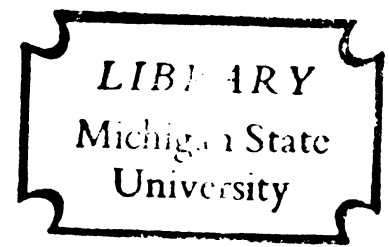


A STUDY OF THE INFLUENCE OF
SELECTED FACTORS ON THE ELEMENTARY
SCHOOL PRINCIPAL'S ROLE IN
CURRICULUM DEVELOPMENT AS
PERCEIVED BY SELECTED ELEMENTARY
SCHOOL TEACHERS AND ELEMENTARY
SCHOOL PRINCIPALS

Thesis for the Degree of Ed. D.
MICHIGAN STATE UNIVERSITY
HARRY JOSEPH GROULX
1968

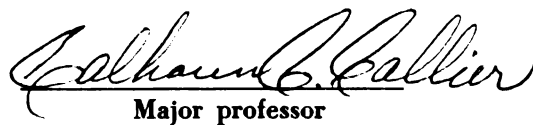


This is to certify that the
thesis entitled
A STUDY OF THE INFLUENCE OF SELECTED FACTORS ON
THE ELEMENTARY SCHOOL PRINCIPAL'S ROLE IN
CURRICULUM DEVELOPMENT AS PERCEIVED BY
SELECTED ELEMENTARY SCHOOL TEACHERS
AND ELEMENTARY SCHOOL PRINCIPALS
presented by

Harry Joseph Groulx

has been accepted towards fulfillment
of the requirements for

ED. D. degree in Education


Major professor

Date August 8, 1968



I-297
 OCT 21 1974
 NOV 7 1974
 NOV 27 1974
 JAN 5 1975
 JAN 20 1975
 FEB 9 1975
 OCT 14 1975
 OCT 28 1974
 NOV 12 1974
 NOV 27 1974
 MAR 12 1975

220
 330
 335
 40
 R.I.
 043
 052
 241
 0336
 135
 24
 224

213
 35
 266
 193
 32
 158
 172
 308
 1
 173
 03

MAR 2 1975
 APR 19 1975
 MAY 1 1975
 MAY 20 1975
 MAY 3 1977
 JUN 11 1978
 APR 1 1979
 JUN 22 1979
 FEB 2 1980

ABSTRACT

A STUDY OF THE INFLUENCE OF SELECTED FACTORS ON THE ELEMENTARY SCHOOL PRINCIPAL'S ROLE IN CURRICULUM DEVELOPMENT AS PERCEIVED BY SELECTED ELEMENTARY SCHOOL TEACHERS AND ELEMENTARY SCHOOL PRINCIPALS

by Harry Joseph Groulx

The purpose of this study was to collect empirical evidence to determine whether selected factors would influence the role of the elementary school principal in curriculum development as perceived by selected elementary teachers and elementary principals in selected school districts in the State of Michigan. This study developed from the descriptions of the elementary principal's role in curriculum development as found in educational and general literature.

The survey instrument in this study was designed to test role choice items that the elementary school principal should follow in the curriculum development process as selected by elementary classroom teachers and elementary school principals. The school districts and schools that formed the population for this study were randomly selected. Fifty schools participated in the study and fifty elementary school principals along with four hundred ten teachers returned the questionnaires.

The hypotheses in general research form were:

- H₁ Elementary principals and elementary teachers in school systems that have personnel in the area of curriculum or instruction will have different perceptions as to what the role of the elementary principal should be in curriculum development from elementary principals and elementary teachers in school systems that do not have personnel in the area of curriculum and instruction.
- H₂ Elementary principals' and elementary teachers' perception of what the role of the elementary principal should be in curriculum development will be dependent on the strength of the school system's education association in professional negotiations in the area of curriculum.
- H₃ The formal education of elementary principals and elementary teachers in the area of elementary supervision and curriculum will have influence on the perception of what the role of the elementary principal should be in curriculum development.

Additional data was collected to determine if they would be significant. These selected factors were: age, sex, experience, years member of Michigan Education

Association, tenure teacher, size of school district, region, principal, and teacher.

The chi-square analysis test was used to test the hypotheses and the significance of the selected variables.

The hypotheses and selected variables were not found to be significant to the .05 level. This indicates that the availability of special curriculum personnel, strength of the school district in professional negotiations in the area of curriculum, amount of formal education in the area of elementary supervision and curriculum, should not influence the perceptions of elementary teachers and principals in the role the elementary principal should play in curriculum development. The variables of age, sex, experience, years member of Michigan Education Association, tenure teacher, size of school district, and region did not influence the selection of the principal's role in curriculum development.

A STUDY OF THE INFLUENCE OF SELECTED FACTORS ON
THE ELEMENTARY SCHOOL PRINCIPAL'S ROLE IN
CURRICULUM DEVELOPMENT AS PERCEIVED BY
SELECTED ELEMENTARY SCHOOL TEACHERS
AND ELEMENTARY SCHOOL PRINCIPALS

By

Harry Joseph Groulx

A THESIS

Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of

DOCTOR OF EDUCATION

College of Education

1968

1/15/69

ACKNOWLEDGMENTS

The writer particularly wishes to thank Dr. Troy L. Stearns, Chairman of the Doctoral Guidance Committee, for his continuous encouragement, support, and guidance throughout all phases of my doctoral program. Appreciation is also extended to Dr. Calhoun Collier, Dr. George R. Myers, Dr. Louise M. Sause, and Dr. Edgar A. Schuler for their many valuable suggestions and support.

The writer is also indebted to the Michigan Education Association and the forty-seven school districts for their cooperation and participation in making this study possible.

This study would not have been completed without the encouragement and support of my family. I owe gratitude to my wife, Sally, and children, Kathie and Bruce, for their understanding and patience during the time required to write this dissertation.

* * * * *

TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION	1
The Problem	1
Statement of the Problem	1
Importance of the Study	2
Definition of Terms for the Purpose of	
This Study	6
Elementary Teacher	6
Elementary Principal	6
Curriculum	6
Curriculum Development Process	7
Professional Negotiations	7
Formal Education	8
Design of the Study	8
Sources of Data	8
Procedure for Collecting Data	9
Treatment of Data	10
Hypotheses	11
Delimitations of the Study	12
Structure of the Thesis	12
II. REVIEW OF LITERATURE	14
Theoretical Role	14
Research Studies Dealing with Principal's	
Role	22
Summary	28
III. DESIGN	30
Introduction	30
Identification of Sample	30
Development of the Survey Instrument	34
Null Hypotheses	35
Hypotheses	38
Procedures for Analysis of the Data	40
Summary	41

Chapter	Page
IV. PRESENTATION AND ANALYSIS OF DATA	42
Introduction	42
Analysis of Data from Survey Instrument	42
Statistical Procedure	42
Hypotheses Testing	43
Special Personnel in Area of	
Curriculum	43
Strength of Professional Negotiations	46
Formal Education	50
Region	53
Size of District	55
Teacher	57
Principal	58
Age	59
Sex	60
Experience	61
Years Member of Michigan Education	
Association	62
Tenure	63
Overview of Choices	63
Summary	66
V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	68
Introduction	68
Summary	68
The Design	69
Analysis of Survey Instrument Data	71
Analysis of Data for Which There Were No	
Hypotheses	72
Conclusion	73
Recommendations	77
BIBLIOGRAPHY	79
APPENDIX	83

LIST OF TABLES

Table	Page
1. Distribution of special personnel	45
2. Chi-square values as they relate to first hypothesis	46
3. Distribution of respondents on the basis of strength rating by Michigan Education Association Field Representatives in area of professional negotiations in the area of curriculum	49
4. Chi-square values as they relate to the second hypothesis	49
5. Distribution by quartile of the formal education of respondents	52
6. Chi-square values as they relate to third hypothesis	52
7. Number and percentage of total respondents by region	54
8. Chi-square values for region variable	55
9. Respondents in the groups	56
10. Chi-square values for size variable	57
11. Chi-square values for teacher variable	58
12. Chi-square values for principal variable	58
13. Chi-square values for the age variable	59
14. Chi-square values for sex variable	60
15. Chi-square values for the experience variable	61

Table	Page
16. Chi-square values for years member of Michigan Education Association variable	62
17. Chi-square values for tenure variable	63
18. Choices of respondents on each stage	64
19. The role choice, he should cooperate with others, is presented in each of four stages by per cent	65

LIST OF EXHIBITS

Exhibit	Page
1. Counties by Regions	84
2. School Districts by Regions	85
3. Letter to Superintendent of Schools	87
4. Letter to Principal	88
5. Letter to Teacher	89
6. Follow-Up Letter	90
7. Directions	91
8. Questionnaire on Curriculum Development	92

CHAPTER I

INTRODUCTION

This study develops from the hypothesis that the elementary principal's role in curriculum development may be changing. Earlier research on the elementary principal's role in curriculum did not have to consider the influences of professional negotiations, the large number of recent appointments of curriculum directors in the administrative organization of public schools, and the more extensive formal education of teachers and administrators than that of their predecessors.

The Problem

Statement of the Problem

It is the purpose of this study to determine whether selected factors influence the role of the elementary school principal in curriculum development as perceived by selected elementary school principals and elementary school classroom teachers. An instrument has been designed to measure role choice items that an elementary principal may assume at each stage of curriculum development. The instrument is used in this study to determine how elementary teachers and elementary

principals see the elementary principal functioning at different stages of curriculum development.

The methodology of the comparisons is presented in research design form in Chapter III.

Importance of the Study

Considerable evidence can be found to show that the elementary principal's role in curriculum development may be undergoing change.

The Michigan Association of Elementary Principals recognized the changing role of the elementary principal in a letter to members in August, 1967, stating:

The foremost conclusion seems to be that the principal's role is changing, that he is moving in a new direction of leadership. Some feel that his leadership role is being taken from him because of the direct confrontation between boards of education and teachers in establishing policies that the principal is required to implement, but has no voice in developing. Some feel that the principal's role is strengthened, that his leadership abilities will have full opportunity to blossom in a stimulating, sharing or policy determination as part of a total educational team . . . teachers, administrators, and boards of education.¹

Erickson predicts, ". . . that the instructional supervision component of the principal's role will steadily

¹Letter from Michigan Association of Elementary Principals to members, August, 1967.

lessen in importance as the principal's responsibility for strategic coordination is given increased emphasis."²

Greig and Lee³ suggest that if cooperation efforts of teachers improve instruction, then the effectiveness of the principal in this area might also be improved by collaboration.

The need to study the elementary principal's role in curriculum development is presented by the report of The Project on Instruction.⁴ The committee, in discussing curriculum, recognized the legal authority of state and local districts in making curriculum decisions. The project committee also pointed out that there are influencing forces that affect these decisions. The project committee raised many questions as to who should make curriculum decisions today and cited the need to resolve the discrepancies between what has been the traditional picture, what is the actual practice of curriculum decision, and what should be the practice in the 1960's.

Curriculum planning is referred to as a political process, and the relationships in the educational

²Donald A. Erickson, "Changes in the Principalship," The National Elementary Principal, XLIV (April, 1965), 20.

³James Greig and Robert R. Lee, "Cooperative Administration," The National Elementary Principal, XLIV (January, 1965), 73.

⁴Dorothy M. Fraser, Deciding What to Teach (Washington, D.C.: National Education Association, 1963), p. 204.

organization affect the way in which various curriculum projects enter the flow of American education.⁵ What should be the role of the elementary principal in this curriculum development process?

Herrick⁶ in discussing how curriculum study could be carried out suggests that curriculum study be done from the points of view of the roles of the individuals involved in its operation. This approach was suggested because some view the school system as a social system, and as such the human interaction within the school system will influence the curriculum.

What role will the elementary principal play in curriculum decisions? This needs to be investigated further if, "the principal, as instructional leader in the school, must have an active role in determining the priority of problems to be solved; the methods and limitations that are to be used in solving them, and the procter of leadership and responsibility for the resulting decisions."⁷

⁵John I. Goodlad, School Curriculum Reform in the United States (New York: Fund for Advancement of Education, 1964), pp. 10-11.

⁶Virgil E. Herrick, What Are the Sources of the Curriculum (Washington, D.C.: Association for Supervision and Curriculum Development, N.E.A., 1962), pp. 68-69.

⁷Glenys G. Unruh (ed.), New Curriculum Developments (Washington, D.C.: Association for Supervision and Curriculum Development, N.E.A., 1965), p. 99.

Because the elementary principal is in a key position to facilitate curriculum development, some teachers look to the elementary principal for support when they try new instructional approaches. However, some perceive the elementary principal's role as diminishing in the area of curriculum; while others see increasing difficulty for the elementary principal to maintain his instructional leadership responsibility due to the recent introduction of professional negotiations in the Michigan school systems.

The principal's responsibility for instruction and curriculum development is only one of his many responsibilities. How the principal perceives his role is influenced by many factors: (1) his professional preparation and experience; (2) the provisions the school system's policies make in clarifying his role in the area of curriculum; (3) the role the teachers expect him to play in the area of curriculum; (4) special personnel available; and (5) the community's curriculum expectations.

If educators are to determine whether there are common role expectations of elementary principals in curriculum development, it is imperative that they gain an understanding of how elementary principals and teachers perceive the principal's role in curriculum development.

The roles of educational personnel will continue to change as new circumstances dictate. A continuous evaluation of roles will need to be conducted so that feedback on

the training and preparation of all educators is more nearly valid.

Definition of Terms for the Purposes of This Study

The terms used are defined in appropriate places in the body of the thesis. However, in order to make them clear in the initial presentation, certain basic terms are defined here: elementary teacher, elementary principal, curriculum, curriculum development process, professional negotiations, and formal education.

Elementary Teacher

An elementary school teacher possesses a valid teaching certificate and is responsible for teaching a classroom of pupils within grades Kindergarten through Eighth Grade.

Elementary Principal

An elementary principal possesses a valid teaching certificate. He supervises an elementary building and is given the title of "Elementary Principal" by the school district.

Curriculum

The total academic and non-academic experiences within the formal organization of the school.

Curriculum Development Process

Stage 1. Developing educational goals.--Expressions of learning objectives that a curriculum program should use as a reference for establishing a curriculum.

Stage 2. Developing curriculum experiences.--A general overview of the content, experiences, and/or specific materials of instruction that the school should offer.

Stage 3. Developing teaching procedures.--The organization of learning experiences in the classroom.

Stage 4. Developing an evaluation process.--Evaluating how well the school is achieving educational goals.

Professional Negotiations

The process through formal agreement of the Board of Education and local Education Association; by which they collectively negotiate items directly related to wages, hours, and working conditions of the teacher.

Strong or weak ratings of school districts in professional negotiations in the area of curriculum.--School districts participating in the study were rated strong or weak in professional negotiations in the area of curriculum by the Field Representatives of the Michigan Education Association.

Formal Education

More formal education would be from 6 to 10 courses; less formal education would be from 0 to 2 courses in the area of curriculum or elementary supervision.

Design of the Study

Sources of Data

The sample is composed of randomly selected elementary schools up to grade eight only in kindergarten through twelfth grade school districts that are affiliated with the Michigan Education Association. Initially, school districts were ranked into six groups by size, according to number of pupils.

Group	I	20,000-49,999 pupils
Group	II	10,000-19,999 pupils
Group	III	5,000- 9,999 pupils
Group	IV	4,000- 4,999 pupils
Group	V	2,000- 3,999 pupils
Group	VI	500- 1,999 pupils

The school districts in each group were listed and randomly selected for the study's population.⁸ When the districts were chosen, the elementary schools in the sample districts were listed and sample schools were randomly

⁸Ranking of Michigan High School Districts by Selected Financial Data 1966-67, Bulletin No. 1012, Published by State Board of Education, Lansing, Michigan, January, 1968.

selected.⁹ Ten schools were selected for a sample in each group. The principal and ten teachers selected at random in each of the elementary buildings constitute the population of this study. Potentially there were sixty principals and six hundred teachers in the sample population.

The sampling on a geographical basis was divided into three areas (listed by counties in Appendix, Exhibit 1):

Area I	M.E.A. Regions 12-18
Area II	M.E.A. Regions 2,3,6,7,8,10,11
Area III	M.E.A. Regions 4,5,9.

This basis divides the State of Michigan into three regions for the purpose of this study. Area I is primarily Northern Michigan, Area II is Southeastern Michigan, and Area III is Southwestern Michigan.

Procedure for Collecting Data

A role choice questionnaire was developed on each stage of curriculum development and sent to the sixty principals and six hundred teachers for completion (Appendix, Exhibit 8). A follow-up letter was sent to the selected schools that did not return the questionnaire after a three week interval (Appendix, Exhibit 6).

⁹Michigan Education Directory and Buyer's Guide 1967-68, Michigan Education Directory, 701 Davenport Building, Lansing, Michigan.

The superintendents of the selected school districts were asked first to give their permission and approval for participation in the study (Appendix, Exhibit 3).

The cover letter and directions for administering the questionnaire were sent to the building principal (Appendix, Exhibit 7). Additional letters with directions were addressed to the teacher (Appendix, Exhibit 5).

The final sample for the study consisted of fifty schools and over four hundred teachers.

The school districts of the respondents were rated "strong" or "weak" in professional negotiations in the area of curriculum by the Field Representatives of the Michigan Education Association.

Treatment of Data

The questionnaires were statistically analyzed to see if the elementary teachers and elementary principals differ in respect to formal education, presence of special curriculum personnel, age, sex, experience, strength of association in professional negotiations in area of curriculum, years member of Michigan Education Association, tenure, and in respect to the number of cases which fall into separate classifications. These variables will be evaluated in relation to the following hypotheses.

Hypotheses

Following is a listing of the general hypotheses. They are restated in testable form in Chapter III.

- H₁ Elementary principals and elementary teachers in school systems that have personnel in the area of curriculum or instruction will have different perceptions as to what the role of the elementary principal should be in curriculum development from elementary principals and elementary teachers in school systems that do not have personnel in the area of curriculum and instruction.
- H₂ Elementary principals' and elementary teachers' perception of what the role of the elementary principal should be in curriculum development will be dependent on the strength of the school system's education association in professional negotiations in the area of curriculum.
- H₃ The formal education of elementary principals and elementary teachers in the area of elementary supervision and curriculum will have influence on the perception of what the role of the elementary principal should be in curriculum development.

Variables that relate to the hypotheses are presented in Chapter III.

Delimitations

It was assumed that the questionnaire used was interpreted and answered correctly by the respondents. The pilot administrations of the survey instrument along with revision of the instrument should hold response error to a minimum.

The rating of the school district's strength in professional negotiations in the area of curriculum is limited to the judgment of the Michigan Education Association Field Representatives.

The study was limited to elementary teachers and elementary principals and designed with that purpose in mind. It is recognized that parents, administrators, and other school personnel also have their perceptions of what role the elementary school principal should follow in the curriculum development process.

Another delimitation of the study was to limit the population to only those school districts that are affiliated with the Michigan Education Association.

Another delimitation was to narrow the scope of this research to include only elementary schools in the State of Michigan.

Structure of the Thesis

Chapter I develops the frame of reference for the entire study. Included are the introduction, statement of the problem, importance of the study, definition of terms

for the purpose of this study, design of the study, and general hypotheses to be examined.

A review of the related literature is presented in Chapter II. This includes both the theoretical role and related research on the role of the elementary principal in curriculum development.

In Chapter III the plan of research for the study is presented. This chapter centers upon the identification of the sample, development of the survey instrument, the hypotheses in testable form, the research design, and the statistical treatment of the data.

The examination and analysis of the data is presented in Chapter IV.

Chapter V presents a summary of the study, conclusions, and recommendations for further research.

CHAPTER II

REVIEW OF LITERATURE

In carrying out an investigation of the role of the elementary principal in curriculum development, the writer reviewed the literature in two parts: (1) that which pertained to theory, and (2) that which pertained to research.

Theoretical Role

This section presents in theory how the role of the elementary principal in curriculum development is generally perceived, at the present time and his possible future role.

The principal functions as the leader in curriculum development due to the nature of his position, according to Doll.¹ Doll believes curriculum improvement must occur at the classroom level, which further supports the thought that the position of principal, because of his accessibility to the classroom, makes him the leader in curriculum development. This point of view was further presented by Shuster

¹Ronald C. Doll, Curriculum Development: Decision-Making and Process (Boston: Allyn and Bacon, Inc., 1965), pp. 166-167.

and Ploghoft.² They also pointed out that if central administrative staff are not involved in the curriculum development process at the building level, support for enacting a new curriculum improvement technique may be denied. This suggests that the principal must function as a member of a team which includes central administrative staff when it is part of the school system's administrative organization.

Heffernan and Alexander see the principal functioning to bring about coordination and utilization of current curriculum developments. They suggested these ways of working to achieve coordination and utilization:

1. Investigating reports of research, innovations, materials, and of other curriculum development projects, and communicating information about the projects to those associates concerned.
2. Organizing and leading curriculum planning and evaluation groups in assessing local practices, and planning needed program modifications with use of such current projects as reported in this publication.
3. Developing proposals and experimental programs to meet local needs when no adequate programs are available.
4. Assisting specialists in various curriculum areas in the introduction of new programs and the exchange of information about such programs.
5. Arranging for tryout of new plans and materials with adequate provision for careful experimental designs.
6. Organizing in-service education activities to assist the personnel involved in introducing new programs.
7. Communicating with school boards and citizen groups information about current curriculum needs, innovations, and issues in the community.

²Albert H. Schuster and Milton E. Ploghoft, The Emerging Elementary Curriculum (Columbus, Ohio: Charles E. Merrill Books, Inc., 1963), p. 538.

8. Preparing for appropriate duplication and distribution materials which will aid his associates in curriculum improvement efforts.³

A complex, difficult role of the principal was presented by Neagley and Evans.⁴ The recognized leader of his school, the principal, works with his staff to improve instruction, initiate research, to explore new materials, and to identify problems in need of research. The principal must also be part of the school district team, and his efforts must be coordinated with the K-12 curriculum program.

A detailed list of curriculum responsibilities for an elementary principal is presented to indicate the scope of just the curriculum phase of an elementary principal's position.

1. To work with the staff in the formulation and execution of an adequate philosophy of education consistent with the district-wide philosophy.
2. To assume leadership for providing, within his building unit, a continuous program of curriculum improvement which will at the same time contribute to district-wide curriculum improvement.
3. To work with the staff within his building unit in the development of instructional goals consistent with district goals for the various levels and curriculum areas.

³Association for Supervision and Curriculum Development, Using Current Curriculum Developments, A Report Prepared by the Association for Supervision and Curriculum Development (Washington, D.C.: Association for Supervision and Curriculum Development, N.E.A., 1963), p. 6.

⁴Ross L. Neagley and N. Dean Evans, Handbook for Effective Curriculum Development (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1967), p. 136.

4. To work with the staff in the development and execution within his unit of a system-wide program of evaluation and appraisal.
5. To work with the staff in the development, application, and supervision within his unit of programs for atypical children.
6. To work with the staff in the formulation and execution within his unit of district-wide policies relative to pupil classification, marking, reporting, and promoting.
7. To ascertain the need for instructional staff specialists in his unit and to direct and supervise their work.
8. To assume responsibility for a continuous program of supervision within his unit.
9. To assume responsibility, within the framework of the district plan, for a continuous program of in-service education for the staff members in his unit.
10. To keep abreast of new educational developments on the local, state, and national levels and to inform his staff concerning them.
11. To provide for the interchange of information and ideas among teachers and other staff personnel.
12. To see that the necessary facilities, equipment, books, and supplies are available when required.⁵

The role of the elementary principal in curriculum development at the building level is depicted as providing leadership services and a program of in-service education so that quality teaching may occur. Curriculum leadership should point the way to the solution of curriculum problems and accomplish determined educational goals when plans have been formulated and carried out cooperatively in an atmosphere of understanding and acceptance.⁶

The principal's leadership role in curriculum development will vary with the situation in which he is working.

⁵Ibid., pp. 87-88.

⁶Jane Franseth, Supervision as Leadership (Evanston, Illinois: Row Peterson and Company, 1961), p. 29.

At one time he will be participating in a system-wide curriculum study or an over-all budget preparation and analysis. Within his building the principal may be performing an instructional leadership role by assisting a teacher in unit preparation, demonstrating a teaching technique, suggesting resources, or leading discussion on learning theory as it relates to instruction in a subject matter area.⁷

Cooper further refined the functioning role of the elementary principal in curriculum development in relation to the following limiting factors:

Opportunity for the principal to exert leadership in curriculum development does not rest solely on his knowledge of the subject and his skill in coordinating the efforts of others. To a large extent it depends also upon the amount of the autonomy possessed by the school in developing its curriculum. Those principals who administer schools in which teachers are relatively free to determine learning content and materials, assisted by common objectives and system wide curriculum guides, can affect the curriculum in more significant ways than can those principals whose main responsibility is confined to seeking conformity to system-wide dictation.⁸

Ragan⁹ saw the elementary principal as the leader in curriculum development. He also recommended that the principal organize the curriculum development program in a

⁷John E. Cooper, Elementary School Principalship (Columbus, Ohio: Charles E. Merrill Books, Inc., 1967), p. 194.

⁸Ibid., p. 101.

⁹William B. Ragan, Modern Elementary Curriculum (3rd. ed.; Chicago: Holt Rinehart and Winston, 1966), pp. 226-227.

democratic manner. To administer democratically requires that the principal have a broad understanding and skill in human relationships.

The principal's role in curriculum development was further theorized to be one of a human relationist. The principal's function in this role was described as one where he coordinates the talents of the persons involved in the teaching-learning process. To do this he must be able to identify and develop the capabilities of those involved in the instructional program.¹⁰

This idea of the principal's role being a human relationist in the cooperative approach to curriculum development is again presented by Morphet et al.¹¹ The principal is also recognized as the curriculum leader, skilled in helping people identify, analyze, and explore the curriculum problems they are endeavoring to solve.

The cooperative development of curriculum by the principal was supported by Stratemeyer et al.¹² They described the principal's cooperative role in categories of

¹⁰Paul J. Misner, Frederick W. Schneider, and Lowell G. Keith, Elementary School Administration (Columbus, Ohio: Charles E. Merrill Books, Inc., 1963), p. 198.

¹¹Edgar L. Morphet, Roe L. Johns, and Theodore L. Reller, Educational Administration (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1959), pp. 104-126.

¹²Florence B. Stratemeyer, Hamden L. Forkner, Margaret G. McKim, and A. Harry Passow, Developing a Curriculum for Modern Living (New York: Bureau of Publications, Teachers College, Columbia University, 1957), pp. 692-695.

(1) improving group effectiveness, (2) improving communication among curriculum workers, (3) furnishing needed expertness and coordination, and (4) releasing the potentialities of individuals and groups.

A national elementary principal's workshop defined the function of the elementary principal as:

The principal's role, as leader, is one of setting the atmosphere for productive interaction, of learning to operate without promoting, of developing the ability to generalize, and of being sensitive to the human factor in all phases of personal and group relationships.¹³

Professional negotiations have become a factor having influence on the principal's role in curriculum development. Much forecasting on the principal's role as affected by professional negotiations is emerging. Langer,¹⁴ whose view is similar to most, conceives the emerging elementary principal's role as still hazy; however, he has the opinion that the principal's role will either be elevated or challenged, depending on the demands made upon him by his superiors and the pressure put upon the principal by the teachers through the process of professional negotiations.

¹³Herbert C. Rudman (ed.), Administrative Leadership for the Changing School Program (National Workshop of Elementary Principals, Michigan State University, East Lansing, Michigan, 1957), p. 119.

¹⁴John H. Langer, "The Emerging Elementary Principals in Michigan," Phi Delta Kappan, XLVIII (December, 1966), 160-161.

King¹⁵ views negotiations as a process of changing policy making from the Board of Education-Superintendent level to a bilateral development of school policy with the involvement of teachers. He also points out that it would be interesting to note if teachers who feel the need to protest the principal's responsibilities the most are those who have not had the experience of working cooperatively with the principal and other teachers in making decisions related to the operation of the school.

The role of the principal as affected by professional negotiations according to Cunningham¹⁶ will depend on the principal's ability to survive, flourish, respond, and adapt during a period of transition. The principal who has established cooperative methods with his staff will survive and the autocratic administrator will not survive the change in the authority structure.

The future or emerging role of the administrator is uncertain; however, in the area of curriculum development many combinations and arrangements of personnel are seen, such as: curriculum resource specialists, team leaders for liaison with these specialists, and individual school

¹⁵James C. King, "New Directions for Collective Negotiation," The National Elementary School Principal, XLVII (September, 1967), 45.

¹⁶Lavern L. Cunningham, "Collective Negotiations and the Principalship," Theory Into Practice, VII (April, 1968), 62-70.

curriculum coordinators. It appears there may be a staff of specialists in each school.¹⁷

The future role of the principal was foreseen by Trump and Baynham as follows:

Principals of the future will assume enhanced educational leadership. They will not act on the fringes of education; they will be at the heart of it. What they do will be critically important. They will know this and so will their staffs and communities at large. They will be men of stature in the profession of education.

Basic changes will be made in the way they spend their time and energy. They will spend considerable time, for instance, in working with teaching teams on the organization of instruction in tomorrow's schools. At times, they will do some of the teaching themselves, because they are particularly competent persons in presenting given ideas. They will be able to do this because teaching a particular class will not be a five-day-a-week, every-week-in-the-year job.

The success of the school of the future, with its highly diversified staff, will depend to a significant degree on the selection, assignment, coordination, and in-service training of staff members. Principals will know very well the competencies of various staff members. All these important duties will be aided by the team-teaching setting and by enough time and opportunity to work with the staff.¹⁸

Research Studies Dealing with Principal's Role

The role of the elementary principal has been the object of much research. Studies related to the principal's

¹⁷William Alexander, Influences in Curriculum Change, ed. by Glenys G. Unruh and Robert R. Leeper (Washington, D.C.: Association for Supervision and Curriculum Development, N.E.A., 1968), p. 44.

¹⁸J. Lloyd Trump and Dorsey Baynham, Focus on Change--Guide to Better Schools (Chicago: Rand McNally, 1961), p. 66.

role in curriculum development have been reviewed historically, generally, and in the area of role expectations.

A historical study conducted by Frey¹⁹ from a review of literature identified trends of the elementary principal's role between 1921 and 1961: (1) from disjoining detail toward emphasis upon the integrated entity of the job; (2) from autocratic direction toward democratic staff involvement; (3) from a few duties to a greater variety of duties; and (4) from the expectations of following a dictated program to programs that encourage creativity in program development.

Another historical study done by May²⁰ on the changes in the elementary principalship between the years 1947 and 1962 concluded: (1) there have been measurable changes in the role of the elementary principal during the period from 1947-1962, (2) the role of the elementary principal is viewed differently by other groups who are associated with public schools, and (3) because of outside pressure groups the modern day principal is forced to put greater emphasis on public relations.

¹⁹Barbara Ruth Frey, "An Analysis of the Functions of the Elementary School Principal" (unpublished Ph.D. dissertation, Indiana University, Bloomington, Indiana, 1963).

²⁰Joseph William May, "The Changing Role of the Elementary Principalship During the Post War Years of 1947-1962" (unpublished Ph.D. dissertation, University of Southern California, Los Angeles, California, 1964).

Generally, the elementary principal has the responsibility for curriculum development in the school. A research study sponsored by the Department of Elementary School Principals of the National Education Association²¹ indicated that 71 per cent of the principals in the study were responsible for curriculum improvement in their schools.

Ranniger²² reported that the responsibilities of the elementary principal are not generally agreed upon, that the principal's duties are not usually defined in the policies or job description, that the principals spend a large amount of their time on routine secretarial duties, and that elementary principals do not give adequate time to their responsibilities in supervision, public relations, and curriculum development.

In studying actual and ideal roles of elementary principals Seymour²³ found: (1) principals conceived their ideal role in curriculum development to be one of a democratic-participating leader, (2) they also held actual role

²¹Department of Elementary School Principals, N.E.A., The Elementary School Principalship (Washington, D.C.: Thirty-seventh Yearbook, 1958), p. 13.

²²Billy Jay Ranniger, "A Summary Study of the Job Responsibilities of the Elementary School Principal" (unpublished Ph.D. dissertation, University of Oregon, Oregon, 1962).

²³Harry Seymour, Jr., "A Study of Ideal and Actual Curriculum Role Conceptions of Selected Elementary School Principals from Southern Illinois" (unpublished Ph.D. dissertation, Southern Illinois University, Carbondale, Illinois, 1963).

conceptions which were generally oriented toward the role of a democratic-participating leader, and (3) teachers in the buildings of the principals surveyed were generally in agreement with the principal's conception of their actual role.

A study by Wallace²⁴ dealing with concepts of the principal's role as held by elementary principals, superintendents, and assistant superintendents found that they regarded the major functions of an elementary principal to be: (1) leadership in the instructional program of the individual school, (2) supervision of the teaching staff, and (3) interpretation of the educational program to the school community.

Tansey²⁵ studied supervisory practices of principals in the elementary schools of Connecticut to examine the elementary principals' responsibility in supervision and to conclude the frequency of use and value of such supervisory practices. She concluded that the principals assumed and carried out the responsibility for all supervisory practices.

²⁴Mildred Reed Wallace, "Concepts of Instructional Roles of Elementary School Administrators" (unpublished Ph.D. dissertation, The University of Southern California, Los Angeles, California, 1965).

²⁵Cecilia M. Tansey, "Supervisory Practices of Principals in the Public Elementary Schools of Connecticut" (unpublished Ph.D. dissertation, Fordham University, New York, New York, 1962).

Some practices were delegated by the principal to the supervisor, teacher, or other school personnel.

Carter²⁶ found that teachers and administrators of a suburban community of Detroit perceived curriculum development to be one of a cooperative endeavor of teachers and administrators.

Employing the case study technique, Christiansen²⁷ interviewed, examined records, observed, and questioned personnel in an attempt to determine the relationship of the principal's behavior to the functioning level of the principal's school. He discovered that the elementary principal occupies an important position and his behaviors do influence the behavior of the school. His summary indicated that the principal's strengths became the school's strengths and the weaknesses of the principal, likewise, were the weaknesses of the school.

Perceptions of the principal's role differ and Medsker²⁸ interviewed teachers to determine what they

²⁶Paul D. Carter, "Perceptions of Classroom Teachers and School Administrators Concerning Curriculum Development in a Suburban School System" (unpublished Ph.D. dissertation, Wayne State University, Detroit, Michigan, 1955).

²⁷Winfield Scott Christiansen, "The Influence of the Behaviors of the Elementary School Principal Upon the School He Administers" (unpublished Ph.D. dissertation, Stanford University, Palo Alto, California, 1962).

²⁸Leland L. Medsker, "The Job of the Elementary School Principal as Viewed by Teachers" (unpublished Ph.D. dissertation, Stanford University, Palo Alto, California, 1954).

considered the elementary principal's leadership role to be. Teachers related competence with such things as staff leadership, working relationships with pupils, and good school-community relations.

In a study of nine supervisors, one hundred eight principals, and a random sample of two hundred twenty-two teachers Hall²⁹ found that 70 per cent of the participants agreed that supervision should come from the principal and supervisor working together. Teachers expected principals and supervisors to take the initiative in supervision.

Brackett³⁰ studied the elementary principalship in Colorado and found that the elementary principals perceived instructional leadership as their major responsibility.

In an investigation of relationships between situation factors and behavior dimensions Campbell³¹ found that teachers placed high value on the behavior actions of supervisors that illustrated warmth, mutual trust, friendship,

²⁹Matthew H. Hall, "A Study of the Perceptions of Supervisors, Principals, and Teachers Regarding the Supervisory Program in the Mobile Public Schools" (unpublished Ph.D. dissertation, Auburn University, Auburn, Alabama, 1962).

³⁰Walter Lee Brackett, "The Elementary School Principalship in Colorado" (unpublished Ph.D. dissertation, George Peabody College for Teachers, Nashville, Tennessee, 1962).

³¹Ona L. Campbell, "The Relationships Between Eight Situational Factors and High and Low Scores on the Leadership Behavior Dimensions of Instructional Supervisors" (unpublished Ph.D. dissertation, North Texas State College, Denton, Texas, 1961).

and respect. He further concluded that the adequacy of instructional leadership is related to the demands of the situation in which supervision takes place.

In Michigan, Beach³² reported that teachers considered personal qualities of character more desirable in the principal than academic training and experience.

The elementary principal's perception of his role in curriculum development will be reflected in the style of leadership he displays. A recent yearbook of the elementary principals presented the following styles of leadership: authoritarian, friendship, majority rule, compromise, and cooperative.³³

Summary

In theory, the elementary principal is the curriculum leader and viewed as a person highly skilled in human relations and able to involve democratically people in the curriculum development process. The elementary principal's role may vary with the curriculum situation; as other influencing factors dictate, such as central administration, and

³²L. W. Beach, "A Study of the Supervisory Leadership of the Elementary Principal" (unpublished Ph.D. dissertation, University of Michigan, Ann Arbor, Michigan, 1953).

³³The National Elementary Principal's Association, Elementary School Organization (Washington, D.C.: N.E.A., 1961), Chapter 2.

K-12 curriculum plans as they relate to his individual building.

Since professional negotiations are relatively new, little was found in the literature specifically as to what his role will be in curriculum development as a result of professional negotiations.

His future role is viewed to be one of importance in the area of curriculum development. The principal is also viewed as a member of a team of specialists that are located in a building to facilitate the teaching-learning process.

A review of the research on the elementary principal's role indicated that (1) the principal's role may be changing, (2) the principal's role is viewed differently by teachers and principals, (3) the principal's role is not generally defined, and (4) it is apparent that many principals are not accepting their curriculum responsibilities. This gave direction for the study of possible sources of conflict on the principal's role in curriculum development.

CHAPTER III

DESIGN

Introduction

Considerable preliminary work preceded the actual testing of the hypotheses. The school district sample was chosen; the school sample within the selected school systems was identified; the instrument was developed, field tested, and revised; and categories of analyzing the data were developed. This chapter describes in detail how the preceding steps were developed in this study.

Identification of Sample

The sample used in this study was drawn from the population consisting of Michigan's 531 K-12 School Districts for the 1966-67 school year.¹ The school districts were ranked into six groups by size in relation to the number of pupils in the school district.

¹Ranking of Michigan High School Districts by Selected Financial Data 1966-67, Bulletin No. 1012, Published by The State Board of Education, Lansing, Michigan, January, 1968.

GROUP CLASSIFICATION

<u>Group</u>	<u>Pupils</u>
I	20,000-49,999
II	10,000-19,999
III	5,000- 9,999
IV	4,000- 4,999
V	2,000- 3,999
VI	500- 1,999

The Michigan Education Association affiliated school districts in each group were listed, and in all the groups, except Group I, ten school districts were randomly selected. In Group I two schools from each of the five districts were drawn from the nine districts for a sample of ten schools for this group. The schools in each selected district were listed, and one school from each district was randomly selected for Groups II-VI.² This gave ten schools for each group in the sample population of sixty elementary schools. The principal and ten teachers randomly selected in each building constituted the sample population.

The geographical regions for the purpose of this study divided the State of Michigan into three regions: Region I, M.E.A. Regions 12-18, Northern Michigan; Region II, M.E.A. Regions 2, 3, 6, 7, 8, 10, and 11, Southeastern Michigan; and Region III, M.E.A. Regions 4, 5, and 9, Southwestern Michigan. Region I, included the counties in the Upper

²Michigan Education Directory and Buyer's Guide 1967-1968, Michigan Education Directory, 701 Davenport Building, Lansing, Michigan.

Peninsula which are Alger, Baraga, Chippewa, Dickinson, Delta, Gogebic, Houghton, Iron, Keweenaw, Luce, Mackinac, Marquette, Menominee, Ontonagon, and Schoolcraft. Also included are the counties north of a line drawn on the southern boundary line of Bay, Midland, Isabella, Mecosta, Newaygo, and Muskegon county lines. They are Alcona, Alpena, Antrim, Arenac, Bay, Benzie, Charlevoix, Cheboygan, Clare, Crawford, Emmet, Gladwin, Grand Traverse, Iosco, Isabella, Kalkaska, Lake, Leelanau, Manistee, Mason, Mecosta, Midland, Missaukee, Montmorency, Muskegon, Newaygo, Oceana, Ogemaw, Osceola, Oscoda, Otsego, Presque Island, Roscommon, and Wexford. Fifteen schools of the study were in this region. Region II was made up of Allegan, Barry, Berrien, Branch, Calhoun, Cass, Hillsdale, Ionia, Kalamazoo, Kent, Montcalm, Ottawa, St. Joseph, and Van Buren Counties. Ten schools in the study were in this region. Region III, was composed of the following counties: Clinton, Eaton, Genesee, Gratiot, Huron, Ingham, Jackson, Lapeer, Lenawee, Livingston, Macomb, Monroe, Oakland, Saginaw, Sanilac, St. Clair, Shiawassee, Tuscola, Washtenaw, and Wayne. Twenty-five schools of this study were located in this region. The school systems involved in this study are listed by regions in the Appendix, Exhibit 2.

The fifty-five school districts selected from which the sixty sample schools were drawn were invited to participate in the study by a letter sent to the individual

superintendents, illustrated in the Appendix, Exhibit 3. All the superintendents but one agreed to take part in the study and a similar district was selected to replace this one.

The principals and teachers who were asked to participate in the study were mailed the study instrument, accompanied by a letter of explanation and directions for completion of the questionnaire. Enclosed was a self-addressed envelope for the return of the instrument (see Appendix, Exhibits 4, 5, 7, and 8). A follow-up letter was sent to the districts that had not returned the questionnaire three weeks after the initial mailing and again two weeks later. All questionnaires were mailed and replies received in the spring of 1968.

The number of school districts that actually returned the study instrument was forty-seven. From these forty-seven districts a population of fifty elementary schools with their respective elementary principals (100% of possible responses) and four hundred ten elementary teachers (82% of possible teacher responses) made up the study's population.

TOTAL OF RESPONDENTS BY GROUP CLASSIFICATION

<u>Group</u>	<u>Number of Schools</u>	<u>Number of Principal Respondents</u>	<u>Number of Teacher Respondents</u>
I	7	7	54
II	9	9	71
III	9	9	80
IV	7	7	57
V	8	8	64
VI	<u>10</u>	<u>10</u>	<u>84</u>
Total	50	50	410

Development of the Survey Instrument

Each elementary principal and the randomly selected teachers in his building completed the questionnaire illustrated in the Appendix, Exhibit 8. This instrument was developed for the purpose of providing the data to analyze the hypotheses. The survey instrument was formulated by first isolating the general areas of information needed to test the hypotheses and additional information to test the effects of certain characteristics of the respondents on their responses. These variables are: formal education, special curriculum personnel, age, sex, experience, strength of education association in curriculum through professional negotiations, years member of Michigan Education Association, tenure teacher, size of school district, region, principal, and teacher. Next, a branched questionnaire was developed for each stage of curriculum development (see Appendix, Exhibit 8). The basic consideration relied upon when making the branched-questionnaire was whether the questions or

branches could be answered concisely and whether they would contribute valid data to the analysis. When a rough draft of the instrument was developed, it was administered to principals and teachers. This initial trial run resulted in a few modifications and a clarification of the directions. This field test verified the adequacy of the directions, items, and the length of the instrument.

Null Hypotheses

The following hypotheses were prepared for testing purposes in accordance with the operational definitions previously stated:

H_{01} Elementary principals and elementary teachers in school systems that have personnel in the area of curriculum or instruction will not have different perceptions as to what the role of the elementary principal should be in curriculum development from elementary principals and elementary teachers in school systems that do not have personnel in the area of curriculum and instruction.

H_{01a} Elementary principals and elementary teachers in school systems with personnel in the area of curriculum or instruction will not perceive the principal's role in curriculum development to be one where he cooperatively develops curriculum.

H_{01b} The elementary principal and elementary teachers in school systems that do not have personnel in the area of curriculum or instruction will not perceive that the elementary principal's role should be one where he highly influences curriculum development.

H₀₂ Elementary principals' and elementary teachers' perceptions of what the role of the elementary principal should be in curriculum development will not be dependent on the strength of the school system's education association in professional negotiations in the area of curriculum.

H_{02a} Elementary principals will not perceive that their role should be one where they cooperatively develop or highly influence curriculum development, regardless of the strength of the local education association in professional negotiations in the area of curriculum.

H_{02b} Elementary teachers that are in school systems with a teacher association strong in professional negotiations in the area of curriculum development will not perceive that the elementary principal's role should be one where he closely follows the school system's program without trying to influence curriculum development.

H_{02c} Elementary teachers that are in school systems that do not have a teacher association strong in professional negotiations in the area of curriculum will not perceive that the elementary principal's role should be one where he highly influences curriculum development or operates cooperatively.

H₀₃ The formal education of elementary principals and elementary teachers in the area of elementary supervision and curriculum will have no influence on the perception of what the role of the elementary principal should be in curriculum development.

H_{03a} Elementary principals and elementary teachers with more formal education in the area of supervision and curriculum will not perceive the elementary principal's role as one where he cooperatively develops curriculum any different than elementary principals with little formal education.

H_{03b} Elementary principals and elementary teachers with little formal education in the area of elementary supervision and curriculum will not perceive that the elementary principal's role as one where he carries out the school's program without trying to influence the development of

curriculum any different than elementary principals with more formal education.

Hypotheses

- H₁ Elementary principals and elementary teachers in school systems that have personnel in the area of curriculum or instruction will have different perceptions as to what the role of the elementary principal should be in curriculum development from elementary principals and elementary teachers in school systems that do not have personnel in the area of curriculum and instruction.
- H_{1a} Elementary principals and elementary teachers in school systems with personnel in the area of curriculum or instruction will perceive that the elementary principal's role in curriculum development should be one where he cooperatively develops curriculum.
- H_{1b} The elementary principal and elementary teachers in school systems that do not have personnel in the area of curriculum or instruction will perceive that the elementary principal's role should be one where he highly influences curriculum development.

- H₂ Elementary principals' and elementary teachers' perceptions of what the role of the elementary principal should be in curriculum development will be dependent on the strength of the school system's education association in professional negotiations in the area of curriculum.
- H_{2a} Elementary principals will perceive that their role should be one where they cooperatively develop curriculum or highly influence curriculum development, regardless of the strength of the local teacher education association in professional negotiations in the area of curriculum.
- H_{2b} Elementary teachers that are in school systems with a teacher education association strong in professional negotiations in the area of curriculum will perceive that the elementary principal's role should be one where he closely follows the school systems program without trying to influence curriculum development.
- H_{2c} Elementary teachers that are in school systems that do not have a strong teacher association in professional negotiations in curriculum will perceive that the elementary principal's role should be one where he highly influences curriculum development or operates cooperatively.

H₃ The formal education of elementary principals and elementary teachers in the area of elementary supervision and curriculum will have influence on the perception of what the role of the elementary principal should be in curriculum development.

H_{3a} Elementary principals and elementary teachers with more formal education in the area of elementary supervision and curriculum will perceive the elementary principal's role should be one where he cooperatively develops curriculum.

H_{3b} Elementary principals and elementary teachers with little formal education in the area of elementary supervision and curriculum will perceive that the elementary principal's role should be one where he carries out the school's program without trying to influence the development of curriculum.

Procedures for Analysis of the Data

The chi-square method of analysis will be used to measure the null hypotheses and the effect of the before mentioned variables.

The data resulting from the survey instruments were analyzed to seek differences among elementary principals' and elementary teachers' perceptions of the elementary principal's role in curriculum development.

Summary

This chapter describes the design, methodology, and procedures used to develop this study. The sample used in this study was randomly selected from 531 K-12 School Districts in Michigan. The data used in the analysis were collected with a survey instrument. The data were measured with the chi-square analysis test.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Introduction

This chapter analyzes the data collected by the survey instruments concerning what the role of the elementary principal should be in the curriculum development process as perceived by elementary classroom teachers and elementary principals.

Analysis of Data from Survey Instrument

The data analysis provides a basis for describing how the role of the elementary principal should be fulfilled in the process of curriculum development. Besides, it provides evidence to evaluate the previously predicted role of the elementary principal based on generalizations from theory and research.

Statistical Procedure

The chi-square analysis was used to analyze the data in this study. The data are presented in percentage form to evaluate whether it follows the prediction in the research hypothesis when significant values of the chi-square test

are further analyzed by the contingency coefficient to determine the amount of relationship between the variables.

Hypotheses Testing

Special Personnel in Area of Curriculum

The first hypothesis predicted that the variable of special personnel in the area of curriculum or instruction will affect the perception of what the elementary principal's role should be in curriculum development.

H_{0_1} Elementary principals and elementary teachers in school systems that have personnel in the area of curriculum or instruction will not have different perceptions as to what the role of the elementary principal should be in curriculum development from elementary principals and elementary teachers in school systems that do not have personnel in the area of curriculum and instruction.

H_1 Elementary principals and elementary teachers in school systems that have personnel in the area of curriculum or instruction will have different perceptions as to what the role of the elementary principal should be in curriculum development from elementary principals and elementary teachers in school systems that do not have personnel in the area of curriculum and instruction.

- H_{01a} Elementary principals and elementary teachers in school systems with personnel in the area of curriculum or instruction will not perceive the principal's role in curriculum development to be one where he cooperatively develops curriculum.
- H_{1a} Elementary principals and elementary teachers in school systems with personnel in the area of curriculum or instruction will perceive that the elementary principal's role in curriculum development should be one where he cooperatively develops curriculum.
- H_{01b} The elementary principals and elementary teachers in school systems that do not have personnel in the area of curriculum or instruction will not perceive that the elementary principal's role should be one where he highly influences curriculum development.
- H_{1b} The elementary principals and elementary teachers in school systems that do not have personnel in the area of curriculum or instruction will perceive that the elementary principal's role should be one where he highly influences curriculum development.

The data collected by the survey instrument indicated that one hundred eighty-eight respondents were in school districts with special personnel in the area of curriculum or instruction, and two hundred seventy-two respondents were in districts that did not have special personnel (see Table 1).

Table 1. Distribution of special personnel

	Number of Respondents	Per Cent of Total
Have Personnel	188	40.9
Do not have Special Personnel	<u>272</u>	<u>59.1</u>
Total	460	100.0

The first null hypothesis was tested using the chi-square technique following the procedures set forth by Dixon and Massey.¹ The chi-square values were not large enough to reject the null hypothesis at any stage. Table 2 indicates the chi-square values.

¹Wilfred J. Dixon and Frank J. Massey, Introduction to Statistical Analysis (New York: McGraw-Hill Book Company, Inc., 1951), pp. 188-189.

Table 2. Chi-square values as they relate to first hypothesis*

	Measured Chi-Square Value	Chi-Square Value at .05 Level of Significance	Accept Null Hypothesis	Reject Null Hypothesis
Stage 1	8.664	15.507	X	
Stage 2	9.099	14.067	X	
Stage 3	5.070	15.507	X	
Stage 4	11.857	18.307	X	

*See page 6 for definitions of stages.

Strength of Professional Negotiations

The second hypothesis predicted that the elementary principals' and elementary teachers' perceptions of what the role of the elementary principal should be in curriculum development will be dependent on the strength of the school systems education association in professional negotiations in the area of curriculum.

H₀₂ Elementary principals' and elementary teachers' perceptions of what the role of the elementary principal should be in curriculum development will not be dependent on the strength of the school system's education association in professional negotiations in the area of curriculum.

H₂ Elementary principals' and elementary teachers' perception of what the role of the elementary principal should be in curriculum development will be dependent on the strength of the school system's education association in professional negotiations in the area of curriculum.

H_{02a} Elementary principals will not perceive that their role should be one where they cooperatively develop or highly influence curriculum development, regardless of the strength of the local education association in professional negotiations in the area of curriculum.

H_{2a} Elementary principals will perceive that their role should be one where they cooperatively develop curriculum or highly influence curriculum development, regardless of the strength of the local teacher education association in professional negotiations in the area of curriculum.

H_{02b} Elementary teachers that are in school systems with a teacher association strong in professional negotiations in the area of curriculum development will not perceive that the elementary principal's role should be one where he closely follows the school system's program without trying to influence curriculum development.

H_{2b} Elementary teachers that are in school systems with a teacher education association strong in professional negotiations in the area of curriculum will perceive that the elementary principal's role should be one where he closely follows the school system's program without trying to influence curriculum development.

H_{02c} Elementary teachers that are in school systems that do not have a teacher association strong in professional negotiations in the area of curriculum will not perceive that the elementary principal's role should be one where he highly influences curriculum development or operate cooperatively.

H_{2c} Elementary teachers that are in school systems that do not have a strong teacher association in professional negotiations in curriculum will perceive that the elementary principal's role should be one where he highly influences curriculum development or operates cooperatively.

The data collected showed that three hundred sixteen respondents were from districts rated weak and one hundred forty-four respondents were from districts rated strong by the Field Representatives of The Michigan Education Association. Table 3 indicates this tabulation.

Table 3. Distribution of respondents on the basis of strength rating by Michigan Education Association Field Representatives in area of professional negotiations in the area of curriculum

	Number	Per Cent
Weak	316	68.7
Strong	<u>144</u>	<u>31.3</u>
Total	460	100.0

The null hypothesis was tested using the chi-square analysis for each stage of the survey instrument to determine whether it could be rejected.

The chi-square values were not large enough to reject the null hypothesis at any stage. Table 4 indicates the chi-square values.

Table 4. Chi-square values as they relate to the second hypothesis

	Measured Chi-Square Value	Chi-Square Value at .05 Level of Significance	Accept Null Hypothesis	Reject Null Hypothesis
Stage 1	14.134	15.507	X	
Stage 2	12.063	14.067	X	
Stage 3	10.157	15.507	X	
Stage 4	9.477	18.307	X	

Formal Education

The third hypothesis predicted that the formal education of the respondents would influence how the principal's role in curriculum development would be perceived.

H_{03} The formal education of elementary principals and elementary teachers in the area of elementary supervision and curriculum will have no influence on the perception of what the role of the elementary principal should be in curriculum development.

H_3 The formal education of elementary principals and elementary teachers in the area of elementary supervision and curriculum will have influence on the perception of what the role of the elementary principal should be in curriculum development.

H_{03a} Elementary principals and elementary teachers with more formal education in the area of supervision and curriculum will not perceive the elementary principal's role as one where he cooperatively develops curriculum any different than elementary principals with little formal education.

H_{3a} Elementary principals and elementary teachers with more formal education in the area of

elementary supervision and curriculum will perceive the elementary principal's role should be one where he cooperatively develops curriculum.

H_{03b} Elementary principals and elementary teachers with little formal education in the area of elementary supervision and curriculum will not perceive that the elementary principal's role as one where he carries out the school's program without trying to influence the development of curriculum any different than elementary principals with more formal education.

H_{3b} Elementary principals and elementary teachers with little formal education in the area of elementary supervision and curriculum will perceive that the elementary principal's role should be one where he carries out the school's program without trying to influence the development of curriculum.

The data collected with the survey instrument indicated a range of zero to ten or more courses in the area of elementary supervision and curriculum. The respondents were put into quartiles according to their formal education responses in order to present a better perspective in relation to their responses on the instrument. Table 5 shows this tabulation.

Table 5. Distribution by quartile of the formal education of respondents

Education Courses	Quartile	Number of Respondents
6-10	4	111
3-5	3	98
1-2	2	103
0	<u>1</u>	<u>148</u>
Total		460

The null hypothesis was tested using the chi-square analysis at each stage. The null hypothesis was not rejected because none of the chi-square values were large enough to obtain a .05 level of significance. Table 6 indicates the chi-square values as they related to this hypothesis.

Table 6. Chi-square values as they relate to third hypothesis

	Measured Chi-Square Value	Chi-Square Value at .05 Level of Significance	Accept Null Hypothesis	Reject Null Hypothesis
Stage 1	25.384	36.415	X	
Stage 2	28.478	32.671	X	
Stage 3	27.745	36.415	X	
Stage 4	29.586	43.773	X	

The data collected with the survey instrument contained other selected variables that did not relate to the hypotheses tested: age, sex, experience, years member of Michigan Education Association, tenure teacher, size of school district, region, principal, and teacher.

These variables were all tested with chi-square method of analysis to see if they made a difference as to how the respondents perceived the elementary principal's role in curriculum development.

Region

The geographical regions for the purpose of this study divided the State of Michigan into three regions: Region I, M.E.A. Regions 12-18, Northern Michigan; Region II, M.E.A. Regions 2, 3, 6, 7, 8, 10, and 11, Southeastern Michigan; and Region III, M.E.A. Regions 4, 5, and 9, Southwestern Michigan. Region I included the counties in the Upper Peninsula which are Alger, Baraga, Chippewa, Dickinson, Delta, Gogebic, Houghton, Iron, Keweenaw, Luce, Mackinac, Marquette, Menominee, Ontonagon, and Schoolcraft. Also included are the counties north of a line drawn on the southern boundary line of May, Midland, Isabella, Mecosta, Newaygo, and Muskegon county lines. They are Alcona, Alpena, Antrim, Arenac, Bay, Benzie, Charlevoix, Cheboygan, Clare, Crawford, Emmet, Gladwin, Grand Traverse, Iosco, Isabella, Kalkaska, Lake, Leelanau, Manistee, Mason, Mecosta, Midland, Missaukee, Montmorency, Muskegon, Newago, Oceana, Ogemaw,

Osceola, Oscoda, Otsego, Presque Island, Roscommon, and Wexford. Fifteen schools of the study were in this region. Region II was made up of Allegan, Barry, Berrien, Branch, Calhoun, Cass, Hillsdale, Ionia, Kalamazoo, Kent, Montcalm, Ottawa, St. Joseph, and Van Buren Counties. Ten schools in the study were in this region. Region III was composed of the following counties: Clinton, Eaton, Genesee, Gratiot, Huron, Ingham, Jackson, Lapeer, Lenawee, Livingston, Macomb, Monroe, Oakland, Saginaw, Sanilac, St. Clair, Shiawassee, Tuscola, Washtenaw, and Wayne. Twenty-five schools of this study were located in this region.

The number of respondents are presented in Table 7 by regions.

Table 7. Number and percentage of total respondents by region

	Number of Respondents	Per Cent of Total
Region I	159	34.6
Region II	222	48.3
Region III	<u>79</u>	<u>17.1</u>
Total	460	100.0

The chi-square technique was used to test the influence of the region variable at each stage. The chi-square values were not large enough to be significant at the .05 level. Table 8 relates the chi-square values for the region variable.

Table 8. Chi-square values for region variable

	Measured Chi-Square Value	Chi-Square Value at .05 Level of Significance	Signif- icant	Not Signif- icant
Stage 1	16.563	26.296		X
Stage 2	23.012	23.685		X
Stage 3	16.233	26.296		X
Stage 4	27.525	31.410		X

Size of District

The school districts were ranked into six groups by size in relation to the number of pupils in the school district. Table 9 indicates the number and per cent of respondents for each group.

Table 9. Respondents in the groups

Group	Pupils	Respondents	Per Cent of Total
I	20,000-49,000	61	13.3
II	10,000-19,999	80	17.4
III	5,000- 9,999	89	19.3
IV	4,000- 4,999	64	13.9
V	2,000- 3,999	72	15.7
VI	500- 1,999	<u>94</u>	<u>20.4</u>
Total		460	100.0

The chi-square test was used with the size variable to see if there was a difference on how the elementary principal's role was perceived in curriculum development at each stage. The results indicated that size is a significant variable for stages 1 and 2 but not 3 and 4. Table 10 presents the chi-square values for the size variable.

The groups that had a percentage of between 93.1 per cent through 96.8 per cent selection on the first two stages of curriculum development for role choice item, "He Should Cooperate with Others" were from groups IV, V, and VI.

Table 10. Chi-square values for size variable

	Measured Chi-Square Value	Chi-Square Value at .05 Level of Significance	Signif- icant	Not Signif- icant
Stage 1	66.180	55.8	X	
Stage 2	50.837	49.8	X	
Stage 3	48.803	55.8		X
Stage 4	46.902	67.5		X

Teacher

Four hundred ten teachers returned the questionnaire and the chi-square technique was used to analyze their replies to see if elementary teachers were different from elementary principals in perceiving what the elementary principal's role should be in curriculum development. None of the chi-square values was large enough to be significant at the .05 level for any stage. Table 11 relates the chi-square values for the teacher variable.

Table 11. Chi-square values for teacher variable

	Measured Chi-Square Value	Chi-Square Value at .05 Level of Significance	Signif- icant	Not Signif- icant
Stage 1	3.103	15.507		X
Stage 2	3.036	14.067		X
Stage 3	10.998	15.507		X
Stage 4	3.050	18.307		X

Principal

The manner in which the elementary principals replied was tested by the chi-square technique. The chi-square method was applied to the four stages and showed that the principal variable was not large enough to be significant at the .05 level. Table 12 shows the chi-square value for the principal variable.

Table 12. Chi-square values for principal variable

	Measured Chi-Square Value	Chi-Square Value at .05 Level of Significance	Signif- icant	Not Signif- icant
Stage 1	2.940	15.507		X
Stage 2	3.006	14.067		X
Stage 3	11.561	15.507		X
Stage 4	3.108	18.307		X

Age

The age variable was coded into seven groups: Group I (20-25), Group II (26-30), Group III (31-35), Group IV (36-40), Group V (41-45), Group VI (46-50), Group VII (51 and up).

The data was analyzed to see if age was an influencing variable. The chi-square technique was applied at each of the four stages and showed age was not a significant variable to the .05 level of significance. Table 13 lists the chi-square values for the age variable.

Table 13. Chi-square values for the age variable

	Measured Chi-Square Value	Chi-Square Value at .05 Level of Significance	Signif- icant	Not Signif- icant
Stage 1	39.750	73.3+		X
Stage 2	50.438	66.0+		X
Stage 3	60.157	73.3+		X
Stage 4	62.055	90.5		X

Sex

The respondents grouped according to sex were eighty-seven males, three hundred seventy females, and three replies that did not indicate sex.

The chi-square method of analysis was used to measure the difference of the respondents according to sex. The sex variable was measured at each stage and the results indicated that sex was not a significant variable at the .05 level. Table 14 indicates the chi-square values for the sex variable.

Table 14. Chi-square values for sex variable

	Measured Chi-Square Value	Chi-Square Value at .05 Level of Significance	Signif- icant	Not Signif- icant
Stage 1	5.136	29.296		X
Stage 2	5.772	23.685		X
Stage 3	15.369	26.296		X
Stage 4	12.586	31.410		X

Experience

Experience was a variable collected in the data. Experience was coded: (1) 0 years, (2) 1 to 5 years, (3) 6 to 10 years, (4) 11 to 15 years, (5) 16 to 20 years, (6) 21 to 25 years, and (7) 26 and up years. The experience variable was analyzed by the chi-square method at each stage and none of the chi-square values were large enough to be significant at the .05 level. Table 15 indicates the chi-square values for the experience variable.

Table 15. Chi-square values for the experience variable

	Measured Chi-Square Value	Chi-Square Value at .05 Level of Significance	Signif- icant	Not Signif- icant
Stage 1	34.027	64.5		X
Stage 2	38.915	58.0+		X
Stage 3	49.900	64.5+		X
Stage 4	65.619	79.1		X

Years Member of Michigan Education Association

The years a teacher or principal was a member of the Michigan Education Association was collected in the data. This variable was coded: (1) 0 years, (2) 1 to 5 years, (3) 6 to 10 years, (4) 11 to 15 years, (5) 16 to 20 years, (6) 21 to 25 years, and (7) 26 and up years.

The variable, years member of the Michigan Education Association, was tested using the chi-square analysis at the specified level of significance of .05. None of the measured chi-square values was large enough at any of the four stages to be significant. Table 16 presents the chi-square values for the Michigan Education Association years of membership variable.

Table 16. Chi-square values for years member of Michigan Education Association variable

	Measured Chi-Square Value	Chi-Square Value at .05 Level of Significance	Signif- icant	Not Signif- icant
Stage 1	49.905	74.0+		X
Stage 2	56.105	66.0+		X
Stage 3	57.116	74.0+		X
Stage 4	68.808	90.5		X

Tenure

Whether the respondent was on tenure was collected in the data. This variable was tested with the chi-square method and at the .05 level of significance. None of the measured chi-square values was large enough at any of the four stages to be significant. Table 17 indicates the chi-square values for the tenure variable.

Table 17. Chi-square values for tenure variable

	Measured Chi-Square Value	Chi-Square Value at .05 Level of Significance	Signif- icant	Not Signif- icant
Stage 1	8.128	15.507		X
Stage 2	2.389	14.067		X
Stage 3	7.136	15.507		X
Stage 4	12.273	18.307		X

Overview of Choices

The respondents choices of what the elementary principal's role should be in curriculum development were grouped into four categories: he should cooperate with others, he should do most of it himself, he should closely follow the school system's program, and he should not be involved in the curriculum development process. Table 18 indicates

these choices by number of respondents and per cent for each category for each stage of curriculum development.

Table 18. Choices of respondents on each stage

	He Should Cooperate with Others	He Should Do Most of It Himself	He Should Closely Follow the School System's Program	He Should Not Be Involved	
Stage 1	420 91.3	1 0.2	35 7.7	4 0.9	Frequency Per Cent*
Stage 2	421 91.5	1 0.2	35 7.7	3 0.7	Frequency Per Cent*
Stage 3	402 87.4	5 1.1	21 4.5	2 0.4	Frequency Per Cent*
Stage 4	414 89.9	13 2.8	28 6.1	2 0.4	Frequency Per Cent*

*Rounding error makes the percentage totals slightly more or less than 100%.

The category, he should cooperate with others, was broken down into five role choices for the elementary principal in the curriculum development process. These choices were: (1) he should cooperate with a curriculum supervisor, (2) cooperate with classroom teachers only, (3) cooperate with both classroom teachers and curriculum supervisors, (4) cooperate with other building principals, or (5) cooperate with teachers, principals, and coordinators. Table 19

Table 19. The role choice, he should cooperate with others, is presented in each of four stages by per cent

	Cooperate with Curriculum Supervisor Only	Cooperate with Classroom Teachers Only	Cooperate with Classroom Teachers and Curriculum Supervisors	Cooperate with Other Building Principals	Cooperate with Teachers, Principals, and Coordinators
Stage 1	1.1	1.1	29.6	0.2	59.3
Stage 2	1.5	2.0	34.1	0	53.9
Stage 3	0.9	7.6	34.8	0	44.1
Stage 4	1.7	5.4	32.6	0.2	50.0

shows the four stage role choices under each of the cooperate headings.

Under the role choice item, "He Should Cooperate with Others" the two most frequently chosen were (1) "Cooperate with Classroom Teachers and Curriculum Supervisors" and (2) "Cooperate with Teachers, Principals, and Coordinators." The percentages for these two choices ran from 78.9 per cent to 88.9 per cent for all four stages of curriculum development.

Summary

This chapter analyzed the data collected by the survey instrument. The hypotheses were tested with the following results:

1. The hypothesis which predicted that the variable of whether special personnel were available in the area of curriculum development in school systems would make a difference in the respondents role choice items was not acceptable.
2. The hypothesis that maintained the strength of the education associations in professional negotiations in the area of curriculum would make a difference in how teachers and principals perceived the elementary principal's role in curriculum proved to be incorrect.

3. The hypothesis that predicted that the formal education of the respondents would influence their role choices was found to be invalid.

Other variables were tested for significance in relation to the sample population's choices. The variables measured were: age, sex, experience, years member of Michigan Education Association, tenure teacher, size of district, region, principal, and teacher. The chi-square values of the variables were examined and only one was found to be significant at the .05 level. The size variable was significant only for the first two stages of curriculum development.

The data was analyzed in relation to the selections made in the four categories of role choices. The majority of choices were under the heading of "cooperate with others." In the four stages of curriculum development the percentage ran from 87.4 per cent to 91.5 per cent of the possible total under the "he should cooperate with others" classification.

The role choice selection of "cooperate with others" was broken down in the instrument into five role choices. The largest percentages under these choices were under the two headings, "cooperate with classroom teachers and curriculum supervisors" and "cooperate with teachers, principals, and coordinators."

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

This chapter summarizes the study from its inception through the interpretation of the data. A number of specific recommendations for possible actions and future study will also be presented.

Summary

This study was designed to collect empirical evidence to determine whether selected factors would influence the role of the elementary school principal in curriculum development as perceived by selected elementary teachers and elementary principals in selected school districts in the State of Michigan.

The study developed from the descriptions of the elementary principal's role in curriculum development found in educational and general literature. Of special concern in this investigation was evidence that would clarify what the role of the elementary principal should be in the curriculum development process.

The Design

This study was concerned with analyzing elementary teachers' and elementary principals' responses in relation to their role choices on each of four stages of curriculum development: developing educational goals, developing curriculum content, developing teaching procedures, and developing an evaluation process.

The school system sample population was chosen on the basis of size, location, and whether they were a member of the Michigan Education Association.

A review of the literature indicated that theoretically the elementary principal's role in curriculum development should be one where he cooperatively develops curriculum. The literature also pointed out that the elementary principal's role may be changing due to the addition of special personnel in the area of curriculum and instruction and the introduction of professional negotiations. The literature in addition stated that the elementary principal's role in curriculum development is viewed differently by elementary teachers and elementary principals.

The following three general hypotheses were constructed for statistical testing.

H₁ Elementary principals and elementary teachers in school systems that have personnel in the area of curriculum or instruction will have different perceptions as to what the role of the elementary

principal should be in curriculum development from elementary principals and elementary teachers in school systems that do not have personnel in the area of curriculum and instruction.

H₂ Elementary principals' and elementary teachers' perceptions of what the role of the elementary principal should be in curriculum development will be dependent on the strength of the school system's education association in professional negotiations in the area of curriculum.

H₃ The formal education of elementary principals and elementary teachers in the area of elementary supervision and curriculum will have influence on the perception of what the role of the elementary principal should be in curriculum development.

A survey instrument was developed to provide the data necessary for analyzing the hypotheses.

The survey instrument was designed to test role choices that the elementary principal should follow in relation to each of the four stages of curriculum development as selected by elementary teachers and elementary principals. The instrument was modified after field testing for adequacy of directions and length. The statistical design used for testing the hypotheses and the variables of age, sex, experience, years member of Michigan Education Association, tenure,

size of school district, region, principal, and teacher was the chi-square method of analysis.

The school districts and schools that made up the population for this study were randomly selected. Fifty schools participated in the study and fifty elementary principals along with four hundred ten elementary teachers returned the questionnaires.

Analysis of Survey Instrument Data

The data analysis indicated that no positive statement can be made concerning the first hypothesis. This hypothesis which predicted special personnel available in the area of curriculum or instruction would not have an influence on what the elementary principal's role should be in curriculum development could not be rejected at the .05 level of significance.

The second null hypothesis which predicted no difference in how elementary teachers and elementary principals perceived the elementary principal's role in curriculum development in relation to the strength of the local education association in professional negotiations in the area of curriculum could not be rejected at the .05 level of significance.

The third null hypothesis which predicted no difference would be found due to the level of formal education in the area of elementary supervision and curriculum in relation

to how the role of the elementary principal in curriculum development is perceived by elementary teachers and elementary principals could not be rejected at the .05 level of significance.

Analysis of Data for Which
There Were No Hypotheses

Analysis of selected variables: age, sex, experience, years member of the Michigan Education Association, tenure teacher, size of school district, region, principal, and teacher for which no hypotheses were written was done to determine if any of these variables would be significant. The only variable that was significant at the .05 level of significance was the size variable, and this was significant only for the first two stages of curriculum development. Stage 1 was developing educational goals and Stage 2 was developing curriculum experiences. The role choice at both stages was over 90 per cent for the cooperative approach. This approach was also the choice for over 87 per cent at stages 3 and 4.

In a general overview of role choices the majority of the respondents (between 87.4% and 91.5%) perceived that the elementary principal's role in curriculum development should be one where "he cooperatively develops curriculum." The "cooperate with others," category was broken down into five role choices of (1) cooperate with a curriculum supervisor, (2) cooperate with classroom teachers only, (3)

cooperate with classroom teachers and curriculum supervisors, (4) cooperate with other building principals, and (5) cooperate with teachers, principals, and coordinators. The headings "cooperate with classroom teachers and curriculum supervisors" and "cooperate with teachers, principals, and coordinators" were selected by 78.9 per cent to 88.9 per cent of the possible total.

Conclusion

The purpose of this study was to test selected generalizations and variables as they related to role choice selections that an elementary principal should follow in each of four stages of a curriculum development process. The data collected and analyzed in the study suggests that the following conclusions can be drawn:

1. Whether curriculum supervisors, curriculum coordinators, and directors of instruction are available in a school system or not makes no difference in how elementary teachers and elementary principals perceive how the elementary principal should function in the curriculum development process. This indicates that the availability of special curriculum personnel should not influence the extent of involvement an elementary principal should participate in the curriculum development process.

2. The strength of professional negotiations in the area of curriculum did not make a difference in how elementary teachers and elementary principals viewed what the role of the elementary principal should be in curriculum. This evidence would seem to indicate that education associations will not negotiate the elementary principal out of the curriculum development process, but will actually force him to become actively involved with the total instructional personnel.
3. The generalization that the formal education of elementary principals and elementary teachers would have influence on how they perceived what the role of the elementary principal should be in curriculum development did not prove to be true. That the amount of formal education in the area of elementary supervision and curriculum development may influence educators perception was not found to be true in this study.
4. Age, sex, experience, years member of Michigan Education Association, tenure teacher, size of school district, region, principal, and teacher were variables selected to test in relation to the respondents' selection of role choice items. None of the selected variables was found to be significant. This indicates that the elementary teachers and elementary

principals perceive in a similar manner what the elementary principal's role should be in curriculum development without being influenced by these variables.

5. The size variable did indicate that it was significant on the first two stages of curriculum development; however, the selection of the size of the districts in relation to an overview of role choice selections did not vary enough to make a difference as to how the elementary principal should function in the curriculum development process.
6. The role choices of the elementary principals and elementary teachers were analyzed in relation to what role choices the elementary principal should follow in the first stage of a curriculum development process. The role selection, should not be involved, was selected by .8 per cent of the population. Role choice item, he should do most of it himself, was chosen by .2 per cent. The role choice selection, he should closely follow the school system's program, had 7.7 per cent. The choice he should cooperate with others was chosen by 91.3 per cent of the total population. With the majority of respondents selecting, the choice he should cooperate with others item indicates that elementary teachers and elementary principals perceive that the

principal should be cooperatively involved in developing the educational goals in the curriculum development process.

7. The second stage of the curriculum development process, developing curriculum experiences, was analyzed and the percentages under the various role choice items were similar to the first stage of the curriculum development process. The conclusion made for the first stage could be made for this second stage as well.
8. Stages 3 and 4, developing teaching procedures and developing an evaluation process, were similar in percentage breakdown with a large majority of 87.4 per cent to 89.9 per cent of the total population selecting "he should cooperate with others." The elementary principal's role in curriculum development should be one where he cooperates with others is made quite explicit in this study.
9. The category, he should cooperate with others, was divided into five choices: he should (1) cooperate with a curriculum supervisor only, (2) cooperate with classroom teachers only, (3) cooperate with both classroom teachers and curriculum supervisors, (4) cooperate with other building principals, and (5) cooperate with teachers, principals, and coordinators. The respondents, by a large percentage

selected: "he should cooperate with both classroom teachers and curriculum supervisors" and "he should cooperate with teachers, principals, and coordinators." The overall perception of elementary teachers and elementary principals agree with the educational theory that the elementary principal's role in curriculum development should be one where he cooperatively develops curriculum.

Recommendations

It is recommended on the basis of this study that the possibility of the following studies be considered:

1. A study be done of the actual curriculum development process being practiced in various school districts, and the actual role the elementary principal plays in this process analyzed.
2. The master contracts of school districts be analyzed in relation to what is actually being negotiated in the area of curriculum.
3. The perceptions that superintendents and curriculum specialists have of what the elementary principal's role should be in the curriculum development process be studied.
4. An in depth analysis of courses in curriculum and elementary supervision be done to determine how teachers and administrators are being trained to

participate productively in the cooperative approach to curriculum development.

5. A replica of this study be done in school districts that are affiliated with the American Federation of Teachers to see if there is a difference in how the elementary principal's role in curriculum development is perceived.
6. A study be conducted to determine the understanding of curriculum concepts that are held by elementary teachers, administration, and curriculum personnel.
7. In depth interviews conducted to determine the most effective methods of cooperatively developing curriculum.
8. A study be done to determine if the personal characteristics of principals and curriculum personnel are related to effective or ineffective curriculum study programs.

BIBLIOGRAPHY

Books

- Cooper, John E. Elementary School Principalship. Columbus, Ohio: Charles E. Merrill Books, Inc., 1967.
- Dixon, Wilfred J., and Frank J. Massey. Introduction to Statistical Analysis. New York: McGraw-Hill Book Company, Inc., 1951.
- Doll, Ronald C. Curriculum Development: Decision Making and Process. Boston: Allyn and Bacon, Inc., 1965.
- Franseth, Jane. Supervision as Leadership. Evanston, Illinois: Row Peterson and Company, 1961.
- Fraser, Dorothy M. Deciding What to Teach. Washington, D.C.: National Education Association, 1963.
- Goodlad, John I. School Curriculum Reform in the United States. New York: Fund for Advancement of Education, 1964.
- Herrick, Virgil E. What Are the Sources of the Curriculum. Washington, D.C.: Association for Supervision and Curriculum Development, National Education Association, 1962.
- Misner, Paul J., Frederick W. Schneider, and Lowell G. Keith. Elementary School Administration. Columbus, Ohio: Charles E. Merrill Books, Inc., 1963.
- Morphet, Edgar L., and others. Educational Administration. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1959.
- Neagley, Ross L., and Dean N. Evans. Handbook for Effective Curriculum Development. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1967.
- Ragan, William B. Modern Elementary Curriculum. 3rd. ed. Chicago: Holt Rinehart and Winston, 1966.

Shuster, Albert H., and Milton E. Ploghoft. The Emerging Elementary Curriculum. Columbus, Ohio: Charles E. Merrill Books, Inc., 1965.

Stratemeyer, Florence B., and others. Developing a Curriculum for Modern Living. New York: Bureau of Publications, Teachers College, Columbia University, 1957.

Trump, Lloyd J., and Dorsey Baynham. Focus on Change--Guide to Better Schools. Chicago: Rand McNally, 1961.

Unruh, Glenys G. (ed.). New Curriculum Developments. Washington, D.C.: Association for Supervision and Curriculum Development, National Education Association, 1965.

Unruh, Glenys G., and Robert R. Leeper (eds.). Influences in Curriculum Change. Washington, D.C.: Association for Supervision and Curriculum Development, National Education Association, 1968.

Publications of the Government, Learned
Societies, and Other Organizations

Association for Supervision and Curriculum Development. Using Current Curriculum Developments. A Report Prepared by the Association for Supervision and Curriculum Development. Washington, D.C.: Association for Supervision and Curriculum Development, National Education Association, 1963.

Michigan Education Directory and Buyer's Guide 1967-1968. Lansing, Michigan: Michigan Education Directory, 1967.

National Elementary Principal's Association. Elementary School Organization. Washington, D.C.: National Education Association, 1961.

National Elementary Principal's Association. The Elementary School Principalship, p. 13. Thirty-seventh Yearbook of the National Department of Elementary School Principals. Washington, D.C.: National Education Association, 1958.

Ranking of Michigan High School Districts by Selected Financial Data 1966-67. Bulletin No. 1012. Lansing, Michigan: State Board of Education.

Periodicals

- Cunningham, Lavern L. "Collective Negotiations and the Principalship," Theory Into Practice, VII (April, 1968), 62-70.
- Erickson, Donald A. "Changes in the Principalship," The National Elementary Principal, XLIV (April, 1965), 20.
- Greig, James, and Robert R. Lee. "Cooperative Administration," The National Elementary Principal, XLIV (January, 1965), 73.
- King, James C. "New Directions for Collective Negotiation," The National Elementary Principal, XLVII (September, 1967), 45.
- Langer, John H. "The Emerging Elementary Principalship in Michigan," Phi Delta Kappan, XLVIII (December, 1966), 160-161.

Unpublished Materials

- Beach, L. W. "A Study of the Supervisory Leadership of the Elementary Principal." Unpublished Ph.D. dissertation, University of Michigan, Ann Arbor, Michigan, 1953.
- Brackett, Walter Lee. "The Elementary School Principalship in Colorado." Unpublished Ph.D. dissertation, George Peabody College for Teachers, Nashville, Tennessee, 1962.
- Campbell, Ona L. "The Relationships Between Eight Situational Factors and High and Low Scores in the Leadership Behavior Dimensions of Instructional Supervisors." Unpublished Ph.D. dissertation, North Texas State College, Denton, Texas, 1961.
- Carter, Paul D. "Perceptions of Classroom Teachers and School Administrators Concerning Curriculum Development in a Suburban School System." Unpublished Ph.D. dissertation, Wayne State University, Detroit, Michigan, 1955.
- Christiansen, Winfield Scott. "The Influence of the Behaviors of the Elementary School Principal Upon the School He Administers." Unpublished Ph.D. dissertation, Stanford University, Stanford, California, 1962.

- Frey, Barbara Ruth. "An Analysis of the Functions of the Elementary School Principal." Unpublished Ph.D. dissertation, Indiana University, Bloomington, Indiana, 1963.
- Hall, Matthew H. "A Study of the Perceptions of Supervisors, Principals, and Teachers Regarding the Supervisory Program in the Mobile Public Schools." Unpublished Ph.D. dissertation, Auburn University, Auburn, Alabama, 1962.
- Leibson, Edward. "Administrator Staff Relationships and Their Effects Upon the Climate of the Elementary School." Unpublished Ph.D. dissertation, Wayne State University, Detroit, Michigan, 1965.
- May, Joseph William. "The Changing Role of the Elementary Principalship During the Post War Years of 1947-1962." Unpublished Ph.D. dissertation, University of Southern California, Los Angeles, California, 1964.
- Medsker, Leland L. "The Job of the Elementary School Principal as Viewed by Teachers." Unpublished Ph.D. dissertation, Stanford University, Palo Alto, California, 1954.
- Michigan Association of Elementary School Principals. Letter From Association to Members, August, 1967.
- Ranniger, Billy Jay. "A Summary Study of the Job Responsibilities of the Elementary School Principal." Unpublished Ph.D. dissertation, University of Oregon, Oregon, 1962.
- Rudman, Herbert C. (ed.). "Administrative Leadership for the Changing School Program." East Lansing, Michigan: National Workshop of Elementary Principals, 1957. (Mimeographed.)
- Seymour, Harry, Jr. "A Study of Ideal and Actual Curriculum Role Conceptions of Selected Elementary School Principals from Southern Illinois." Unpublished Ph.D. dissertation, Southern Illinois University, Carbondale, Illinois. 1963.
- Tansey, Cecilia M. "Supervisory Practices of Principals in the Public Elementary Schools of Connecticut." Unpublished Ph.D. dissertation, Fordham University, New York, New York, 1962.
- Wallace, Mildred Reed. "Concepts of Instructional Roles of Elementary School Administrators." Unpublished Ph.D. dissertation, University of Southern California, Los Angeles, California, 1965.

APPENDIX

EXHIBIT 1
COUNTIES BY REGIONS

Region I

Upper Peninsula

Alger
Baraga
Chippewa
Dickinson
Delta
Gogebic
Houghton
Iron
Keweenaw
Luce
Mackinac
Marquette
Menominee
Ontonagon
Schoolcraft

Lower Peninsula

Alcona	Leelanau
Alpena	Manistee
Antrim	Mason
Arenac	Mecosta
Bay	Midland
Benzie	Missaukee
Charlevoix	Montmorency
Cheboygan	Muskegon
Clare	Newaygo
Crawford	Oceana
Emmet	Ogemaw
Gladwin	Osceola
Grand Traverse	Oscoda
Iosco	Otsego
Isabella	Presque Island
Kalkaska	Roscommon
Lake	Wexford

Region II

Allegan
Barry
Berrien
Branch
Calhoun

Cass
Hillsdale
Ionia
Kalamazoo
Kent

Montcalm
Ottawa
St. Joseph
Van Buren

Region III

Clinton
Eaton
Genesee
Gratiot
Huron
Ingham
Jackson

Lapeer
Lenawee
Livingston
Macomb
Monroe
Oakland
Saginaw

Sanilac
St. Clair
Shiawassee
Tuscola
Washtenaw
Wayne

EXHIBIT 2

SCHOOL DISTRICTS BY REGIONS

<u>Region I</u>	<u>M.E.A. Region</u>
Bangor Township	12
Bay City	12
Beaverton	12
Boyne City	14
Cadillac	15
Charlevoix	14
Chippewa Hills - Barryton	13
Clare	11
Escanaba	17
Essexville	12
Iron Mountain	17
Mt. Pleasant	12
Midland	12
Muskegon	17
Traverse City	15
 <u>Region II</u>	 <u>M.E.A. Region</u>
Adrian	3
Almont	10
Ann Arbor	3
Bad Axe	11
Bellevue	8
Birmingham	7
Bloomfield Hills	7
Bridgeport	11
Carman	10
Chesaning	11
Clio	10
Jackson Union	3
Lamphere	7
Lansing	8
Lapeer	10
Livonia	2
Monroe	3
Port Huron	6
St. Louis	11
South Lake	6
Troy	7
Warren Consolidated	6
Waterford	7

Region IIIM.E.A. Region

Allegan	9
Battle Creek	4
Benton Harbor	5
Carson City - Crystal	9
Godwin Heights	9
Grand Haven	9
Grand Rapids	9
Holland	9
Kenawa Hills	9

EXHIBIT 3

LETTER TO SUPERINTENDENT OF SCHOOLS

March 12, 1968

Mr. _____
Superintendent of Schools
School District
Street Address
City, State, Zip Code

Dear Mr. _____:

I am an elementary principal in Okemos, Michigan and am presently working on a dissertation to complete my doctoral degree at Michigan State University. As part of my dissertation, I will administer (by mail) the enclosed questionnaire on the elementary principal's role in curriculum development. With your permission I would like to send the enclosed material to _____ Elementary School (which I have randomly selected). The principal and ten teachers would be asked to complete the questionnaire. All individuals participating will remain anonymous and school districts will not be identified by name in the dissertation.

We are all aware of the changing role of the elementary principal and this study will focus on the elementary principal's role in curriculum development.

An abstract of the study will be sent to all districts that participate.

Knowing how busy superintendents are, I will mail my questionnaires to the selected building after five days from the mailing of this letter, so that a reply from you is not necessary unless you are not willing to participate in this study.

Sincerely,

Harry J. Groulx

EXHIBIT 5
LETTER TO TEACHER

Dear Teacher:

I am an elementary principal in the Okemos Public School System, Okemos, Michigan. I am presently working on a dissertation to complete a doctoral degree at Michigan State University.

My study is on the changing role of the elementary principal in curriculum development. Your school has been randomly selected for this study's population.

This study is being conducted with the knowledge and approval of your superintendent.

After the completion of this study an abstract of the findings will be sent to your school.

Being a principal I recognize the importance of time, and have developed a questionnaire that takes only several minutes to complete. I want to ask you for your cooperation which is needed to complete this survey.

If further information is needed please advise me.

Sincerely,

Harry J. Groulx
4496 Dobie Road
Okemos, Michigan
48864

EXHIBIT 6
FOLLOW-UP LETTER

April 22, 1968

Mr. _____
School District
Street Address
City, State, Zip Code

Dear Mr. _____:

I want to thank you and your staff for cooperating on my study. As of this writing eight of your teachers have returned the questionnaire; however, I need your return to make my study more meaningful.

Enclosed is another questionnaire in case the first one was misplaced.

I appreciate you and your staff taking the time to complete the questionnaire.

Sincerely,

Harry J. Groulx

EXHIBIT 7

DIRECTIONS

Directions for the Principal

1. Please randomly select ten teachers. If you have more than ten teachers under your supervision it is suggested you list the teachers and then choose every other teacher until you have ten.
2. Please complete one questionnaire yourself.

General Directions

Pages 2-5 are the same except each page deals with a different stage of curriculum development. The questionnaire is a branched questionnaire. If you select 1A you also answer question 2. If you select 1B you would go on to question 3, and if you select 1C you would also answer question 4.

EXHIBIT 8

QUESTIONNAIRE ON CURRICULUM DEVELOPMENT

The purpose of this study is to determine what part the elementary principal should have in the process of curriculum development. The study will concentrate on four stages of curriculum development. The four stages of curriculum development are:

1. Developing educational goals
2. Developing curriculum content
3. Developing teaching procedures
4. Developing an evaluation process

Your answers are anonymous, but the following information is needed.

1. _____
(School district in which you are employed)
2. Present position: Teacher _____ Principal _____
3. Number of courses you have had in elementary supervision and/or curriculum _____.
4. Does your school system have at least one full-time person responsible only for coordinating or directing curriculum or instruction? Yes ____ No ____.
5. You age _____ 6. Sex _____
7. Total years of teaching experience _____.
8. How many years have you been a member of M.E.A.? _____.
9. Are you a tenure teacher? _____

Role Choice Items

1. What do you think is the appropriate manner for the elementary principal to act in developing educational goals? The first stage of curriculum development is developing educational goals (expressions of learning objectives that a curriculum program should use as a reference for establishing a curriculum).

Choice

- | | |
|--|-----|
| A. He should cooperate with others. | () |
| B. He should do most of it himself. | () |
| C. He should closely follow the school system's program. | () |
| D. He should not be involved. | () |
2. (If your answer was 1A above) should he?
(Select one item.)
- | | |
|---|-----|
| A. Cooperate with a curriculum supervisor (director of instruction, curriculum coordinator, etc.) only. | () |
| B. Cooperate with classroom teachers only. | () |
| C. Cooperate with both classroom teachers and curriculum supervisors (director of instruction, curriculum coordinator, etc.). | () |
| D. Cooperate with other building principals. | () |
| E. Cooperate with teachers, principals, and coordinators. | () |
3. (If your answer was 1B above) should he?
(Select one item.)
- | | |
|--|-----|
| A. Do it entirely himself. | () |
| B. Do it himself with minor assistance from a curriculum coordinator, etc. | () |
4. (If your answer was 1C above) should he?
(Select one item.)
- | | |
|---|-----|
| A. Try to influence the school system's curriculum development | () |
| B. Not try to influence the school system's curriculum development. | () |

Role Choice Items

1. What do you think is the appropriate manner for the elementary principal to act in developing educational goals? The second stage of curriculum development is developing curriculum experiences (a general overview of the content and/or specific materials of instruction that the school should offer).

Choice

- | | |
|--|-----|
| A. He should cooperate with others. | () |
| B. He should do most of it himself. | () |
| C. He should closely follow the school system's program. | () |
| D. He should not be involved | () |
2. (If your answer was 1A above) should he?
(Select one item.)
- | | |
|---|-----|
| A. Cooperate with a curriculum supervisor (director of instruction, curriculum coordinator, etc.) only. | () |
| B. Cooperate with classroom teachers only. | () |
| C. Cooperate with both classroom teachers and curriculum supervisors (director of instruction, curriculum coordinator, etc.). | () |
| D. Cooperate with other building principals. | () |
| E. Cooperate with teachers, principals, and coordinators. | () |
3. (If your answer was 1B above) should he?
(Select one item.)
- | | |
|--|-----|
| A. Do it entirely himself. | () |
| B. Do it himself with minor assistance from a curriculum coordinator, etc. | () |
4. (If your answer was 1C above) should he?
(Select one item.)
- | | |
|---|-----|
| A. Try to influence the school system's curriculum development. | () |
| B. Not try to influence the school system's curriculum development. | () |

Role Choice Items

1. What do you think is the appropriate manner for the elementary principal to act in developing educational goals? The third stage of curriculum development is developing teaching procedures (the organization of learning experiences in the classroom).

Choice

- | | |
|--|-----|
| A. He should cooperate with others. | () |
| B. He should do most of it himself. | () |
| C. He should closely follow the school system's program. | () |
| D. He should not be involved. | () |
2. (If your answer was 1A above) should he?
(Select one item.)
- | | |
|--|-----|
| A. Cooperate with a curriculum supervisor (director of instruction, curriculum coordinator, etc.) only. | () |
| B. Cooperate with classroom teachers only. | () |
| C. Cooperate with both classroom teachers and curriculum supervisors (director of instruction, curriculum coordinator, etc.) | () |
| D. Cooperate with other building principals. | () |
| E. Cooperate with teachers, principals, and coordinators. | () |
3. (If your answer was 1B above) should he?
(Select one item.)
- | | |
|--|-----|
| A. Do it entirely himself. | () |
| B. Do it himself with minor assistance from a curriculum coordinator, etc. | () |
4. (If your answer was 1C above) should he?
(Select one item.)
- | | |
|---|-----|
| A. Try to influence the school system's curriculum development. | () |
| B. Not try to influence the school system's curriculum development. | () |

Role Choice Items

1. What do you think is the appropriate manner for the elementary principal to act in developing educational goals? The fourth stage of curriculum development is developing an evaluation process (evaluating how well we are achieving our educational goals).

Choice

- | | |
|--|-----|
| A. He should cooperate with others. | () |
| B. He should do most of it himself. | () |
| C. He should closely follow the school system's program. | () |
| D. He should not be involved. | () |
2. (If your answer was 1A above) should he? (Select one item.)
- | | |
|---|-----|
| A. Cooperate with a curriculum supervisor (director of instruction, curriculum coordinator, etc.) only. | () |
| B. Cooperate with classroom teachers only. | () |
| C. Cooperate with both classroom teachers and curriculum supervisors (director of instruction, curriculum coordinator, etc.). | () |
| D. Cooperate with other building principals. | () |
| E. Cooperate with teachers, principals, and coordinators. | () |
3. (If your answer was 1B above) should he? (Select one item.)
- | | |
|--|-----|
| A. Do it entirely himself. | () |
| B. Do it himself with minor assistance from a curriculum coordinator, etc. | () |
4. (If your answer was 1C above) should he? (Select one item.)
- | | |
|---|-----|
| A. Try to influence the school system's curriculum development. | () |
| B. Not try to influence the school system's curriculum development. | () |

MICHIGAN STATE UNIV. LIBRARIES



31293103400416