to realize predetermined objectives. Administrators fulfill such roles by executing policies related to the organization, allocation, and coordination of human and material resources. In this context, the term administrator includes all specific titles of administrative positions, such as headmaster, supervisor, coordinator, assistant principal, or principal.³¹
- g. Functional Leaders--Functional leaders are operational. Functional leaders are those who are acknowledged and accepted by a group whether or not he holds a status position.³²

³⁰William B. Castetter and Helen R. Burchell, Educational Administration and the Improvement of Instruction (Danville: The Interstate Printers and Publishers, Inc., 1967), p. 1.

³¹Fred A. Snyder and Duane R. Peterson, Dynamics of Elementary School Administration (Boston: Houghton Mifflin Company, 1970), p. ix.

³²Vivienne Anderson and Daniel R. Davis, Patterns of Educational Leadership (Englewood Cliffs: Prentice-Hall, Inc., 1956), p. 19.

- h. In-Service Education--In-service education for teachers refers to those activities which are carried on within a school, a school district, or which are provided by other agencies which help teachers improve their teaching-learning competencies while on the job.³³
- i. Instruction--Instruction is best described as the activity which takes place primarily in the classroom or some other suitable place under the guidance of someone called a teacher.³⁴
- j. Intermediary Problems--An occasion for administrative decision is upon receipt of instructions from, or general requirements of, superior authority. Administrative problems of this type are classified as intermediary problems.³⁵
- k. Leadership--Leadership for the principal of the elementary school may be stated as follows: educational leadership focuses attention on the advancement of the group toward more insight, better understanding, and clearer definitions of educational goals, plus the initiating of action-activities that promise reasonable achievement of

³³Stoops and Johnson, op. cit., p. 386.

³⁴Elliot W. Eisner, Confronting Curriculum Reform (Canada: Little, Brown and Company, Inc., 1971), p. 126.

³⁵Barnard, op. cit., p. 37.

these goals.³⁶ Leadership is a quality of group activity; it is the contribution that an individual makes in a group situation. A group and leadership are mutually dependent: A person cannot be a leader apart from the group, and a group must have leadership. Unity must be established, otherwise the group remains a chaotic collection of individuals.³⁷

1. Roles--Roles are the dynamic aspects of the positions, offices and statuses within an institution.³⁸ Roles have certain obligations and responsibilities which may be termed role expectations, and when the role incumbent puts these obligations and responsibilities into effect he is said to be performing his role.³⁹
- m. Status Leaders--Status leaders occupy positions of authority. Status leaders have titles such as chairman, mayor, president, superintendent, or principal. It is possible that such persons may be

³⁶Shuster and Wetzler, op. cit., p. 6.

³⁷Stoops and Johnson, op. cit., p. 29.

³⁸The School Principal, quoted in (or "cited by") Ralph Linton, The Study of Man (New York: Appleton-Century-Crofts, Inc., 1936), p. 14.

³⁹The School Principal, quoted in (or "cited by") Jacob W. Getzels, Administrative Theory in Education (Chicago: Midwest Administration Center, The University of Chicago, 1958), p. 153.

accepted as leaders by the group only by virtue of the position which they hold. In other words, fellowship may result only or largely because of fear of the authority which is vested in the nominal leader.⁴⁰

- n. Supervision--The Dictionary of Education defines supervision as all efforts of designated school officials directed toward providing leadership to teachers and other educational workers in the improvement of instruction.⁴¹
- o. High Socioeconomic Setting--High socioeconomic setting is characterized by socioeconomic factors that are above the median. All factors that fall above the median are considered high socioeconomic factors. These factors are as follows:
 - 1. average family income
 - 2. percent of families with incomes below the poverty level
 - 3. average value of houses
 - 4. percent of housing units occupied by renters
 - 5. average number of persons in occupied housing units

⁴⁰Stoops and Johnson, op. cit., p. 29.

⁴¹Elsbree, op. cit., p. 139.

6. child (under 18 years old):
 - a. child of head of household in husband-wife family
 - b. child of head of household in family with male head
 - c. child of head of household in family with female head
 - d. child is other relative of head in husband-wife-family
 - e. child is other relative of head in family with female head
 - f. child is other relative of head in family with male head
 - g. other
7. population 25 years old and over:
 - a. that have completed high school
 - b. that have completed college
8. percentile score--attitude toward school
- p. Low Socioeconomic Setting--Low socioeconomic setting is characterized by socioeconomic factors that are below the median. All factors that fall below the median are considered low socioeconomic factors.

Summary

The importance of the school principalship cannot be overstated. The principal is in a strategic position to

effect many positive changes in the school and community. He is in close contact with children and adults and his leadership can have overwhelming influence on them. This is one of the reasons why his educational leadership is so important. His educational leadership in curriculum organization and instructional improvement is important.

"It is good to know the state of affairs." The importance of the study is the achievement of an assessment of the present activities of the administrators selected to participate in the study. For it is wise to know what we have done and what we are doing and let this serve as a basis for planning improvements.

The purpose of the study was to explore and investigate the activities of elementary school principals in educational leadership and their experiences with appellate problems. If principals cannot exercise their educational leadership to its fullest because they are "counterpunching" too much, then they have a problem. The problem is insufficient educational leadership.

CHAPTER II

REVIEW OF THE LITERATURE

What Is Leadership?

"Leadership" does not result because a person possesses a magical combination of traits or characteristics. For a number of years, efforts were made to describe leaders by saying that they were resourceful, forthright, energetic, dependable, clear-eyed, and physically attractive. So far as can be determined by research, there is little relationship between such traits and leadership ability.

It is important to distinguish between those who occupy positions of authority and those who are "operational" leaders. It is customary to speak of the former as "status" leaders and the latter as "functional" leaders. Status leaders have titles such as chairman, mayor, president, superintendent, or principal. It is possible that such persons may be accepted as leaders by the group only by virtue of the position which they hold. In other words, fellowship may result only or largely because of fear of the authority which is vested in the nominal leader.

A "functional" leader is one who is acknowledged and accepted by a group whether or not he holds a status position. A status leader may become a functional leader, but not necessarily so. When a person acquires a status position, he does not automatically gain functional leadership. Some status leaders never achieve it. Some acquire it with great difficulty. In all cases it must be earned and deserved. Thus the administrator who is seeking to develop leadership within his staff must first win genuine respect for his own leadership abilities and his leadership must be derived from function rather than status alone.

Research shows that functional leaders have several capacities which distinguish them from others. Administrators who are attempting to build responsible leadership within their staffs can benefit by developing these capacities in themselves and in staff members to the maximum degree:

1. Functional leaders know how to work cooperatively with others. They think unselfishly of the "team" of people with whom they are working. They do not monopolize the limelight, for this is unfair and detrimental to others in the group.

2. They know how to keep the group's effort pointed toward a mutually accepted goal. They take pains to point out the progress being made so that the members of the group have a sense of accomplishment rather than frustration. They tactfully indicate the efforts of various

individuals and the cooperation of the staff which have brought about this progress.

3. They appear to have a highly developed sense of integrity. One study made at Stanford University went even further and showed that a group of leaders ranked high in terms of moral values. In any event, the functional leader's behavior is guided by a clear set of ethical and moral values which agree closely with those of his co-workers.

4. Functional leaders are not conservative "stuff shirts." They have ideas. They rank high in creativity. They are quick to sense the ever-changing ebb and flow of forces and needs within the group and are flexible to those changes.

5. They know how to listen and interpret the wishes and the needs of the group they serve. They keep in close touch with group members. Their thinking and speaking reflect the group's thoughts and feelings. Hence, they come to be recognized as spokesmen for the group.

6. They symbolize the group's aspirations as to conduct, dress bearing, and general behavior.

Leadership behavior is not a single, unitary phenomenon. Its manifestations vary with the demands of the moment and of the setting. It is now known, for example, that the kind of leadership shown by a functional leader may be determined in no small part by the expectancy

and concepts of leadership held by the group which he serves.¹

Current and traditional studies of leadership propose models of leadership which fall into three general categories: (1) leadership as a unitary personality trait, (2) leadership as comprised of a constellation of personality traits, and (3) interaction theories where variables of personality, group, and situation are held to account for the kind of leadership needed and/or exercised.²

Fundamental to functional leadership is an attitude which sees leadership as existing primarily to serve the purpose of the organization and group with whom the leader is working. School administrators with this attitude do not seek their own aggrandizement. Instead they exhibit self-sacrifice and devoted service to education and to the staff members with whom they work. This attitude continually focuses attention upon the achievements of those who expend productive effort and upon the goals of good education.³

¹Vivienne Anderson and Daniel R. Davies, Patterns of Educational Leadership (Englewood Cliffs: Prentice-Hall, Inc., 1956), pp. 19-23.

²Aase Eriksen and Judith Messina, "The Dynamics of Leadership in an Informal School," Journal of Research and Development in Education, Vol. V, No. 3 (College of Education, University of Georgia, Spring 1972), 30.

³Anderson and Davies, op. cit., p. 23.

Process Leadership

Process leadership is not totally unlike some of the current leadership models. It has particular relevance for those theories which cite the need to look to group composition and situational and task components to find the kind of leadership necessary. Interaction theory, for example, deals with the variables of the personality of the leader and of group members, situational components, and the structure of interpersonal relations within the group, all of which process leadership takes into account. And yet, it is more than this, for the concept of process leadership is an attempt to deal with the subject in a holistic fashion, rather than break it down into specific elements of personality and/or group characteristics, the idea being that the whole is more than the sum of its parts. Such a holistic approach is necessary to account for the functions of leadership in a school which views its prime responsibility the development of complete and capable human beings and a concern with the total quality of the school community.⁴

⁴Eriksen, op. cit., p. 31.

The Principal's Role as an Executive and Educational Leader

What Is the Nature of Leadership?

There should be no line of separation between the terms "executive" and "educational" leader.⁵ He does not acquire his leadership by virtue of his title; he gains his status by positive achievement. His leadership abilities are recognized through what he has done in the past, what he is doing for his school now, and how he plans and moves forward toward future educational goals.⁶

Apparently the principal gains leadership status by being able to make a contribution to his school in these positive and definite ways, as the goals of the school are being met. The principal is an active member of his group, willing to take his place among his fellow group participants.⁷

The continuing central purpose of the supervisory role in the educational organization has been the improvement

⁵Leadership in Elementary School Administration and Supervision, quoted in (or "cited by") Vivienne Anderson and Daniel R. Davies, Patterns of Educational Leadership (Englewood Cliffs: Prentice-Hall, Inc., 1956), p. 20.

⁶Leadership in Elementary School Administration and Supervision, quoted in (or "cited by") W. J. Thompson, "The Principal as an Executive," The School Executive, Vol. 72 (September 1952), p. 95.

⁷Leadership in Elementary School Administration and Supervision, quoted by (or "cited by") Howard Lane and Mary Beauchamp, Human Relations in Teaching (Englewood Cliffs: Prentice-Hall, Inc., 1955), p. 201.

of the teaching-learning process. The popular professional ideology characterizes the supervisor as helper and facilitator, and stresses activities manifestly performed to coordinate human and material resources and to foster a favorable teaching-learning process. Not the least among these manifest supervisory functions is the nurturance of goal-oriented teacher behavior in a social milieu of mutually supportive relationships.⁸ He may understand more about the mechanics of administering his school and have superior training in classroom supervision, enabling him to appraise teaching performance for improving skills, but unless he knows how to work with his staff and keep his educational program moving forward he is not a true leader. The meaning of the leadership role as it may be played by the modern elementary school principal unfolds in wider and deeper ways as he approaches his job with more understandings as to why the school exists and in what ways he may specifically coordinate efforts toward group goals.

The point here is that effective principals are leaders who are sensitive to the changing conditions of their groups and flexible in adapting their behavior to new requirements. Therefore, procedures for selecting and preparing principals should take into consideration such

⁸Donald J. Willower, "Some Functions of the Supervisory Role in Educational Organizations," Education (Appleton: Van Nooy Printing Company, February 1972), p. 67.

characteristics in sensitivity and readiness to take on or give up responsibilities in response to changing conditions.⁹

Certain ways of thinking about educational administration in the elementary school may improve administrative behavior. That is, the principal is better equipped to lead his staff when he can actually draw from these areas of administrative behavior ideas and suggestions to be translated into positive, dynamic leadership skills or action.

If personal qualities of leadership take on meaning largely in terms of a given situation, the principal knows the true nature of leadership as he becomes sensitive to and ready for certain techniques and devices for producing results. In addition, he is also sensitive and ready to develop and use the leadership abilities of other personnel when he realizes that their personal qualities can contribute more than his own in a given situation. Real leadership comes about as the principal is able to recognize when to exert personal leadership in the overall educational program of his school.¹⁰

⁹Leadership in Elementary School Administration and Supervision, quoted in (or "cited by") Dorwin Cartwright and Alvin Zander (eds.), Group Dynamics Research and Theory (Evanston: Row Peterson and Company, 1953), p. 538.

¹⁰Albert H. Shuster and Wilson F. Wetzler, Leadership in Elementary School Administration and Supervision (Boston: Houghton Mifflin Company, 1958), p. 6.

Davis¹¹ summarizes the nature of leadership by asserting that three major factors must be considered in the study of leadership: (1) the situation, (2) the people that are involved in the situation, and (3) the characteristics of personal qualities of the leader. To be effective the principal's leadership depends upon his ability and courage to face the facts in the situation, interpret the facts properly in light of the situation's requirements and follow the course of action they dictate.

Effective leadership by the modern elementary school principal demands the following:

1. An acceptance of the concept that education is for all the people. Active cooperation by school staff and community people, led by the principal, is needed to keep the emphasis on the community school.
2. More emphasis upon social education. The elementary school should provide some reference values leading to a fuller development of a philosophy of life for all children. The principal will emphasize pupil participation in solving problems as the optimum means of developing proper behavior patterns.

¹¹Leadership in Elementary School Administration and Supervision, quoted in (or "cited by") Ralph C. Davis, The Fundamentals of Top Management (New York: Harper and Brothers, 1951), pp. 151-52.

3. A kind of education of people to accept the inevitability of change. As the principal understands and accepts this obligation, he must help his community to depend on tradition for going beyond into new areas of challenge. His most difficult leadership task will be to get people to take these steps which are already at the core of democracy and are the goals of a free society.¹²

What Are the Duties and Scope of the Principalship?

Only a few brief references are made here to suggest the scope of his administrative responsibilities.

First a description of typical activities in a principal's workday will furnish some concept of his total job.

1. Held conference with a teacher who is involved in a system-wide study of curriculum problems for the elementary schools.
2. Conferred with the supervisor of music who is planning a music festival for the school.
3. Wrote the chairman of the Board of Education in response to his request to student and faculty policies in regard to use of playground equipment after school hours.

¹²Leadership in Elementary School Administration and Supervision, quoted in (or "cited by") Clyde M. Campbell, Practical Application of Democratic Administration (New York: Harper and Brothers, 1952), pp. 19-26.

4. Analyzed an article sent in by a teacher requesting evaluative comments.
5. Had a meeting with the student government concerning policies of conduct on school buses.
6. Met with the chairman of the guidance program to work out schedules for testing for various grades during the semester.

This list of daily activities engaged in by the principal will indicate a great extension. It would be impossible to describe here the range of duties and tasks followed daily by the majority of principals. However, an analysis of the typical day in the office of the principal will reveal that in addition to certain routine clerical tasks, he is dealing primarily with problems concerning persons.

Second, the listing of the leadership duties of the principal will indicate more specifically the range of educational activities included in the role of the elementary school principal.¹³ According to a recent study, these leadership duties are:

1. To improve professionally for self and staff.
2. To improve classroom instruction.
3. To build and improve the program of studies.
4. To maintain order and discipline.
5. To grow on the job.

¹³Shuster and Wetzler, op. cit., pp. 10-11.

6. To maintain strong community relations.
7. To provide adequate facilities.
8. To develop professional ethics and strong relations with staff and supervisors.¹⁴

The principal can make a list of duties and tasks required for the effective management of his school; research studies will assist him in understanding what he should expect to do as principal for efficient control. Until he has acquired effective leadership skills, however, his position may be only that of a highly paid clerical person who demonstrates good organization in conducting certain school tasks. Leadership is the key to successful school administration.¹⁵

Attitude of Elementary School Principals Toward Major Functions

The following summarizes the opinions of Michigan principals about what they believed to be their most rewarding duty, the area in which they spend the greatest amount of time, and the area in which they would most like to spend more time.

Most principals, 59.33 percent, are spending a majority of time organizing and managing their schools. No

¹⁴Leadership in Elementary School Administration and Supervision, quoted in (or "cited by") A. Granger, "What is the Role of the Principal as Faculty Leader?" National Association of Secondary School Principals Bulletin, Vol. 38 (April, 1954), p. 158.

¹⁵Shuster and Wetzler, op. cit., p. 11.

Table 1.2.--Principal's Attitude Toward His Major Functions.

	Most Rewarding Area		Most Time Spent		Desire to Spend More Time	
	N	%	N	%	N	%
Organization and management	195	20.70	569	59.33	28	2.87
Periodic classroom teaching	37	3.93	6	.63	44	4.50
Working with the teaching staff	247	26.22	124	12.93	242	24.77
Pupil adjustment and guidance	197	20.91	118	12.30	94	9.62
Program development and curriculum	169	17.94	59	6.15	392	40.12
Public relations	97	10.30	83	8.65	41	4.20
Present time						
Allotment Satisfactory					136	13.92

one area was found to be overwhelmingly the most personally rewarding duty, although one in four reporting indicated his work with the teaching staff as rewarding. Forty percent, or 392 principals, reported a desire to spend more time in program development and curriculum, while only 14 percent indicated that they were satisfied with their present time allotment.

Michigan principals aspire to activities more directly connected with the improvement of instruction. Polled principals reported that they would prefer to give more time to program development and curriculum.¹⁶

Leadership Functions in the Management of Elementary Schools

Fred A. Snyder and Duane R. Peterson describe the leadership functions of principals in the management of elementary schools as follows:

Directing--Directing is a leadership function and is related to the school's organizational structure. In the final analysis, directing means accountability for the human element in the organization. In any formal organization of human effort, there are both leaders and followers. Without the directing functions of the leadership role, the organization cannot achieve its objectives.

¹⁶James M. Jennings, The Elementary Principal in Michigan (Lansing: Michigan Association of Elementary School Principals, March 1, 1972), pp. 32-33.

To understand the leadership role, one must be able to distinguish among directorship, dictatorship, and manipulatorship in the management of elementary schools. There are behavioral as well as perceptual differences among these types of leadership roles. Consider first, how differently the director, dictator, and manipulator perceive their respective functions. It becomes immediately apparent that the distinctions lie in the decision-making process. The director implements the decisions made through interaction of the organization's members; the dictator implements the decisions which he has made himself; and the manipulator implements the decisions which the group has selected, but only those decisions for which he has previously planted the seeds.

In terms of behavior, the director might be described as democratic, idiographic, and nondirective, because he includes others in important decisions and shows concern for the people in his organization. He appears to be nondirective primarily because of the support his subordinates offer. The dictator, on the other hand, usually lacks the support of his followers, since they are not invited to express their opinions in the decision-making process, and so is forced into a behavior pattern which is autocratic, nomothetic, and very directive. The manipulator's behavior indicates that he would like to be perceived by others as being democratic, idiographic, and nondirective, but in circumstances where he is not

successful in manipulating his decisions, he will often resort to dictatorial behavior to obtain his goals. It is readily apparent that the director would be the most acceptable leader in our American culture and society.

Coordinating--The function of coordinating in the elementary school is a process of synchronizing and unifying human resources for the purpose of attaining common objectives. Obviously coordinating overlaps all of the other functions. Coordination is perhaps the best single word to describe the function of an elementary school administrator. The following list summarizes the coordinating functions:

1. Working with line officers in the school system.
2. Acting as an interpreter of district policies and procedures.
3. Working with resource representatives and agencies.
4. Participating in district level meetings.
5. Using district resources.
6. Using legal information.
7. Working with commercial organizations, parents, professional associations, governmental agencies, institutions of higher education, book companies, and other organizations which maintain interests in the school.
8. Developing and utilizing local policies.
9. Devising organizational planning.
10. Using forms and records.

11. Using human-relations techniques.
12. Using committees.
13. Using community material and human resources.
14. Serving as an agent of change in the school system.
15. Using the office as an informational and dispatching center.
16. Assembling and organizing information.
17. Organizing the evaluation of the instructional program.
18. Using standard measures of pupil achievement.
19. Arranging working schedules of staff.
20. Assisting with staff selection.
21. Orienting staff members.
22. Arranging programs of in-service education.
23. Organizing staff meetings.
24. Organizing for the identification and referral of students with special needs.
25. Organizing pupil counseling services.
26. Developing and utilizing curriculum procedures.
27. Using curriculum consultant services.
28. Organizing the staff for study of curriculum content and experience.
29. Organizing and evaluating the school's safety program.
30. Evaluating the school's system of coordination.

Organizing--A major portion of planning in the management of elementary schools is devoted to creating and

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maintaining organizational structures designed to accomplish objectives important to child growth and development. The dimensions of organizing, which change with the organizational situation, include: (1) purpose, (2) setting, (3) communication, and (4) the human element.

Even though organizing in elementary schools is generally concerned with the growth and development of boys and girls, the specific objectives vary considerably. Just to say that organizing is an important part of the management program in elementary schools is not enough. One needs to know what the goal of the organizing is. In the final analysis, this important what determines who is to be involved, what materials and equipment are to be utilized, and how the organizational structure will be composed.

The where of organizing has to do with the physical surroundings in which it takes place. This includes the physical plant structure and the general location of the organizational setting. It also is related to all other physical factors, such as the available materials and equipment.

A third dimension of organizing involves communication. In essence, communication is the basis of all functions which we call social. There are at least four elements in functional communication: (1) the communicator, (2) the communicant, (3) the content, and (4) the effect. In the case of organizing elementary schools, the administrator frequently is the communicator, the one who initiates

communication. For effective communication, the content must explicitly or implicitly reflect the intent of the administrator-communicator.

A second aspect of communication is the communicator's image and understanding of the communicant. The administrator-communicator must be able to predict how the communicant will respond to his message. This knowledge is his primary guide in framing the message.

The third dimension is the "set" or self-interest of the communicant. Various factors may influence the "set" of the communicant. One factor is his cultural background, another is his particular emotional make-up, and a third might be his familiarity with the situation. The "set" of the communicant is important if the administrator-communicator is to know whether he is likely to be understood.

The fourth factor pertaining to the administrator-communicator role involves the perception of his communications by the communicant. The meaning of any communicate depends on how it is perceived by the communicant. The communicant's personal needs and past experiences largely determine his perception of the communicate.

Finally it is important for the administrator-communicator to take into account the skills and sophistication of the communicant. The administrator must be careful not to communicate ideas which are too complex or too simple. In either case, he would fail to gain the

interest of the communicant, thus impeding effective communication.

Reporting--Within the hierarchy of line and staff positions in the school system, the elementary school administrator maintains a middle position. This means that his role is very much involved with the communication process of the school organization. Much of this communication relates to the necessary reporting, which is directed toward three distinct levels in the hierarchy of the organization: (1) reports upward to line officers in the hierarchy; (2) reports to subordinates in the staff organization, and (3) reports to colleagues functioning at the same level of authority as the elementary school administrator.

Reporting to line officers in the higher echelon of authority is directly related to the overall control of the total school system. In general, this type of reporting involves the establishment of standards and criteria for describing and evaluating learning opportunities at the local level. There are, however, certain items which generally are included in the reports for which the elementary school administrator is responsible. Among these common items are:

1. Budget requests for supplies, equipment, and plant maintenance.
2. Requests for staff allocation, including both professional and auxiliary staff, with projected

enrollment figures and other supporting evidence of need.

3. Personnel reports, including assignments, college preparation, and evaluations of performance.
4. Pupil accounting reports, including the number of pupils assigned to each instructional section, and attendance records.
5. Inventory records, covering supplies, equipment, and district-owned textbooks and library books.
6. Physical plant utilization reports, with indications of extra available space and projected needed space.
7. Physical plant maintenance reports, with requests for particular maintenance projects to be completed.
8. Reports of innovative practices, with corresponding evaluation and related recommendations.
9. Pupil personnel reports, with recommendations for pupils who have special educational needs.
10. Financial reports for all activities in which money is collected, such as lunch programs, student activities, and textbook rental.
11. Reports of special problems in which the policy may be in question or suggestions for constructive changes in policy.
12. Health and safety reports, including records of fire drills and any unusual conditions related to sound health practices.

Elementary school administrators cannot be any more successful than their supporting staff. Staff members who are not informed not only will be less successful than they might be if informed of all matters related to their roles, but over a period of time they will be confused and display a low morale. It is highly important that the elementary school administrator not only report matters pertaining to policy, but make an effort to explain the related rationale. The reports to subordinates should not only explain factors that might have a bearing on the subordinates' roles, but they also should respond to the opinions and perceptions. The reports to subordinates should relay all formal and informal policy decision made by the hierarchy of administrative staff or elected officials. They range from informal oral policy decisions to the establishment or change of written policy.

The professional elementary school administrator has responsibilities outside the realm of his assigned role. He is responsible to the profession of elementary school administration. Certainly elementary school administrators are not required to report to their colleagues, but from the professional point of view, such reporting to personnel in the organization which one is serving can be helpful to the total group. Reports to colleagues pertain to the functional aspects of administration, the unsolved problems, the problems that were solved, and new ideas in education. In some cases, it is

the reporting of applied research; in others it may be the presentation of pertinent problems which need to be researched.¹⁷

Principles of Leadership

There are certain principles relating to leadership that should be second nature to the chief administrator of the school. These principles must be manifested in the actions of the principal if he expects to obtain the maximum effectiveness from his faculty.

The principal must learn to be sensitive to the needs of individuals. As a principal learns to be sensitive to people, he is in effect becoming aware of their needs and differences. He begins to recognize what potentialities exist and is able to call upon each staff person to make his unique contribution.

The principal must help staff members become sensitive to one another and become aware of their responsibilities to one another. Specifically, the group develops a setting for leadership in helping members develop initiative and creativity. The principal fosters the growth of group member maturity and encourages group endorsement of individual differences.

The principal should strive to make each member of his staff successful. Successful teachers are the hallmark

¹⁷Fred A. Synder and Duane R. Peterson, Dynamics of Elementary School Administration (Boston: Houghton Mifflin Company, 1970), pp. 104-17.

of an effective principal. The principal should attempt to utilize the strengths of his staff and help them to overcome their weaknesses.

The principal should be objective. Objectivity is a characteristic of good leadership. The act rather than the person is the important thing. Leadership that is based on subjectivity is usually ineffective.

The principal should have imagination and be willing to promote experimentation. Conditions are constantly changing. The principal should encourage his teachers to experiment with sound educational theories, materials, and methods.

The principal should work toward defensible goals. He must coordinate the tasks of formulating, defining and evaluating the goals toward which his staff is striving. Leadership in any other direction is a waste of time and an interference with good instruction for pupils.

The principal should encourage individual expressions of opinion in a permissive, informal atmosphere. This type of social climate is necessary before any staff member will feel free to speak out honestly and frankly. Differences of opinion must be brought out into the open if varying interpretations and perceptions are to be resolved.

The principal must have the quality of action. He must make decisions and carry them out. If he discovers that this plan of action is faulty, he must have the

courage to check his motion, reassess the problem, and then proceed in a new direction.

The principal must know whom he is leading and have the loyalty of his followers. He knows more about his teachers by observing them in the classroom and on the grounds. He can assign them curricular and co-curricular activities which fit their skills.

The principal must "see and be seen." To be effective, he must be somewhat of a ubiquitous individual. Obviously the principal cannot be personally present at all times, but he should be there when he is needed.

The principal should possess energy, intelligence, and character. The most common expression of human energy is work. It is not easy to develop work habits that are essential for dependable leadership. Energy alone, however, does not guarantee leadership.

The principal should think of his staff as co-workers rather than followers. If the staff were required to "follow" at all times, he would not have the benefit of their thinking. Little enthusiasm would be shown, and dynamic, creative teachers would migrate to a school where the principal would use their professional talents.

The principal must develop a sense of timing. If the principal attempts to generate interest in a project which is new or different, his ideas must be broached at a time when they are most likely to be acceptable.

The principal must be able to evaluate himself as an educational leader. This is difficult, and most principals do not have or take the time to evaluate their own leadership. Failure to do so will limit their ability to improve and expand their influence as school administrators.¹⁸

What Are the Areas of Administrative Behavior?

It has been stated that the organization and discharge of the duties of the principal will depend upon his understanding of the job, his administrative preparation and experience, and the demands on his time from all levels. An unfavorable combination of these factors may cause him to spend his school day in a rather routine, slave-like fashion. As an office manager he may (or may not) receive high commendation, while his educational efforts and leadership may leave much to be desired. Therefore, an understanding of the vital areas of administrative behavior will assist the principal in taking stock of his functions in such a way that he can set up guides for broadening his professional vision.

1. Leadership Through Setting Goals. Whether he realizes it or not, the principal is responsible for the objectives of the school's educational program. In

¹⁸Emery Stoops and Russell E. Johnson, Elementary School Administration (New York: McGraw-Hill, Inc., 1967), pp. 31-34.

addition, there must be agreement on these goals if people are to work effectively together toward common ends. While people may accept goals, there is often distinct disapproval of the methods employed to achieve them. The principal is faced, therefore, with two basic tasks: to lead in defining the goals, and to get the staff to take part in setting and accepting the goals.

2. Leadership Through Policy-Making. School personnel expect to follow the administrator and work within a given framework of established policy. They are aware that final authority rests with the administration. Nevertheless, the effective principal tries to bring school policies before his staff. He becomes a more efficient executive when he knows how to secure staff cooperation for the establishment and recognition of any particular policy. As he moves forward with the educational program, the principal insists on making very vital decision on the basis of clearly defined policy.

3. Leadership Through Determining Roles. The roles of principal, staff members, and even community citizens should be clearly defined and understood in the educational program. The principal advances the over-all effectiveness of learning by helping his staff to see how their roles fit into a functional pattern in the administrative structure, and how each person's assignment affects the total organization.

4. Leadership Through Coordination and Consultation.

The elementary school principal is faced with the responsibility of getting his staff to see the need for pulling together as a team. Thus the principal becomes the responsible leader in providing the kind of structure that will lead to a coordination of effort. The principal has the responsibility for taking the initiative in purposefully leading his staff toward better coordination of educational efforts.

5. Leadership Through Appraising Staff Performance.

The problems of evaluation are not confined to any particular person or group of persons or to certain processes. Evaluation is a continuous process involving all pupils and most staff members. Increased emphasis on this leadership role by the principal should take into account three areas: (1) the effectiveness of classroom teaching, (2) the over-all effectiveness of the administration, and (3) the state and community efforts toward providing significant opportunities for the pupil. When the principal assumes leadership in getting facts about the effectiveness of his school program and can be objective and decisive in leading the way toward improvement, the educational program can be interpreted more intelligently to the community.

6. Leadership Through Working With Community Personnel and Resources. The principal is concerned with two other areas of administrative behavior: working with community leadership to promote certain educational improvements, and

using the educational resources of the community as widely as he can in his school program.

The principal recognizes that one of his most difficult tasks is that of translating his educational program to his community through identifying, explaining, or interpreting in numerous ways the issues and facts pertaining to his school. This leadership skill is necessary for good public relations. In addition, the alert principal is aware of values that will accrue to the total educational program when intelligent leadership is demonstrated in these two areas of administrative behavior.

7. Leadership Through the Process of Involving People.

Since, by and large, his acts of administrative behavior involve many persons, this fact points up the need for his employing a leadership skill in the application of group procedures. Probably principals, among other administrators, are less skillful in this function than they are in any other administrative activity.

His task is to get people involved in the affairs of the school to the extent that apathy will turn to active interest and support. The principal knows that there will then be more understandings and stronger beliefs in what is being accomplished. Equally important, he will learn what else is being done to improve the present practices. He must furnish the leadership to point out and to devise ways for getting involvement-support for the educational enterprise.

The principal has, then, the responsibility of interesting many persons in the tasks of the school. The more skillful he is in maintaining working contacts with all groups, the more effective he will be in clarifying educational goals, planning for their achievement, and making important decisions affecting school affairs. With positive and sustained effort toward developed staff and lay ability through participation, the principal actually practices leadership skills in getting group consensus in solving problems and in placing responsibility for action upon the proper persons.¹⁹

Research by N. Gross and R. Herriott (1965) indicates leadership is more effective when staff are involved in decision-making. One hundred and seventy-five schools in cities with populations over 50,000 took part in the National Principal Study. A high score reflected a quality the researchers call executive professional leadership (EPL) score of the principal.²⁰

8. Leadership Through the Process of Communication.

Many principals may believe that communication is simply

¹⁹Leadership in Elementary School Administration and Supervision, Factors Affecting Educational Administration: Guideposts for Research and Action, No. 2 of the College of Education Monography Series on The School-Community Development Study (Columbus, Ohio: Ohio State University, 1955), p. 20.

²⁰Margaret Yonemura, "Research on Aspects of Leadership Roles in Early and Elementary Education," Childhood Education, Vol. 48, No. 3 (International, December 1971), p. 165.

projecting ideas through the channels of speaking, writing, hearing, and reading. These tools are basic, of course, in any act of communication, but the feelings and concerns of involved persons must also be considered.

Communication becomes most effective, whether formal or informal devices are used, when the principal shows genuine concern as to how well persons are receiving them. If using a particular device will bring out his ideas and achieve the desired end, then the administrator considers using it. However, if during the process of communication he discerns an unhealthy climate or individuals working at cross purposes, he may wish to re-examine his way of communicating. Perhaps communicating can be said to gain optimum results when the person who is communicating and those who are receiving feel that there is freedom for exchanging ideas, criticizing, suggesting, or offering proposals that may alter behavior.²¹

9. Leadership Through Planning. The principal assumes the role of the personnel administrator by planning largely in terms of the human element. That is to say, he considers in advance the persons to be used in his organizational plan. This kind of effective personnel planning

²¹Leadership in Elementary School Administration and Supervision, Factors Affecting Educational Administration: Guideposts for Research and Action, No. 2 of the College of Education Monography Series on The School-Community Development Study (Columbus, Ohio: Ohio State University, 1955), p. 20.

initiated by the principal will result in better procurement of teachers and optimum use of their services in reaching the objectives of the school.²²

What Are the Influences Which Affect
Educational Leadership?

The principal is generally designated the chief executive officer in his school. Although his powers and duties are determined by local and state conditions and requirements, socioeconomics and legal aspects do influence the ways in which he may demonstrate leadership. Certain blueprints of administrative behavior will be inherent in the job itself, but many variable factors exert a positive or negative influence upon the educational leadership functions. These influences may be divided roughly into at least five categories: (1) The demands and requirements made upon the principalship are stated by legal fiat. Local and state laws of many kinds shape and define the powers and duties of the elementary principal. (2) Certain socioeconomic conditions and needs of the locale give direction to educational leadership for the principal. In addition, the educational personnel will directly influence a particular principal's type of leadership. (3) The nature of a given elementary school in terms of its staff, pupils, and even location present a framework within which the chief executive must work as its leader. (4) Changes in

²²Shuster and Wetzler, op. cit., p. 67.

theory of child growth and of learning activities, plus other related factors, keep the leadership-minded principal alert for ways of improving instructional programs. (5) The principal's contribution of his own personality to his position is last but not least. Leadership is definite and sure, or it may be signally lacking because the principal is poorly prepared or has little desire to know how to give proper direction to school affairs.

These five categories are suggested as influences which will determine the extent and kind of educational leadership exhibited by the modern elementary school principal.

A Principal's Philosophy

A principal must have a philosophy in order to give direction to administrative behavior which is inevitably subject to many influences and forces. He must be quick to recognize that:

While it is admittedly a practical problem for philosophy to decide what is feasible to do, it is not proper for philosophy to decide what to do in any particular case. Since philosophy deals with knowledge rather than mere opinion, philosophy must limit itself to general principles of practice.²³

²³Leadership in Elementary School Administration and Supervision, quoted in (or "cited by") John S. Brubacher, Modern Philosophies of Education (New York: McGraw-Hill Book Company, Inc., 1950), p. 14.

A philosophy for the elementary school principal may be stated in terms of leadership functions. These leadership functions are:

1. The principal as the chief executive officer. He should accept the philosophical viewpoint that is grounded in the concept of working with staff members in all areas of mutual concern. This kind of philosophy serves to orient the principal toward the human factor as he administers the total educational program.

2. The principal as a community leader. The principal's philosophy shores up in his planning and gives direction for improved community schools and better communities, yet that philosophy reflects a contemplation upon the needs of society in general and our total way of life.

3. The principal as the supervisor of instruction. Probably the most important aspect of the educational philosophy is centered in the activities of learning. The principal's guiding philosophy should emerge from child-centered experiences.

4. The principal as the guidance counselor. This philosophy that will best serve the elementary school principal considers the total growth of the child, and is fostered in a setting that respects the dignity of the individual and encourages personal growth, together with the development of the ability to participate as a useful member of the group.

5. The principal as the general staff leader. The principal's philosophy as a leader in administering office procedures and auxiliary school affairs prompts him to accept and adopt certain principles of administration which function as a segment in relation to the total school program.²⁴

The Principal and the Curriculum

Two Basic Concepts

In planning an enriched course of study, there are two fundamental concepts that can greatly influence the administrator's approach.

The first concept deals with the scope of curriculum involvement; the second, with the nature of the individual growth that takes place in staff members who are consciously working to improve the school program.

Curriculum today is viewed as extending far beyond the confines of a comprehensive body of subject matter to be mastered. Curriculum involves all of youth's activities within the school and in the community as well.²⁵ Caswell states:²⁶

²⁴Shuster and Wetzler, op. cit., pp. 41-42.

²⁵Ibid., p. 38.

²⁶Leadership in Elementary School Administration and Supervision, quoted (or "cited by") Harold Rugg, ed., Democracy and the Curriculum, Third Yearbook of the John Dewey Society (New York: Appleton-Century-Crofts, Inc., 1939), p. 418.

The design of the curriculum--must be a function of the entire environment of the child, not just that of the school and the generalized aspects of culture. It must include out-of-school activities. Recreation, health, creative activities, home and adjustment, and the like, should be taken into account quite as much as problem-solving and work situations in the classroom.

The administrator, through his own leadership and through the utilization of faculty leadership, should organize a continuing program of co-operative group planning and activity focused on improving the curriculum. At the same time, he should make the concrete provisions needed by faculty members to experiment with new ideas and new projects in their classrooms.²⁷

Leadership in Administering the Curriculum

Most authorities agree that the principal is the key to curriculum building. Burton and his co-author state that "curriculum can be developed only in individual schools and classrooms."²⁸ Otto reminds us, "It is within the power of the principal to control the kind of curriculum which it

²⁷ Shuster and Wetzler, op. cit., p. 39.

²⁸ Leadership in Elementary School Administration and Supervision, quoted in (or "cited by") William H. Burton and Leo J. Brueckner, Supervision: A Social Process (New York: Appleton-Century-Crofts, Inc., 1955), p. 369.

will be possible for teachers to provide.²⁹ Reavis and his collaborators state, "The leadership in improving the curriculum rests chiefly with the principal."³⁰ This responsibility must be accepted by the leaders of modern elementary educational program.

The autonomy of the individual school in matters of curriculum improvement is rapidly being recognized. Although there are many advantages which will accrue from recognizing the local school unit as the source for initiating instructional growth, the basic advantage appears to be the fact that it is easier to achieve full participation and move toward group consensus in a smaller organization than in a larger one.³¹

How does the principal control the curriculum through administration? The principal as the educational leader of the school is responsible for many administrative tasks. These tasks eventually become policy in one form or another. The personnel oriented leader will initiate

²⁹Leadership in Elementary School Administration and Supervision, quoted in (or "cited by") Henry J. Otto, Elementary School Organization and Administration, Third Edition (New York: Appleton-Century-Crofts, Inc., 1954), p. 124.

³⁰Leadership in Elementary School Administration and Supervision, quoted in (or "cited by") William C. Reavis, et al., Administering the Elementary School (New York: Prentice-Hall, Inc., 1953), p. 127.

³¹Leadership in Elementary School Administration and Supervision, quoted in (or "cited by") William B. Ragan, "Organizing for Effective Instruction," Educational Leadership, Vol. 12 (February 1955), p. 278.

the desirable practice of sharing these administrative tasks with his staff for enactment into policy. However, regardless of his pattern of administrative behavior, he must be aware that he controls the structure of the curriculum by the ways in which he administers the school. For example the time schedules, the instructional program, the use of resources, the classification of pupils, the development and selection of materials, the marking, and the promotional policies are positive influences on the curriculum.³²

What Does an Administrator Know
and Do About Curriculum
Improvement?

One view holds that the administrator, in filling his role as master teacher, must be an expert in all of the subjects included in the curriculum and in methods of teaching appropriate to the various grade levels. According to this view, he should be able to enter any classroom and demonstrate a superior brand of teaching.

An opposing view is that an administrator need know relatively little about the specifics of school subjects or methods of teaching at the various grade levels, and of classroom management. It is argued that he need be skilled chiefly in group processes, in human relations, in leadership techniques, and in organizational theory and practice.

³²Shuster and Wetzler, op. cit., p. 239.

His primary responsibility is to "set the climate" for good teaching. Accordingly, all aspects of his job contribute to curriculum improvement, whether he be developing better buildings and facilities, improved personnel policies, a more adequate school budget, or favorable community attitudes. Proper preparation for the administrative job leaves little time or reason for a prolonged period of classroom teaching. Experience in the classroom, however, enables the administrator to develop a personal, first-hand understanding of the kinds of problems and situations that will confront the members of his staff.

In an effort to clarify this problem and discover some answers related to this dual concept, an inter-university team two years ago set forth eighteen hunches and hypotheses to be tested, ranked according to importance, and combined into four major categories. The team studied school systems in cities, in suburbia, in small towns, and in rural areas. They portray, as you will see, a much broader concept of the role of the school administrator in educational program improvement than is usually heard in the debate.

a. Administrative Process. The key importance of process knowledge and skills stood out in sharp relief. Five of the seven hypotheses dealing with some phase of administrative process occupy positions 1, 3, 4, 5, and 6 in the rank order:

1. "The administrator needs to be highly skilled in human relations and in using group process effectively." On a scale of 1-100, this item ranked at the top with a value of 95. The administrator himself needs all of the process skills of a master teacher in dealing with faculty, student body, parents, and others with whom he comes into contact in the quest for an improved curriculum. The evidence is clear that in the processes of administration he must be a student and an expert.

3. "The administrator needs to know and use democratic procedure in administration and supervision" (85 on the 100 point scale).

In the schools visited the teams found ample evidence that the administrator both understood democratic theory and knew how to practice it. They found administrators demonstrating functional leadership, as well as status leadership. They sensed a climate in the school system which encouraged teachers to try to do a better job without coercion.

4. "The administrator needs to be skilled in interpreting the schools to the staff and to the community. This interpretation should include achievement and weaknesses, problems and needs" (80 on the 100 point scale).

This result focuses attention on the administrator's need for expertness in communication. The point here is that communication means far more than making announcements in assemblies or at faculty meetings. Issuing

releases to the press and producing school newspapers for distribution in the community calls for high technical and professional competence. And, even more, the administrator's relationships with staff and community groups and individuals demand a high level of competence with respect to how good communication is encouraged to inter-personal and inter-group relations.

5. "The administrator needs to be adept in decision-making and expert in selecting personnel and in delegating responsibility for curriculum development and program improvement" (78 on the 100 point scale). A number of studies have appeared recently pointing to the sequential relationship in problem-solving of such common administrative activities as sensing and defining problems, collecting relevant information, setting up alternative probabilities, establishing communication with persons involved, reducing probabilities to the point of decision-making, securing action through delegation and appropriate follow-up, and, finally, reviewing the appraising the whole process involved in moving toward a goal.

6. "The administrator needs to know how to work effectively with the board of education for program improvement" (78 on the 100 point scale).

10. "The administrator needs to know how to recognize and to deal effectively with unwarranted attacks on and constructive criticism of the public schools" (72 on the 100 point scale).

17. "The administrator needs to be skilled in evaluating the educational program and in research procedures on improving educational practices" (40 on the 100 point scale).

It can be argued that all of the above process items are common to administrative and executive leadership in program improvement no matter what the nature or purpose of the organization is.

b. Personal Qualities.

2. "The administrator needs to have certain desirable personal abilities: warmth of personality, friendliness, generosity, considerateness, integrity, patience towards others" (86 on the 100 point scale).

7. "The administrator needs to have concern for moral, spiritual, and citizenship values and gives leadership in developing them through the educational program" (74 on the 100 point scale).

8. "The administrator needs to know how to study the community and to use its resources for the two-fold purpose of improving the educational program and serving the community" (74 on the 100 point scale).

12. "The administrator needs to understand the changing nature of the world in which we live and its relationship to the educational program" (68 on the 100 point scale).

13. "The administrator needs to be curious and open-minded about new educational practices, better ways of teaching and learning and promising procedures in administration and supervision" (66 on the 100 point scale).

c. Curriculum Know-How and Insight. The other six items on the list ranked from 9 to 18--the bottom half of the list. They stressed the more familiar elements of:

Clear insight and understanding of the teaching-learning process.

Recognition that the key relationship is that between teachers and students, whether in classrooms or on field trips.

In-service teacher growth as the chief avenue for improvement of the educational program.

The influence of school buildings, facilities, and business arrangements on sound educational programs.

From this one study we have strong evidence that what the administrator needs to know, do, and be in order to exert functional leadership in curriculum improvement is much more comprehensive and extensive than was implied by a number of former theories.³³

An Approach to Curriculum Change

This approach makes the principal responsible for improved learning experiences for boys and girls.

³³Anderson and Davies, op. cit., pp. 46-54.

Specifically, he leads his staff and community in the following activities:

1. An analysis of pupil successes and failures.
2. A study of the characteristics and resources of the immediate community or neighborhood.
3. A study of methods and materials being used.
4. A study of the continuity of the total school program.
5. A study of research findings.

This kind of approach to curriculum procedures and processes permits teachers and parents alike to work on problems which are close to them and about which they are concerned. Under this plan the principal needs to know the scope of the curriculum which best serves the needs of the school.³⁴

In-service Education

Inspirational leadership and the ability to stimulate activity are basic requirements of the administrator in marshaling the energies of his staff. While these qualities are indispensable and should be operative at all times, the administrator should crystallize his efforts to train the staff by developing an organized program of in-service education. This program can be built around special interests of teachers as they relate to the

³⁴Shuster and Wetzler, op. cit., pp. 230-31.

school's curriculum. In-service activities should involve the professional study of problems that face the staff and the student body. Group workshops and conferences should be built upon techniques of research and planning with the direct purpose of applying newly acquired ideas to the school program.

In this way, the administrator, through the in-service program, provides a workshop-type laboratory for experimentation by individuals and groups. He provides an organized means through which staff members acquire knowledge of educational research that will help them to understand better the problems of individual development among professional educators and students.

An in-service program built upon these principles is actually a training ground in which the professional staff puts into practice the techniques it must experience and the scientific knowledge it must gain to successfully reshape the school's educational program.

The in-service program should include the active participation of staff members, students, and representatives and community groups. In this way, all elements involved in creating a comprehensive program of education for youth share in the co-ordinated planning and implementation of community-wide program.

Students frequently have realistic views on the values of school activities in the light of their needs and interests. Community representatives can bring to

educational planning a direct knowledge of what the community needs and seeks in its youth. They can also discover concrete ways in which community agencies can contribute to the total educational program for boys and girls.

Contacts established through these school-community programs lead to wider participation and understanding of educational problems by the layman. They also result in increased contributions to community groups by professional educators as they are called upon to take part in the planning of outside agencies.

This closely knit relationship and the mutual understanding that develops from it are among the school's strongest guarantees that of the community will wholeheartedly support a growing program of educational opportunity.

The administrator should be fully aware of the fact that creating a widespread in-service program of education for his staff, student body, and community is a complex task and an exacting challenge to his leadership. He should be willing to take every logical chance to move ahead in this professional maneuver. But he should be careful of advancing too far or too fast, thereby losing the indispensable support of the school and community. Instructing people in the methods of their own self-education must be a gradual process of building interest, participation, and responsible leadership. This major task reaffirms the fact that the administrator has by no means

left the teaching field; indeed, he must be one of the most skilled teachers in the educational system!³⁵

Democratic Administration Is Basic
to the Principalship

One primary task of the principal is to motivate his staff to move in a desired direction. To get people to do things, and especially to perform at high levels that bring greater efficiency and personal satisfactions, requires a definite kind of leadership. Yet many principals believe that charting the educational course and directing staff personnel are processes reserved solely for the administrator's office. To the democratic administrator, working with people means arranging the situation in such a way that they want to do it.³⁶ The school principal is practicing the democratic approach in his administrative affairs by recognizing his role as an organizer of those natural situations which provide motivation in such a way that all participants do not feel they are being told or ordered as to what to do and how. Thus the entire school personnel will be participating in all areas affecting them, even in forming certain decisions.

³⁵Anderson and Davies, op. cit., pp. 42-44.

³⁶Leadership in Elementary School Administration and Supervision, quoted in (or "cited by") Roger M. Bellows, "Employee Dynamics and Engineering Technology," Advanced Management, Vol. 22 (November 1952), p. 11.

The psychological or democratic approach to administration may be contrasted with autocratic administration at the following points:

The Psychological Approach

1. Staff participation and concurrence on decisions.
2. Recognition of the problem and feelings of the staff as they participate.
3. A pleasant social climate is attained.
4. Stress on cooperative methods in problem solving.

The Autocratic Approach

1. Little or no participation by the staff and concurrence practically unknown or disregarded.
2. Feelings and problems of the staff are unknown or disregarded.
3. Social climate of the group is ignored.
4. Orders are handed down and understandings disregarded.

The principal's leadership role is ultimately determined by the kind of membership he holds in his school's group. If he gains prestige through psychological principles of leadership and is an "expert" in his own name, as it were, he may be pictured in Figure 1.

The principal is oriented towards his teachers. There is no difference in "level," since he is a leader who has gained status by virtue of his abilities. He

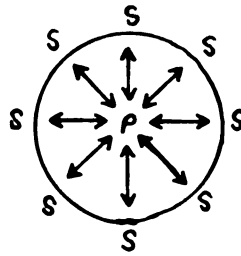


Figure 1. The Flow of Communication in the Psychological Form of School Management.

p--Principal
s--Staff

encourages a free exchange of ideas and participation by his teachers.

In contrast to this kind of leadership there is found a disregard for having membership in the "in" group or "we" group. In fact, the principal may take special efforts to remain on the "outside" of his staff. This position is pictured in Figure 2.

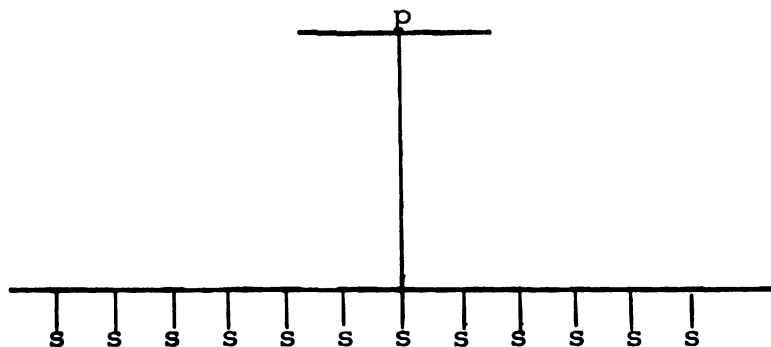


Figure 2. The Flow of Communication in the Autocratic Form of School Management.

p--Principal
s--Staff

The principal using the autocratic approach will insist upon some kind of professional and social distance in this kind of staff relationship. Generally speaking, he maintains his prestige by title and designated authority. He is also more concerned with identifying himself with the higher levels of administration. Frequently, he may have goals, desires, and wishes that are entirely different from those of his staff, since communication may be practically nonexistent.

The principal should consider every problem underlying behavior if he wishes to be engaged in administrative behavior leading to greater staff satisfactions and improved performance. When there are mutual feelings of responsibilities in administering a program, there will be deepened feelings and interest in achieving success on the part of all participants. If the principal is the sole leader, he deprives the staff of sharing in successful projects and removes incentives for increased faculty effort and development of leadership.³⁷

³⁷Leadership in Elementary School Administration and Supervision, quoted in (or "cited by") Leland P. Bradford and Gordon L. Lippett, "The Individual Counts in Effective Group Relations," N.E.A. Journal, Vol. 13 (November 1954), 485-87.

The Principal and Staff

Developing Leadership to Its Fullest

Saluting work well done is a stimulus to increased leadership. But the forward-looking administrator has a responsibility that extends beyond approval and encouragement. One of the functions of the leader is to discover potential leadership in his staff and to groom that leadership for the fullest responsibility it is capable of assuming. This may mean the ultimate loss of an active staff personality. But, at the same time, it may mean a definite gain for the entire school system or for education-at-large as the faculty leader moves into a broader sphere of responsibility.

Through this "spotting," grooming, and advancing of faculty members with real qualities of leadership, the educational administrator does his part to insure the forward march of education.

Following the leader. This term takes on a new meaning for the administrator who makes it a primary function to discover, encourage, and train leadership in his staff. It means drawing leaders and potential leaders into all phases of school planning--giving each staff member the opportunity of assuming the fullest responsibility he is capable of handling successfully.

It means utilizing the mentalities and the vision of faculty leaders in the planning of workshops and

meetings for the staff and arranging for staff members to conduct meetings which they have planned.

It is the comprehensive task of the administrator to know his staff members, to work closely with them, and to provide the kind of leadership that will evoke maximum staff effort and participation in behalf of the educational program.³⁸

Building faculty leadership is a fundamental responsibility of the administrator in that it is synonymous with widespread assumption of responsibility.³⁹

Building faculty leadership constitutes a major challenge to the administrator because of the numerous pressures and the variety of personalities and purposes that characterize the working staff of the school.

To build co-operative effort from this complex diversity of personalities and pressures, it is necessary for the administrator to develop an understanding of each individual in the staff. He should attempt to comprehend the bases for personal, social, and professional needs of faculty members so that he can understand their motives and their reactions in situations that arise in the daily operation of the school.

This understanding makes it possible to work more closely, and therefore more effectively, with staff

³⁸Anderson and Davies, op. cit., pp. 17-18.

³⁹Ibid., p. 1.

members. It makes it possible to study their potentialities and to draw them into channels of the on-going program that will challenge their abilities and evoke their maximum efforts.

As the administrator creates an atmosphere in which faculty members assume increasing responsibility, he should share with them the feeling of pride and satisfaction that results from their personal accomplishments and their contributions to the school.

He should also provide an opportunity for the kind of co-operative group planning that multiplies and enhances individual effort through the stimulation resulting from the interplay of people and ideas.

In this way, varying purposes and types of personalities merge into a unified, creative effort to improve the educational program. A wholesome growth takes place in the individual, the group, and the program; and inevitably, qualities of faculty leadership begin to develop and crystallize.⁴⁰

In developing responsible participation and leadership within the staff, it is normal, fair, and psychologically sound to extend commendation when warranted. This can be done with a personal word of praise or the allocation of appropriate kinds of additional responsibility.

⁴⁰Ibid., p. 12.

It is important that praise be given carefully to avoid arousing antagonism among staff members. If the commendation of one or more particular staff members is overdone, it may result in alienating the co-operation of the rest of the staff and making their active leadership virtually impossible to enlist. Recognition of achievement should be tactfully and appropriately rendered.⁴¹

Staff Utilization

Staff utilization is many things. It is devising ways whereby the ablest teachers can be made available to more students. It is making the ablest teachers available at the level of pupil development that they are most needed. It is assessing staff competencies and maximizing them for instructional purposes. It is conserving the energies and talents of the staff for genuine educational tasks. It is recognizing staff differences and making teaching assignments accordingly. It is relieving the instructional staff of routine work which can be performed effectively by personnel employed for this purpose, such as clerical and instructional assistants. It is supporting the professional functioning of teachers through greater and more imaginative use of modern technological aids to instruction. Staff utilization involves all of these things and, at its best, represents a systematic effort to utilize

⁴¹Ibid., p. 16.

fully and economically the competencies, time, and energies of personnel to utmost instructional advantage.⁴²

Summary

In the review of the literature leadership is defined in a manner which encompasses many factors that are significant in formulating a perspective of leadership as well as serving as guidelines for the principalship. There are two types of leaders, the functional leader and the status leader. The functional leader or operational leader is regarded by many authors as the better type of leader for our schools. However, leadership behavior is not a single, unitary phenomenon. Its manifestations vary with the demands of the moment and the setting and the kind of leadership shown by a functional leader may be determined by the expectancy and concepts of leadership held by the group which he serves.

The scope of the principalship includes various and significant leadership functions in the management of the elementary school. Some of these functions are directing, coordinating, organizing, reporting, setting goals, making policies, determining roles, consulting, administering the curriculum, evaluating the educational program, providing

⁴²William B. Castetter and Helen R. Burchell, Educational Administration and the Improvement of Instruction (Danville: The Interstate Printers and Publishers, Inc., 1967), p. 52.

for in-service education and working with community personnel as well as involving school personnel.

A principal must have a philosophy to give him direction to administrative behavior. In addition to his philosophy that gives him direction, there are forces confronting him that also give him direction. They are: (1) Local and state laws of many kinds shape and define the powers and duties of the elementary principal. (2) Certain socioeconomic conditions and needs of the locale give direction to educational leadership for the principal. (3) The nature of a given elementary school in terms of its staff, pupils, and even location present a framework within which the principal must work as its leader. (4) Changes in theory of child growth and of learning activities. (5) . The principal's contribution of his own personality to his position.

Good communication and human relations with everyone involved in the programs of the school is a predication of good educational leadership. With the establishment of good communication and human relations the principal has the opportunity to develop and utilize his staff to its fullest.

In the study done by Cross and Bennett, it appears that principals of schools in a low socioeconomic setting are particular burdened with appellate problems. Cross and Bennett's study indicated the following: Principals in high settings had 53 percent creative problems, 6 percent

intermediary problems and 41 percent appellate problems. Principals in low socioeconomic settings had 32 percent creative problems, 7 percent intermediary problems, and 61 percent appellate problems. In Cross's study it was found that a group of inner-city principals had 20 percent creative problems, 12 percent intermediary problems, and 68 percent appellate problems. Thus, it is apparent that each study supports the other. Another study that is related to the above two studies is the one done by Jennings in which he set out to find from Michigan principals what they believe to be the most rewarding duty, the area in which they spend the greatest amount of time, and the area in which they would most like to spend more time. He discovered that Michigan principals are spending a majority of time organizing and managing their schools but aspire to activities more directly connected with the improvement of instruction. They reported that they would prefer to give more time to proper program development and curriculum.

Thus, we see that in those studies there are strong similarities in what some principals are doing and what some principals wish to do. It appears that the principals studied need to spend more time in educational leadership activities; particularly in program development, curriculum and instructional improvement.

CHAPTER III

METHODOLOGY

Statement of Research Questions

This study was planned and organized in an effort to seek answers to specific questions the researcher wished to raise in regard to activities of elementary school principals in educational leadership and their experiences with appellate problems and their variability with the school's socioeconomic setting. The questions are as follows:

- a. What amount of time during a normal workday (8:00 a.m.--4:30 p.m.) do elementary school principals in high and low socioeconomic settings in the Saginaw Public School System utilize in the execution of educational leadership activities? What is the frequency of educational leadership activities? The educational leadership activities are: (1) curriculum organization, (2) instructional improvement, (3) establishment of mutually accepted goals, (5) classroom supervision, (6) communication with staff members, colleagues, superordinates,

parents, and community representatives concerning school matters, (7) examination and study of printed materials to improve professionally for self and staff, (8) maintaining order and discipline, (9) providing adequate facilities for staff, students and community representatives, (10) coordinating, (11) reporting to superordinates, colleagues, and subordinates, (12) policy making, (13) determining roles, (14) working with community representatives to increase their involvement and improve the school's programs, (15) utilization of educational resources of the community, (16) planning in advance for staff assignment(s), (17) developing and improving student promotional policies, (18) curriculum change (improvement), and (19) interpreting school policies.

- b. What amount of time during a normal workday (8:00 a.m.--4:30 p.m.) do elementary school principals in high and low socioeconomic settings in the Saginaw Public School System utilize in working with appellate problems? What is the frequency of appellate problems? The appellate problems that were studied are those accruing from the following: (1) novel conditions, (2) conflict of jurisdiction, (3) lack of clarity in policy, (4) breach in policy, and (5) requests from superordinates.

- c. Is there a difference between elementary school principals in high and low socioeconomic settings in the Saginaw Public School System in the amount of time utilized per educational leadership activity during a normal workday (8:00 a.m.--4:30 p.m.)? Is there a difference in frequency per educational leadership activity?
- d. Is there a difference between elementary school principals in high and low socioeconomic settings in the Saginaw Public School System in the amount of time utilized per appellate problem during a normal workday (8:00 a.m.--4:30 p.m.)? Is there a difference in frequency per appellate problem?
- e. Are there differences between elementary school principals in high and low socioeconomic settings in the Saginaw Public School System in the kinds of activities in educational leadership executed by them during a normal workday (8:00 a.m.--4:30 p.m.)?
- f. Are there differences between elementary school principals in high and low socioeconomic settings in the Saginaw Public School System in the kinds of appellate problems experienced by them during a normal workday (8:00 a.m.--4:30 p.m.)?

Assumptions Underlying the Study

In view of the research questions, purpose of the study, selection of research method and the review of past

studies which support the feasibility of the current study, the following assumptions underly the study:

1. The behavior of the participants (principals) in the presence or absence of the researcher will be the same.
2. The selection of the direct observation method is the most feasible method of gathering data for this study; considering the researcher's knowledge of the feelings and attitudes of the participants toward participating in research for Ph.D. candidates.

Design of the Study

Selection of Research Method

The direct observation method was utilized in ascertaining the data in lieu of the survey research method which was first contemplated by the researcher, but the method was not used because of the apprehensiveness of his fellow colleagues, the participants, concerning their involvement in the gathering of data for Ph.D. students. Several studies have been done in the Saginaw Public School System in the past which necessitated filling out many forms on the part of the elementary school principals. As a result, they developed a negative attitude toward and a feeling of unwillingness in participating in such studies. Being cognizant of this, the researcher elected to go into the ten (10) schools and make personal observations. This, to the researcher, avoided possible contamination of the

data that may have resulted from the reluctance of the participants.

Another reason for the selection of this particular method is the advantages it presented. The method yielded greater insight into the various behaviors and their underlying motives and insight into the perception of activities was strengthened by their underlying rationale. This method strengthened the validity and assured accuracy in the reporting of the data. The direct observation gave the researcher some confidence in getting the principals to participate and firsthand information was considered far better than second-hand information. On-site observation, it was thought, would assist the researcher in making a thorough descriptive analysis of the data collected.

Sampling and Data Collection

The stratified sampling method was employed in this study. The stratification was done on a socioeconomic basis. The data used to arrive at an equitable stratification came from the Saginaw Public School Profile composed of information from the 1970 census data which was the most recent data that the researcher could secure. The stratification of the high and low socioeconomic groups was not done from a national perspective because schools classified in a low socioeconomic setting and a high socioeconomic setting based on the criteria used for stratification at

the local level could conceivably receive a different classification based on national norms.

In this study a school in a high socioeconomic setting is a school that is characterized by socioeconomic factors that are above the median. All factors that fall above the median are considered high socioeconomic factors. A school in a low socioeconomic setting is a school that is characterized by socioeconomic factors that are below the median. All factors that fall below the median are considered low socioeconomic factors. These factors are as follows:

1. average family income
2. percent of families with incomes below the poverty level
3. average value of houses
4. percent of housing units occupied by renters
5. average number of persons in occupied housing units
6. child (under 18 years old):
 - a. child of head of household in husband-wife family
 - b. child of head of household in family with male head
 - c. child of head of household in family with female head
 - d. child is other relative of head in husband-wife family

- e. child is other relative of head in family with female head
 - f. child is other relative of head in family with male head
 - g. other
- 7. population 25 years old and over:
 - a. that have completed high school
 - b. that have completed college
 - 8. percentile score--attitude toward school

The data was collected during the months of January, February, March, and April, 1974. Ten (10) of the twenty-nine (29) elementary school principals, five in a high socioeconomic setting and five in a low socioeconomic setting, were observed three (3) days each for a total of thirty (30) days.

The instrument used to collect the data was an auto-genous instrument. It was piloted in the Buena Vista School District, a neighboring school district of the Saginaw Public School System, prior to its actual use in the study. The instrument consisted of several pages which necessitated a lot of time in making documentations. As a result, the researcher decided during the piloting that the documentation during the study would simply be written on separate paper and then transferred to the data instrument. This procedure proved itself to be a good one.

CHAPTER IV

ANALYSIS OF THE DATA

Introduction

The researcher felt it feasible at this point to restate the research questions in an attempt to set the stage for and promote a clear understanding of the data to follow in this chapter. The research questions are as follows:

(1) What amount of time during a normal workday (8:00 a.m.--4:30 p.m.) do elementary school principals in high and low socioeconomic settings in the Saginaw Public School System utilize in the execution of educational leadership activities? What is the frequency of educational leadership activities? The educational leadership activities are stated in Chapter III. (2) What amount of time during a normal workday (8:00 a.m.--4:30 p.m.) do elementary school principals in high and low socioeconomic settings in the Saginaw Public School System utilize in working with appellate problems? What is the frequency of appellate problems? The appellate problems are also stated in Chapter III. (3) Is there a difference between elementary school principals in high and low socioeconomic settings

in the Saginaw Public School System in the amount of time utilized per educational leadership activity during a normal workday (8:00 a.m.--4:30 p.m.)? Is there a difference in frequency per educational leadership activity? (4) Is there a difference between elementary school principals in high and low socioeconomic settings in the Saginaw Public School System in the amount of time utilized per appellate problem during a normal workday (8:00 a.m.--4:30 p.m.)? Is there a difference in frequency per appellate problem? (5) Are there differences between elementary school principals in high and low socioeconomic settings in the Saginaw Public School System in the kinds of activities in educational leadership executed by them during a normal workday (8:00 a.m.--4:30 p.m.)? (6) Are there differences between elementary school principals in high and low socioeconomic settings in the Saginaw Public School System in the kinds of appellate problems experienced by them during a normal workday (8:00 a.m.--4:30 p.m.)?

The order of the analysis of the data will be the same as the research questions. Raw frequency, mean (\bar{X}) frequency, raw minutes, mean (\bar{X}) minutes, and percent (%) of time utilized per activity are the variables used to answer Questions 1 and 2 with specific reference to the percent of time utilized by principals in the execution of educational leadership activities and working with appellate problems. However, there are additional data in the distribution that will assist the reader in acquiring a

broader perspective of the distribution of time. Anova tables for each educational leadership activity and appellate problem will be used to answer Questions 3 and 4. Separate tables are used for each activity. Each table includes the degrees of freedom (df) and the mean square for between groups (MS_B) and the mean square for within groups (MS_W). Also included are the F ratio and the P value. The writer perused the data to answer Questions 5 and 6. No calculations and tests for significance were necessary in answering the questions. It was a matter of determining whether one group of principals (high or low S.E.S.) executed a particular activity and the other group did not.

A One-way Analysis of Variance is the method used in the analysis of the data. The formula is as follows:

$$MS_B = MS = 5 \left(\sum_{j=1}^2 (\bar{X}_{.j} - \bar{X}_{..})^2 \right)$$

$$MS_W = MS = 1/8 \left(\sum_{j=1}^2 \sum_{i=1}^5 (\bar{X}_{ij} - \bar{X}_{.j})^2 \right)$$

$$F = \frac{MS_B}{MS_W}$$

The hypothesis tested is the null hypothesis. It is stated as follows: $H_0: \mu_{Hi} = \mu_{Lo}$. The alternate hypothesis is: $H_1: \mu_{Hi} \neq \mu_{Lo}$. In cases where the hypothesis tested is true, the mean square between (MS_B) and the mean square within (MS_W) are nearly the same size, and the P

value gives the probability of finding an F ratio, which is calculated from the division of the mean square within (MS_W) into the mean square between (MS_B), as large or larger than the calculated F ratio. Therefore, when the P value is greater than the selected alpha level ($\alpha.05$), the level of significance, the hypothesis (H_0) is not rejected. When the F ratio is too large and the P value is less than or equal to the selected alpha level ($\alpha.05$), the level of significance, the researcher takes this as evidence that the hypothesis (H_0) is not true and, therefore, rejects the hypothesis (H_0) and accepts the alternate hypothesis (H_1).

Question 1

What amount of time during a normal workday (8:00 a.m.--4:30 p.m.) do elementary school principals in high and low socioeconomic settings in the Saginaw Public School System utilize in the execution of educational leadership activities? What is the frequency of educational leadership activities?

$H_0: \mu H_1 = \mu Lo$. There is no difference in the amount of time during a normal workday (8:00 a.m.--4:30 p.m.) that elementary school principals in high and low socioeconomic settings in the Saginaw Public School System utilize in the execution of educational leadership activities. There is no difference in frequency for educational leadership activities?

$H_1: \mu H_1 \neq \mu Lo.$ There is a difference in the amount of time during a normal workday (8:00 a.m.--4:30 p.m.) that elementary school principals in high and low socioeconomic settings in the Saginaw Public School System utilize in the execution of educational leadership activities. There is a difference in frequency of educational leadership activities.

Tables 1.3 and 1.4 describe several variables but for the purpose of answering Question 1, specific attention is given to the percent of time spent by the principals in educational leadership activities and the frequency of these activities.

Table 1.3.--Computation of Raw Frequency, Mean Frequency, Raw Minutes, Mean Minutes and Percent of Time Utilized in Activities Listed and Their Frequency for Principals in a High Socioeconomic Setting.

Activities	Raw fi	$\bar{X}fi$	Raw Minutes	\bar{X} Minutes	% of Time
Educational Leadership	173	34.60	2585	517.00	40.74
Miscellaneous	240	48.00	2705	541.00	42.63
Personal	22	4.40	125	25.00	1.97
Appellate	23	4.60	160	32.00	2.52
Miscellaneous Appellate	100	20.00	770	154.00	12.14
Total	558	111.60	6345	1269.00	100.00

Table 1.4.--Computation of Raw Frequency, Mean Frequency, Raw Minutes, Mean Minutes and Percent of Time Utilized in Activities Listed and Their Frequency for Principals in a Low Socioeconomic Setting.

Activities	Raw fi	$\bar{X}fi$	Raw Minutes	\bar{X} Minutes	% of Time
Educational Leadership	111	22.20	1513	302.60	24.02
Miscellaneous	234	46.80	2250	450.00	35.71
Personal	47	9.40	277	55.40	4.40
Appellate	96	19.20	635	127.00	10.08
Miscellaneous Appellate	316	63.20	1625	325.00	25.79
Total	804	160.80	6300	1260.00	100.00

In Tables 1.3 and 1.4 the reader notes that principals in the high socioeconomic setting spent more time in educational leadership activities than principals in the low socioeconomic setting on a percentage basis and the frequency is greater but the test procedure did not reject the hypothesis (H_0) as you will note in Tables 1.5 and 1.6.

Table 1.5.--Anova Table for Frequency of Overall Educational Leadership Activities for Principals in High and Low Socioeconomic Settings.

Source	df	Mean Square	F Ratio	P Value
Between Groups	1	384.40	3.4787	.0992
Within Groups	8	110.50		
Total	9			

Table 1.5 indicates a mean square of 384.00 for between groups (MS_B), a mean square of 110.50 for within groups (MS_W), an F ratio of 3.4787 and a P value of .0992. Not included in the table is a standard deviation (S) of 10.5119. Therefore, the hypothesis (H_0) is not rejected. The researcher takes this as evidence that there is no significant difference between the principals in the high socioeconomic setting and the principals in the low socioeconomic setting in the frequency of overall educational leadership activities.

Table 1.6.--Anova Table for Time of Overall Educational Leadership Activities for Principals in High and Low Socioeconomic Settings.

Source	df	Mean Square	F Ratio	P Value
Between Groups	1	114918.40	3.2392	.1096
Within Groups	8	35477.90		
Total	9			

Table 1.6 indicates a mean square of 114918.40 for between groups (MS_B), a mean square of 35477.90 for within groups (MS_W), an F ratio of 3.2392 and a P value of .1096. Not included in the table is a standard deviation (S) of 188.3558. Therefore, the hypothesis (H_0) is not rejected. The researcher takes this as evidence that there is no significant difference between the principals in the high socioeconomic setting and the principals in the low socioeconomic setting in the time spent in overall educational leadership activities.

Question 2

What amount of time during a normal workday (8:00 a.m.--4:30 p.m.) do elementary school principals in high and low socioeconomic settings in the Saginaw Public School System utilize in working with appellate problems? What is the frequency of appellate problems?

$H_0: \mu H_i = \mu Lo$. There is no difference in the amount of time during a normal workday (8:00 a.m.--4:30 p.m.) that elementary school principals in high and low socioeconomic settings in the Saginaw Public School System utilize in working with appellate problems. There is no difference in frequency of appellate problems.

$H_1: \mu H_i \neq \mu Lo$. There is a difference in the amount of time during a normal workday (8:00 a.m.--4:30 p.m.) that elementary school principals in high and low socioeconomic settings in the Saginaw Public School System utilize in

working with appellate problems. There is a difference in frequency of appellate problems.

Tables 1.7 and 1.8 describe several variables but for the purpose of answering Question 2, specific attention is given to the percent of time spent by the principals in working with appellate problems and the frequency of these problems.

Table 1.7.--Computation of Raw Frequency, Mean Frequency, Raw Minutes, Mean Minutes and Percent of Time Utilized in Activities Listed and Their Frequency for Principals in a High Socioeconomic Setting.

Activities	Raw fi	$\bar{X}fi$	Raw Minutes	\bar{X} Minutes	% of Time
Educational Leadership	173	34.60	2585	517.00	40.74
Miscellaneous	240	48.00	2705	541.00	42.63
Personal	22	4.40	125	25.00	1.97
Appellate	23	4.60	160	32.00	2.52
Miscellaneous Appellate	100	20.00	770	154.00	12.14
Total	558	111.60	6345	1269.00	100.00

In Tables 1.7 and 1.8 the reader notes that principals in the low socioeconomic setting spent more time in working with appellate problems and miscellaneous appellate problems than principals in the high socioeconomic setting on a percentage basis and the frequency is greater. The test procedure led to the rejection of the hypothesis

Table 1.8.--Computation of Raw Frequency, Mean Frequency, Raw Minutes, Mean Minutes and Percent of Time Utilized in Activities Listed and Their Frequency for Principals in a Low Socioeconomic Setting.

Activities	Raw fi	$\bar{X}fi$	Raw Minutes	\bar{X} Minutes	% of Time
Educational Leadership	111	22.20	1513	302.60	24.02
Miscellaneous	234	46.80	2250	450.00	35.71
Personal	47	9.40	277	55.40	4.40
Appellate	96	19.20	635	127.00	10.08
Miscellaneous Appellate	316	63.20	1625	325.00	25.79
Total	804	160.80	6300	1260.00	100.00

(H_0) for the frequency and time of miscellaneous appellate problems. Therefore, the alternate hypothesis (H_1) is accepted. The test procedure led to the rejection of the hypothesis (H_0) for the frequency of appellate problems but did not reject the hypothesis for the time of appellate problems. The reader will note this in Tables 1.9, 1.0, 1.1, and 1.1.2.

Table 1.9.--Anova Table for Frequency of Miscellaneous Appellate Problems for Principals in High and Low Socioeconomic Settings.

Source	df	Mean Square	F Ratio	P Value
Between Groups	1	4665.60	73.3585	.0001
Within Groups	8	63.60		
Total	9			

Table 1.9 indicates a mean square of 4665.60 for between groups (MS_B), a mean square of 63.60 for within groups (MS_W), an F ratio of 73.3585, and a P value of .0001. The variable has a standard deviation (S) of 7.9750. Therefore, the hypothesis (H_0) is rejected and the alternate hypothesis (H_1) is accepted. The significant difference is that the principals in the low socioeconomic setting had a greater frequency of miscellaneous appellate problems than the principals in the high socioeconomic setting.

Table 1.0.--Anova Table for Time of Miscellaneous Appellate Problems for Principals in High and Low Socioeconomic Settings.

Source	df	Mean Square	F Ratio	P Value
Between Groups	1	73102.50	13.2552	.0066
Within Groups	8	5515.00		
Total	9			

Table 1.0 indicates a mean square of 73102.50 for between groups (MS_B), a mean square of 5515.00 for within groups (MS_W), an F ratio of 13.2552 and a P value of .0066. The variable has a standard deviation (S) of 74.2630. Therefore, the hypothesis (H_0) is rejected and the alternate hypothesis (H_1) is accepted. The significant difference is that the principals in the low socioeconomic setting spent more time in working with miscellaneous appellate problems than the principals in the high socioeconomic setting.

Table 1.1.1.--Anova Table for Frequency of Appellate Problems for Principals in High and Low Socioeconomic Settings.

Source	df	Mean Square	F Ratio	P Value
Between Groups	1	532.90	15.2257	.0046
Within Groups	8	35.00		
Total	9			

Table 1.1.1 indicates a mean square of 532.90 for between groups (MS_B), a mean square of 35.00 for within groups (MS_W), an F ratio of 15.2257 and a P value of .0046. The variable has a standard deviation of 5.9161. Therefore, the hypothesis (H_0) is rejected and the alternate hypothesis (H_1) is accepted. The significant difference is that the principals in the low socioeconomic setting had a greater frequency of appellate problems than the principals in the high socioeconomic setting.

Table 1.1.2.--Anova Table for Time of Appellate Problems for Principals in High and Low Socioeconomic Settings.

Source	df	Mean Square	F Ratio	P Value
Between Groups	1	22562.50	4.2876	.0722
Within Groups	8	5262.25		
Total	9			

Table 1.1.2 indicates a mean square of 22562.50 for between groups (MS_B), a mean square of 5262.25 for within groups (MS_W), an F ratio of 4.2876 and a P value of .0722. The variable has a standard deviation (S) of 72.5414. Therefore, the hypothesis (H_0) is not rejected. The researcher takes this as evidence that there is no significant difference between the principals in the high socioeconomic setting and the principals in the low socioeconomic setting in the time spent in working with appellate problems.

Question 3

Is there a difference between elementary school principals in high and low socioeconomic settings in the Saginaw Public School System in the amount of time utilized per educational leadership activity during a normal workday (8:00 a.m.--4:30 p.m.)? Is there a difference in frequency per educational leadership activity?

$H_0: \mu_{Hi} = \mu_{Lo}$. There is no difference between elementary school principals in high and low socioeconomic

settings in the Saginaw Public School System in the amount of time utilized per educational leadership activity during a normal workday (8:00 a.m.--4:30 p.m.)? There is no difference in frequency per educational leadership activity.

$H_1: \mu_{Hi} \neq \mu_{Lo}$. There is a difference between elementary school principals in high and low socioeconomic settings in the Saginaw Public School System in the amount of time utilized per educational leadership activity during a normal workday (8:00 a.m.--4:30 p.m.). There is a difference in frequency per educational leadership activity.

The educational leadership activities tested are Curriculum Organization, Instructional Improvement, Establishment of Mutually Accepted Goals, Classroom Supervision, Examination and Study of Printed Materials to Improve Professionally for Self and Staff, Maintaining Order and Discipline, Providing Adequate Facilities for Students, Staff and Community, Coordinating, Reporting to Superordinates, Reporting to Colleagues, Reporting to Subordinates, Determining Roles, Utilization of Educational Resources of the Community, Planning in Advance for Staff Assignments, Developing and Improving Student Promotional Policies, Curriculum Change and Improvement and Interpreting School Policies. The following Anova tables describe the results of the data for each educational leadership activity.

Table 1.1.3.--Anova Table for Frequency of Curriculum Organization for Principals in High and Low Socioeconomic Settings.

Source	df	Mean Square	F Ratio	P Value
Between Groups	1	.09	.7826	.4022
Within Groups	8	1.15		
Total	9			

Table 1.1.3 indicates a mean square of .09 for between groups (MS_B), a mean square of 1.15 for within groups (MS_W), an F ratio of .7826 and a P value of .4022. The variable has a standard deviation (S) of 1.0724. Therefore, the hypothesis (H_0) is not rejected. The researcher takes this as evidence that there is no significant difference between the principals in the high socioeconomic setting and the principals in the low socioeconomic setting in the frequency of activities in curriculum organization.

Table 1.1.4.--Anova Table for Time of Curriculum Organization for Principals in High and Low Socio-Economic Settings.

Source	df	Mean Square	F Ratio	P Value
Between Groups	1	3802.50	1.3631	.2767
Within Groups	8	2789.55		
Total	9			

Table 1.1.4 indicates a mean square of 3802.50 for between groups (MS_B), a mean square of 2789.55 for within groups (MS_W), an F ratio of 1,3631 and a P value of .2767. The variable has a standard deviation (S) of 52.8162. Therefore, the hypothesis (H_0) is not rejected. The researcher takes this as evidence that there is no significant difference between the principals in the high socioeconomic setting and the principals in the low socioeconomic setting in the time spent in curriculum organization activities.

Table 1.1.5.--Anova Table for Frequency of Instructional Improvement for Principals in High and Low Socioeconomic Settings.

Source	df	Mean Square	F Ratio	P Value
Between Groups	1	6.40	1.6410	.2361
Within Groups	8	3.90		
Total	9			

Table 1.1.5 indicates a mean square of 6.40 for between groups (MS_B), a mean square of 3.90 for within groups (MS_W), an F ratio of 1.6410 and a P value of .2361. The variable has a standard deviation (S) of 1.9748. Therefore, the hypothesis (H_0) is not rejected. The researcher takes this as evidence that there is no significant difference between the principals in the high socioeconomic setting and the principals in the low socioeconomic

setting in the frequency of activities in instructional improvement.

Table 1.1.6.--Anova Table for Time of Instructional Improvement for Principals in High and Low Socio-economic Settings.

Source	df	Mean Square	F Ratio	P Value
Between Groups	1	1464.10	1.6235	.2384
Within Groups	8	901.80		
Total	9			

Table 1.1.6 indicates a mean square of 1464.10 for between groups (MS_B), a mean square of 901.80 for within groups (MS_W), an F ratio of 1.6235 and a P value of .2384. The variable has a standard deviation (S) of 30.0300. Therefore, the hypothesis (H_0) is not rejected. The researcher takes this as evidence that there is no significant difference between the principals in the high socioeconomic setting and the principals in the low socioeconomic setting in the time spent in instructional improvement activities.

Establishment of Mutually Accepted Goals, another educational leadership activity, had no frequency in either group, high or low socioeconomic setting, and as a result it had no time reported. Therefore, the hypothesis (H_0) is not rejected. The researcher takes this as evidence that there is no significant difference between the

principals in the high socioeconomic setting and the principals in the low socioeconomic setting in the frequency of and time spent in the establishment of mutually accepted goals.

Table 1.1.7.--Anova Table for Frequency of Classroom Supervision for Principals in High and Low Socioeconomic Settings.

Source	df	Mean Square	F Ratio	P Value
Between Groups	1	36.10	8.0222	.0221
Within Groups	8	4.50		
Total	9			

Table 1.1.7 indicates a mean square of 36.10 for between groups (MS_B), a mean square of 4.50 for within groups (MS_W), an F ratio of 8.0222 and a P value of .0221. The variable has a standard deviation (S) of 2.1213. Therefore, the hypothesis (H_0) is rejected and the alternate hypothesis (H_1) is accepted. The significant difference is that the principals in the high socioeconomic setting had a greater frequency of activities in classroom supervision than the principals in the low socioeconomic setting.

Table 1.1.8.--Anova Table for Time of Classroom Supervision for Principals in High and Low Socioeconomic Settings.

Source	df	Mean Square	F Ratio	P Value
Between Groups	1	15366.40	2.5261	.1507
Within Groups	8	6083.00		
Total	9			

Table 1.1.8 indicates a mean square of 15366.40 for between groups (MS_B), a mean square of 6083.00 for within groups (MS_W), an F ratio of 2.5261 and a P value of .1507. The variable has a standard deviation (S) of 77.9936. Therefore, the hypothesis (H_0) is not rejected. The researcher takes this as evidence that there is no significant difference between the principals in the high socioeconomic setting and the principals in the low socioeconomic setting in the time spent in classroom supervision.

Table 1.1.9.--Anova Table for Frequency of Examination and Study of Printed Materials to Improve Professionally for Self and Staff for Principals in High and Low Socioeconomic Settings.

Source	df	Mean Square	F Ratio	P Value
Between Groups	1	4.90	1.4412	.2643
Within Groups	8	3.40		
Total	9			

Table 1.1.9 indicates a mean square of 4.90 for between groups (MS_B), a mean square of 3.40 for within groups (MS_W), an F ratio of 1.4412 and a P value of .2643. The variable has a standard deviation (S) of 1.8439. Therefore, the hypothesis (H_0) is not rejected. The researcher takes this as evidence that there is no significant difference between the principals in the high socioeconomic setting and the principals in the low socioeconomic setting in the frequency of activities in the examination and study of printed materials to improve professionally for self and staff.

Table 1.2.0.--Anova Table for Time of Examination and Study of Printed Materials to Improve Professionally for Self and Staff for Principals in High and Low Socioeconomic Settings.

Source	df	Mean Square	F Ratio	P Value
Between Groups	1	2433.60	2.2228	.1744
Within Groups	8	1094.85		
Total	9			

Table 1.2.0 indicates a mean square of 2433.60 for between groups (MS_B), a mean square of 1094.85 for within groups (MS_W), an F ratio of 2.2228 and a P value of .1744. The variable has a standard deviation (S) of 33.0885. Therefore, the hypothesis (H_0) is not rejected. The researcher takes this as evidence that there is no

significant difference between the principals in the high socioeconomic setting and the principals in the low socioeconomic setting in the time spent in the examination and study of printed materials to improve for self and staff.

Table 1.2.1.--Anova Table for Frequency of Maintaining Order and Discipline for Principals in High and Low Socioeconomic Settings.

Source	df	Mean Square	F Ratio	P Value
Between Groups	1	.10	.0220	.8859
Within Groups	8	4.55		
Total	9			

Table 1.2.1 indicates a mean square of .10 for between groups (MS_B), a mean square of 4.55 for within groups (MS_W), an F Ratio of .0220 and a P value of .8859. The variable has a standard deviation (S) of 2.1331. Therefore, the hypothesis (H_0) is not rejected. The researcher takes this as evidence that there is no significant difference between the principals in the high socioeconomic setting and the principals in the low socioeconomic setting in the frequency of activities in maintaining order and discipline.

Table 1.2.2.--Anova Table for Time of Maintaining Order and Discipline for Principals in High and Low Socioeconomic Settings.

Source	df	Mean Square	F Ratio	P Value
Between Groups	1	270.40	.6482	.4441
Within Groups	8	417.15		
Total	9			

Table 1.2.2 indicates a mean square of 270.40 for between groups (MS_B), a mean square of 417.15 for within groups (MS_W), an F ratio of .6482 and a P value of .4441. The variable has a standard deviation (S) of 20.4243. Therefore, the hypothesis (H_0) is not rejected. The researcher takes this as evidence that there is no significant difference between the principals in the high socioeconomic setting and the principals in the low socioeconomic setting in the time spent in maintaining order and discipline.

Table 1.2.3.--Anova Table for Frequency of Providing Adequate Facilities for Students, Staff and Community for Principals in High and Low Socioeconomic Settings.

Source	df	Mean Square	F Ratio	P Value
Between Groups	1	16.90	2.2838	.1692
Within Groups	8	7.40		
Total	9			

Table 1.2.3 indicates a mean square of 16.90 for between groups (MS_B), a mean square of 7.40 for within groups (MS_W), an F ratio of 2.2838 and a P value of .1692. The variable has a standard deviation (S) of 2.7203. Therefore, the hypothesis (H_0) is not rejected. The researcher takes this as evidence that there is no significant difference between the principals in the high socioeconomic setting and the principals in the low socioeconomic in the frequency of activities in providing adequate facilities for students, staff and community.

Table 1.2.4.--Anova Table for Time of Providing Adequate Facilities for Students, Staff and Community for Principals in High and Low Socioeconomic Settings.

Source	df	Mean Square	F Ratio	P Value
Between Groups	1	4.90	.0031	.9571
Within Groups	8	1588.75		
Total	9			

Table 1.2.4 indicates a mean square of 4.90 for between groups (MS_B), a mean square of 1588.75 for within groups (MS_W), an F ratio of .0031 and a P value of .9571. The variable has a standard deviation (S) of 39.8591. Therefore, the hypothesis (H_0) is not rejected. The researcher takes this as evidence that there is no significant difference between the principals in the high socioeconomic setting and the principals in the low socioeconomic

setting in the time spent in providing adequate facilities for students, staff and community.

Table 1.2.5.--Anova Table for Frequency of Coordinating for Principals in High and Low Socioeconomic Settings.

Source	df	Mean Square	F Ratio	P Value
Between Groups	1	48.40	2.2000	.1763
Within Groups	8	22.00		
Total	9			

Table 1.2.5 indicates a mean square of 48.40 for between groups (MS_B), a mean square of 22.00 for within groups (MS_W), an F ratio of 2.2000 and a P value of .1763. The variable has a standard deviation (S) of 4.6904. Therefore, the hypothesis (H_0) is not rejected. The researcher takes this as evidence that there is no significant difference between the principals in the high socioeconomic setting and the principals in the low socioeconomic setting in the frequency of activities in coordinating.

Table 1.2.6.--Anova Table for Time of Coordinating for Principals in High and Low Socioeconomic Settings.

Source	df	Mean Square	F Ratio	P Value
Between Groups	1	12960.00	2.9124	.1263
Within Groups	8	4450.00		
Total	9			

Table 1.2.6 indicates a mean square of 12960.00 for between groups (MS_B), a mean square of 4450.00 for within groups (MS_W), an F ratio of 2.9124 and a P value of .1263. The variable has a standard deviation (S) of 66.7083. Therefore, the hypothesis (H_0) is not rejected. The researcher takes this as evidence that there is no significant difference between the principals in the high socioeconomic setting and the principals in the low socioeconomic setting in the time spent in coordinating.

Table 1.2.7.--Anova Table for Frequency of Reporting to Superordinates for Principals in High and Low Socioeconomic Settings.

Source	df	Mean Square	F Ratio	P Value
Between Groups	1	2.50	2.0833	.1870
Within Groups	8	1.20		
Total	9			

Table 1.2.7 indicates a mean square of 2.50 for between groups (MS_B), a mean square of 1.20 for within groups (MS_W), an F ratio of 2.0833 and a P value of .1870. The variable has a standard deviation (S) of 1.0954. Therefore, the hypothesis (H_0) is not rejected. The researcher takes this as evidence that there is no significant difference between principals in the high socioeconomic setting and the principals in the low socioeconomic setting in the frequency of activities in reporting to superordinates.

Table 1.2.8.--Anova Table for Time of Reporting to Superordinates for Principals in High and Low Socioeconomic Settings.

Source	df	Mean Square	F Ratio	P Value
Between Groups	1	3385.60	2.1249	.1831
Within Groups	8	1593.30		
Total	9			

Table 1.2.8 indicates a mean square of 3385.60 for between groups (MS_B), a mean square of 1593.30 for within groups (MS_W), an F ratio of 2.1249 and a P value of .1831. The variable has a standard deviation (S) of 39.9162. Therefore, the hypothesis (H_0) is not rejected. The researcher takes this as evidence that there is no significant difference between the principals in the high socioeconomic setting and the principals in the low socioeconomic setting in the time spent in reporting to superordinates.

Reporting to Colleagues, another educational leadership activity, had no frequency in either groups, high or low socioeconomic setting, and as a result it had no time reported. Therefore the hypothesis (H_0) is not rejected. The researcher takes this as evidence that there is no significance difference between the principals in the high socioeconomic setting and the principals in the low socioeconomic in the frequency of and time spent in reporting to colleagues.

Table 1.2.9.--Anova Table for Frequency of Reporting to Subordinates for Principals in High and Low Socioeconomic Settings.

Source	df	Mean Square	F Ratio	P Value
Between Groups	1	.40	.8000	.3973
Within Groups	8	.50		
Total	9			

Table 1.2.9 indicates a mean square of .40 for between groups (MS_B), a mean square of .50 for within groups (MS_W), an F ratio of .8000 and a P value of .3973. The variable has a standard deviation (S) of .7071. Therefore, the hypothesis (H_0) is not rejected. The researcher takes this as evidence that there is no significant difference between the principals in the high socioeconomic setting and the principals in the low socioeconomic setting in the frequency of reporting to subordinates.

Table 1.3.0.--Anova Table for Time of Reporting to Subordinates for Principals in High and Low Socioeconomic Settings.

Source	df	Mean Square	F Ratio	P Value
Between Groups	1	435.60	1.5178	.2530
Within Groups	8	287.00		
Total	9			

Table 1.3.0 indicates a mean square of 435.60 for between groups (MS_B), a mean square of 287.00 for within groups (MS_W), an F ratio of 1.5178 and a P value of .2530. The variable has a standard deviation (S) of 16.9411. Therefore the hypothesis (H_0) is not rejected. The researcher takes this as evidence that there is no significant difference between the principals in the high socioeconomic setting and the principals in the low socioeconomic setting in the time spent in reporting to subordinates.

Determining Roles, another educational leadership activity, had no frequency in either group, high or low socioeconomic setting, and as a result it had no time reported. Therefore, the hypothesis (H_0) is not rejected. The researcher takes this as evidence that there is no significant difference between the principals in the high socioeconomic setting and the principals in the low socioeconomic setting in the frequency of and time spent in determining roles.

Table 1.3.1.--Anova Table for Frequency of Utilization of Educational Resources of the Community for Principals in High and Low Socioeconomic Settings.

Source	df	Mean Square	F Ratio	P Value
Between Groups	1	0.00	0.00	1.0000
Within Groups	8	3.00		
Total	9			

Table 1.3.1 indicates a mean square of 0.00 for between groups (MS_B), a mean square of 3.00 for within groups (MS_W), an F ratio of 0.00 and a P value of 1.0000. The variable has a standard deviation (S) of 1.7321. Therefore, the hypothesis (H_0) is not rejected. The researcher takes this as evidence that there is no significant difference between the principals in the high socioeconomic setting and the principals in the low socioeconomic setting in the frequency of utilization of educational resources of the community.

Table 1.3.2.--Anova Table for Time of Utilization of Educational Resources of the Community for Principals in High and Low Socioeconomic Settings.

Source	df	Mean Square	F Ratio	P Value
Between Groups	1	102.40	.3022	.5976
Within Groups	8	338.90		
Total	9			

Table 1.3.2 indicates a mean square of 102.40 for between groups (MS_B), a mean square of 338.90 for within groups (MS_W), an F ratio of .3022 and a P value of .5976. The variable has a standard deviation (S) of 18.4092. Therefore, the hypothesis (H_0) is not rejected. The researcher takes this as evidence that there is no significant difference between the principals in the high socioeconomic setting and the principals in the low socioeconomic

setting in the time spent in the utilization of educational resources of the community.

Table 1.3.3.--Anova Table for Frequency of Planning in Advance for Staff Assignments for Principals in High and Low Socioeconomic Settings.

Source	df	Mean Square	F Ratio	P Value
Between Groups	1	0.00	0.0000	1.0000
Within Groups	8	.20		
Total	9			

Table 1.3.3 indicates a mean square of 0.00 for between groups (MS_B), a mean square of .20 for within groups (MS_W), an F ratio of 0.0000 and a P value of 1.0000. The variable has a standard deviation (S) of .4472. Therefore, the hypothesis (H_0) is not rejected. The researcher takes this as evidence that there is no significant difference between the principals in the high socioeconomic setting and the principals in the low socioeconomic setting in the frequency of planning in advance for staff assignments.

Table 1.3.4.--Anova Table for Time of Planning in Advance for Staff Assignments for Principals in High and Low Socioeconomic Settings.

Source	df	Mean Square	F Ratio	P Value
Between Groups	1	32.40	.6480	.4441
Within Groups	8	50.00		
Total	9			

Table 1.3.4 indicates a mean square of 32.40 for between groups (MS_B), a mean square of 50.00 for within groups (MS_W), an F ratio of .6480 and a P value of .4441. The variable has a standard deviation (S) of 7.0711. Therefore, the hypothesis (H_0) is not rejected. The researcher takes this as evidence that there is no significant difference between the principals in the high socioeconomic setting and the principals in the low socioeconomic setting in the time spent in planning in advance for staff assignments.

Developing and Improving Student Promotional Policies, another educational leadership activity, had no frequency in either group, high or low socioeconomic setting, and as a result, it had no time reported. Therefore, the hypothesis (H_0) is not rejected. The researcher takes this as evidence that there is no significant difference between the principals in the high socioeconomic setting and the principals in the low socioeconomic setting in the frequency of and time spent in developing and improving student promotional policies.

Table 1.3.5.--Anova Table for Frequency of Curriculum Change and Improvement for Principals in High and Low Socioeconomic Settings.

Source	df	Mean Square	F Ratio	P Value
Between Groups	1	3.60	.2250	.6480
Within Groups	8	16.00		
Total	9			

Table 1.3.5 indicates a mean square of 3.60 for between groups (MS_B), a mean square of 16.00 for within groups (MS_W), an F ratio of .2250 and a P value of .6480. The variable has a standard deviation (S) of 4.000. Therefore, the hypothesis (H_0) is not rejected. The researcher takes this as evidence that there is no significant difference between the principals in the high socioeconomic setting and the principals in the low socioeconomic setting in the frequency of curriculum change and improvement.

Table 1.3.6.--Anova Table for Time of Curriculum Change and Improvement for Principals in High and Low Socioeconomic Settings.

Source	df	Mean Square	F Ratio	P Value
Between Groups	1	1464.10	.3277	.5828
Within Groups	8	4467.25		
Total	9			

Table 1.3.6 indicates a mean square of 1464.10 for between groups (MS_B), a mean square of 4467.25 for within groups (MS_W), an F ratio of .3277 and a P value of .5828. The variable has a standard deviation (S) of 66.8375. Therefore the hypothesis (H_0) is not rejected. The researcher takes this as evidence that there is no significant difference between the principals in the high socioeconomic setting and the principals in the low socioeconomic setting in the time spent in curriculum change and improvement.

Interpreting School Policies, another educational leadership activity, had no frequency in either group, high or low socioeconomic setting, and as a result it had no time reported. Therefore, the hypothesis (H_0) is not rejected. The researcher takes this as evidence that there is no significant difference between principals in the high socioeconomic setting and the principals in the low socioeconomic setting in the frequency of and time spent in interpreting school policies.

Question 4

Is there a difference between elementary school principals in high and low socioeconomic settings in the Saginaw Public School System in the amount of time utilized per appellate problem during a normal workday (8:00 a.m.--4:30 p.m.)? Is there a difference in frequency per appellate problem?

$H_0: \mu H_i = \mu Lo.$ There is no difference between elementary school principals in the high and low socioeconomic settings in the Saginaw Public School System in the amount of time utilized per appellate problem during a normal workday (8:00 a.m.--4:30 p.m.). There is no difference in frequency per appellate problem?

$H_0: \mu H_i \neq \mu Lo.$ There is a difference between elementary school principals in high and low socioeconomic settings in the Saginaw Public School System in the amount of time utilized per appellate problem during a normal

workday (8:00 a.m.--4:30 p.m.). There is a difference in frequency per appellate problem.

The appellate problems tested are Novel Conditions, Conflict of Jurisdiction, Lack of Clarity in Policy, Breach in Policy, Requests From Superordinates, and Miscellaneous Appellate. The following Anova tables describe the results of the data for each appellate problem:

Table 1.3.7.--Anova Table for Frequency of Novel Conditions for Principals in High and Low Socioeconomic Settings.

Source	df	Mean Square	F Ratio	P Value
Between Groups	1	.90	2.2500	.1721
Within Groups	8	.40		
Total	9			

Table 1.3.7 indicates a mean square of .90 for between groups (MS_B), a mean square of .40 for within groups (MS_W), an F ratio of 2.2500 and a P value of .1721. The variable has a standard deviation (S) of .6325. Therefore, the hypothesis (H_0) is not rejected. The researcher takes this as evidence that there is no significant difference between the principals in the high socioeconomic setting and the principals in the low socioeconomic setting in the frequency of novel conditions.

Table 1.3.8.--Anova Table for Time of Novel Conditions for Principals in High and Low Socioeconomic Settings.

Source	df	Mean Square	F Ratio	P Value
Between Groups	1	16.90	1.2158	.3023
Within Groups	8	13.90		
Total	9			

Table 1.3.8 indicates a mean square of 16.90 for between groups (MS_B), a mean square of 13.90 for within groups (MS_W), an F ratio of 1.2158 and a P value of .3023. The variable has a standard deviation (S) of 3.7283. Therefore, the hypothesis (H_0) is not rejected. The researcher takes this as evidence that there is no significant difference between the principals in the high socioeconomic setting and the principals in the low socioeconomic setting in the time spent in novel conditions.

Table 1.3.9.--Anova Table for Frequency of Conflict of Jurisdiction for Principals in High and Low Socioeconomic Settings.

Source	df	Mean Square	F Ratio	P Value
Between Groups	1	.10	1.0000	.3466
Within Groups	8	.10		
Total	9			

Table 1.3.9 indicates a mean square of .10 for between groups (MS_B), a mean square of .10 for within groups (MS_W), an F ratio of 1.0000 and a P value of .3466. The variable has a standard deviation (S) of .3162. Therefore, the hypothesis (H_0) is not rejected. The researcher takes this as evidence that there is no significant difference between the principals in the high socioeconomic setting and the principals in the low socioeconomic setting in the frequency of conflict of jurisdiction.

Table 1.4.0.--Anova Table for Time of Conflict of Jurisdiction for Principals in High and Low Socioeconomic Settings.

Source	df	Mean Square	F Ratio	P Value
Between Groups	1	1.60	1.0000	.3466
Within Groups	8	1.60		
Total	9			

Table 1.4.0 indicates a mean square of 1.60 for between groups (MS_B), a mean square of 1.60 for within groups (MS_W), an F ratio of 1.0000 and a P value of .3466. The variable has a standard deviation (S) of 1.2649. Therefore, the hypothesis (H_0) is not rejected. The researcher takes this as evidence that there is no significant difference between principals in the high socioeconomic setting and the principals in the low socioeconomic setting in the time spent in conflict of jurisdiction.

Table 1.4.1.--Anova Table for Frequency of Lack of Clarity in Policy for Principals in High and Low Socioeconomic Settings.

Source	df	Mean Square	F Ratio	P Value
Between Groups	1	.40	2.6667	.1412
Within Groups	8	.15		
Total	9			

Table 1.4.1 indicates a mean square of .40 for between groups (MS_B), a mean square of .15 for within groups (MS_W), an F ratio of 2.6667 and a P value of .1412. The variable has a standard deviation (S) of .3873. Therefore, the hypothesis (H_0) is not rejected. The researcher takes this as evidence that there is no significant difference between the principals in the high socioeconomic setting and the principals in the low socioeconomic setting in the frequency of lack of clarity in policy.

Table 1.4.2.--Anova Table for Time of Lack of Clarity in Policy for Principals in High and Low Socioeconomic Settings.

Source	df	Mean Square	F Ratio	P Value
Between Groups	1	8.10	2.6129	.1477
Within Groups		3.10		
Total	9			

Table 1.4.2 indicates a mean square of 8.10 for between groups (MS_B), a mean square of 3.10 for within groups (MS_W), an F ratio of 2.6129 and a P value of .1477. The variable has a standard deviation (S) of 1.7607. Therefore, the hypothesis (H_0) is not rejected. The researcher takes this as evidence that there is no difference between the principals in the high socioeconomic setting and the principals in the low socioeconomic setting in the time spent in lack of clarity in policy.

Table 1.4.3.--Anova Table for Frequency of Breach in Policy for Principals in High and Low Socioeconomic Settings.

Source	df	Mean Square	F Ratio	P Value
Between Groups	1	532.90	15.9075	.0041
Within Groups	8			
Total	9			

Table 1.4.3 indicates a mean square of 532.90 for between groups (MS_B), a mean square of 33.50 for within groups (MS_W), an F ratio of 15.9075 and a P value of .0041. The variable has a standard deviation (S) of 5.7879. Therefore, the hypothesis (H_0) is rejected and the alternate hypothesis (H_1) is accepted. The significant difference is that the principals in the low socioeconomic setting had a greater frequency of breach in policy than the principals in the high socioeconomic setting.

Table 1.4.4.--Anova Table for Time of Breach in Policy for Principals in High and Low Socioeconomic Settings.

Source	df	Mean Square	F Ratio	P Value
Between Groups	1	22278.40	4.0591	.0787
Within Groups	8	5488.50		
Total	9			

Table 1.4.4 indicates a mean square of 22278.40 for between groups (MS_B), a mean square of 5488.50 for within groups (MS_W), an F ratio of 4.0591 and a P value of .0787. The variable has a standard deviation (S) of 74.0844. Therefore, the hypothesis (H_0) is not rejected. The researcher takes this as evidence that there is no significant difference between the principals in the high socioeconomic setting and the principals in the low socioeconomic setting in the time spent in breach in policy.

Table 1.4.5.--Anova Table for Frequency of Requests From Superordinates for Principals in High and Low Socioeconomic Settings.

Source	df	Mean Square	F Ratio	P Value
Between Groups	1	.40	2.6667	.1412
Within Groups	8	.15		
Total	9			

Table 1.4.5 indicates a mean square of .40 for between groups (MS_B), a mean square of .15 for within groups (MS_W), an F ratio of 2.6667 and a P value of .1412. The variable has a standard deviation (S) of .3873. Therefore, the hypothesis (H_0) is not rejected. The researcher takes this as evidence that there is no significant difference between the principals in the high socioeconomic setting and the principals in the low socioeconomic setting in the frequency of requests from superordinates.

Table 1.4.6.--Anova Table for Time of Requests From Superordinates for Principals in High and Low Socioeconomic Settings.

Source	df	Mean Square	F Ratio	P Value
Between Groups	1	2.50	2.5000	.1526
Within Groups	8	1.00		
Total	9			

Table 1.4.6 indicates a mean square of 2.50 for between groups (MS_B), a mean square of 1.00 for within groups (MS_W), an F ratio of 2.5000 and a P value of .1526. The variable has a standard deviation of 1.0000. Therefore, the hypothesis (H_0) is not rejected. The researcher takes this as evidence that there is no significant difference between the principals in the high socioeconomic setting and the principals in the low socioeconomic setting in the time spent in requests from superordinates.

Table 1.4.7.--Anova Table for Frequency of Miscellaneous Appellate for Principals in High and Low Socioeconomic Settings.

Source	df	Mean Square	F Ratio	P Value
Between Groups	1	4665.60	73.3585	.0001
Within Groups	8	63.60		
Total	9			

Table 1.4.7 indicates a mean square of 4665.60 for between groups (MS_B), a mean square of 63.60 for within groups (MS_W), an F ratio of 73.3585 and a P value of .0001. The variable has a standard deviation (S) of 7.9750. Therefore, the hypothesis (H_0) is rejected and the alternate hypothesis (H_1) is accepted. The significant difference is that the principals in the low socioeconomic setting had a greater frequency of miscellaneous appellate problems than the principals in the high socioeconomic setting.

Table 1.4.8.--Anova Table for Time of Miscellaneous Appellate for Principals in High and Low Socioeconomic Settings.

Source	df	Mean Square	F Ratio	P Value
Between Groups	1	73102.50	13.2552	.0066
Within Groups	8	5515.00		
Total	9			

Table 1.4.8 indicates a mean square of 73102.50 for between groups (MS_B), a mean square of 5515.00 for within groups (MS_W), an F ratio of 13.2552 and a P value of .0066. The variable has a standard deviation (S) of 74.2630. Therefore, the hypothesis (H_0) is rejected and the alternate hypothesis (H_1) is accepted. The significant difference is that the principals in the low socioeconomic setting spent more time working with miscellaneous appellate problems than the principals in the high socioeconomic setting.

Question 5

Are there differences between elementary school principals in high and low socioeconomic settings in the Saginaw Public School System in the kinds of activities in educational leadership executed by them during a normal workday (8:00 a.m.--4:30 p.m.)?

$H_0: \mu_{Hi} = \mu_{Lo}$. There are no differences between elementary school principals in high and low socioeconomic settings in the Saginaw Public School System in the kinds of activities in educational leadership executed by them during a normal workday (8:00 a.m.--4:30 p.m.).

$H_0: \mu_{Hi} \neq \mu_{Lo}$. There are differences between elementary school principals in high and low socioeconomic settings in the Saginaw Public School System in the kinds of activities in educational leadership executed by them during a normal workday (8:00 a.m.--4:30 p.m.).

In perusing the data, the researcher noted a difference between principals in high and low socioeconomic settings. The researcher selected, for the purpose of this analysis, to view the presence of frequency and time for one group, principals in a high or low socioeconomic setting, and the absence of frequency and time for the other groups, as the determinant of the differences in the kinds of educational leadership activities. It is interesting to note that there is only one difference between the two groups in educational leadership activities. The difference is the principals in the high socioeconomic setting had a frequency of seven (7) for a total time of one hundred fifty-six (156) minutes and no frequency and time for principals in the low socioeconomic setting in the educational leadership activity, Examination and Study of Printed Materials to Improve for Self and Staff. However, the reader will recall that the hypothesis (H_0) for this particular activity is not rejected. The difference in frequency and time was not significant. However, the hypothesis (H_0) was not tested for differences in kinds.

Question 6

Are there differences between elementary school principals in high and low socioeconomic settings in the Saginaw Public School System in the kinds of appellate problems experienced by them during a normal workday (8:00 a.m.--4:30 p.m.)?

$H_0: \mu_{Hi} = \mu_{Lo}$. There are no differences between elementary school principals in high and low socioeconomic settings in the Saginaw Public School System in the kinds of appellate problems experienced by them during a normal workday (8:00 a.m.--4:30 p.m.).

$H_0: \mu_{Hi} \neq \mu_{Lo}$. There are differences between elementary school principals in high and low socioeconomic settings in the Saginaw Public School System in the kinds of appellate problems experienced by them during a normal workday (8:00 a.m.--4:30 p.m.).

Again, the researcher opted to view the presence of frequency and time for one group, principals in a high or low socioeconomic setting, and the absence of frequency and time for the other group, as the determinant of the differences in the kinds of appellate problems. There are four appellate problems that produced differences in kinds. They are Novel Conditions, Conflict of Jurisdiction, Lack of Clarity in Policy, and Requests from Superordinates. Principals in the low socioeconomic setting had a frequency of three (3) and a total time of thirteen (13) minutes for Novel Conditions and a frequency of one (1) and a total time of four (4) minutes for Conflict of Jurisdiction. Principals in the high socioeconomic setting had no frequency and time in these two activities. Principals in the high socioeconomic setting had a frequency of two (2) and a total time of nine (9) minutes for Lack of Clarity in Policy and a frequency of two (2) and a total time of

five (5) minutes for Requests from Superordinates. Principals in the low socioeconomic setting had no frequency and time in these two activities. However, the reader will note that the hypothesis (H_0) for these activities is not rejected. The differences in frequencies and time were not significant. However, the hypothesis (H_0) was not tested for differences in kinds.

CHAPTER V

SUMMARY, FINDINGS, AND CONCLUSIONS

Summary

As stated in Chapter I, the purpose of this study was to explore, investigate, identify, and describe differences between principals in high and low socioeconomic settings in the Saginaw Public School System in the amount of time spent in and frequency of certain leadership activities and appellate problems. The study also investigated differences in the kinds of educational leadership activities and appellate problems between principals in high and low socioeconomic settings. Also stated in Chapter I is that this is a descriptive analysis of the aforementioned activities in educational leadership and appellate problems. With this in mind, the study is predicated upon the philosophy that it is important to know "the state of affairs" in our organization; "the state of affairs" is, "what we have done in the past," and "what we are doing now." This gives us information and a basis upon which to plan for educational improvement and effective programming.

As indicated by the studies done by Cross and Bennett, it appears that principals of schools in a low socioeconomic setting are particularly burdened with appellate problems. A study by Cross still in progress has reinforced the above. Cross and Bennett's study indicated the following: Principals in high settings had 53 percent creative problems, 6 percent intermediary problems, and 41 percent appellate problems. Principals in low socioeconomic settings had 32 percent creative problems, 7 percent intermediary problems, and 61 percent appellate problems. In Cross's study it was found that a group of inner-city principals had 20 percent creative problems 12 percent intermediary problems, and 68 percent appellate problems. Thus, it is apparent that each study supports the other. Another study that is related to the above studies is the one done by Jennings in which he set out to find from Michigan principals what they believe to be the most rewarding duty, the area in which they spend the greatest amount of time, and the area in which they would most like to spend more time. He discovered that Michigan principals are spending a majority of time organizing and managing their schools but aspire to activities more directly connected with the improvement of instruction. They reported that they would prefer to give more time to proper program and curriculum.

Thus, we see that in those studies there are strong similarities in what some principals are doing and what

some principals wish to do. It is apparent that the principals studied by these authors need to spend more time in educational leadership activities; particularly in program development, curriculum, and instructional improvement.

Willard S. Elsbree, Harold J. McNally and Richard Wynn, in their book, Elementary Administration and Supervision, state:

One of the most important tasks of the elementary school principal is to provide leadership in curriculum organization and instructional improvement.¹

Albert Shuster and Wilson F. Wetzler, in their book, Leadership in Elementary School Administration and Supervision, state:

The elementary school principal is thus faced with the primary task of developing an organization in his school that will produce better teaching. It should be pointed out that the principal must lead his staff democratically for this purpose among others, and he must help his teachers to recognize their responsibilities for the education of children.²

Raloy E. Brown, in his article in an issue of The National Elementary Principal, states:

The primary responsibility of the elementary school principal in the 1970's must be one of an educational

¹Willard S. Elsbree, Harold J. McNally, and Richard Wynn, Elementary Administration and Supervision (New York: American Book Company, Inc., 1967), p. 71.

²Albert H. Shuster and Wilson F. Wetzler, Leadership in Elementary School Administration and Supervision (Boston: Houghton Mifflin Company, 1958), p. 38.

leader.³ If he is to survive in the next decade, he must reject the concept that his primary role is one of "keeping school."⁴

James B. Burr, et al., in their book, Elementary School Administration, state: "The 'manager housekeeper' concept of the role of the principalship must give way to that of the 'educational leader and statesman.'"⁵

Ray Cross, in his article in an issue of The National Elementary Principal, states: "He must become the educational leader of his faculty and staff."⁶

In Chapter II leadership is defined in a manner which encompasses many factors that are significant in formulating a perspective of leadership as well as serving as guidelines for the principalship. There are two types of leaders, the functional leader and the status leader. The functional leader or operational leader is regarded by many authors as the better type of leader for our schools. However, leadership is not a single unitary phenomenon. Its manifestations vary with the demands of the moment and

³Raloy E. Brown, "Humanizing the Role of the Elementary School Principal," The National Elementary Principal, The National Association of Elementary School Principals, Vol. XLIX, No. 5 (Washington, D.C., April, 1970), p. 24.

⁴Ibid., p. 25.

⁵James B. Burr, et al., Elementary School Administration (Boston: Allyn and Bacon, Inc., 1963), p. vii.

⁶Ray Cross. "The Principal As a Counterpuncher," The National Elementary Principal, The National Association of Elementary School Principals, Vol. LI, No. 2 (Washington, D.C., October, 1971), p. 27.

the setting and the kinds of leadership shown by a functional leader may be determined by the expectancy and concepts of leadership held by the group which he serves.

The scope of the principalship includes varied and significant leadership functions in the management of the elementary school. Some of these functions are directing, coordinating, organizing, reporting, setting goals, making policies, determining roles, consulting, administering the curriculum, evaluating the educational program, providing for in-service education and working with community personnel as well as involving school personnel.

It is quite clear, as supported by the studies mentioned in Chapters I and II, that principals who are "counterpunching" or working with appellate problems for a substantial proportion of their time are not exercising their educational leadership abilities to their fullest. Thus, it becomes crucial that principals in this category make positive revisions in their activities (exercise more leadership).

Having given statistical analyses in Chapter IV of the data collected, it remains the purpose of the first section of this chapter to summarize the findings. For the purpose of simplification and clarification, the summary will describe each question or hypothesis (H_0) separately.

The null hypothesis was used to test the questions. As indicated in Chapter IV, in cases where the hypothesis tested is true, the mean square between (MS_B) and the mean

square within (MS_W) are nearly the same size, and the P value gives the probability of finding an F ratio, which is calculated by the division of the mean square within (MS_W) into the mean square between (MS_B), as large or larger than the calculated F ratio. Therefore, when the P value is greater than the selected alpha level ($\alpha.05$), the level of significant, the hypothesis (H_0) is not rejected. When the F ratio is too large and the P value is less than or equal to the selected alpha level ($\alpha.05$), the level of significance, the researcher takes this as evidence that the hypothesis (H_0) is not true, and therefore, rejects the hypothesis (H_0) and accepts the alternate hypothesis (H_1).

Question 1

What amount of time during a normal workday (8:00 a.m.--4:30 p.m.) do elementary school principals in high and low socioeconomic settings in the Saginaw Public School System utilize in the execution of educational leadership activities? What is the frequency of educational leadership activities?

$H_0: \mu_{Hi} = \mu_{Lo}$. There is no difference in the amount of time during a normal workday (8:00 a.m.--4:30 p.m.) that elementary school principals in high and low socioeconomic settings in the Saginaw Public School System utilize in the execution of educational leadership activities. There is no difference in the frequency of educational leadership activities.

$H_1: \mu_{Hi} \neq \mu_{Lo}$. There is a difference in the amount of time during a normal workday (8:00 a.m.--4:30 p.m.) that elementary school principals in high and low socioeconomic settings in the Saginaw Public School System utilize in the execution of educational leadership activities. There is a difference in the frequency of educational leadership activities.

As indicated in tables 1.3 and 1.4 in Chapter IV, principals in the high socioeconomic setting spent more time in educational leadership activities than principals in the low socioeconomic setting on a percentage basis and the frequency is greater but the test procedure did not reject the hypothesis (H_0) as you noted in tables 1.5 and 1.6 in Chapter IV. In table 1.5 the P value of .0992 for frequency exceeded the selected alpha level ($\alpha.05$). Therefore, the hypothesis (H_0) is not rejected. In table 1.6 the P value of .1096 for time exceeded the selected alpha level ($\alpha.05$). Therefore, the hypothesis (H_0) is not rejected. The researcher takes this as evidence that there is no significant difference between the principals in the high socioeconomic setting and the principals in the low socioeconomic setting in the frequency of and time for overall educational leadership activities. It is important to note, however, that there is a significant difference in frequency only in classroom supervision, an educational leadership activity, but placing all of the educational leadership activities in one category yield no significance

difference in frequency and time between principals in the high socioeconomic setting and the low socioeconomic setting. The difference in the frequency of classroom supervision is pointed out in the answer to Question 3.

Question 2

What amount of time during a normal workday (8:00 a.m.--4:30 p.m.) do elementary school principals in high and low socioeconomic settings in the Saginaw Public School System utilize in working with appellate problems? What is the frequency of appellate problems?

$H_0: \mu_{Hi} = \mu_{Lo}$. There is no difference in the amount of time during a normal workday (8:00 a.m.--4:30 p.m.) that elementary school principals in high and low socioeconomic settings in the Saginaw Public School System utilize in working with appellate problems. There is a difference in the frequency of appellate problems.

$H_0: \mu_{Hi} \neq \mu_{Lo}$. There is a difference in the amount of time during a normal workday (8:00 a.m.--4:30 p.m.) that elementary school principals in high and low socioeconomic settings in the Saginaw Public School System utilize in working with appellate problems. There is a difference in the frequency of appellate problems.

Tables 1.9 and 1.0 in Chapter IV indicate a significant difference in frequency and time for miscellaneous appellate problems. In table 1.9 the P value of .0001 was less than the alpha level ($\alpha .05$). Therefore, the

hypothesis (H_0) is rejected and the alternate hypothesis (H_1) is accepted. In table 1.0 the P value of .0066 was less than the alpha level ($\alpha.05$). Therefore, the hypothesis (H_0) is rejected and the alternate hypothesis (H_1) is accepted. The significant difference in the principals is the low socioeconomic setting have a higher frequency of and more time spent in miscellaneous appellate problems than the principals in the high socioeconomic setting.

Table 1.1.1 in Chapter IV indicates a significant difference in the frequency of appellate problems. In table 1.1.1 the P value of .0046 is less than the alpha level ($\alpha.05$). Therefore, the hypothesis (H_0) is rejected and the alternate hypothesis (H_1) is accepted. The significant difference is the principals in the low socioeconomic setting had a higher frequency of overall appellate problems than the principals in the high socioeconomic setting. Table 1.1.2 in Chapter IV indicates no significant difference in the time of appellate problems. In table 1.1.2 the P value of .0722 is greater than the selected alpha level ($\alpha.05$). Therefore, the hypothesis (H_0) is not rejected. The researcher takes this as evidence that there is no significant difference between the principals in the high socioeconomic setting and the principals in the low socioeconomic setting in the time for overall appellate problems.

Question 3

Is there a difference between elementary school principals in high and low socioeconomic settings in the Saginaw Public School System in the amount of time utilized per educational leadership activity during a normal workday (8:00 a.m.--4:30 p.m.)? Is there a difference in frequency per educational leadership activity?

$H_0: \mu_{H1} = \mu_{Lo}$. There is no difference between elementary school principals in high and low socioeconomic settings in the Saginaw Public School System in the amount of time utilized per educational leadership activity during a normal workday (8:00 a.m.--4:30 p.m.). There is no difference in frequency per educational leadership activity.

$H_0: \mu_{Hi} \neq \mu_{Lo}$. There is a difference between elementary school principals in high and low socioeconomic settings in the Saginaw Public School System in the amount of time utilized per educational leadership activity during a normal workday (8:00 a.m.--4:30 p.m.). There is a difference in frequency per educational leadership activity.

There is no significant difference in each of the educational leadership activity in frequency and time with the exception of and the significant difference in the frequency of classroom supervision. Table 1.1.7 in Chapter IV indicates a P value of .0221 which is less than the selected alpha level ($\alpha .05$). Therefore, the hypothesis (H_0) is rejected and the alternate hypothesis (H_1) is accepted. Table 1.1.8 indicates a P value of .1507 which

exceeds the selected alpha level ($\alpha.05$). Therefore, the hypothesis (H_0) is not rejected. There is no significant difference in time for classroom supervision. The researcher takes this as evidence that the principals in the high socioeconomic setting had a higher frequency in classroom supervision than the principals in the low socioeconomic setting and there is no significant difference between the groups in the time spent in classroom supervision.

Question 4

Is there a difference between elementary school principals in high and low socioeconomic settings in the Saginaw Public School System in the amount of time utilized per appellate problem? Is there a difference in frequency per appellate problem?

$H_0: \mu_{Hi} = \mu_{Lo}$. There is no difference between elementary school principals in high and low socioeconomic settings in the Saginaw Public School System in the amount of time utilized per appellate problem. There is no difference in frequency per appellate problem.

$H_0: \mu_{Hi} \neq \mu_{Lo}$. There is a difference between elementary school principals in high and low socioeconomic settings in the Saginaw Public School System in the amount of time utilized per appellate problem. There is a difference in frequency per appellate problem.

There are significant differences in breach in policy and miscellaneous appellate. No differences were

found in the other appellate problems. Student discipline accounted for the significant difference in the frequency of Breach in Policy. Table 1.4.3 in Chapter IV indicates a P value of .0041 for frequency which is less than the selected alpha level ($\alpha.05$). Therefore, the hypothesis (H_0) is rejected and the alternate hypothesis (H_1) is accepted. The significant difference is the principals in the low socioeconomic setting had a higher frequency of Breach in Policy than the principals in the high socioeconomic setting. There is a significant difference in the frequency of Breach in Policy. Table 1.4.4 indicates a P value of .0787 for time which is greater than the selected alpha level ($\alpha.05$). Therefore, the hypothesis (H_0) is not rejected. There is no difference in time for Breach in Policy. There is a significant difference in the frequency and time of miscellaneous appellate problems. Table 1.4.7 indicates a P value of .0001 which is less than the selected alpha level ($\alpha.05$). Therefore, the hypothesis (H_0) is rejected and the alternate hypothesis (H_1) is accepted. There is a significant difference in the frequency of miscellaneous appellate problems. Table 1.4.8 indicates a P value of .0066 which is less than the selected alpha level ($\alpha.05$). Therefore, the hypothesis (H_0) is rejected and the alternate hypothesis (H_1) is accepted. There is a significant difference in time for miscellaneous appellate problems. The significant difference is that the principals in the low socioeconomic setting had a higher frequency of

and spent more time in miscellaneous appellate problems than the principals in the high socioeconomic setting.

Question 5

Are there differences between elementary school principals in high and low socioeconomic settings in the Saginaw Public School System in the kinds of activities in educational leadership executed by them during a normal workday (8:00 a.m.--4:30 p.m.)?

$H_0: \mu_{Hi} = \mu_{Lo}$. There are no differences between elementary school principals in high and low socioeconomic settings in the Saginaw Public School System in the kinds of activities in educational leadership executed by them during a normal workday (8:00 a.m.--4:30 p.m.)?

$H_1: \mu_{Hi} \neq \mu_{Lo}$. There are differences between elementary school principals in high and low socioeconomic settings in the Saginaw Public School System in the kinds of activities in educational leadership executed by them during a normal workday (8:00 a.m.--4:30 p.m.).

As indicated in Chapter IV, the determinant of a difference is the presence of frequency and time for one group of principals, high or low socioeconomic setting, and the absence of frequency and time for the other. This occurred only in the Examination and Study of Printed

Materials to Improve for Self and Staff. Principals in the high socioeconomic setting had a frequency of seven (7) and one hundred fifty-six (156) minutes for time. Principals in the low socioeconomic setting had no frequency and as a result had no time reported. Table 1.1.9 indicates a P value of .2643 which is greater than the alpha level ($\alpha.05$). Therefore, the hypothesis (H_0) is not rejected. The researcher takes this as evidence that there is no significant difference between principals in the high socioeconomic setting and the principals in the low socioeconomic setting in the frequency of Examination and Study of Printed Materials to Improve for Self and Staff. Table 1.2.0 indicates a P value of .1744 which exceeds the selected alpha level ($\alpha.05$). Therefore, the hypothesis (H_0) is not rejected. The researcher takes this as evidence that there is no significant difference between the principals in the high socioeconomic setting and the principals in the low socioeconomic setting in the time for Examination and Study of Printed Materials to Improve for Self and Staff.

Question 6

Are there differences between elementary school principals in high and low socioeconomic settings in the Saginaw Public School System in the kinds of appellate problems experienced by them during a normal workday (8:00 a.m.--4:30 p.m.)?

$H_0: \mu_{Hi} = \mu_{Lo}$. There are no differences between elementary school principals in high and low socioeconomic settings in the Saginaw Public School System in the kinds of appellate problems experienced by them during a normal workday (8:00 a.m.--4:30 p.m.).

$H_1: \mu_{Hi} \neq \mu_{Lo}$. There are differences between elementary school principals in high and low socioeconomic settings in the Saginaw Public School System in the kinds of appellate problems experienced by them during a normal workday (8:00 a.m.--4:30 p.m.).

Again, the determinant of a difference is the presence of frequency and time for one group of principals, high or low socioeconomic setting, and the absence of frequency and time for the other. The differences are found in Novel Conditions, Conflict of Jurisdiction, Lack of Clarity in Policy, and Requests from Superordinates. Principals in the low socioeconomic setting had a frequency of three (3) and thirteen (13) minutes for time for Novel Conditions. They also had a frequency of one (1) and four (4) minutes for time for Conflict of Jurisdiction. Principals in the high socioeconomic setting had no frequency and as a result had no time for Novel Conditions and Conflict of Jurisdiction. Table 1.3.7 indicates a P value of .1721 which is greater than the selected alpha level ($\alpha .05$). Therefore, the hypothesis (H_0) is not rejected. There is

no significant difference in the frequency of Novel Conditions. Table 1.3.8 indicates a P value of .3023 which is greater than the selected alpha level ($\alpha.05$). Therefore, the hypothesis (H_0) is not rejected. There is no significant difference in time for Novel Conditions. Table 1.3.9 indicates a P value of .3466 which is greater than the selected alpha level ($\alpha.05$). Therefore, the hypothesis (H_0) is not rejected. There is no significant difference in the frequency of Conflict of Jurisdiction. Table 1.4.0 indicates a P value of .3466 which is greater than the selected alpha level ($\alpha.05$). Therefore, the hypothesis (H_0) is not rejected. There is no significant difference in the time for Conflict of Jurisdiction. Principals in the high socioeconomic setting had a frequency of two (2) and nine (9) minutes for time for Lack of Clarity in Policy. They also had a frequency of two (2) and five (5) minutes for time for Requests from Superordinates. Principals in the low socioeconomic setting had no frequency and as a result had no time for Lack of Clarity in Policy and Requests from Superordinates. Table 1.4.1 indicates a P value of .1412 which is greater than the selected alpha level ($\alpha.05$). Therefore, the hypothesis (H_0) is not rejected. There is no significant difference in the frequency of Lack of Clarity in Policy. Table 1.4.2 indicates a P value of .1447 which is greater than the selected alpha level ($\alpha.05$). Therefore, the hypothesis (H_0) is not rejected. There is no significant difference in the time for Lack of

Clarity in Policy. Table 1.4.5 indicates a P value of .1412 which is greater than the selected alpha level ($\alpha.05$). Therefore, the hypothesis (H_0) is not rejected. There is no significant difference in the frequency of Requests from Superordinates. Table 1.4.6 indicates a P value of .1526 which is greater than the selected alpha level ($\alpha.05$). Therefore, the hypothesis (H_0) is not rejected. There is no significant difference in time for Requests from Superordinates. The researcher takes this as evidence that there is no significant difference between the principals in the high socioeconomic setting and the principals in the low socioeconomic in the kinds of appellate problems.

Findings

The results of the study led to the following findings relative to the questions the researcher sought answers to:

1. Elementary school principals in the high socioeconomic setting spent 40.74 percent of their time in the execution of educational leadership activities during a normal workday.
2. Elementary school principals in the low socioeconomic setting spent 24.02 percent of their time in the execution of educational leadership activities during a normal workday.

3. There is no significant difference between principals in high and low socioeconomic settings in the amount of time utilized in the execution of overall educational leadership activities during a normal workday.
4. Elementary school principals in the high socioeconomic setting had a mean frequency (\bar{X}_{fi}) of 34.60 for overall educational leadership activities.
5. Elementary school principals in the low socioeconomic setting had a mean frequency (\bar{X}_{fi}) of 22.20 for overall educational leadership activities.
6. There is no significant difference between elementary school principals in high and low socioeconomic settings in the overall frequency of educational leadership activities during a normal workday.
7. Elementary school principals in the high socioeconomic setting spent 14.66 percent of their time working with appellate problems during a normal workday.
8. Elementary school principals in the low socioeconomic setting spent 35.87 percent of their time working with appellate problems during a normal workday.
9. There is a significant difference between principals in high and low socioeconomic settings in the frequency and time utilized in working with

miscellaneous appellate problems during a normal workday. Elementary school principals in the low socioeconomic setting had a higher frequency and utilized more time in working with miscellaneous appellate problems during a normal workday.

10. There is a significant difference in the frequency of overall appellate problems but not in time of overall appellate problems. Elementary school principals in the low socioeconomic setting had a higher frequency of appellate problems.
11. There is a significant difference between principals in high and low socioeconomic settings in the frequency of classroom supervision but not in the time for classroom supervision. Elementary school principals in the high socioeconomic setting had a higher frequency of classroom supervision.
12. There is a significant difference between principals in high and low socioeconomic settings in the frequency of breach in policy (all of which included student discipline only) but not in time for breach in policy. Elementary school principals in the low socioeconomic setting had a higher frequency of breach in policy (student disciplinary problems).
13. There are no significant differences between elementary school principals in high and low

socioeconomic settings in the kinds of educational leadership activities.

14. There are no significant differences between elementary school principals in high and low socioeconomic settings in the kinds of appellate problems.

In the analysis of variance between the principals in the high socioeconomic setting and the principals in the low socioeconomic setting relative to the frequency of activities and the time utilized in the activities in educational leadership and appellate problems; differences were found, however, there were instances where the differences were not considered significant according to test procedures. In reviewing the results, the researcher observed that for the principals in the low socioeconomic setting the data are skewed toward a higher frequency and a greater amount of time for appellate problems and the reverse for educational leadership activities. It is important and interesting to note that though some differences were not considered significant, there was a trend of a higher frequency and a greater amount of time for appellate problems and the reverse for educational leadership activities for principals in the low socioeconomic setting.

The researcher plans to pursue this problem further and on a larger scale. It is hoped that the findings and

the trend that exists in the study will interest other researchers in the same direction.

Conclusions

Based on the results of the study, the researcher made the following conclusions:

1. Legal fiat, changes in theory, child growth and development, the socioeconomic and environmental conditions of the school, and the principal's philosophy have some influences upon his educational leadership.
2. Appellate problems are inherent in the principalship but the amount of appellate problems, to some degree, is dependent upon the principal's educational leadership.
3. The organization and discharge of the duties of the principal are dependent upon his understanding of the job, his administrative preparation and experience, and the demands of his time from all levels.

Implications and Recommendations

Having examined the activities of elementary school principals in high and low socioeconomic settings in the execution of educational leadership activities and their experiences with appellate problems and how one affects the other, it remains the implications of the study and recommendations for improvement based on the results of the study. This research proposed to give a descriptive

analysis of activities in educational leadership and of appellate problems and their variability with the school's socioeconomic setting and did not seek to account for the differences that exist. The researcher will not abandon the objectivity of the first chapters to make unreliable recommendations for the improvement of the activities of elementary school principals. It is important for the reader to note that implications and recommendations made are drawn from the results of the sample but include the total population (all of the elementary school principals in the Saginaw Public School System) from which the sample was taken.

It appears that appellate problems drive out educational leadership activities of elementary school principals in the low socioeconomic setting. They spent 35.87 percent of their time with appellate problems and 24.02 percent of their time in the execution of educational leadership activities. It is recommended that they make plans and follow through with these plans to spend less time with appellate problems and more time in executing educational leadership activities.

There are significant differences between principals in high and low socioeconomic settings in the frequency of breach in policy (student discipline), the frequency of and time for miscellaneous appellate problems and the frequency of appellate problems. The following are recommended in an attempt to decrease the time spent with

appellate problems and increase the time spent in educational leadership activities:

1. The development and implementation of written discipline policies for students by parents, teachers, and principals.
2. A clear understanding on the part of students, teachers, parents, and principals of the discipline policies developed and implemented.
3. Firmness on the part of the teachers, parents, and principal in regard to the discipline policies.
4. Increased delegation of teacher responsibility in student discipline.
5. More teaching and supervision of the classroom and less unnecessary visits to the office on the part of teachers during teaching hours.
6. The development and implementation of written policies concerning the acquisition of teaching materials and the delegation of the responsibility of issuing teaching materials to a staff member.
7. More supervision of students going to and from school on the part of the total staff.
8. Increased communication and the development of a good rapport between patrol boys, squad girls, and the student body.

It appears that principals in high and low socioeconomic settings spend a substantial amount of time in miscellaneous activities; 42.63 percent for the principals

in the high socioeconomic setting and 35.71 percent for principals in the low socioeconomic setting. If less time is spent in miscellaneous activities, more time can be spent in educational leadership activities. The following recommendations are made in an attempt to decrease time spent in miscellaneous activities and increase the time spent in educational leadership activities:

1. Plan and structure the workday to include less time for miscellaneous activities and more time for educational leadership activities.
2. Opt to participate in educational leadership activities rather than participate in meaningless activities.
3. Delegate miscellaneous activities to other staff members whenever possible.

Reflections

It was not the intent of this research to critically analyze the activities in educational leadership and appellate problems of principals in the low socioeconomic setting. Nor was it the aim to make public the inadequacies of building administration. The researcher was objective in observing and describing all of the activities in educational leadership and appellate problems and how one has some influence, to some degree, upon the other.

The administration was very cooperative in allowing the researcher complete access to the schools for

observations. The participants were very cooperative also. Many expressed interest in the study and requested a copy of the results upon its completion.

It took the researcher longer than anticipated to collect the data. There were administrative meetings held during the scheduled observation period that were not anticipated by the researcher, therefore, more time was necessary to complete the gathering of data. The researcher did not really mind putting in the extra time because he felt strongly that this was the best way for him to collect the data. Some principals at the beginning, did not understand what was meant by a normal day. As a result, the researcher found himself going to buildings in the morning and having to return home because they had scheduled parent-teacher conferences, they forgot to inform me that they would be out of their building for three (3) of four (4) hours, they were very late getting to work because of personal reasons, etc.

The researcher feels that the writing of his dissertation is an educational experience that added tremendously to his knowledge of the behaviors of elementary school principals and research knowledge and procedures. He feels that this portion of a doctoral program makes a tremendous contribution to a student's total education. The researcher is very happy that he pursued the writing of this dissertation and feels very strongly that the

writing of a dissertation should never be eliminated from the doctoral program.

The researcher has received excellent guidance from the chairman of his doctoral committee and the other members of the committee in the writing and completion of his dissertation. Without their expertise and guidance, it could not have been done.

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APPENDICES

APPENDIX A

LETTERS TO THE SUPERINTENDENT OF THE
SAGINAW PUBLIC SCHOOL SYSTEM

APPENDIX B

LETTERS TO THE ASSISTANT SUPERINTENDENT OF

ELEMENTARY EDUCATION OF THE SAGINAW

PUBLIC SCHOOL SYSTEM

3216 Burlington Drive
Saginaw, Michigan
January 11, 1974

Mr. Donald Steele
550 Millard Street
Saginaw, Michigan

Dear Mr. Steele:

This letter comes to you to express my sincere appreciation for permitting me to do a study on ten (10) of your elementary school administrators. The general topic of my dissertation concerns itself with the administrative behaviors of the elementary school principal and their variability with the school's socioeconomic setting.

The data will be collected over an eight week period of time, January 21, 1974 through March 15, 1974. Ten (10) of your elementary school administrators have already agreed to participate. To observe each of the ten (10) principals for three days will take a total of thirty (30) days, but forty (40) days are being scheduled for the collection of the data to allow for flexibility for the participants and the observer. The data collection will require no effort on the part of the participants except to allow me to observe them. All data collected, as well as all schools and individuals involved, will be held in strictest of confidence. In the writing of the dissertation no mention will be made of names of schools or individuals.

When the study is completed, a copy of the results will be given to you if you desire a copy.

Educationally yours,

Albert Zackrie, Jr.

3216 Burlington Drive
Saginaw, Michigan
March 5, 1974

Dr. Jack P. Taylor
550 Millard Street
Saginaw, Michigan

Dear Dr. Taylor:

Due to some administrative meetings held that were not anticipated in scheduling my observations of elementary school principals, it has become necessary for me to extend the termination date of my observations from March 15, 1974 to April 15, 1974. With your permission, I would like to continue my observations through April 15, 1974. Please let me know by March 11, 1974 if I am permitted to continue my observations beyond the presently scheduled termination date.

Sincerely yours,

Albert Zackrie, Jr.

APPENDIX B

LETTERS TO THE ASSISTANT SUPERINTENDENT OF
ELEMENTARY EDUCATION OF THE SAGINAW
PUBLIC SCHOOL SYSTEM

APPENDIX C

LETTERS TO THE PARTICIPANTS

APPENDIX D

DATA INSTRUMENT

APPENDIX D

DATA INSTRUMENT

PRINCIPAL _____ CLASSIFICATION _____

SCHOOL _____ ENROLLMENT _____

YEARS OF ADMINISTRATIVE EXPERIENCE _____ WORK SCHEDULE _____

CURRICULUM ORGANIZATION

Activities	No. of Persons Involved										Time (Minutes)	Frequency	Total Time
	P	A	C	M	O	S	G	T	S	C			
Prior planning											1-3-5-7-9-11-13-15-17-19-21-23-25-27-29-31-33-35-37-39-41-43-45		
Conferring											1-3-5-7-9-11-13-15-17-19-21-23-25-27-29-31-33-35-37-39-41-43-45		
Establishing goals											1-3-5-7-9-11-13-15-17-19-21-23-25-27-29-31-33-35-37-39-41-43-45		
Paperwork											1-3-5-7-9-11-13-15-17-19-21-23-25-27-29-31-33-35-37-39-41-43-45		
Meeting											1-3-5-7-9-11-13-15-17-19-21-23-25-27-29-31-33-35-37-39-41-43-45		
Establishing procedures											1-3-5-7-9-11-13-15-17-19-21-23-25-27-29-31-33-35-37-39-41-43-45		
Studying procedures											1-3-5-7-9-11-13-15-17-19-21-23-25-27-29-31-33-35-37-39-41-43-45		
Assisting											1-3-5-7-9-11-13-15-17-19-21-23-25-27-29-31-33-35-37-39-41-43-45		
Evaluating											1-3-5-7-9-11-13-15-17-19-21-23-25-27-29-31-33-35-37-39-41-43-45		

INSTRUCTIONAL IMPROVEMENT

Prior planning											1-3-5-7-9-11-13-15-17-19-21-23-25-27-29-31-33-35-37-39-41-43-45		
Conferring											1-3-5-7-9-11-13-15-17-19-21-23-25-27-29-31-33-35-37-39-41-43-45		
Establishing goals											1-3-5-7-9-11-13-15-17-19-21-23-25-27-29-31-33-35-37-39-41-43-45		

INSTRUCTIONAL IMPROVEMENT-CONTINUED

Activities	No. of Persons Involved							Time (Minutes)	Frequency	Total Time
	P	PA	CM	O	SG	TS	C SO A S			
Ordering teaching materials and equipment								1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		
Meeting								1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		
Establishing procedures								1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		
Studying procedures								1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		
Employing new staff								1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		
Assisting								1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		
Evaluating								1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		

ESTABLISHMENT OF MUTUALLY ACCEPTED GOALS

Prior planning								1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		
Conferring								1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		
Paperwork								1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		
Meeting								1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		
Evaluating								1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		

CLASSROOM SUPERVISION

Establishing procedures								1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		
Supervising students								1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		

CLASSROOM SUPERVISION-CONTINUED

Activities	No. of Persons Involved										Time (Minutes)	Frequency	Total Time
	P	PA	CM	O	SG	TS	C	SO	A	S			
Supervising teachers											1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		
Supervising aides											1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		
Writing student evaluation											1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		
Writing teacher evaluation											1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		
Writing aide evaluation											1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		
Conferring											1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		
Meeting											1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		

EXAMINATION AND STUDY OF PRINTED MATERIALS TO IMPROVE PROFESSIONALLY FOR SELF AND STAFF

Curriculum											1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		
Instructional goals and objectives											1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		
Teaching methodology											1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		
Supervision and evaluation											1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		
Inservice											1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		
Pupil personnel services											1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		
General education material											1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		

MAINTAINING ORDER AND DISCIPLINE

Activities	No. of Persons Involved						Time (Minutes)	Frequency	Total Time
	P	PA	CM	O	SG	TS			
Establishing discipline policies							1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		
Evaluating established discipline policies							1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		
Conferring							1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		
Meeting							1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		
Assisting							1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		

PROVIDING ADEQUATE FACILITIES FOR STUDENTS, STAFF AND COMMUNITY

Ordering equipment							1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		
Conferring							1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		
Providing and supervising							1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		

COORDINATING

Interpreting district policies and procedures							1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		
Participating in district level meetings							1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		
Using district resources							1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		
Working with commercial organizations							1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		
Working with parents							1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		
Working with professional organizations							1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		
Working with governmental agencies							1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		

COORDINATING-CONTINUED

Activities	No. of Persons Involved							Time (Minutes)	Frequency	Total Time
	P	P	A	C	M	O	I			
Working with institutions of higher learning								1-3-5-7-9-11-13-15-17-19-21-23-25-27-29-31-33-35-37-39-41-43-45		
Developing school policies								1-3-5-7-9-11-13-15-17-19-21-23-25-27-29-31-33-35-37-39-41-43-45		
Using community material and human resources								1-3-5-7-9-11-13-15-17-19-21-23-25-27-29-31-33-35-37-39-41-43-45		
Arranging work								1-3-5-7-9-11-13-15-17-19-21-23-25-27-29-31-33-35-37-39-41-43-45		
Scheduling of staff								1-3-5-7-9-11-13-15-17-19-21-23-25-27-29-31-33-35-37-39-41-43-45		
Assisting with staff selection								1-3-5-7-9-11-13-15-17-19-21-23-25-27-29-31-33-35-37-39-41-43-45		
Orienting staff members to school matters								1-3-5-7-9-11-13-15-17-19-21-23-25-27-29-31-33-35-37-39-41-43-45		
Arranging programs of inservice education								1-3-5-7-9-11-13-15-17-19-21-23-25-27-29-31-33-35-37-39-41-43-45		
Organizing staff meetings								1-3-5-7-9-11-13-15-17-19-21-23-25-27-29-31-33-35-37-39-41-43-45		
Organizing for pupil counseling services								1-3-5-7-9-11-13-15-17-19-21-23-25-27-29-31-33-35-37-39-41-43-45		
Organizing (identification and referral of students)								1-3-5-7-9-11-13-15-17-19-21-23-25-27-29-31-33-35-37-39-41-43-45		
Using curriculum								1-3-5-7-9-11-13-15-17-19-21-23-25-27-29-31-33-35-37-39-41-43-45		
consultant services								1-3-5-7-9-11-13-15-17-19-21-23-25-27-29-31-33-35-37-39-41-43-45		
Organizing staff (study of curr. content and exp.)								1-3-5-7-9-11-13-15-17-19-21-23-25-27-29-31-33-35-37-39-41-43-45		
Organizing and evaluating the school's safety program								1-3-5-7-9-11-13-15-17-19-21-23-25-27-29-31-33-35-37-39-41-43-45		

REPORTING TO SUPERORDINATES

Budget request for supplies and equipment								1-3-5-7-9-11-13-15-17-19-21-23-25-27-29-31-33-35-37-39-41-43-45		
Request for staff allocations								1-3-5-7-9-11-13-15-17-19-21-23-25-27-29-31-33-35-37-39-41-43-45		
Personnel reports: assignments, evaluation, etc.								1-3-5-7-9-11-13-15-17-19-21-23-25-27-29-31-33-35-37-39-41-43-45		
Pupil accounting: attendance, assignment, etc.								1-3-5-7-9-11-13-15-17-19-21-23-25-27-29-31-33-35-37-39-41-43-45		

REPORTING TO SUPERORDINATES-CONTINUED

Activities	No. of Persons Involved										Time (Minutes)	Frequency	Total Time
	P	PA	CM	O	SG	TS	C	SO	A	S			
Inventory: supplies, equipment, textbooks, etc.											1-3-5-7-9-11-13-15-17-19-21-23-		
											25-27-29-31-33-35-37-39-41-43-45		
											1-3-5-7-9-11-13-15-17-19-21-23-		
Physical plant utilization Innovative practices, eval- uation and recommendations Pupil personnel: special needs											25-27-29-31-33-35-37-39-41-43-45		
											1-3-5-7-9-11-13-15-17-19-21-23-		
											25-27-29-31-33-35-37-39-41-43-45		
											1-3-5-7-9-11-13-15-17-19-21-23-		
											25-27-29-31-33-35-37-39-41-43-45		
Financial: lunch program, student activities, etc. Special problems: policy may be in question Health and safety including fire drills											1-3-5-7-9-11-13-15-17-19-21-23-		
											25-27-29-31-33-35-37-39-41-43-45		
											1-3-5-7-9-11-13-15-17-19-21-23-		
											25-27-29-31-33-35-37-39-41-43-45		
											1-3-5-7-9-11-13-15-17-19-21-23-		
Special programs											25-27-29-31-33-35-37-39-41-43-45		

REPORTING TO COLLEAGUES

Unsolved problems	1-3-5-7-9-11-13-15-17-19-21-23-25-27-29-31-33-35-37-39-41-43-45
Solved problems	1-3-5-7-9-11-13-15-17-19-21-23-25-27-29-31-33-35-37-39-41-43-45
New ideas in education	1-3-5-7-9-11-13-15-17-19-21-23-25-27-29-31-33-35-37-39-41-43-45
Applied research	1-3-5-7-9-11-13-15-17-19-21-23-25-27-29-31-33-35-37-39-41-43-45
Permanent problems which need to be researched	1-3-5-7-9-11-13-15-17-19-21-23-25-27-29-31-33-35-37-39-41-43-45

REPORTING TO SUBORDINATES

[illegible]

REPORTING TO SUBORDINATES-CONTINUED

Activities	No. of Persons Involved										Time (Minutes)	Frequency	Total Time
	P	PA	CM	O	SG	TS	C	SO	A	S			
School events											1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		
Building budgets											1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		
Educational requirements and expectations											1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		
New ideas in education											1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		
Unsolved problems											1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		
Solved problems											1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		
Applied research											1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		
Permanent problems which need to be researched											1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		
Communications from parents, superordinates, etc.											1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		

DETERMINING ROLES

Defining role- specialist											1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		
Defining role- teacher											1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		
Defining role- counselor											1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		
Defining role- social worker											1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		
Defining role- aide											1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		
Defining role- custodian											1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		

DETERMINING ROLES-CONTINUED

Activities	No. of Persons Involved						Time (Minutes)	Frequency	Total Time
	P	I	P	A	C	M			
Determining role- specialist							1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		
Determining role- teacher							1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		
Determining role- counselor							1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		
Determining role- aide							1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		
Determining role- custodian							1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		
Interpreting role- specialist							1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		
Interpreting role- teacher							1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		
Interpreting role- counselor							1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		
Interpreting role- social worker							1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		
Interpreting role- aide							1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		
Interpreting role- custodian							1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		

UTILIZATION OF EDUCATIONAL RESOURCES OF THE COMMUNITY

Child Guidance Clinic							1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		
Welfare Office							1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		
Social Services							1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		
Public libraries							1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		

UTILIZATION OF EDUCATIONAL RESOURCES OF THE COMMUNITY-CONTINUED

Activities	No. of Persons Involved										Time (Minutes)	Frequency	Total Time
	P	PA	CM	O	SG	TS	C	SO	A	S			
Chamber of Commerce											1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		
Shopping centers											1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		
Museums											1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		
Zoo											1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		
News media											1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		
Other											1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		

PLANNING IN ADVANCE FOR STAFF ASSIGNMENTS

Establishing goals and objectives											1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		
Determining personnel needs											1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		
Interviewing candidates											1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		
Reviewing financial budget											1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		
Studying available materials, equipment and facilities											1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		

DEVELOPING AND IMPROVING STUDENT PROMOTIONAL POLICIES

Establishing goals and objectives											1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		
Developing promotional policies											1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		
Improving promotional policies											1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		

CURRICULUM CHANGE AND IMPROVEMENT

Activities	No. of Persons Involved						Time (Minutes)	Frequency	Total Time
	P	PA	CM	O	SG	TS			
Analyzing pupil successes and failures							1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		
Analyzing staff successes and failures							1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		
Studying community resources							1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		
Studying the continuity of the total school program							1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		
Studying research findings							1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		
Studying financial resources							1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		
Studying available facilities							1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		

INTERPRETING SCHOOL POLICIES

To staff - achievements							1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		
To staff - weaknesses and problems							1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		
To staff - needs							1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		
To community - achievements							1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		
To community - weaknesses and problems							1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		
To community - needs							1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		
To students - achievements							1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		
To students - weaknesses and problems							1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		

INTERPRETING SCHOOL POLICIES-CONTINUED

Activities	No. of Persons Involved							Time (Minutes)	Frequency	Total Time
	P	PA	CM	O	SG	TS	C SO A S			
To students -								1-3-5-7-9-11-13-15-17-19-21-23-		
needs								25-27-29-31-33-35-37-39-41-43-45		
To superordinates -								1-3-5-7-9-11-13-15-17-19-21-23-		
achievements								25-27-29-31-33-35-37-39-41-43-45		
To superordinates -								1-3-5-7-9-11-13-15-17-19-21-23-		
weaknesses and problems								25-27-29-31-33-35-37-39-41-43-45		
To superordinates -								1-3-5-7-9-11-13-15-17-19-21-23-		
needs								25-27-29-31-33-35-37-39-41-43-45		

MISCELLANEOUS

Building and ground maintenance								1-3-5-7-9-11-13-15-17-19-21-23-		
								25-27-29-31-33-35-37-39-41-43-45		
Checking student attendance								1-3-5-7-9-11-13-15-17-19-21-23-		
								25-27-29-31-33-35-37-39-41-43-45		
Other								1-3-5-7-9-11-13-15-17-19-21-23-		
								25-27-29-31-33-35-37-39-41-43-45		

PERSONAL

Personal								1-3-5-7-9-11-13-15-17-19-21-23-		
								25-27-29-31-33-35-37-39-41-43-45		

NOVEL CONDITIONS

Animals in building								1-3-5-7-9-11-13-15-17-19-21-23-		
								25-27-29-31-33-35-37-39-41-43-45		
Toys in building								1-3-5-7-9-11-13-15-17-19-21-23-		
Intoxicated persons in building								25-27-29-31-33-35-37-39-41-43-45		
								1-3-5-7-9-11-13-15-17-19-21-23-		
Fugitive in building								25-27-29-31-33-35-37-39-41-43-45		
								1-3-5-7-9-11-13-15-17-19-21-23-		
								25-27-29-31-33-35-37-39-41-43-45		

NOVEL CONDITIONS-CONTINUED

Activities	No. of Persons Involved						Time (Minutes)	Frequency	Total Time
	P	I	A	C	M	O			
Vociferous and irate parents Confusion between staff members							1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45 1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		
Vociferous and irate students from other schools							1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45 1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		
False fire alarm							1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45 1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		
Discovery of narcotics							1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45 1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		
Student disturbance							1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45 1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		
Attack on teacher by student							1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45 1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		
Discovery of weapons							1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45 1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		
Lost items							1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45 1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		
Other							1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		

CONFLICT OF JURISDICTION

Counselor -							1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45 1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		
Social worker -							1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45 1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		
Social work aide -							1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45 1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		
Teacher -							1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45 1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		
Classroom aide -							1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		

CONFLICT OF JURISDICTION-CONTINUED

Activities	No. of Persons Involved							Time (Minutes)	Frequency	Total Time
	P	PA	CM	O	SG	TS	CISO A S			
Head custodian -								1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		
Custodian -								1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		
Secretary -								1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		
Clerical aide -								1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		
Parent -								1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		
Principal -								1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		
Specialist -								1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		
P.E. teacher -								1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		
Music teacher								1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		
Art teacher -								1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		
Speech teacher -								1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		

LACK OF CLARITY IN POLICY

Student discipline - physical								1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		
Student discipline - suspension								1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		
Student discipline - entering and leaving the building								1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		
Student discipline - going to and from school								1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		
Student discipline - classroom								1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		
Student discipline - expulsion								1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		

LACK OF CLARITY IN POLICY-CONTINUED

Activities	No. of Persons Involved												Time (Minutes)	Frequency	Total Time		
	P	A	C	M	O	S	G	T	S	C	S	O				A	S
Safety - fire and tornado drills															1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		
															1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		
															1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		
Staff's work schedule															1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		
Parking															1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		
Utilization of playground and gymnasium															1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		
Assemblies															1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		
															1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		
															1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		
Utilization of the building for meetings															1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		
Meetings															1-3-5-7-9-11-13-15-17-19-21-23- 25-27-29-31-33-35-37-39-41-43-45		

BREACH IN POLICY

Student discipline													
											1-3-5-7-9-11-13-15-17-19-21-23-		
											25-27-29-31-33-35-37-39-41-43-45		
Safety (fire and tornado)											1-3-5-7-9-11-13-15-17-19-21-23-		
											25-27-29-31-33-35-37-39-41-43-45		
Staff's work schedule											1-3-5-7-9-11-13-15-17-19-21-23-		
											25-27-29-31-33-35-37-39-41-43-45		
Parking											1-3-5-7-9-11-13-15-17-19-21-23-		
Utilization of the building											25-27-29-31-33-35-37-39-41-43-45		
for meetings											1-3-5-7-9-11-13-15-17-19-21-23-		
											25-27-29-31-33-35-37-39-41-43-45		
Schedules											1-3-5-7-9-11-13-15-17-19-21-23-		
General policies											25-27-29-31-33-35-37-39-41-43-45		
concerning the building											1-3-5-7-9-11-13-15-17-19-21-23-		
Utilization of											25-27-29-31-33-35-37-39-41-43-45		
materials and equipment											1-3-5-7-9-11-13-15-17-19-21-23-		
Utilization of playground											25-27-29-31-33-35-37-39-41-43-45		
and gymnasium											1-3-5-7-9-11-13-15-17-19-21-23-		
											25-27-29-31-33-35-37-39-41-43-45		

BREACH IN POLICY CONTINUED

Activities	No. of Persons Involved							Time (Minutes)	Frequency	Total Time
	P	A	C	M	O	I	S			
Assemblies								1-3-5-7-9-11-13-15-17-19-21-23-		
Meetings								25-27-29-31-33-35-37-39-41-43-45		
Procurement of materials and equipment								1-3-5-7-9-11-13-15-17-19-21-23-		
								25-27-29-31-33-35-37-39-41-43-45		

REQUESTS FROM SUPERORDINATES

Pupil personnel								1-3-5-7-9-11-13-15-17-19-21-23-		
Staff personnel								25-27-29-31-33-35-37-39-41-43-45		
Field trips								1-3-5-7-9-11-13-15-17-19-21-23-		
Special programs								25-27-29-31-33-35-37-39-41-43-45		
Testing and evaluation								1-3-5-7-9-11-13-15-17-19-21-23-		
Curriculum organization								25-27-29-31-33-35-37-39-41-43-45		
Instructional improvement								1-3-5-7-9-11-13-15-17-19-21-23-		
Student evaluation								25-27-29-31-33-35-37-39-41-43-45		
Teacher evaluation								1-3-5-7-9-11-13-15-17-19-21-23-		
Inservice education								25-27-29-31-33-35-37-39-41-43-45		
Establishment of educational goals								1-3-5-7-9-11-13-15-17-19-21-23-		
School policies								25-27-29-31-33-35-37-39-41-43-45		
Classroom supervision								1-3-5-7-9-11-13-15-17-19-21-23-		
								25-27-29-31-33-35-37-39-41-43-45		

REQUESTS FROM SUPERORDINATES CONTINUED

Activities	No. of Persons Involved							Time (Minutes)	Frequency	Total Time
	P	PA	CM	O	SG	TS	CISO			
Budget:								1-3-5-7-9-11-13-15-17-19-21-23-		
supplies and equipment								25-27-29-31-33-35-37-39-41-43-45		
Inventory:								1-3-5-7-9-11-13-15-17-19-21-23-		
supplies and equipment								25-27-29-31-33-35-37-39-41-43-45		
Physical plant utilization								1-3-5-7-9-11-13-15-17-19-21-23-		
Financial: lunch program,								25-27-29-31-33-35-37-39-41-43-45		
student activities, etc.								1-3-5-7-9-11-13-15-17-19-21-23-		
Special problems:								25-27-29-31-33-35-37-39-41-43-45		
policy may be in question								1-3-5-7-9-11-13-15-17-19-21-23-		
Health and safety,								25-27-29-31-33-35-37-39-41-43-45		
including fire drills								1-3-5-7-9-11-13-15-17-19-21-23-		
School events								25-27-29-31-33-35-37-39-41-43-45		
Defining, determining								1-3-5-7-9-11-13-15-17-19-21-23-		
and interpreting roles								25-27-29-31-33-35-37-39-41-43-45		
Discipline policies								1-3-5-7-9-11-13-15-17-19-21-23-		
Innovative practices								25-27-29-31-33-35-37-39-41-43-45		
Staff assignments								1-3-5-7-9-11-13-15-17-19-21-23-		
Promotional policies								25-27-29-31-33-35-37-39-41-43-45		
Curriculum change								1-3-5-7-9-11-13-15-17-19-21-23-		
and improvement								25-27-29-31-33-35-37-39-41-43-45		

MISCELLANEOUS

Miscellaneous								1-3-5-7-9-11-13-15-17-19-21-23-		
								25-27-29-31-33-35-37-39-41-43-45		

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