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TO THE ADMINISTRATIVE TASKS PERFORMED BY
HIGH SCHOOL PRINCIPALS IN MICHIGAN

By

Vernon Russell Potts

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ABSTRACT

A STUDY OF THE RELATIONSHIP OF PROFESSIONAL NEGOTIATIONS TO THE ADMINISTRATIVE TASKS PERFORMED BY HIGH SCHOOL PRINCIPALS IN MICHIGAN

By

Vernon Russell Potts

The Problem

One of the most important educational changes that has taken place in the past decade has been the passage of professional negotiations statutes and the impact this legislation has had on educational activities. This study is an attempt to examine the possibility that there has been a change in the administrative task performance of principals. The study examined the effect of professional negotiations in one state and the lack of a professional negotiations in another state upon the task performance of high school principals. A second problem under investigation was the effect of school organization in non-professional negotiations and professional negotiations states upon principal task performance. Subproblems investigated were as follows: (1) the interaction between nonprofessional negotiations and professional negotiations

states and organizational patterns, (2) the interaction between principal task performance categories and non-professional negotiations and professional negotiations states in which the principals were employed, and (3) the interaction between task performance categories and the school organizational pattern found in the principal's district.

Methodology

The Michigan and Indiana sample were made up of 20 principals each, selected at random from schools having 1,500 or more enrollment. The sample was stratified on the basis of organizational pattern. Ten principals were selected for each stratum.

The data was gathered by means of individual interviews. The interview process was divided into two distinct sections. The first section was intended to gather factual information concerning the principals being studied and the schools they serve. This consisted of a simple pre-interview questionnaire. The second section was intended to obtain information on the task performance of the principals being studied. This consisted of pre-test and posttest responses to the list of tasks that formed the basic test instrument. The difference between pre-test and posttest responses were reflected as gain scores. These data were tested for statistical

significance by an analysis of variance. This was considered attained when the .05 level was satisfied.

Findings

The findings related to the effect of a professional negotiations statute upon the task performance of principals as obtained by the investigative instrument are as follows:

The state in which the principal was employed, meaning one having a professional negotiations statute and one not having such a law, has no relation to task performance change over the past five years if one is looking at change as being of directional nature. Change, when viewed from a nondirectional position, rejects this position pointing up a greater amount of task performance change taking place in Michigan than in Indiana.

The organizational pattern of the school district in which the principal is employed has no relation to his task performance.

No significant interaction was found between state of employment and school organizational patterns.

No significant interaction was found between state of employment and task performance categories.

No significant interaction was found between school organizational patterns and task performance categories.

These findings suggest that the state in which the principal is employed has no relation to principal task performance.

Implications for Future Research

Within the limitations of this study, the following recommendations seem warranted:

1. This study should be replicated using several other states, with and without professional negotiation statutes.
2. A similar study of task performance should be made looking at the authority of principals to perform their traditional administrative tasks.
3. Replicate this study using teachers' or superintendents' views of principal task performance.
4. Studies should be conducted to determine the effect of student population on principal task performance.
5. The entire question of staff involvement in the decision making process and its effect on principal task performance needs to be studied, so that a determination might be made as to what decisions may be made only by the principal by state statute.

Conclusions

Within the limitations of this study, the following conclusions have been reached:

1. Change has taken place in the task performance of Michigan and Indiana high school principals over the past five years.
2. These task performance changes have been greater in Michigan than those found in Indiana, a state not having compulsory professional negotiations.
3. These changes of task performance cannot be directly attributed to the passage of a professional negotiation statute.
4. The organizational patterns of high schools have no relation to the task performance of principals.

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CHAPTER I

THE PROBLEM

Introduction

The dominant characteristic of modern America is change. Nowhere in our society is this more true than in secondary education. The implications of change in secondary education challenge no person more than it does the secondary school principal.

Among the major changes in secondary education has been professional negotiations. Research workers in the field of educational administration must examine this educational change.

Principals have long been pointed out as people who help to shape the educational direction of the schools. In recent years teacher groups have been able to obtain, through the process of negotiations, contracts which have been very broad in scope. Their contracts have not been limited to improvement of teacher salaries and grievance procedures. Teachers have gone beyond this to demand inclusion in their contracts of items which cover a wide range of subjects. Items like class size, teacher

transfer, promotion policies, extracurricular services, teacher recruitment, school calendars, and building physical improvements are common to teacher contracts today. Many school boards, regardless of possible reluctance, now are forced by statute or social pressures to come to terms and learn to work with professional negotiations.

The principal's position is clearly defined by a considerable number of state laws, board rules, court decisions, and regulations of state departments of education. Their operational style is marked by unwritten codes which spring from years of practical experience, community expectations, and justifiable patterns of tradition. The weight of responsibility for total building operation is born by the principal. He is held accountable for every phase of the educational life of the modern secondary school.

Professional negotiations cannot change these facts. Out of the struggle that marks professional negotiations may develop radically new patterns of teacher-principal relationships. The principal is, by law, clearly not a teacher; yet his role is not clear. What is happening to the traditional teacher-principal relationships and the traditional task performance of principals is also not clear.

Statement of the Problem

One of the most important educational changes that has taken place in the past decade has been the passage of professional negotiations statutes and the impact this legislation has had on educational activities. This study is an attempt to examine the possibility that there has been a change in the administrative task performance of principals. The study will examine the effect of professional negotiations in one state and the lack of a professional negotiations in another state upon the task performance of high school principals. A second problem under investigation will be the effect of school organization in nonprofessional negotiations and professional negotiations states upon principal task performance. Subproblems to be investigated are as follows: (1) the interaction between nonprofessional negotiations and professional negotiations states and organizational patterns, (2) the interaction between principal task performance categories and nonprofessional negotiations and professional negotiations states in which the principals were employed, and (3) the interaction between task performance categories and the school organizational pattern found in the principal's district.

Objectives of the Study

The general purpose of this study is to contribute to a better understanding of the impact of professional negotiations on the administrative tasks performed by the principals of large high schools in Michigan and a determination of relationships which might exist between the effects of the passage of a professional negotiations statute and selected variables.

This study will contribute to our information on the effect of the type of professional negotiations legislation in use in Michigan. New patterns of educational administration will be needed to meet the conditions brought about by such legislation. The high school administrator has often been pointed to as the key man in the school. Some knowledge of the impact of professional negotiations is needed to prepare high school administrators for their future and in training future administrators.

The operational style of the high school administrator has been rooted in facilitating the activities of the teaching staff. To perform this task, certain co-ordinative and communication functions have rested in the hands of the high school administrator. A change in the relationship of the administrator to his

staff would certainly change his relationship to these functions.

The American high school in the years ahead will continue to grow within our current philosophy of an educational opportunity for every child. Educational plants will grow large in keeping with current building trends. Curricular programs will be expanded and far ranging in nature. There may be a shift in fiscal developments to balance the cost of such programs. The rising costs will demand greater plant and staff efficiency. These changes will be linked to greater population mobility. A wider range of educational interests and abilities possessed by the students will demand a greater degree of specialization on the part of secondary school staffs. Educational institutions on the secondary level will, thus, become much more complex. To this general outlook for secondary education, one need only add professional negotiations and the tasks performed by the chief administrator at this level which are enlarged and made more complex.

This study seeks to systematically examine the impact and scope of these demands settled by collective negotiations as they relate to the tasks performed by the secondary school principal.

Definition of Terms

The definition of the terms which follow are presented so that this study might be explicitly understood, accurately interpreted, and replicated at some future time.

Professional Negotiations. A set of procedures by which teachers' associations and local boards of education might negotiate the settlement of issues of common concern through professional channels, and arrive at a settlement mutually agreeable to both groups. This also calls for the establishment of procedures for mediation and appeal should an impasse be reached.

Collective Bargaining. A process used by labor and management to determine conditions of employment and to establish the obligations and responsibilities of both groups. This is the result of negotiations on the part of the representatives of both parties; the termination of such negotiations being a collective bargaining agreement that has the approval and support of both parties. This process is an on going accommodation on the part of both parties with the intent being not only the economic improvement of labor, but also the protection of the rights and freedom of the worker.

Collective Negotiations. This term seems to be a blend of both the labor-management and the professional

bargaining concept. While this term is favored by the educational associations to describe the process by which representatives of both groups meet to negotiate on matters of mutual concern, this study shall use the term Professional Negotiations, at the same time realizing that the Michigan statute on this matter terms it Collective Bargaining for Public Employees.

In the literature, the terms tend to be used interchangeably.

High School Principal and Secondary Administrator.

A public school administrator who is a full time supervisor of a high school, grades 10-12 plus any others the school system may choose to add. These two terms are used synonymously.

Administrative Tasks. Those specific tasks of an administrative nature performed by the high school principal. As defined by McCleary and Hencley in their book, Secondary School Administration, and used in the study questionnaire.

Traditional Administrative Tasks. Those specific tasks described in the literature of school administration and being the result of the traditional concept of administration as the execution of policy made by the local board of education. This concept tends to limit the sharing and delegation of administrative authority and responsibility.

Assumptions upon which the Study is Based

This study was designed to be a self-contained investigation for securing information particularly pertinent to the development of an appraisal of the present operational state of the task performance of high school principals in relation to the nature of their task performance before professional negotiations laws were enacted in Michigan.

In view of the nature of this study and the procedures used, the following basic assumptions were made:

1. There has been some change in the position of the high school principal in Michigan.
2. Any difference in organizational climate between the Michigan principals' in the study and the Indiana principals' taking part in the study would produce no significant difference in task performance scores.
3. The time lapse of five years which demands the use of recall for the pre-test of task performance would produce no significant difference in the pre-test task performance scores of the two groups under study.
4. The method of selection of principals to participate in the study would produce no significant

difference in principal task performance scores on the pre-test or posttest.

5. The questions prepared and organized were appropriate in measuring the task performance of high school principals.
6. The use of the same interviewer and test instruments would lead to adequate uniformity of measurement.
7. It is assumed that the same social forces have been felt by both groups of principals over the past five years.
8. It is assumed that all school systems negotiate with teachers in some manner.

Scope and Limitations of the Study

1. Only principals of high schools with enrollments of 1,500 or more students were studied. This enrollment figure was selected for basic reasons:
 - a. Due to school consolidation movements in the past decade, as well as the prediction of more in the future, and because of constant increases in high school enrollment figures, the trend seems to be toward large high schools. These schools demand and obtain professional administrators.

- b. Schools of this enrollment, or more students, because of North Central accreditation, are more than likely to be adequately staffed in terms of professional personnel, thus demanding professional performance from their administrators.
2. The schools studied were picked because of enrollment size and organizational patterns.
 3. Technical high schools were not included because of their uniqueness of staff and student body in comparison to other comprehensive high schools to be used in the study.
 4. The high schools of this size that are part of the Detroit Public School System were not used as part of the sample or of the population of the study because of their past history of negotiations which makes them atypical of the study population in Michigan and Indiana.
 5. The instrument used does not attempt to measure degrees of task performance change only gross change measures were taken.

The limits set by this study establish the limits for the conclusions to be reached and the implications to be drawn from this study. The conclusions reached can only be applied to the situation that falls within these limitations.

Hypotheses

The dimensions of the problem as it has been outlined can best be conceptualized in the following hypotheses which will be tested in this study.

- H₀:1 There will be no significant difference between the Michigan and Indiana high school principals when group mean scores for administrative task performance categories are compared.
- H₀:2 There will be no significant difference between principals in schools organized on the 6-3-3 pattern and those organized on the 8-4 pattern when group mean scores for administrative task performance categories are compared.
- H₀:3 There will be no significant interaction between state and school organizational pattern.
- H₀:4 There will be no significant interaction between state and task performance categories.
- H₀:5 There will be no significant interaction between organizational pattern and task performance categories.

Procedures

This study is concerned with the impact of professional negotiations on the task performance of secondary school administrators of high schools in Michigan and

Indiana of 1,500 or more students. The Michigan sample was made up of 20 principals, selected at random from schools having 1,500 or more enrollment. The sample was stratified on the basis of organizational pattern. Four strata were established to cover the organizational patterns being studied. Ten principals were selected for each stratum.

The large high schools of the Detroit Public Schools were left out of the sample because of the size of the district and the background of this system in teacher negotiations.

The state of Indiana does not have such a teacher negotiation law so it will offer data to compare with that obtained in Michigan schools. The Indiana sample was made up of 20 principals selected at random from schools of 1,500 or more enrollment. Ten principals were selected at random for each stratum.

The method of sampling and the number of principals in the sample was statistically developed with the help of a consultant in the Office of Research Consultation, College of Education, Michigan State University. The method used is called disproportional stratified sampling.

This study shall be concerned with and confined to the effect of professional negotiations on the

administrative tasks performed by the secondary school principal. The data was gathered by means of individual interviews. No attempt was made to evaluate the performance of any individual principal in comparative manner with other subjects in this study.

This study will analyse data in relationship to the following task performance categories.

1. finance and business management tasks
2. instruction and curriculum development tasks
3. pupil personnel tasks
4. school community relations tasks
5. school plant services tasks
6. staff personnel tasks

This study seeks to find out if these task performance categories indicate performance level changes in relationship to the introduction of professional negotiation laws.

Having identified the sample for this study and what we are concerned with, the interview technique was selected as the most appropriate method for this study. It should be noted that this technique gets a good data return. The Maccobys' support this, and and, "Some of the most impressive contributions to social science

knowledge have been made by studies which employed the interview as their central technique."¹

Statistical treatment of the data was conducted through the use of the facilities of the Computer Laboratory, Michigan State University. This study used two groups of principals as the sample. One group made up of Michigan high school principals were tested as to the administrative tasks they performed five years ago and then tested as to the administrative tasks they now perform. The second group was made up of Indiana high school principals. They were tested as to the administrative tasks they performed five years ago and tested as to the administrative tasks they presently perform, the passage of the state professional negotiation statute being the control of this study.

The statistic used to test the hypotheses was an analysis of variance. The computations were processed through the use of the Control Data Corporation (CDC) 3600 Computer which is suited for this type of analysis. IBM cards, programming, and research design advice were obtained from the Office of Research Consultation, College of Education.

¹Eleanor Maccoby and Nathan Maccoby, "The Interview: A Tool of Social Science," Handbook of Social Psychology (Cambridge: Addison and Wesley Publishing Company, 1954), p. 483.

Respondents were assured of and will be given a report of the results of this study. Each principal was contacted by phone or by letter just prior to the interview. He was also sent a pre-interview questionnaire.

The interview process was divided into two distinct sections.

The first section was intended to gather factual information concerning the principals being studied and the school they serve. This consisted of a simple pre-interview questionnaire. This should gain information on variables which need not be covered by the interview. This was done because these men were busy.

The second section was intended to obtain information on the task performance of the principals being studied.

Overview of the Study

In the preceding pages of this chapter, an attempt has been made to establish the need for studying the task performance of high school principals to see if there is any relationship between the present state and nature of the administrative task performance of high school principals in Michigan and the enactment of a professional negotiations statute. This study will attempt to point up where we were and where we are now.

In Chapter I a problem statement has been made, objectives of the study have been set forth, terms have been defined, assumptions made, limits set, hypotheses stated, and procedures described. Chapter II, the related literature in two areas are reviewed: Principal-task performance related research and professional negotiations-principal related research.

In Chapter III the research procedures and methodology are given. The chapter covers general outline of methods used, the instrument, summary of the sample, the statistical hypotheses, analysis procedures, and summary. Chapter V gives a summary of the findings of the study, states conclusions drawn from the study, and makes recommendations for future research.

CHAPTER II

REVIEW OF THE RELATED RESEARCH

Introduction

In the fall of 1960, the United Federation of Teachers staged a one-day strike. This strike, in New York City, to enforce the demands of this teacher group to obtain an election, and to select the exclusive bargaining agent for the teachers of that city was the first in the nation. This group won the election that followed; and, also, opened a new era in teacher-administrative relations.

Teachers for a long time petitioned for better salaries and working conditions. All too often these efforts were futile. The efforts of the teachers of New York City changed all of this. Their victory was followed in many states by the passage of collective bargaining negotiations legislation. Michigan was one of the early states to have such a law. There were twelve states having such legislation in 1967 and twelve more had similar legislation under consideration.²

²"Professional Negotiations: Growth and Prospects," The Education Digest, April, 1967, p. 13.

If this trend continues, and there is no reason to expect that it will not, it is clear that within the next few years professional negotiation will become commonplace throughout the nation.

Existing negotiations statutes cover about twenty-five per cent of the teachers teaching in the nations' classrooms.³ Add to this the fact that many boards of education are negotiating voluntarily with teachers in the absence of any such laws. Looking at these facts, we must realize that this situation may have an impact on the operational patterns of public secondary schools. The introduction of this technique in teacher-school board relations has brought with it a new manner of gaining teacher demands; the scope of which are still taking shape in teacher school board contracts.

The secondary school administrator faces many challenges today. The responsibility is overwhelming at times, and the position without question demands a man of many skills. The principal must be an organizer, a planner, an innovator, a leader, an inspiration to others, and above all--a man skilled in getting along with others.

To find out more about how principals face the demands placed upon them, we must move out into the public

³Ibid., p. 14.

schools. Before we go out to the principal, it might be well to find out about the development of the principalship in the first place. What are the roots of the principalship? To find this out, one must look at the development of the American secondary school. The development of the secondary school is rooted in our social order so we must also look at the social forces that brought it into being.

The mission of the secondary school can best be seen in the aims and goals of secondary education that have played an important part in shaping American secondary education. These aims and goals offer a broad outline within which the administrative function must take place. We should look at the major patterns and theories of administrative behavior to establish the manner in which principals may be conducting the operation of schools.

The principalship under study offers yet another approach after we have looked at the historical setting, social setting, and the process: this is the task approach.

The task of the principal is of major importance to this study. The views of the major writers in this field and the reports of the researchers will help us to better understand the day to day task performance of the principals in the field.

The focal point of this study is the relationship of professional negotiations to the task performance of principals. The writer has attempted in this introduction to point out the importance of this educational change to the relationship of the principal to teachers. The study will also undertake the development of a background of related research in the area of the principals and negotiations. The relationship of the principal's leadership role to his playing a part in the negotiations process; the impact of professional negotiations on the perceptions that other professionals and non-professionals hold of the principalship; and the need for further training of administrators to meet the challenge of professional negotiations.

This chapter, dealing with analysis of the related research, is divided into two major sections: (1) Principal-Task Performance Related Research, and (2) Principal-Negotiations Related Research. In these sections, the writer hopes to offer answers to the questions posed in this introduction.

Principal-Task Performance Related Research

Development of the Principalship

The title High School Principal, as it is presently used, describes a position that is the product of an

evolutionary process lasting well over a century. This position was not born with the public secondary school.

The American high school grew out of the American Latin grammar schools. This type of high school was established in New England by the Pilgrims. The curriculum consisted primarily of the study of Latin and Greek, which were the languages of knowledge and the key to education during this period.

The program of study did little to prepare people for life in early New England. The Latin grammar schools were for boys, although later, some girls were admitted to some schools.

During this period, several groups of people believed that the Latin grammar schools were not the educational answer for America. They were interested in a more practical and realistic type of education. The answer they offered to these needs were the academies. The Academies put less dependence on the learning of just words; and instruction was in English. New subjects like science, English, and history were added to the curriculum.

Most of these schools were not public and were generally not publicly supported. They offered enrollment to both boys and girls, but it was not until the end of this era that they were taught together.

The first high schools in the United States grew out of dissatisfaction with the academies which soon developed on many points. Here are some of the major ones:

1. They were not publicly supported; but, rather they charged tuition.
2. They were not publicly controlled.
3. The curriculum had retrogressed toward the Latin grammar school type.
4. They combined religion with education in a way that was contrary to both the melting pot idea of the United States and the fundamental American doctrine of separation of church and state.
5. They admitted youngsters at too early an age.
6. They did not prepare the sons and daughters of the large middle class to earn a living.⁴

As a result of this dissatisfaction, a new type of secondary school was born. This school was the public high school. This school was soon to replace the Latin grammar school and the academy as the prevailing institution of secondary education for the children of the United States. The first of these schools was the English High School in Boston, founded in 1821.

The major source of information on the historical development of the school principal comes to us from Paul Revere Pierce,⁵ who examined the published reports of the executive officers of twelve large metropolitan school systems.

⁴Harl R. Douglas, Secondary Education In the United States (New York: The Ronald Press Company, 1952), p. 10.

⁵Samual Goldman, The School Principal (New York: The Center for Applied Research in Education, Inc., 1966), p. 3.

Pierce points out that the high school principalship predates the elementary school principalship, but both developed in response to similar influences.⁶

It is natural that the principalship was born in the large cities along the Eastern seaboard of our nation. As the cities grew and the numbers of children enrolling in school increased, staff was added and schools were expanded. The development of grade assignments and subject departmentalization brought more pressure for someone in the school building to be responsible for its administration.

The position was entitled by way of the title Principal Teacher. Pierce states that in 1839 the Cincinnati Board of Education set up a committee to study the responsibilities of the principal teacher. They were as follows:

1. To function as the head of the school charged to his care;
2. To regulate the classes and course of instruction of all the pupils;
3. To discover any defects in the school and apply remedies;
4. To make defects known to the visitor or trustee of the ward or district if he were unable to remedy conditions;
5. To give necessary instruction to his assistants;
6. To classify pupils;
7. To safeguard schoolhouses and furniture;
8. To keep the school clean;

⁶Ibid., p. 3.

9. To instruct assistants;
10. To refrain from impairing the standing of assistants, especially in the eyes of their pupils;
11. To require the cooperation of his assistants.⁷

All other faculty members were referred to as Assistant Teachers.

With the growth and expansion of American public schools came the demand for more time to administer. Time was needed to visit classrooms, to help teachers, to make out reports, and to observe classroom activities.

This was pointed out, in 1857, when to meet the situation the principal teachers in Boston were given some released time from teaching for inspection and examination of primary classes.⁸

In 1862, the principal teacher in most of the schools in Chicago were relieved of about half of his former teaching time,⁹ and in New York City by 1867 no principal teacher had a class or grade "for whose progress and efficiency he was especially responsible."¹⁰

This releasing of the principal from the task of classroom teaching seems to have marked a turning point in

⁷ Ibid., p. 4.

⁸ Ibid., p. 4.

⁹ Ibid., p. 4.

¹⁰ Ibid., p. 4.

the development of the position. The principal with his classroom visits now moved into supervision. While the chance for a major leadership role was open, the early school principal seems to have been poorly prepared to take advantage of the opportunities then available.

These early principals seem to be busy with details and the routine activities of the schools. This situation stayed constant until the 1920's. In the 1920's a serious attempt was made to focus upon the principalship as a major educational position.

As a separate subject of study, school administration, and the preparation of professional administrators dates back to 1897.¹¹ The development of this field of study and the high level of interest in scientific management studies brought a new level of interest in the principalship.

Fillers did a study of the managerial duties of a principal. He looked at the clerical, inspectorial, coordinative, and generalized control activities of the principal. He found many principals performing activities

¹¹Raymond E. Callahan, Education and the Cult of Efficiency (Chicago: University of Chicago Press, 1962), p. 188.

that might well be performed by teachers and clerks leaving them free to perform other activities.¹²

The work of Frederick Taylor and his system of scientific management, which was having some impact on the nations' superintendents, also seems to mark studies of the principalship.¹³

Stanton, looking at the office routines of principals and from his study offered a number of time-saving administrative procedures for principals.¹⁴

In 1930, Fred C. Ayers did a study on the values preferences assigned to administrative tasks by principals and superintendents. He points out a need for school administrators to better understand administrative procedures.

The orientation of principals during this period reflects the prevailing interest in the business-executive-in-education. Raymond Callahan states:

The result was an emphasis upon the techniques and the mechanics of administration. While this kind of program did not require extensive study in

¹²Harold D. Fillers, "The Managerial Duties of the Principal," School Review, XXVIII (December, 1927), pp. 48-53.

¹³Callahan, op. cit., p. 188.

¹⁴Edgard A. Stanton, "Saving Time in Office Routine," Elementary School Journal, XXVII (December, 1927), pp. 263-272.

the disciplines upon which a real understanding of education must be based and was not oriented toward basic inquiry and the production of knowledge, it did provide students with the knowledge and skills to operate the schools in a business like way--a prerequisite for job survival in most school districts in the twenties.¹⁵

The 1930's, with its economic bewilderment and social unrest, brought about a number of dramatic events which have had dramatic implications for American education and the principalship. The depression brought education a new face and changed the philosophy of educational administration. This new philosophy came from the work of industrial psychologists, sociologists, and others interested in the study of social organizations. The impact of this trend and study of the psychological aspects of administration are brought into sharp focus by the works of Mayo¹⁶ and Roethlisberger¹⁷ who were interested in the human relations of the administrator's tasks.

¹⁵ Raymond E. Callahan and H. Warren Button, "Historical Change of the Role of the Man in the Organization: 1865-1950," in Behavioral Science and Educational Administration, Sixty-Third Yearbook of the National Society for the Study of Education, Part II, Edited by Daniel E. Griffiths (Chicago: University of Chicago Press, 1964), pp. 87-88.

¹⁶ Elton Mayo, The Human Problems of an Industrial Civilization (Cambridge: Harvard University Press, 1945).

¹⁷ Fritz Roethlisberger, Management and Morale (Cambridge: Harvard University Press, 1941).

Interest in organization studies by school administrators is pointed up by Bertram M. Gross as he treats the work of Mary Parker Follett, Chester I. Barnard, and Herbert A. Simons. The work of these greats mark one of the major interests of the principals of this period.¹⁸ The literature tends to indicate less interest in supervision and teaching effectiveness. This whole period is marked by an interest in the purpose of public education and what it means to school organization and administration.

This new wave of interest seems to prove to be just that, as little of this scientific information is put to work. The 1950's mark a real attempt to employ this knowledge on the part of school administrators as Griffiths points out when, in 1960, he observed optimistically: "Many changes have occurred recently, with remarkable rapidity and with almost a single stimulus (CPEA) . . . the emphasis on preparation is moving away from bonds, buildings, and buses toward the true content of administration--people."¹⁹ While this is a shift of interest on the part of the superintendent, it also moves on to all school administrators.

¹⁸ Bertram Gross, "The Scientific Approach to Administration," Behavioral Science and Educational Administration, op. cit., pp. 44-48.

¹⁹ Daniel E. Griffiths, "New Forces in School Administration," Overview, I (January, 1960), pp. 48-51.

These studies illustrate the development of the principalship and the major philosophical forces that have shaped this position.

The Social Setting of the Principalship

The principal performs his administrative tasks within a social setting and this is one of the important dimensions of his position. Every society must provide for the education of its young. This is true in the simple social society as well as in the interdependent and more complexed ones. We can be sure that man will perpetuate his kind; and thus, will provide biological continuity. This is taken care of by nature. Man, if he wishes to provide continuity for his culture, must make his own provisions. These provisions he makes must transmit his cultural patterns from generation to generation. "This transmission of the culture heritage, or social reproduction, has been called education."²⁰ This transmission effort called education at the same time becomes an institution of the society; and, thus, becomes a part of the culture it is transmitting.

The element of social change soon effects this task of transmission of culture; and as it does so, it

²⁰ Arthur B. Moehlman, School Administration (Boston: Houghton Mifflin Company, 1951), p. 3.

affects the administration of this social institution. The current task performance of secondary school administrators is being shaped by a number of forces in our society.

Ovard sees these forces as follows:

(1) the population explosion and the increasing enrollments, (2) the knowledge explosion and the increased demands in number and quality of curricular offering, (3) the increased value placed on education and the increased number of people from all social classes who desire more education and the increased emphasis on solutions for the problem of school drop-outs, (4) the technological revolution with improved and changing methods of teaching, (5) the increase in leisure time for all segments of the population, (6) the stress on science and scientific discovery, and (7) the anxiety over world tensions, wars, and threats of wars.²¹

These forces affect philosophy of the curriculum, teaching methods, and the administration of the secondary school. Their effect differs in degree from community to community and school to school. These forces shape the aims and goals of the institution also.

The Goals and Purposes of Secondary Education

The tasks performed, or the leadership role that the secondary school administrator may play, must operate within the satisfactory and acceptable goals of secondary education. The development of these goals are the product

²¹Glen F. Ovard, Administration of the Changing Secondary School (New York: The MacMillan Company, 1966), pp. 7-8.

of forceful movements of national and state educational associations to overcome the slowness of the secondary schools as institutions to reflect the type of social forces the writer has pointed out.

One of the first groups to look at this problem was the Commission on the Reorganization of Secondary Education; a Committee of the National Education Association in 1918. They pointed the way by preparing the precedent-breaking Cardinal Principals of Secondary Education which follow:

1. Health
2. Command of fundamental processes
3. Worthy home membership
4. Vocation
5. Citizenship
6. Worthy use of leisure time
7. Ethical character²²

After this guide pointed out these principles, new thinking was not needed until 1937 when a new group looked at goals for secondary education. The Department of Secondary School Principals of the National Education Association issued its report on the functions of secondary education. The principals had a role in the development of these statements of purpose. They are as follows:

²²Stanley W. Williams, Educational Administration in Secondary Schools Task and Challenge (New York: Holt, Rinehart and Winston, 1964), p. 86.

1. Provide for the integration of students.
2. Satisfy immediate and future needs of students.
3. Provide for an understanding of the racial heritage.
4. Explore students' interests, aptitudes, and capacities.
5. Systematize knowledge indicating laws, principals, and application.
6. Establish and develop interests in human activities.
7. Guide pupils in developing their potentialities through exploratory and revealing courses.
8. Develop intelligent self-direction through courses that demand independent thought, research, and desirable activities.
9. Develop a balanced program of both general and differentiated education.
10. Direct pupils into higher institution or constructive employment.²³

The Educational Policies Commission of the National Education Association published a study in 1938 which considered the following areas basic to a good educational program.

1. The objectives of self-realization
2. The objectives of human relationship
3. The objectives of economic efficiency
4. The objectives of civic responsibility²⁴

In 1944, a new Educational Policies Commission, appointed by the N.E.A., published a report which highlighted the ten needs of youth and their importance to the determination of the direction American secondary education

²³ Bulletin of the Department of Secondary School Principals of the National Education Association, No. 64, January, 1937, pp. 1-266.

²⁴ Educational Policies Commission, The Purpose of Education in American Democracy (Washington, D.C.: National Education Association, 1938).

should take. This study proposed a list of items which identified needs consisting of restated versions of the seven "cardinal" objectives, to which were added consumer-ship, esthetic appreciation, and understanding of science. It should be noted that the study began the list with "saleable skills"--the vocational objective--and the authors placed the ability to think rationally and use language skills in last place.²⁵

This covers the period before World War II. In the period after the war, there were a number of educational reports of importance to the goals of American secondary education. They were:

General Education in a Free Society (The Harvard Report), 1946.
Report of the White House Conferences on Education, 1956, 1960.
The Pursuit of Excellence (The Rockefeller Report), 1958.
The Contemporary Challenge to American Education (Educational Policies Commission), 1958.
The American High School Today (The Conant Report), 1959.

Taken together, these statements yield a list of purposes for the secondary schools which include the following:

1. Develop intelligence, character, and personality.
2. Provide a fund of important knowledge and ideas of this and other cultures.

²⁵Educational Policies Commission, Education for All American Youth (Washington, D.C.: National Education Association, 1944), pp. 225-226.

3. Foster social and political cohesion and loyalty to democratic ideals.
4. Promote mental and physical health.
5. Improve the individual's powers of self-improvement, particularly in the use of leisure time.²⁶

These statements of purpose have always been intended to serve as criteria for evaluation of the effectiveness of the schools, and to provide direction by establishing a framework within which institutional goals can be established and priorities assigned to objectives. Given these goals what do principals do? The authorities in the field of secondary school administration offer us some answers.

The Task Performance of Principals

Most secondary school administrators, when asked about their job are quick to state that they do not have enough time to perform all the tasks that face them. When we look at the dimension of time in relationship to the task performance of secondary school principals; a study by Hemphill²⁷ points out that over 75 per cent of the principals spend 50 hours or more on the job, 45 per cent

²⁶Lloyd E. McCleary and Stephen P. Hencley, Secondary School Administration (New York: Dodd, Mead and Company, 1965), p. 25.

²⁷J. K. Hemphill, "Progress Report: A Study of the Secondary-School Principalship, Part II," Bulletin of the National Association of Secondary School Principals, April, 1964, p. 222.

spend 50 to 59 hours, 23 per cent spend 60 to 69 hours, and 7 per cent spend 70 or more hours on the job. At the other end of the spectrum, only 7 per cent spend less than 40 hours per week. The median work week reported by this study was 54 hours per week.

While the school day and week seems to be long, a study of 500 Pennsylvania principals reports that the principal can be expected to spend 521.66 hours a year of overtime or 13 weeks more time than teachers in the state's schools on school related tasks.²⁸

The question of what he does with his time is answered by the following task list used in the same study.

Duties

Leadership in the Professional Improvement of the Staff
 Improving the Classroom Instruction
 Building and Improving the Curriculum
 The Maintaining of Order and Discipline
 Building and Improving the Extracurricular Program
 Self-improvement and Growth on the Job
 Informal Relations of Principal-Students
 Public Relations and Community Responsibility
 Making and Schedule of Classes
 Guidance and Adjustment of Pupils
 Desk, Work, Supplies, Correspondence
 Provision and Up-Keep of Building
 Relations to Superiors²⁹

²⁸ "The Study of the High School Principals in Pennsylvania," Bulletin of the National Association of Secondary School Principals, 1953, p. 119.

²⁹ Ibid., p. 118.

McAbee³⁰ presents a task list that points up a few different tasks; one that should be noted is supervision of teachers. The list appeared in his study of what principals do as follows:

1. Office routine
2. Activity program
3. Teaching
4. Supervision of teachers and improvement of instruction
5. Pupil personnel
6. Professional meetings
7. Public relations
8. Administration of the plant
9. Superintendent conferences
10. Business management
11. School board
12. Cafeteria
13. Transportation

McAbee also mentions the Lehigh University study of principals duties and points out that this study rates in order of importance the following:

1. leadership in the professional improvement of the staff
2. improving classroom instruction
3. building and improving the curriculum³¹

Davis³² presents a list of fifteen duties of the principalship when he did his study of the task performance

³⁰Harold V. McAbee, "Time for the Job," Bulletin of the National Association of Secondary School Principals, March, 1958, p. 41.

³¹Ibid., p. 40.

³²H. Curtis Davis, "Where Does the Time Go?" California Journal of Secondary Education (October, 1953), p. 349.

in California. This is the list on which he based his study.

Administrative Duties

1. Organization, Administration and Improvement of Instructional Program
2. Administrative Routine
3. Organization, Administration and Improvement of the Guidance Program
4. Community Relations
5. Organization and Administration of the School Staff
6. Administration of the School Plant
7. Board of Education and Administrative Responsibilities
8. Business Administration
9. Professional Duties
10. Teaching
11. Planning the School Year
12. Principal's Personal Business & Misc.
13. Transportation
14. Relations with Higher Institutions
15. Principal's Personal Improvement

The Davis study goes on the point out that these tasks show a direct relationship between school size and time spent. This is most clearly seen in the case of improvement of instruction.³³

McAbee also points up this size and task relationship in the study of Oregon principals.³⁴

The Southern States Cooperative Program in Educational Administration developed a list of eight critical task areas for school administrators. They follow very

³³Ibid., p. 349.

³⁴McAbee, op. cit., p. 41.

closely the pattern of others the study has presented. They are reproduced here to illustrate the relationship between the tasks of principals and superintendents.

Critical Task Areas

1. Instruction and Curriculum Development
2. Pupil Personnel
3. Community School Leadership
4. Staff Personnel
5. School Plant
6. School Transportation
7. Organization and Structure
8. School Finance and Business Management³⁵

All of the authorities in the field point out the fact that the extent to which a principal carries out any of the tasks, brought out in the studies noted, is dependent on the expectations held for him by his superior. In the development of any list of tasks to be performed by the principal, the size of school and the allocation of responsibility by the chief school administrator, determine the nature of the position.³⁶

The components of the task of a secondary school administrator are many. One need but turn to a few of the

³⁵Southern States Cooperative Program in Educational Administration, Better Teaching in School Administration (Nashville, Tenn.: George Peabody College of Teachers, 1955), p. 5.

³⁶Goldman, op. cit., p. 31.

research studies done on this question to see their multifarious character.³⁷

Most research identifies a number of basic areas of administrative activity, the most common are as follows:

1. Instructional Leadership
2. Staff Personnel
3. Pupil Personnel
4. Finance and Facilities Management
5. School-Community Relations
6. Schedule-Making³⁸

The task of instructional leadership has as its primary purpose to facilitate teaching and learning in the schools. New curriculum materials, textbooks, and techniques make it difficult for the administrator to keep up with teacher specialization. One must link to this a complete understanding of the latest learning research.

The staff personnel functions of the secondary school administrator rests on selection, orientation, and induction of teaching personnel in his building. The wide background and range of teacher preparation make this a very difficult task. The principal also must be responsible for the professional growth and supervision of the teaching

³⁷Dean O. Clark, "Critical Areas in Administrative Behavior of High School Principals" (unpublished doctoral dissertation, The Ohio State University, 1956).

³⁸John E. Corbally, Jr., T. J. Jensen, and W. Frederick Staub, Educational Administration: The Secondary School (Boston: Allyn and Bacon, Inc., 1961), pp. 59-85.

staff. This brings him in contact with policy development, for teachers today as professional people have a role in determining key teaching-learning variables in the classroom.

Pupil personnel function with recent problems of student unrest and activism has taken on new dimensions. He must help students develop an understanding of purpose. The task of group guidance is no small one.

Finance and facilities management is an area made more complex by increased enrollments and limits on financial support. The business aspect is seen in his concern with school budget and responsibility for internal accounts. Building management and planning use of facilities take more and more time.

The task of developing and keeping good school-community relations is important to the financial aspects of the principal's tasks. The community must support their schools not only financially, but with their understanding and common interest in them.

The development of the program for the school, such as the schedule which has always assigned teachers and students to their tasks, the number of students in the class, and the room assignment have been in the hands of the principal.

McCleary and Hencley,³⁹ in a study they did on administrative tasks, also tend to favor six major administrative task performance categories. They look at the tasks of all school administrators in their study.

One last feature should be added to this summary of what principals do in the schools. Research points up the fact that the administrative task is becoming a shared one; but nevertheless, the responsibility still rests with the principal.

The wise principal, particularly one in a larger school, learns that he should delegate many of his responsibilities. Although the principal still has general supervision of these matters, the individual to whom these responsibilities are delegated must be given ample opportunity to discharge those responsibilities without too much direction.⁴⁰

Harl Douglas, an observer of secondary education and administration for many years, was thus attempting to point up the fact that the complexed functions of the principal must develop an administrative hierarchy and this adds a new dimension to the task.

This review of the literature on the development of the position of the secondary school principal, the social forces at play, the goals and purposes he attempts to attain, and the nature of the tasks he performs outlines

³⁹McCleary and Hencley, op. cit., pp. 86-91.

⁴⁰Harl R. Douglas, Modern Administration of Secondary Schools (New York: Ginn and Company, 1963), p. 28.

the principal-task performance research base upon which this study builds.

Principal-Negotiation Related Research

Professional negotiations, as an area for educational research, has a brief history. Most of the writing and research in this area is recent.

The term, professional negotiations, came from a resolution on professional negotiations adopted at the National Education Association's Denver Convention of 1962.⁴¹ The spirit behind this resolution is found in teacher militancy that brought about the New York City teachers' strike in 1960.

The roots of teacher militancy is well summarized in this statement from Ronald G. Corwin that follows:

Administrators must acknowledge that there is often resistance to rules and programs. At least some of this resistance stems from the professional ideals of teachers who try to uphold their beliefs in face of bureaucratic regulations. It is curious that the reflection of bureaucratic personality--arises from the same sources as does nonconformity in the organization; both conformity and deviance are reactions to conflicting expectations of workers who maintain organizational stability and personal

⁴¹ American Association of School Administrators, School Administrators View Professional Negotiations (Washington, D.C.: American Association of School Administrators, 1966), p. 23.

security and at the same time serve the client's interests.⁴²

From these common roots sprang the force that brought teachers to their present position in relationship to the total operation of the secondary school.

Each professional organization contends with the other to bring teachers the benefits of its negotiational skills. The contract negotiated reinforces the line between the teacher and the secondary school administrator. Administrators soon take on new tasks to meet the demands of new teacher contracts. The teacher organizations wish to have a greater role in the operation of the secondary school. This can come only by readjustment of authority roles in the operation of the school. New relations for the principal in regard to parents, teachers, students, and the community. The responsibility of the principal to the board of education and the superintendent are in the process of change.

Superintendents being the first to feel the impact of professional negotiations drew up a list of topics that seemed to fall under the new negotiations policy. Those having the greatest impact for principals are:

⁴²Ronald G. Corwin, A Sociology of Education (New York: Appleton-Century-Crofts, Inc., 1965), p. 256.

Curriculum
 Personnel Policies
 Transfers and Promotions
 Grievance Procedures
 Salaries and Wages
 Leaves of Absence
 Discharge and Discipline
 of Teachers⁴³

Inservice Education
 Teaching Assignments
 Recruitment of Teachers
 Lunch and Rest Periods
 Class Size
 Provisions of Physical
 Facilities for Teachers

Looking at this list, one can see that the teacher organizations have moved into areas which teachers in the past have shown little interest and which have been within the traditional role of the building administrator. Many of these topics must by their nature change the traditional role of the secondary school principal. This must bring about conflict and readjustment. This process of conflict and readjustment is a real force for educational change.

The process of conflict was investigated by Cave⁴⁴ when he visited ten school districts that were involved in teacher-negotiation problems. Cave looked at the impact of leadership behavior of school administrators on teacher-negotiation strife. A Leadership Behavior Questionnaire was used to develop an ideal for administrator behavior. A sample made up of school administrators, teacher's union

⁴³William B. Levenson, "The Superintendent's Role in Negotiations," Impact, April, 1967, p. 12.

⁴⁴David R. Cave, "A Critical Study of the Leader Behavior of School Administrators in Conflict with Teacher's Unions" (unpublished Ed.D. dissertation, College of Education, Michigan State University, 1967), pp. 14-15.

representatives, and school board members were given the questionnaire in each conflict situation. They were then asked to record the actual behavior of administrators in their present situation. Cave reports that administrators contribute to conflict by their lack of arbitration and group skills. This points up an area of need for administrator training programs.

Olsen⁴⁵ did a survey which pointed up the fact that most principals felt they should be involved in professional negotiations as members of a total teachers' organization. Membership in a total teacher organization was needed to retain the principal's authority. The study points out that where the future of the child is at stake, there should be no teacher-principal conflicts or they should be avoided at all costs.

Love,⁴⁶ in 1968, looked at the impact of teacher negotiations and school system decision making. He found that although administrative and school board discretion is narrowed by collective negotiations, administrators quickly learn to use the negotiation process to preserve

⁴⁵Allen Dale Olsen, "The Principal and Professional Negotiations," The National Elementary Principal, XLVI (April, 1967), pp. 31-32.

⁴⁶Thomas Michael Love, "The Impact of Teacher Negotiations on School System Decision Making" (unpublished doctoral dissertation, The University of Wisconsin, 1968).

areas of discretion and school boards retain their right to represent the public interest and make all final decisions.

Birdsell⁴⁷ looks at the principal's position in negotiations. In 1965 he surveyed the state of professional negotiations in some 12 midwestern states using a population of 71 large school districts, from which he obtained a sample of 49 districts. His findings point up a high level of disagreement over the classification of the principal. Teachers felt he was an administrator when far more superintendents felt he was a teacher. More superintendents than teachers felt he should be a member of the local teachers' organization.

The position of the principal in the grievance procedure is the subject of a study by Summerer.⁴⁸ Summerer, looking at the negotiated contracts of selected school districts in Michigan, found that three-fourths of these districts in Michigan had contracts that contained specific reference to the resolution of problems by

⁴⁷ Donald F. Birdsell, "A Study of the Status of Professional Negotiations in Selected Schools in Twelve Midwestern States" (unpublished Ph.D. dissertation, Department of Education, University of Iowa, 1965).

⁴⁸ Kenneth Summerer, "Agreements Negotiated between Boards of Education and Teachers under Michigan Public Law 379 of 1965," Metropolitan Educational Research Association (East Lansing: Michigan State University, March, 1965), p. 20.

discussion with the principal without involving the bargaining unit, if these agreements were within the negotiated contract.

Radebaugh,⁴⁹ in his study of the democratic values in relationship to those found in contracts that were produced by collective negotiations, found that one of four values emphasized in the study was the wise use of professional staff. This proper utilization of staff tends to indicate the involvement of principals in negotiations to produce realistic and workable agreements between teachers and management.

This is carried one step further by Garver's⁵⁰ study of the attitudes of 291 principals in Oakland County, Michigan, toward teacher negotiations. Garver's study revealed that principals who participated on the board of education bargaining team had a better attitude towards the total process of negotiations than did those who did not. Participation thus tends to dissipate fears of teacher-board negotiations.

⁴⁹Byron F. Radebaugh, "Democratic Values and Collective Negotiations' Agreements" (unpublished Ed.D. dissertation, Department of Education, University of Toledo, 1966).

⁵⁰George G. Garver, "A Study of the Relationship between Selected Variables and the Attitudes of Public School Principals in Oakland County, Michigan, Concerning Collective Bargaining for Public School Teachers" (unpublished Ed.D. dissertation, College of Education, Michigan State University, 1967).

In a study made in 1969, Munger⁵¹ goes a step further when he investigated the attitudes of principals towards negotiating their own school board contract. Using selected variables, Munger attempts to predict the attitudes of Michigan Principals toward their right to negotiate and their desire to negotiate a local master contract for principals. The sample was made up of 280 principals which reported that 89.8 per cent felt that principals should themselves have the right to negotiate their own master contract and 61.2 per cent felt that their local principals' group should negotiate a contract with their local board of education.

Michigan has had a collective bargaining law in affect since May 28, 1963. The impact of such a law on the instructional tasks of principals has not been investigated, but the impact on the improvement of instruction has. Steele⁵² investigated this feature of the problem and found that there were significantly more instructional provisions in Michigan master teacher contracts in the second year of

⁵¹Benson Scott Munger, "A Study of the Relationship between Selected Variables and the Attitudes of Michigan Principals Toward Organizing for Negotiations" (unpublished Ph.D. dissertation, College of Education, Michigan State University, 1969).

⁵²Marilyn H. Steele, "Has Collective Bargaining Contributed to Instructional Improvement in Michigan Schools?" (unpublished Ph.D. dissertation, College of Education, Michigan State University, 1969).

bargaining than were present in the first year of bargaining. This tends to point up teacher interest in having a part in making instructional decisions that had been made by principals or the central office staff.

In the area of decision making, McCumsey⁵³ found that principals in schools involved in professional negotiations were as involved in decision-making as were principals in schools not involved in the process of professional negotiations. Non-professional negotiations principals perceived a somewhat greater exclusive principal involvement in decision-making than did professional negotiations principals. Both groups agreed on the level of principal involvement in decision making so as to have a base from which to evaluate.

The studies reported tend to point out a need for preparing school administrators to meet the challenge of this educational change. Scott⁵⁴ surveyed the nature of the training school administrators were receiving in negotiations. His survey utilized a sample of a number of key

⁵³Norman Lee McCumsey, "The Effect of Professional Negotiations on Secondary School Principal's Decision Making Functions" (unpublished Ph.D. dissertation, Colorado State College, 1967).

⁵⁴Walter W. Scott, "A Study of Preparation Programs in School Administration as Affected by Collective Negotiations" (unpublished Ph.D. dissertation, College of Education, Michigan State University, 1966).

professors of school administration at each of 11 midwestern universities and 98 school superintendents randomly selected from midwestern school districts which were in the process of teacher negotiations. Scott was interested in whether administrators were prepared to deal with professional negotiations and whether universities offered programs to prepare them to deal with this educational change. He found no appropriate programs or agreement on what plan to utilize in teaching administrators the information and skills needed to face this task.

The research related to principals and negotiations shows that principals should be better trained to meet this challenge, should be a part of the procedure of negotiations, and need not fear it. In fact, the research tends to point up the fact that a new role is emerging for the building principal. Forrest Conner makes this statement about this emerging role in a recent monograph:

. . . school administrators cannot afford to be in the untenable position of trying blindly to apply traditional concepts to the new and changing circumstances. School administrators must reassess, and when appropriate, reshape and redesign their leadership role, using all the intelligence, insight, and understanding which can be brought to bear. Many old established traditions and processes will no longer suffice.⁵⁵

⁵⁵Forrest E. Conner, Preface to School Administrators View Professional Negotiations (Washington, D.C.: American Association of School Administrators, 1966).

This study is planned to reassess the traditional task performance of secondary school principals in the light of changing circumstances.

Summary

A review of the literature revealed no studies directly related to the problem under investigation. The studies that have any relation to the problem have been reported here. It should be noted that no empirical investigation specifically concerned with the relationship between the administrative task performance of secondary school principals and professional negotiations have been conducted. This survey of recent related research into the principalship and professional negotiations prepares the foundation for this investigation.

CHAPTER III

RESEARCH PROCEDURE AND METHODOLOGY

Introduction

The literature reported in Chapter II provides a background for an investigation of the relationship between professional negotiations and the task performance of secondary school principals. The complexity of the task performance of the principals, due to the ever changing demands of our society, points up a need for an investigation of the present state of the task performance of secondary school principals. To better understand the present situation, the study shall also look at the pre-negotiations period of principal task performance.

In this chapter, the population of the study will be identified and the sample specified. The instrument will be specified in accordance with the design of the study proposed in Chapter I. The statistical hypotheses will then be stated, and the procedure of analysis will be followed by the summary of the chapter.

Sample

This study is concerned with the impact of professional negotiations upon the task performance of a sample of secondary school principals of North Central Association accredited high schools with a student enrollment of over 1,500 and organized on a 6-3-3 or a 8-4 pattern in Michigan and Indiana. The choice of these organizational patterns limits the population of this study to some extent.

In Indiana there are 40 such schools,⁵⁶ while in Michigan there are 34 North Central Association accredited high schools fitting these organizational patterns and size qualifications.⁵⁷

The literature of school administration presents evidence to support the fact that schools are growing larger and more complex. This is why this study looks only at schools with an enrollment of 1,500 or more. Studies of these high schools by Conant, Trump, Baynham, and others, spend little time on organizational patterns. Their interest is in the fact that this organizational pattern and this level of enrollment tend to bring together in one

⁵⁶John A. Stanavage, "Proceedings of the Commission on Secondary Schools," North Central Association Quarterly, Summer, 1969, pp. 64-197.

⁵⁷Ibid., pp. 117-123.

place the resources needed to distinguish those high schools that are on the growing edge of secondary education. In this setting, the principal is called upon to perform those tasks that distinguish him as an administrator and he feels the forces of social change to the fullest.

The large city school systems of Detroit and Indianapolis were left out of this study sample because of the size of the districts, their background in negotiations with teachers, and the standardization of administrative responsibilities which tend to make them atypical.

The sampling method chosen with the assistance of Office of Research Consultation is called disproportional stratified sampling. In disproportional stratified sampling, usually an equal number of cases are drawn from each stratum, regardless of how the stratum is represented in the total population. The major advantage of this method of sampling is the fact that all of the strata are equally reliable from the point of view of the size of the sample. When an equal number of cases are drawn from each stratum, comparisons of the different strata are facilitated.

The Table 3-1 that follows points out the make up of the sample.

TABLE 3-1
SAMPLE SUMMARY

State	Stratum	Organizational Pattern	Number of Schools	Sample Size
Indiana	I	6-3-3	11	10
	II	8-4	29	10
Michigan	III	6-3-3	51	10
	IV	8-4	33	10
Total			124	40

Each principal was interviewed, and a sample of this nature best lent itself to this technique of investigation. All schools included in this study were members in good standing in the North Central Association of College and Secondary Schools.⁵⁸ This fact points up a minimum standard for the professional background of the principals, and establishes a minimum standard of staffing within the schools under investigation. The subjects for the study were drawn from a list of all principals of accredited high schools of this size in each state.

The Indiana sample of 20 principals were chosen with an equal number coming from each strata. The

⁵⁸Ibid.

Michigan sample was chosen in the same manner. The samples were drawn at random from the list of the selected population.⁵⁹ No principal was included in the study who did not have five or more years of administrative experience. This administrative experience would thus enable him to evaluate his task performance in the past. Principals not having experience were dropped from the sample and a new name was drawn from the list.

This sample meets the requirements of efficiency, representativeness, reliability, and flexibility.

In Table G-1, of Appendix G, an alphabetical list of the Michigan participants of the study are presented, the high schools they represent, their location, and the size of the school. The Indiana sample is presented in a like manner in Table G-2, Appendix G.

The geographical location and distribution of the Michigan sample is indicated in Figure F-1 and the Indiana sample is presented in Figure F-2 found in Appendix F. It should be noted that the numerals used on the maps correspond to the order of the participants of the study found in Tables G-1 and G-2 of Appendix G.

⁵⁹ Ralph Thomlinson, Sociological Concepts and Research (New York: Random House, 1967), pp. 54-55.

The Instrument

The instrument used was constructed by Dr. Jack K. Mawdsley with the assistance of a consultant in the Office of Research Consultation, College of Education, Michigan State University,⁶⁰ and is used in this study with his permission. The instrument is based on a listing of administrative tasks taken from an inventory of administrative tasks of school administrators by McCleary and Hencley.⁶¹

The instrument was picked after a review of the literature disclosed that this instrument provided the most current and complete listing of the tasks principals perform. The instrument was reexamined and changed to fit the demands of this study through the aid of a consultant in the Office of Research Consultation. While the instrument still kept its original list of some 65 administrative tasks, the method of responding to each task was changed.

The response to each task was set up in the form of a dichotomous question. The chief advantage of the dichotomy is its simplicity both from the point of view of

⁶⁰ Jack K. Mawdsley, "A Study of the Delegation of Administrative Tasks by Principals of the Large High Schools in Michigan as Related to Selected Variables" (unpublished Ed.D. dissertation, College of Education, Michigan State University, 1968), pp. 80-87.

⁶¹ McCleary and Hencley, op. cit., pp. 86-91.

interviewing and of statistical manipulation. It takes relatively little time to ask, and gives a clear-cut answer which can be easily recorded and tabulated.⁶²

The instrument looks at only gross changes in each of the six task performance categories and does not reflect the degree of change in each task performed by the principals in the study. The instrument was not intended to examine finite changes within each task performance category.

The instrument was set up to serve as a pre-test, posttest instrument. The pre-test element calls for retrospection on the part of the interviewee. It is clearly understood in the posttest element of this instrument that facts pertaining to the current situation are relatively easy to collect and are likely to be comparatively reliable. In the case of retrospection, what people remember and are able to report depends upon the impression made by the experience itself and the condition under which it was recalled in the present.⁶³

Taking this last fact into consideration it was felt that present task performance would be best linked to past performance by using a single instrument.

⁶²Mildred Parten, Surveys, Polls, and Samples (New York: Harper and Brothers, 1950), pp. 184-185.

⁶³Ibid., p. 179.

Parten developed a list of ten factors important to recall. It was felt that the pre-test instrument met nine of the ten factors governing the recall of past task performance. They are as follows:

1. Primacy
2. Frequency
3. Duration
4. Vividness
5. Interest
6. Meaningfulness
7. Setting
8. Set
9. Mode⁶⁴

For the purposes of this study, it was assumed that the principals interviewed were able to accurately recall basic task performance details that cover the past five years. Since in the performance of their day-to-day tasks, they meet nine of the ten conditions noted for high quality of recall. Since these principals must recall those tasks to perform them year after year and report details of them to the administrative level above them, their perception of past task performance can be considered to be as adequate and as accurate as possible. The pre-testing of task performance before the passage of professional negotiations legislation in Michigan would have been ideal; but that moment in time is passed, and any study of this nature of Michigan's Principals must count on retrospection and principals' perceptions.

⁶⁴Ibid., pp. 179-180.

The first section of the instrument is intended to give a complete picture of the principal and his school. This section is based on six questions dealing with the principals personal-professional background and his feeling about his position. This information is gained by a simple question and answer approach. The items in this section obtained data dealing with variables which could be obtained from no other source. These questions sample experience, educational background, and career plans. The questions also ask for an expression of preference as to areas of task performance.

The second section of the instrument is a listing of 65 items dealing with principal task performance. This list of tasks is organized in six major areas of administrative task performance and follows a previous inventory prepared by McCleary and Hencley⁶⁵ in a report dealing with the types of administrative tasks performed by all of the members of the administration within a given school system. This inventory does not deal with the task performance of the principal alone, but points up the relationship of task performance of all administrators.

The list which makes up the major divisions of the instrument are as follows:

⁶⁵McCleary and Hencley, op. cit., pp. 86-91.

1. Finance and Business Management
2. Instruction and Curriculum Development
3. Pupil Personnel
4. School Community Relations
5. School Plant and Services
6. Staff Personnel

The major administrative task divisions are subdivided into a number of specific tasks. This instrument lists a total of 65 specific tasks most of which came from the original study by McCleary and Hencley, and only one was added in the Mawdsley study.

Each interview was conducted with the use of a number of interview cue cards. The interview, after gaining background information, moved on to the use of the printed cue cards. There was a cue card for each of the major task areas covered in the interview. Each participant in the investigation was presented eight cue cards. They were numbered to correspond with numbered major sections of the "Interview Guide." Each cue card represented a major task area, and it was further divided into specific lists of tasks. These tasks denoted the tasks performed by principals as they carried out their official responsibilities. A partial listing of the tasks used on the interview is given below as an example.

STAFF PERSONNEL

1. Selection of professional staff members
2. Induction of professional staff members
3. Scheduling of professional staff members
4. Supervision of professional staff members
5. Evaluation of professional staff members

Each interviewee was asked to react to each task in the following manner.

1--I perform this task

0--I do not perform this task

The respondent was asked to respond to each task over a time on recall basis. The interviewee was asked if he presently performs this task; and then, if he performed such a task five years ago. It was felt that linking present performance with past performance would give accuracy of response.

For an examination of the "Interview Guide," Principals Interview Cards, Guide to the Terms of the Guide, and the Outline of the Sample Interview which present a complete picture of the instrument and its use, the reader is referred to Appendices B, C, D, and E.

The Interview

The interview was selected as the most appropriate research technique for collecting the necessary data for this study for a number of reasons. They are as follows:

1. The total population in the study was small enough and their geographical distribution was such that visitation was not prohibitive.
2. The interview technique of gathering data was much more personal.
3. The personal contact of this technique produces a higher percentage of data returns than does the questionnaire method.
4. The interviewee was forced by this technique to concentrate on the questions being asked; thus, could not glance ahead as was possible in a questionnaire approach. This tends to establish continuity for the investigation.
5. The meaning of words or questions which are a problem with questionnaires tends to be virtually eliminated by the use of the interview.
6. The interview method facilitates the flow of concrete and precise data with no recording errors.
7. The interview technique allows for an adjustment in the speed of presentation of questions to better fit each interviewing situation.
8. The interview technique allows for a more complete introduction and explanation of the study and what the investigator is attempting to do.⁶⁶

⁶⁶Maccoby and Maccoby, op. cit., pp. 449-484.

The interview was used as a standardized interview. This means that the questions were decided upon in advance of the interview, and were asked with the same wording and in the same order for all interviewees. The arguments advanced in support of this technique are summarized as follows:

1. They incorporate a basic principal of measurement: that of making information comparable from case to case.
2. They are more reliable.
3. They minimize error in question wording.⁶⁷

The approach was taken in reaction to a warning by Travers, who states, "The interview must be considered as a complex social situation in which the interviewer and the interviewee are making continual adjustments to the responses of the other."⁶⁸ To deal with this problem, the interview was standardized and the questions made dichotomous needing only a limited response.

The introduction was the only dialogue held during the conferences. In the event of a question about the questions asked, the comments were recorded and standard answers were given from a standard guide to the task listed. The extemporaneous statements made by the interviewees were also recorded for inclusion in the summary of the study.

⁶⁷ Ibid., p. 451.

⁶⁸ Robert M. W. Travers, An Introduction to Educational Research (New York: MacMillan Company, 1964), p. 240.

The Interview Schedule

The procedure for developing the interview schedule was very basic. Each participant was contacted by phone, at which time the purpose of the study was explained, and tentative interview date was established.

The tentative interview date was followed in 95 per cent of the interviews. Two cases called for a re-scheduling of the interview. One was based on a time conflict; and the other, the principal, was so busy at the time that he had to establish another date. The interview schedule is presented in Table 3-2 for Michigan principals and in Table 3-3 for Indiana principal interviews. It was found that while the principals interviewed were very busy; nevertheless, they were willing to talk about the state of their profession and the demands the position places upon them. Five weeks were required to complete the 40 interviews. The interviews ranged in length from 45 minutes to 1 hour and 15 minutes in length. The average interview lasted 50 minutes.

Trial Interviews

Two trial interviews were held in order that the instrument might be tested before being used to collect data. Robert Marion, Principal of Highland Park High School in Highland Park, Michigan, who fell below the

TABLE 3-2

SCHEDULE OF INTERVIEWS WITH MICHIGAN PARTICIPANTS
IN THE STUDY

Month	Week	Interview Location (Name of High School)
November	3-7	Grand Rapids Creston High School Grand Rapids Central High School Jackson Senior High School Battle Creek Lakeview High School Muskegon Mona Shores High School Owosso High School Saginaw Arthur Hill High School Muskegon High School Birmingham Ernest W. Seaholm High School
November	10-14	Ferndale High School Grosse Pointe High School St. Clair Shores Lakeview High School Mt. Clemens High School Roseville High School
November	17-21	Trenton High School Belleville High School Southfield High School Berkley High School Warren High School Royal Oak Dondero High School

TABLE 3-3

SCHEDULE OF INTERVIEWS WITH INDIANA PARTICIPANTS
IN THE STUDY

Month	Week	Interview Location (Name of High School)
November	13	Ft. Wayne R. Nelson Snider High School Ft. Wayne South Side High School Ft. Wayne North Side High School Ft. Wayne Elmhurst High School
November	19-21	Huntington High School Marion High School Kokomo High School Gary Horace Mann High School La Porte High School Michigan City Elston High School South Bend John Adams High School Elkhart High School Mishawaka High School
November	24-26	Anderson High School Bloomington High School Evansville Bosse High School Evansville Central High School Evansville Harrison High School Evansville North High School Evansville Reitz High School

experience level being included in the study, was one of those interviewed and the other was Richard Lyden, Principal of Wylie E. Groves High School in Birmingham, Michigan. These principals were chosen because they reflected the proper school size and at the same time were principals of high schools that were organized on two different pattern, 8-4 and 6-3-3 organizational patterns. One principal was new to the profession, and the other reflected experience both as a principal and assistant principal.

Both interviews were productive and aided the interviewer in improvement of presentation and timing. The principals interviewed felt that the task list was very complete. Both felt that it should be noted that the delegation of tasks still left the responsibility and coordination of the administrative task with the principal. They felt that the study should be looking for a change in relationship of the principal to the task. If he delegated the task before and still followed this manner of dealing with the task, there would be no change in task performance. This point of clarification was made in the interviews that followed. Both principals felt that responsibility for the task called for task performance. In addition, the trial interviews indicated that it was more effective to permit the principals to describe in detail, without interruptions, the process used to perform general task areas before

asking him to react to his specific role in their performance, and if it had changed in his school.

The Design of the Study

Pre and post measures were taken to gain knowledge of the effect of professional negotiations on the task performance of high school principals. This was done through the use of the instrument described in this chapter. The purpose of these measures were to portray the current status of principal task performance and to identify changes in principal task performance which might be attributed to the passage of a state professional negotiations statute.

G_1 represents the study sample drawn from Michigan Secondary School Principals administering schools of over 1,500 student enrollment and G_2 refers to the study sample drawn from Indiana Secondary School Principals that administer schools of over 1,500 student enrollment. In this study, Michigan, represents the state with a professional negotiation statute, and Indiana, represents the state that does not have a state professional negotiations statute covering teachers.

N_1 and N_2 indicate the study sample and refer to the 6-3-3 pattern of school organization and the 8-4 pattern of organization respectively.

S_1 and S_{40} indicate subjects in the sample. C_1 through C_6 indicate categories of principal task performance under examination. The following diagrammatic representation reflects the nature of the data gathered.

State	Organiza- tion	Subject	Categories					
			C_1	C_2	C_3	C_4	C_5	C_6
G_1	N_1	S_1						
	N_2	\vdots						
G_2	N_1	\vdots						
	N_2	S_{40}						

Figure 3-1. Study Design

Analysis of variance of gain scores was used within a repeated measures design to test for the significance of gain affects and interactions. Two main effects were of interest in this study: the state in which the principal was employed and the organizational pattern used in his school district. Three interaction effects were also of interest: the interaction between state and organization pattern, the interaction between categories of response and

the state in which the principal was employed, and the interaction between task performance categories of response and the organizational pattern of the principals' school district.

Two different indices of change were used as data in this study. First a gross index of change which ignored the direction of the change was computed by squaring the difference between pre-test and posttest response and summing these squared differences over categories. Then a second index was obtained by summing the simple pre-test and posttest differences over categories to produce an index which reflected the direction of change.

The first of these two indices of change, referred to throughout the study as nondirectional change, reported the addition or loss of tasks performed by high school principals over the five year period under study. This addition or loss of tasks was reported as a change in the operational pattern of principals (e.g., if the principal no longer directs the adult education program for his school and he did five years ago, this would be squared and reported as a change in task performance or as 1, giving no direction for the change in task performance).

The second index of change, referred to throughout the study as directional, reported principal task performance change noting the addition or loss of tasks performed

by principals over the five year period and pointed out their direction (e.g., if the principal no longer directs the adult education program for his school and he did five years ago, this would be reported as a loss of task performance and would be recorded as a directional change showing a loss of task performance or a -1).

The data was examined from two positions; one looked at gross task performance change and the other looked at gain or loss of task performance. A separate analysis of variance was done for each of these sets of data.

Statistical Hypotheses

The following hypotheses were formulated for testing purposes in accordance with the previously stated operational design:

H_0 :1 There will be no significant difference between the Michigan and Indiana high school principals when group mean scores for administrative task performance categories are compared.

H_1 There will be significant difference between the Michigan and Indiana high school principals when group mean scores for administrative task performance categories are compared.

- $H_{O:2}$ There will be no significant difference between principals in schools organized on the 6-3-3 pattern and those organized on the 8-4 pattern when group mean scores for administrative task performance categories are compared.
- H_2 There will be significant difference between principals in schools organized on the 6-3-3 pattern and those organized on the 8-4 pattern when group mean scores for administrative task performance categories are compared.
- $H_{O:3}$ There will be no significant interaction between state and school organizational pattern.
- H_3 There will be a significant interaction between state and school organizational pattern.
- $H_{O:4}$ There will be no significant interaction between state and task performance categories.
- H_4 There will be a significant interaction between state and task performance categories.
- $H_{O:5}$ There will be no significant interaction between organizational pattern and task performance categories.
- H_5 There will be a significant interaction between organizational pattern and task performance categories.

This study, while limiting additional hypotheses to those based on task performance, points up the need for the investigation of the following questions:

- Q1. What was the origin of the contract design used by teachers in those states presently having negotiation laws and in what manner was it developed?
- Q2. Do secondary school administrators find more or less job satisfaction under professional negotiations?
- Q3. What tasks have become the most important for secondary school administrators?

Statistical Treatment of the Data

Each "Interview Guide," on which the interview responses were recorded were checked for completeness and the raw data was summarized. The data was examined for non-directional and directional changes of task performance. A mean task performance score was computed for each group of principals in the study and a task performance score was computed for each of the six major areas of task performance.

All responses were coded on the required Data Coding Form and submitted to the Computer Laboratory for transfer to IBM Cards and verification.

The analysis of variance is the appropriate technique to test the null hypotheses. This technique tests for differences among a number of means according to different treatments. The statistical method used in this study is an F ratio which was then checked for significance at the .05 level.

The statistical treatment of the data in the study was conducted through the use of the facilities of the Computer Laboratory, Michigan State University. The data was processed through the use of Control Data Corporation (CDC) 3600 Computer, which is a large scale electronic computer used in this type of statistical analysis. A program for the study of variance was used. The data was treated through the assistance of Mr. F. R. Wilson, a consultant, in the Office of Research Consultation, College of Education, Michigan State University.

Summary

This chapter describes the population and sample for the study, the instrument selected, and presents its uses. The design of the study was developed, the statistical hypotheses were stated, and the analysis process for testing them was presented.

CHAPTER IV

ANALYSIS OF THE FINDINGS

The findings of this investigation focus on the past and present state of principal task performance in public high schools having an enrollment of over 1,500 students. The primary data consists of the pre-test and posttest scores of 40 public high school principals, 20 in Michigan and 20 in Indiana. The difference between pre-test and posttest results were reflected as gain scores. Analysis of variance of gain scores was used within a repeated measures design to test the significance of gain effects and interactions. Two main effects were of interest in this study: the state in which the principal was employed and the organizational pattern used in his school district. Three interaction effects were also of interest in the investigation: the interaction between state and organizational patterns, the interaction between task performance category responses and the state in which the principal was employed, and the interaction between task performance category responses and the organizational patterns used in the principal's school district.

Two different indices of change were used as data for this study. The first was a gross index of change which ignored the direction of the task performance change taking place. This was obtained by squaring the difference between pre-test and posttest response, and summing these squared differences over task performance categories. This index of change looks at difference in task performance regardless of direction, and is reported as nondirectional change.

A second index was obtained by summing the simple pre-test and posttest differences over task performance categories to produce an index which reflects the direction of change. This change looks at the direction of change and reports the gain or loss of task performance from pre-test to posttest for each task performance category, which is reported as directional change. A separate analysis of variance was done for each of these sets of data, and each was tested for statistical significance. This was attained when the .05 level had been satisfied.

The statistical analysis of all data for this study were done at the Computer Center at Michigan State University. The data were processed through the use of Control Data Corporation (CDC) 3600 Computer. The program for the analysis of variance was prepared by the Office of Research Consultation, College of Education, Michigan State University.

The analysis of the findings of this study presented in this chapter is divided into four parts and is reported in the following fashion:

1. Part I contains a report of the general findings of the study. A personal and professional description of the sample is presented by states.
2. Part II presents the hypotheses, as advanced by the study, each is stated individually with statistical test results of its being tested and the rationale for the acception or rejection of each hypotheses.
3. Part III contains the additional questions which have been raised as a result of discussion and reading the related literature in this field.
4. Part IV deals with concomitant findings of the investigation and the extemporaneous responses of the principals to several of the questions asked during the interview sessions.

PART I

General Findings

In this section of the study, the writer presents a description of the principals included in the study. Data were collected on the principal's age, former teaching areas, graduate training, experience, time spent in his

present position, and the principal's ultimate professional goals. These elements of the study were examined by state because of the study's interest in the reaction of principals in a state having no professional negotiations statute in relation to those of principals in a state that has such a statute. No attempt was made to identify organizational patterns in relation to principal responses.

The Principal

A description of the high school administrator studied in this investigation presented the following picture. The average high school principal was a man of 51 years of age with over 10 years of experience (10.4) in his present position and with over 15 (15.5) years of experience as a principal. He was the chief administrator of a building of over 2,000 enrollment (2,063). This composite principal was more likely than not, a former social studies or mathematics teacher having a master's degree plus 30 additional hours of graduate work; and, in all probability, has taken the greater part of his graduate work in the field of educational administration. He enjoys working in the area of pupil personnel (32.5%) or in the area of instruction and curriculum development (30%). The area of task performance that he shows least interest in was finance and business management (55%).

In Tables 4-1 and 4-2, the biographical characteristics of the administrators taking part in this study are presented.

All of the principals were male. The mean age of Michigan principals was 54.1 years of age while the mean age of the Indiana sample was 48 years of age. The amount of time each had spent in his present position shows a mean of 15 years for Michigan principals and 5.7 years for those in Indiana. The amount of experience reported shows 20.8 years as the mean for Michigan principals and 10.2 years for the Indiana principals. Seventy-five per cent of the principals in the Michigan sample were over 50 years of age, while only 30 per cent were in this age group in Indiana. In terms of experience in the present position, Indiana principals reported 90 per cent having less than 10 years in their present position, while Michigan principals reported that 30 per cent have less than 10 years in their present position. Fifty per cent of the Michigan principals reported experience as a principal of over 20 years while only 5 per cent reported this much experience in Indiana. The professional training and educational background of the sample points out that 50 per cent of each group of principals had 30 hours beyond the master's degree.

TABLE 4-1

**BIOGRAPHICAL CHARACTERISTICS OF THE PARTICIPATING
MICHIGAN HIGH SCHOOL PRINCIPALS IN THIS STUDY**

Sex

Male	Female
20	0

Age

20-29	30-39	40-49	50-59	60-69
0	0	5	11	4

Total number of
years as a
principal

5-9	10-14	15-19	20-24	25-29	30 or over
2	2	6	1	8	1

Educational level
of principals

Bachelor Degree	M.A.	M.A. -30	M.A. -60	Ed. Spec.	Ph.D. or Ed.D.
0	2	10	6	2	0

TABLE 4-2

**BIOGRAPHICAL CHARACTERISTICS OF THE PARTICIPATING
INDIANA HIGH SCHOOL PRINCIPALS IN THIS STUDY**

Sex

Male	Female
20	0

Age

20-29	30-39	40-49	50-59	60-69
0	1	13	4	2

Total number of
years in present
position

5-9	10-14	15-19	20-24	25-29	30 or over
18	1	0	1	0	0

Total number of
years as a
principal

5-9	10-14	15-19	20-24	25-29	30 or over
12	4	3	1	0	0

Educational level
of principals

Bachelor Degree	M.A.	M.A. -30	M.A. +60	Ed. Spec.	Ph.D. or Ed.D.
0	3	10	5	1	1

The classroom teaching experience of all the principals studied fell in six distinct teaching areas; the largest group of all principals were former social studies teachers (37.5%). In Michigan, 54 per cent taught social studies, while in Indiana only 30 per cent taught this subject. The various subject matter areas and the percentages of principals who performed most of their teaching in these areas are listed in Table 4-3. It is interesting to note that three subject matter areas (social studies, mathematics, and physical education) account for 95 per cent of the teaching areas of Indiana principals while they account for only 55 per cent of Michigan principals in the study.

TABLE 4-3

AREAS IN WHICH PRINCIPALS DID MOST OF
THEIR CLASSROOM TEACHING

Former Teaching Area	Percentage of Principals by State	
	Indiana	Michigan
Social Studies	30	45
Mathematics	40	5
Physical Education	25	5
Science	0	25
English	5	10
Music	0	10

The area of graduate preparation of the high school principals interviewed was found to be in the field of educational administration. Seventy-five per cent of the principals in the Michigan sample report this fact and 95 per cent in the Indiana sample. Only four different areas of graduate preparation were represented. Social studies was the next most popular area.

The professional goals of the total sample indicated that 53 per cent of the principals interviewed intended to remain in the high school principalship until their retirement. It should be noted that only one of the entire sample of the study expressed an interest in becoming a superintendent of schools in the future. A complete listing of choice categories is presented in Table 4-4 for the ultimate professional goals of the principals and the percentage desiring each category by state.

The sample being used in this investigation was asked to respond to the six major areas of administrative concern by reporting the area they liked to work in most and the area they least preferred to work in. It was found that the Michigan sample enjoyed working in the area of pupil personnel (45%); and, second was instruction and curriculum development (35%). The response of the Indiana sample points out that these principals like to work in the area of staff personnel (45%); and, second was instruction

TABLE 4-4

ULTIMATE PROFESSIONAL GOALS OF PRINCIPALS IN THE SAMPLE
AND THE PERCENTAGE DESIRING EACH BY STATE

Ultimate Professional Goals	Percentage of Principals Desiring Each by State	
	Indiana	Michigan
High School Principalship	55	50
Assistant Superintendency	35	10
Educational Administration Professorship	10	10
Other Related Positions	0	20
Higher Education Administration	0	5
Superintendency	0	5

and curriculum development (25%). The Michigan sample reports only a 20 per cent interest in working with staff personnel. These findings are presented in Table 4-5.

In the findings, the areas of least preference were finance and business management (55%) and school plant and services (35%) for the total sample. When we look at these findings by states, Michigan reports finance and business management (60%) and school plant and services (35%). The Indiana sample reports finance and business management (50%) and school plant and services (35%). The complete listing of areas of least preference are reported in Table 4-6.

TABLE 4-5

ADMINISTRATIVE TASK PERFORMANCE CATEGORIES
PRINCIPALS IN THE SAMPLE MOST ENJOYED
WORKING IN AND THE PERCENTAGE OF
PREFERENCE BY STATE

Administrative Task Categories	Percentage of Principals Preferring Each by State	
	Indiana	Michigan
Finance and Business Management	5	0
Instruction and Curriculum	25	35
Pupil Personnel	20	45
School Community Relations	5	0
School Plant and Services	0	0
Staff Personnel	45	20

TABLE 4-6

ADMINISTRATIVE TASK PERFORMANCE CATEGORIES
PRINCIPALS IN THE SAMPLE LEAST PREFERRED
WORKING IN AND THE PERCENTAGE OF
PREFERENCE BY STATE

Administrative Task Categories	Percentage of Principals Least Preferring Each by State	
	Indiana	Michigan
Finance and Business Management	50	60
Instruction and Curriculum	5	0
Pupil Personnel	0	0
School Community Relations	10	5
School Plant and Services	35	35
Staff Personnel	0	0

PART II

Hypotheses

This section of the findings presents each of the hypothesis, the result of its statistical analysis, and that rationale for a decision to reject or accept each. The tables will also present a summary of the data to make for a more meaningful interpretation of the findings.

H₀:1 There will be no significant difference between the Michigan and the Indiana high school principals when group mean scores for administrative task performance categories are compared.

In testing the first hypothesis, the data showed that the analysis of variance of directional change yields an F ratio of 3.91 and F' was set at 4.17; however, the analysis of variance of nondirectional change yields an F ratio of 11.15 and F' was set at 4.17 for the .05 level. These data support the hypothesis on the dimension of directional change and the analysis points up no significant statistical difference between the two groups by state. The directional nature of these task performance changes between the two groups of principals can be found in Tables 4-8, 4-11, and 4-12.

The hypothesis was rejected when investigated from a nondirectional change position for $P < .05$. This hypothesis shows in nondirectional change a support for the position that change has taken place, but it cannot be

attributed to any event that took place in the five year period under study. The testing of mean scores in this dimension is pointed out in Tables 4-7, 4-9, and 4-10.

$H_0:2$ There will be no significant difference between principals in schools organized on the 6-3-3 pattern and those organized on the 8-4 pattern when group mean scores for administrative task performance categories are compared.

Hypothesis 2 was concerned with differences between organizational patterns and task performance change. The analysis of variance of directional change yields an F ratio of 3.13 and for nondirectional change an F ratio of 1.91.

The hypothesis, when tested on a directional and nondirectional dimension with F' at 4.17, failed to yield any significant statistical difference and was accepted. Tables 4-7 and 4-8 present a column on the far right that indicates acceptance or rejection of the hypothesis. It is fully understood that this means no proof of equality in the case of failure to reject the null hypothesis.

$H_0:3$ There will be no significant interaction between state and school organizational pattern.

Hypothesis 3 deals with interaction between the principal's state of residence and school organizational patterns. When tested by an analysis of variance the data yielded the following results: the F ratio for directional change was 3.13 and for nondirectional change an F ratio of 2.39.

TABLE 4-7

A SUMMARY OF ANALYSIS OF VARIANCE OF NONDIRECTIONAL CHANGE SCORES
FOR TASK PERFORMANCE OF MICHIGAN AND INDIANA
HIGH SCHOOL PRINCIPALS

Source of Variation	Sum of Squares	df	Mean Square	R Ratio	Result of Testing
State	28.017	1	28.016667	11.157080	P < .05
Organization	4.817	1	4.816667	1.918141	NSD
Measures	31.683	5	6.336667	6.887681	P < .05
State-Organization	6.017	1	6.016667	2.396017	NSD
State-Measures	8.183	5	1.636667	1.778985	NSD
Organization-Measures	2.483	5	.496667	.539855	NSD
State-Organization-Measures	2.383	5	.476667	.318116	NSD
Subject: State-Organization	90.400	36	2.511111		
Subject-Measures: State-Organization	165.600	180	.920000		

The testing of the data was based on F being set at 4.17 to reach the .05 per cent level of significance.

TABLE 4-8

A SUMMARY OF ANALYSIS OF VARIANCE OF DIRECTIONAL CHANGE SCORES
FOR TASK PERFORMANCE OF MICHIGAN AND INDIANA
HIGH SCHOOL PRINCIPALS

Source of Variation	Sum of Squares	df	Mean Scores	F Ratio	Result of Testing
State	6.017	1	6.016667	3.914458	NSD
Organization	4.817	1	4.816667	3.133735	NSD
Measures	19.283	5	3.856667	6.459678	P < .05
State-Organization	4.817	1	4.816667	3.133735	NSD
State-Measures	4.983	5	.996667	1.669355	NSD
Organization-Measures	5.483	5	1.096667	1.836849	NSD
State-Organization-Measures	5.783	5	1.156667	1.937345	NSD
Subject: State-Organization	55.333	36	1.537037		
Subject-Measures: State-Organization	107.467	180	.597037		

The testing of the data was based on F being set at 4.17 to reach the .05 per cent level of significance.

TABLE 4-9

A SUMMARY OF NONDIRECTIONAL MEANS FOR TASK PERFORMANCE
MEASURES BY STATE AND ORGANIZATIONAL PATTERN

Nondirectional Data <u>State Organization</u>		<u>Task Performance Categories</u>						Sub Total Total	
		Finance and Business Management	Instruction and Curriculum	Pupil Personnel	School Community Relations	School Plant and Services	Staff Personnel		
Michigan	6-3-3	.500	1.600	1.000	.800	.500	2.200	1.100	.800
	8-4	.000	.500	.000	.800	.200	1.500	.500	
Indiana	6-3-3	.000	.100	.100	.000	.000	.400	.100	.116
	8-4	.000	.100	.000	.000	.000	.700	.133	
Total		.125	.575	.275	.400	.175	1.200	.458	.458

TABLE 4-10

A SUMMARY OF NONDIRECTIONAL MEANS FOR TASK PERFORMANCE MEASURES
BY STATE

Nondirectional Data	<u>Task Performance Categories</u>						Total
	Finance and Business Management	Instruction and Curriculum	Pupil Personnel	School Community Relations	School Plant and Services	Staff Personnel	
State							
Michigan	.225	1.050	.500	.800	.350	1.850	.800
Indiana	.000	.100	.050	.000	.000	.550	.116
Total	.125	.575	.275	.400	.175	1.200	.458

TABLE 4-11

A SUMMARY OF DIRECTIONAL MEANS FOR TASK PERFORMANCE MEASURES
BY STATE AND ORGANIZATIONAL PATTERN

Directional Data		<u>Task Performance Categories</u>						Sub Total Total	
		Finance and Business Management	Instruction and Curriculum	Pupil Personnel	School Community Relations	School Plant and Services	Staff Personnel		
State	Organization								
Michigan	6-3-3	-.500	-1.400	-.400	-.200	-.500	-.200	-.533	
	8-4	.000	-.300	.000	-.600	-.200	1.300	.033	-.250
Indiana	6-3-3	.000	.100	-.100	.000	.000	.400	.067	
	8-4	.000	-.100	.000	.000	.000	.500	.067	.067
Total		-.125	-.425	-.125	-.200	-.175	.500	-.183	-.183

TABLE 4-12

A SUMMARY OF DIRECTIONAL MEANS FOR TASK PERFORMANCE MEASURES
BY STATE

Directional Data	<u>Task Performance Categories</u>						Total
	Finance and Business Management	Instruction and Curriculum	Pupil Personnel	School Community Relations	School Plant and Services	Staff Personnel	
Michigan	-.250	-.850	-.200	-.400	-.350	.550	-.250
Indiana	.000	.000	-.050	.000	.000	.450	.067
Total	-.125	-.425	-.125	-.200	-.175	.500	-.183

The hypothesis, when tested for interaction with F' at 4.17 when set at the five per cent level, produced no significant interaction from a position of directional or nondirectional change. Tables 4-7 and 4-8 illustrate the results of this testing procedure. See Tables 4-9 and 4-11 for the effect of organizational patterns on task performance means.

$H_0:4$ There will be no significant interaction between state and task performance categories.

Testing hypothesis 4 with an analysis of variance yielded the following results: the analysis of variance found in this test for interaction, an F ratio of 1.66 for directional change and an F ratio of 1.77 for nondirectional change.

Testing the hypothesis establishes that there is no significant interaction between state and task performance categories. The nondirectional and directional mean scores used to test this hypothesis are reported in Tables 4-7 and 4-8.

$H_0:5$ There will be no significant interaction between organizational pattern and task performance categories.

When hypothesis 5 was tested for interaction by an analysis of variance, the analysis of variance of directional change yielded an F ratio of 1.836 and for nondirectional change an F ratio of .539.

The testing procedure of variance due to interaction between organizational patterns and task performance categories establishes that there is no significant statistical evidence to support any interaction. The results of these tests are reported in Tables 4-7 and 4-8.

PART III

Additional Questions

In this section of the findings, the questions that were the product of related literature are treated. Each question will be presented and the answers obtained by the interviews will be presented.

Question 1: What is the origin of the contract design used by the teachers in those states presently having negotiation laws and in what manner was it developed?

The investigation of this question brought forth three answers from the total sample. They are as follows:

1. The contract is of local origin and based on local issues.
2. The contract is of state origin and local issues are primary.
3. The contract is the product of national guideline and state and local issues are secondary.

Michigan high school principals (55%) reported that state teachers' association guidelines had the greatest

impact on local contract design, even though the contract was developed locally. There were those (40%) who felt that the origin of the contract was local as was its development. Five per cent felt the influence of National Educational Association guidelines on contract origin and development.

In Indiana, where there is no state negotiation statute, 60 per cent of the principals felt that their agreement or contract with teachers was influenced by the state teachers' organization. They (30%) felt that their contracts were local in origin and development. In those schools (10%) that have had a chapter of the A. F. of T. over a number of years, the principals reported a national influence on contract origin and development (see Table 4-13).

Question 2: Do secondary school administrators find more or less job satisfaction under professional negotiations?

The results of the investigation of this question yielded the following answers.

In Michigan, 65 per cent of the principals stated that they found less job satisfaction after professional negotiations became compulsory in the state, while 35 per cent reported they still enjoyed a high level of job satisfaction.

TABLE 4-13

ORIGIN OF THE CONTRACT DESIGN USED BY TEACHERS AS
VIEWED BY HIGH SCHOOL PRINCIPALS IN THE SAMPLE

Origin of the Teacher's Contract	Percentage of Principals Selecting Origins	
	Indiana	Michigan
Contract is of local origin and based on local issue	30	40
Contract is of state origin and local issues are primary	60	55
Contract is the product of national guideline and state and local issues are secondary	10	5

In Indiana, a state where the principal felt no influence of compulsory negotiations, 55 per cent report less job satisfaction while 45 per cent still enjoy their job.

Question 3: What tasks have become the most important for secondary school administrators?

In the investigation of this question, each principal was asked on which task area he spent most of his time at present, and on which he spent most of his time five years ago. Michigan high school principals, 70 per cent, reported that 5 years ago they spent most of their time on instruction and curriculum development, while only 5 per cent report this today. They, 25 per cent, reported

that they spent most of their time working with staff personnel problems 5 years ago and only 10 per cent spend their time in this area today. These same principals reported that 5 per cent of them spent most of their time working with pupil personnel problems while today 80 per cent spend most of their time working in this area. They, five per cent, report that they spend most of their time working in the area of school community relations while this area was an area they spent little time in five years ago.

The task performance areas that Indiana high school principals reported spending most of their time working in reflect the same categories, but to a different extent.

Five years ago, they, 65 per cent, reported that they spent most of their time in the area of instruction and curriculum while only 5 per cent reported most of their time spent working in the area of staff personnel, 25 per cent report working in this area today. The major area of activity reported by principals, 55 per cent, today is the area of pupil personnel while 5 years ago only 15 per cent of the principals reported this as a major area of administrative activity. Indiana principals, 5 per cent, reported school community relations as major activity 5 years ago, while today 15 per cent report this area as an area of major activity. Table 4-14 reflects this change in task importance.

TABLE 4-14

**TASK PERFORMANCE AREAS OF MOST IMPORTANCE TO PRINCIPALS
IN THE SAMPLE AT PRESENT AND FIVE YEARS AGO**

Administrative Task Categories	Percentage of Principals Response to Task Importance			
	Present		Five Years Ago	
	Indiana	Michigan	Indiana	Michigan
Finance and Business Management	0	0	0	0
Instruction and Curriculum	5	5	65	70
Pupil Personnel	55	80	15	5
School Community Relations	15	5	5	0
School Plant and Services	0	0	10	0
Staff Personnel	25	10	5	25

PART IV

Concomitant Findings

This section of the findings includes responses recorded during the course of the 40 interviews.

The Principal as the Instructional Leader

During the course of the principal interviews, the principal was asked the following questions:

Do you feel that the principal is looked to by the staff as the instructional leader of the building? Was he five years ago?

The reaction of Michigan principals to this was that 100 per cent felt that they were looked to as the leader 5 years ago. Today only 65 per cent feel they are viewed by their staff as the instructional leader of the building.

The response of Indiana high school principals to this question was that 5 years ago 95 per cent felt that they held a position of leadership with their staff while only 60 per cent feel they are viewed in this manner today.

Table 4-12 reported a greater loss over task performance categories for Michigan high school principals than for Indiana high school principals. These reported losses over task performance categories tend to be reflected in the principal's feeling of job satisfaction and leadership.

The following responses were recorded during the interviews dealing with this question:

- "The position of the principal in the area of instruction has not been the victim of professional negotiations but of subject matter specialization."
- "The principal may be looked to as the instructional leader but only in a formal manner--teachers' committees and central office subject matter specialists have changed that fact."

- "The formal contract with teachers has established when I can call meetings and how long they will be. I find it hard to get teachers together to talk about instructional improvement."
- "The high quality of teachers and the level of their specialization is a great challenge to the principal's role as an instructional leader."
- "More pressing administrative problems seem to get in the way of my instructional interests."

Current Trends

The interview guide investigated a question that proved to be one that all of the principals interviewed were happy to talk about at length. This question was:

What major force in contemporary society has had the greatest impact on the task performance of high school principals?

Teacher militancy and professional negotiations was the response of 50 per cent of the Michigan principals interviewed, while only 20 per cent of the Indiana principals felt this was a major force in the performance of their administrative tasks.

Eighty per cent of the Indiana principals felt social revolution was the major force in determining the nature of the principals' position. Only 40 per cent of the Michigan sample identified this issue as a major force.

Student unrest was not mentioned by the Indiana sample, perhaps feeling it was a part of the social revolution issue. Ten per cent of the Michigan principals interviewed felt it was important enough to identify as a separate force acting upon the task performance of principals.

In general, principals expressed real concern over social revolution and the use of the school and students to further the interests of special groups. A feeling seems to exist among principals that education is becoming secondary and social issues primary. Some of the responses which represent this feeling are reported below:

- "I never know when someone will come in off the street and lead the students out of the building."
- "The special instruction students receive in the community often keeps students from receiving instruction in school."
- "Social issues have become our major interest in the humanities and written expression or facts are of secondary importance."
- "These are challenging times and we must meet the challenge with new ideas, but we must not forget where we've been."

The concerns expressed by those who viewed student unrest as a force that influenced their task performance

presents no consistent pattern in the viewpoints expressed by those interviewed. There seemed to be no common definition of student unrest. Schools just seem to be in different stages of development of a social sensitivity. What would be noted as student unrest in one school, would pass without notice in another.

Principals' opinions on the issue of teacher militancy seems to depend on the nature of their contact with teacher negotiations. In the Michigan sample where 50 per cent saw this as a force in shaping task performance, administrators' opinions were evenly divided, as represented by the comments below:

- "Your study should not be on task performance, but on the power relationship of the principal as he performs his administrative tasks."
- "Principals haven't lost a thing through professional negotiations; we now know where we stand."
- "It seems to me that there has been no clear effect either way--some are happy with the situation and others are not."
- "We are no longer teachers; we are management, and it is time we acted like it."
- "I'm not doing anything that I didn't do before the law was passed--but I must be more considerate of others."

--"It isn't what I want now--it's what we want."

--"A teachers' contract is a good thing for now everyone knows the rules of the game, not just me."

Summary

Five null hypotheses were tested and reported on in this chapter. One of these hypotheses measured the relationship of the principal's task performance when a nonprofessional negotiations state was compared with a professional negotiations state. No significant difference of a directional nature was found. The second focused on the relationship of principal task performance when compared by organizational patterns. The data yielded no significant difference in task performance based on organizational patterns. The last three hypotheses were concerned with interaction between state, organizational patterns, and task performance categories.

None of the null hypotheses dealing with interaction were rejected. The F test established no significant difference over the pre-test and posttest scores. This is the conclusion of the analysis of the data collected during the investigation of the relationship of professional negotiations to task performance change of administrative tasks performed by high school principals in Michigan.

CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

In this chapter, the central concepts and components of the study are extracted from the preceding chapters. A summary of the design of the study, the findings, and the data upon which these findings are based is presented. Finally, the conclusions and recommendations of the study are stated.

Summary

This investigation was designed to assess the relationship between professional negotiations and the principal's task performance. A second main effect was the relationship of school organizational patterns to the task performance of principals. Three interaction effects were also of interest: the interaction between state and organization pattern, the interaction between task performance categories and the state in which the principal was employed, and the interaction between task performance

categories and the organizational pattern of the principal's school district. A total of 40 experienced principals participated in the study.

The instrument used was constructed and revised to fit the needs of this study. This instrument delineates six major areas of administrative task performance. Each principal in the sample was asked in the course of an interview to respond to the tasks listed in these six areas. Responses were made on a pre-test and posttest basis.

Each principal was asked to recall his task performance at present, and his performance of these same tasks five years ago. Two different indices of change were used as data. The first, a gross index of change between test scores; and the second, was an index of change which reflected the direction of change of task performance between pre-test and posttest. A separate analysis of variance was done for each of these sets of change data.

The analysis of variance, biographical information, and related principal task performance questions provided the data for the findings of this study.

Findings

This study of the relationship of administrative task performance to professional negotiations was made because of a concern oftentimes expressed recently by a

number of the authorities in the field of high school administration about the changing role of the high school principal. This concern, which has often found its way into a number of professional publications, has to do with the changing position of the principal in the administrative family. The literature reports him as isolated, limited in the performance of his traditional tasks, and unwanted by the people with whom he works daily. The investigator in this study knew that to investigate all of these statements would be impossible. The changing role of the high school principal, as is frequently mentioned in professional literature, seems to deal with everything but his daily tasks. This study attempted to find out if the administrative task performance of high school principals in Michigan has changed over the five year period in which compulsory professional negotiations have been in effect by statute in Michigan. To do this, another state having no such statute was investigated to find out the effect of the past five years on the administrative task performance of high school principals. Indiana was chosen since no law of this nature was in effect in this state. It should be noted: that the findings, conclusions, and implications brought forth have reference only to the participants and schools included in this study, and no conclusions are meant to apply to principals or schools not mentioned in this investigation.

Simplified Listing of the
Major Findings

I. Descriptive findings:

- A. The mean age of the principals in the study was 51 years. The mean age in Michigan was 54.1 years and Indiana 48 years.
- B. The mean number of years in their present position was 10.4 years for the total study. The mean for Michigan high school principals was 15 years and 5.7 for those in Indiana.
- C. The mean number of years experience as a principal for the total group was 15.5 years. The mean for experience as a principal was 20.8 years for the Michigan sample and 10.2 years for the Indiana sample.
- D. The largest percentage of the total group of principals had their teaching experience in the field of social studies: 37.5 per cent.
Michigan principals who taught social studies made up 54 per cent of their sample and Indiana principals 30 per cent of theirs.
- E. The educational level of most high school principals (87.7%) is above the masters degree plus 30 additional hours of graduate work.

F. The field of educational administration has been the area of graduate preparation for most (84%) high school principals.

G. Most (53%) of the principals felt that the high school principalship was their ultimate professional goal.

H. The principals (32.5%) in the study were most interested in working in the area of pupil personnel or in instruction and curriculum development (30%).

II. The findings related to the effect of a professional negotiations statute upon the task performance of principals as obtained by the investigative instrument.

A. The state in which the principal was employed, meaning one having a professional negotiations statute and one not having such a law, is not related to the task performance change over the past five years if one is looking at change as being of a directional nature. Change, when viewed from a nondirectional position, rejects this position pointing up a greater amount of task performance change taking place in Michigan than in Indiana according to the task performance gain scores reported in Tables 4-7 and 4-8.

- B. The organizational pattern of the school district in which the principal is employed is not related to his task performance.
- C. No significant interaction was found between state of employment and school organizational patterns.
- D. No significant interaction was found between state of employment and task performance categories.
- E. No significant interaction was found between school organizational patterns and task performance categories.

These findings suggest that the negotiations and nonnegotiations state in which the principal is employed has no relation to principal task performance.

III. Findings dealing with additional questions.

- A. Most principals (55% in Michigan and 60% in Indiana) see the state teachers' organization as the source of guidelines for teachers' contracts with local issues as a matter of primary concern.
- B. Principals report a high level of job centered dissatisfaction (Michigan 65% and 55% in Indiana).

C. There has been a change in time spent working in certain task performance categories over the past five years. Principals in Michigan report a shift from working in instruction and curriculum (70% of their time) to pupil personnel (80%). During this same period, Indiana high school principals report a shift also from instruction and curriculum (65%) to the area of pupil personnel (55%).

IV. Concomitant findings dealing with principal task performance.

- A. Most (100%) Michigan principals felt they were looked to as the instructional leader of their building five years ago. Today only 65 per cent feel they are. In Indiana, 95 per cent felt they were viewed in this manner, and only 60 per cent feel they are today.
- B. Most (80%) Indiana principals felt that social revolution in our nation is the major force acting on their task performance today. Michigan high school principals (50%) felt that teacher militance and professional negotiations is the major force.

Conclusions

There are few people who would disagree with the position that the job of the principal has changed as a result of professional negotiations; however, under analysis this change is complex and difficult to assess. This study has looked for change in the day to day tasks performed by the high school principal, and no other dimension of the high school principal's position.

Within the limitations of this study, the following conclusions have been reached:

1. Change has taken place in the task performance of Michigan and Indiana high school principals over the past five years.
2. These task performance changes have been greater in Michigan than those found in Indiana, a state not having compulsory professional negotiations.
3. These changes of task performance cannot be directly attributed to the passage of a professional negotiation statute.
4. The organizational patterns of high schools have no relation to the task performance of principals.

Discussion

The subject under investigation was one of a very complex nature. It was difficult to find a definitive

listing of the tasks performed by high school principals. The interrelations found in task performance tended to make the task performance of high school principals overlap those of the superintendent and other members of the central office staff.

When does one perform a task? The question of task performance rests on this question. The amount of the task performed by the principal and the responsibility of the principal for the performance of a given task presents a problem because of a lack of definition of task performance. When principals were asked the question they tended to be unclear and offered different definitions.

Principals interviewed tended to confuse the administrative process and administrative task performance in the frame of reference of their role preception as a secondary principal.

The instrument used in the investigation attempted to measure task performance from a yes or no position and does not leave room for the consideration of the foregoing problems. The measurement of the addition or loss of tasks does not measure the feelings or preceptions of the principal about the addition or loss of these administrative tasks.

Most of the data gathered in the concomitant findings reflect this state of affairs. Principals, when

questioned about the gain or loss of tasks, report one thing, and when questioned about their feelings about the impact of professional negotiations upon their role, report something else.

The empirical data found in this study reported change in the task performance of high school principals of a nondirectional nature. There was also change of a directional nature that pointed up the loss of tasks by Michigan high school principals but not enough to be statistically significant. This amount of change may have been enough to generate the preceptions that the data for the concomitant findings reported in the study by Michigan principals. How much change is needed for principals to react to the source of the change is a problem worthy of study. It might be well for another researcher to study the foregoing problems.

This study tends to point up a need for principals to up date their administrative background. The preparation of secondary school administrators to live with and understand professional negotiations should be an important part of the preparation of current and future high school principals.

The principal must be prepared to face the future as part of the new educational environment brought about by professional negotiations. The high school principal

operating as a part of this new educational environment must serve as a catalysis for change and this means a sharp departure from traditional patterns of task performance.

Recommendations for Future Research

Within the limitations of this study, the following recommendations seem warranted:

1. This study should be replicated using several other states, with and without professional negotiation statutes.
2. A similar study of task performance should be made looking at the authority of principals to perform their traditional administrative tasks.
3. Replicate this study using teachers' or superintendents' views of principal task performance.
4. Studies should be conducted to determine the effect of student population on principal task performance.
5. The entire question of staff involvement in the decision making process and its effect on principal task performance needs to be studied so that a determination might be made as to what decisions may be made only by the principal by state statute.

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APPENDICES

APPENDIX A

CORRESPONDENCE

(Sample letter from the Michigan Association of Secondary School Principals, supporting this research project)

October 29, 1969

Mr. Vernon R. Potts
Principal
W. K. Kellogg Junior High School
60 West Van Buren
Battle Creek, Michigan 49017

Dear Mr. Potts:

This letter is to inform you that the Executive Committee of the Michigan Association of Secondary School Principals has endorsed your study on the relationship of professional negotiations to the task performance of high school principals in Michigan.

I would be interested in obtaining a copy of your dissertation when it is completed.

As ever,

Theodore B. Southerland
Executive Secretary

TBS/af

(A sample of letters sent to school systems requesting permission to visit high school principals)

October 19, 1969

Mr. Hugh D. Rice
Director of Secondary Education
Fort Wayne Community Schools
1230 South Clinton Street
Fort Wayne, Indiana 46802

Dear Mr. Rice:

I am working on a study dealing with the impact of professional negotiations upon the task performance of secondary school principals.

Your school district is one of several Indiana School Districts selected for study. I am interested in visiting with the high school principals in your school system whenever it might be convenient for them. The interviews will be no more than one hour in length.

I would appreciate any help you might be able to give me in this matter.

Sincerely yours,

Vernon R. Potts



FORT WAYNE COMMUNITY SCHOOLS
1230 SOUTH CLINTON STREET • FORT WAYNE, INDIANA 46802
PHONE 219/742-0111

October 23, 1969

Mr. Vernon R. Potts
Battle Creek Public Schools
W. K. Kellogg Junior High School
Battle Creek, Michigan 49017

Dear Vernon:

It was good to hear from you and be brought up to date on your work.

Your letter was received at a most appropriate time. We had our regular high school principals meeting on the afternoon it arrived. The letter was presented to them and they were willing to cooperate.

We have four high schools which now have enrollments which exceed fifteen hundred. One is seventeen hundred seventy five, one is nineteen hundred forty three, one nineteen hundred sixty nine and one two thousand sixty two.

We can arrange with any or all of these four. Will you send some preferred dates so I can arrange one when all of them can be visited?

Sincerely,

Hugh B. Rice
Director of Secondary Educ.

HDR:e

EVANSVILLE-VANDEBURGH SCHOOL CORPORATION

CENTRAL HIGH SCHOOL

EVANSVILLE, INDIANA 47708

November 14, 1969

Mr. Vernon R. Potts
W. K. Kellogg Junior High School
Battle Creek, Michigan 49017

Dear Mr. Potts:

Replying to your letter of November 11, I would
be pleased to see you in my office on November 26th at
10:00 a.m.

Very truly yours,

Edgar L. Katterhenry

Edgar L. Katterhenry,
Principal

ELK:CW

APPENDIX B

PRINCIPAL INTERVIEW GUIDE

PRINCIPAL INTERVIEW GUIDE

NAME OF HIGH SCHOOL _____ CITY _____

NAME OF PRINCIPAL _____

1. What is your age? _____ years
2. How many years have you been in your present position? _____ years
3. How long have you been a principal? _____ years
4. What subjects did you teach before becoming a principal? _____
5. What is (or was) your major area of preparation at the graduate level? _____
6. Do you feel that the principal is looked to by the staff as the instructional leader of the building? _____ yes
no

Was he five years ago? yes
no

FOR THE REMAINDER OF THE INTERVIEW, WE WILL BE REFERRING TO THE CARDS I HAVE GIVEN YOU.

7. Card number 1 lists several statements concerning your personal professional goals. Which of the statements on the card best describes your plans for the future.

1. Principal
2. College Professor
3. Superintendent
4. Junior College, College, or University Administrator
5. Assistant Superintendent of Schools
6. Others

THE AUTHORITIES IN THE FIELD OF SCHOOL ADMINISTRATION LIST SIX MAJOR TECHNICAL AREAS OF ADMINISTRATIVE CONCERN FOR PRINCIPALS OF LARGE HIGH SCHOOLS. THESE AREAS ARE LISTED ON CARD NUMBER 2. PLEASE LOOK AT THESE AREAS.

8. Which of these areas do you feel most comfortable in?

9. Which do you least prefer to work in?

Least Prefer Prefer

- | | | |
|-------|-------|---|
| _____ | _____ | 1. Finance and Business Management |
| _____ | _____ | 2. Instruction and Curriculum Development |
| _____ | _____ | 3. Pupil Personnel |
| _____ | _____ | 4. School Community Relations |
| _____ | _____ | 5. School Plant and Services |
| _____ | _____ | 6. Staff Personnel |

WE WILL NOW MOVE ON TO THE QUESTIONS REGARDING YOUR INVOLVEMENT IN THE ADMINISTRATIVE TASKS NECESSARY TO OPERATE A LARGE HIGH SCHOOL.

YOU MAY WISH CLARIFICATION OF TASKS, IF SO PLEASE ASK. YOU MAY ALSO FEEL THAT SOME OF THE TASKS LISTED ARE NOT FULLY THE RESPONSIBILITY OF YOUR BUILDING OR THAT SOME OF THE TASKS ARE SHARED WITH ADMINISTRATORS AT THIS OR ANOTHER LEVEL. REGARDLESS OF THE ACTUAL QUANTITY OF WORK DONE ON EACH TASK, PLEASE INDICATE YOUR RELATIONSHIP TO THE PERFORMANCE OF THE TASKS.

ON THE FOLLOWING SIX CARDS WILL BE LISTED AREAS OF TASK PERFORMANCE. THOSE AREAS ARE BROKEN DOWN INTO INDIVIDUAL TASKS. I AM INTERESTED IN THE FOLLOWING RESPONSE TO EACH TASK ITEM:

- 1.--I perform this task
0.--I do not perform this task

I AM ALSO INTERESTED IN THE PERFORMANCE OF THESE TASKS IN THE PAST. I SHALL ASK YOU TO RECALL IF YOU PERFORMED THESE SAME TASKS FIVE YEARS AGO. DO YOU HAVE ANY QUESTIONS?

1. Now let us move on to card number 3. This card deals with FINANCE AND BUSINESS MANAGEMENT. How do you presently deal with these tasks and how have you dealt with them?

Administrative Task Category

A. FINANCE AND BUSINESS MANAGEMENT

Presently Performed
Performed
Five Years Ago

- | | | |
|-------|-------|---|
| _____ | _____ | 1. Construction of the school budget
(or building recommendations) |
|-------|-------|---|

_____	_____	2. Administration of the school budget
_____	_____	3. Determination of equipment and supplies
_____	_____	4. Ordering of equipment and supplies
_____	_____	5. Distribution of equipment and supplies
_____	_____	6. Inventory of equipment and supplies
_____	_____	7. Attendance at staff or professional meetings concerning finance and business management
_____	_____	8. Direction of research and/or experimentation in finance and business management
_____	_____	Total performance score

11. On card number 4 we will find another of these six areas of administration: INSTRUCTION AND CURRICULUM DEVELOPMENT. It too is subdivided into individual tasks. Please respond in the same manner as you did to card number 3.

B. INSTRUCTION AND CURRICULUM DEVELOPMENT

Presently Performed	Performed Five Years Ago	
_____	_____	1. Direction of curriculum content and organization
_____	_____	2. Selection of curriculum materials
_____	_____	3. Direction and articulation of curricular programs
_____	_____	4. Observation and assistance to teachers in the instructional program
_____	_____	5. Diagnosis of pupil learning difficulties
_____	_____	6. Direction of adult education program
_____	_____	7. Direction of school testing program
_____	_____	8. Coordination of instructional equipment and material
_____	_____	9. Attendance at staff or professional meetings concerning instruction and curriculum development
_____	_____	10. Direction of research and/or experimentation in instruction and curriculum development
_____	_____	Total performance score

12. On card number 5 we deal with the area of PUPIL PERSONNEL. This area is also subdivided into individual performance tasks. Please indicate how you deal with these tasks at present and how you handled them in the past.

C. PUPIL PERSONNEL

Presently Performed	Performed Five Years Ago	
_____	_____	1. Provision of student orientation
_____	_____	2. Scheduling of students into classes
_____	_____	3. Provision of student counseling
_____	_____	4. Scheduling of students for health services
_____	_____	5. Provision of placement or follow-up after graduation

_____	_____	6. Maintaining of student records
_____	_____	7. Provision of occupational and educational information
_____	_____	8. Assessment and interpretation of student growth of students
_____	_____	9. Administration of student discipline
_____	_____	10. Administration of student attendance
_____	_____	11. Administration of extra-curricular activities
_____	_____	12. Direction of school guidance program
_____	_____	13. Attendance at staff or professional meetings concerning pupil personnel
_____	_____	14. Direction of research and/or experimentation in pupil personnel
_____	_____	Total performance score

13. Card number 6 deals with SCHOOL COMMUNITY RELATIONS. It is similarly divided into specific administrative tasks. Please respond accurately to each task in the same manner as before.

D. SCHOOL COMMUNITY RELATIONS

Presently Performed	Performed Five Years Ago	
_____	_____	1. Preparation of reports for the community
_____	_____	2. Confer with parents
_____	_____	3. Confer with citizen groups
_____	_____	4. Supervision of the school's public relations
_____	_____	5. Preparation of releases for communications media
_____	_____	6. Supervision of use of school by non-school groups
_____	_____	7. Direction of reporting to parents on student progress
_____	_____	8. Attendance at staff or professional meetings concerning school community relations
_____	_____	9. Direction of research and/or experimentation in school community relations
_____	_____	Total performance score

14. On card number 7 you will find the area of SCHOOL PLANT AND SERVICES. It is similarly subdivided. Please respond accurately to each task in the same manner as before.

E. SCHOOL PLANT AND SERVICES

Presently Performed	Performed Five Years Ago	
_____	_____	1. Supervision of plant operation and maintenance
_____	_____	2. Supervision of grounds maintenance
_____	_____	3. Direction of plant safety program (Fire drills, etc.)
_____	_____	4. Direction of transportation safety program (Pupil behavior on bus)
_____	_____	5. Administration of school lunch program

- | | | |
|-------|-------|--|
| _____ | _____ | 6. Attendance at staff or professional meetings concerning school plant and services |
| _____ | _____ | 7. Direction of research and/or experimentation in school plant and services |
| _____ | _____ | Total performance score |

15. On card number 8 you will find the area of STAFF PERSONNEL. It is similarly subdivided. Please respond accurately to each task in the same manner as before.

F. STAFF PERSONNEL

- | Presently
Performed | Performed
Five Years Ago | |
|------------------------|-----------------------------|---|
| _____ | _____ | 1. Selection of professional staff members |
| _____ | _____ | 2. Induction of professional staff members |
| _____ | _____ | 3. Scheduling of professional staff members |
| _____ | _____ | 4. Supervision of professional staff members |
| _____ | _____ | 5. Evaluation of professional staff members |
| _____ | _____ | 6. Direction of in-service for professional staff members |
| _____ | _____ | 7. Selection of non-professional staff members |
| _____ | _____ | 8. Induction of non-professional staff members |
| _____ | _____ | 9. Scheduling of non-professional staff members |
| _____ | _____ | 10. Supervision of non-professional staff members |
| _____ | _____ | 11. Evaluation of non-professional staff members |
| _____ | _____ | 12. Direction of in-service for non-professional staff members |
| _____ | _____ | 13. Maintaining of staff personnel records |
| _____ | _____ | 14. Direction of substitute teachers |
| _____ | _____ | 15. Administration of master contract (s) |
| _____ | _____ | 16. Attendance at staff or professional meetings concerning staff personnel |
| _____ | _____ | 17. Direction of research and/or experimentation in staff personnel |
| _____ | _____ | Total performance score |

And now a few closing questions in relationship to the administrative tasks performed by High School Principals.

16. Do you personally find more or less job satisfaction in the principalship than you felt five years ago?
- _____ More
 _____ Less
17. What major force has shaped your administrative task performance over the last five years?
18. What is the origin of the contract design used in negotiations by your teachers and how was it developed?
19. Of the six areas of administrative task performance which do you feel is the most important? Today _____ Five years ago _____

APPENDIX C

INTERVIEW CARDS

CARD 1ULTIMATE PROFESSIONAL GOALS

1. I intend to remain in a high school principalship until my retirement.
2. I would like to attain the rank of college professor before I retire from the field of education.
3. I would like to eventually become a superintendent of schools.
4. I would like to serve as a junior college, college, or university administrator before I retire from the field.
5. I would like to eventually serve as an assistant superintendent of schools.
6. None of the above. I would like to _____

CARD 2

MAJOR AREAS OF SCHOOL ADMINISTRATION

1. Finance and Business Management
2. Instruction and Curriculum Development
3. Pupil Personnel
4. School Community Relations
5. School Plant and Services
6. Staff Personnel

CARD 3FINANCE AND BUSINESS MANAGEMENT

1. Construction of the school budget
(or building recommendations)
2. Administration of the school budget
3. Determination of equipment and supplies
4. Ordering of equipment and supplies
5. Distribution of equipment and supplies
6. Inventory of equipment and supplies
7. Attendance at staff or professional meetings
concerning finance and business management
8. Direction of research and/or experimentation in
finance and business management

CARD 4INSTRUCTION AND CURRICULUM DEVELOPMENT

1. Direction of curriculum content and organization
2. Selection of curriculum materials
3. Direction and articulation of curricular programs
4. Observation and assistance to teachers in the instructional program
5. Diagnosis of pupil learning difficulties
6. Direction of adult education program
7. Direction of school testing program
8. Coordination of instructional equipment and material
9. Attendance at staff or professional meetings concerning instruction and curriculum development
10. Direction of research and/or experimentation in instruction and curriculum development

CARD 5PUPIL PERSONNEL

1. Provision of student orientation
2. Scheduling of students into classes
3. Provision of student counseling
4. Scheduling of students for health services
5. Provision of placement or follow-up after graduation
6. Maintaining of student records
7. Provision of occupational and educational information
8. Assessment and interpretation of student growth to students
9. Administration of student discipline
10. Administration of student attendance
11. Administration of extra-curricular activities
12. Direction of school guidance program
13. Attendance at staff or professional meetings concerning pupil personnel
14. Direction of research and/or experimentation in pupil personnel

CARD 6

SCHOOL COMMUNITY RELATIONS

1. Preparation of reports for the community
2. Confer with parents
3. Confer with citizen groups
4. Supervision of the school's public relations program
5. Preparation of releases for communications media
6. Supervision of use of school by non-school groups
7. Direction of reporting to parents on student progress
8. Attendance at staff or professional meetings concerning school community relations
9. Direction of research and/or experimentation in school community relations

CARD 7

SCHOOL PLANT AND SERVICES

1. Supervision of plant operation and maintenance
2. Supervision of ground maintenance
3. Direction of plant safety program (Fire drills, etc.)
4. Direction of transportation safety program (Pupil behavior on bus)
5. Administration of school lunch program
6. Attendance at staff or professional meetings concerning school plant and services
7. Direction of research and/or experimentation in school plant and services

CARD 8STAFF PERSONNEL

1. Selection of professional staff members
2. Induction of professional staff members
3. Scheduling of professional staff members
4. Supervision of professional staff members
5. Evaluation of professional staff members
6. Direction of in-service for professional staff members
7. Selection of non-professional staff members
8. Induction of non-professional staff members
9. Scheduling of non-professional staff members
10. Supervision of non-professional staff members
11. Evaluation of non-professional staff members
12. Direction of in-service for non-professional staff members
13. Maintaining of staff personnel records
14. Direction of substitute teachers
15. Administration of master contract(s)
16. Attendance at staff or professional meetings concerning staff personnel
17. Direction of research and/or experimentation in staff personnel

APPENDIX D

GUIDE TO THE TERMS OF THE INTERVIEW GUIDE

GUIDE TO THE TERMS OF THE INTERVIEW GUIDE

A. FINANCE AND BUSINESS MANAGEMENT

1. Construction of the school budget is:
 - a. Do you keep data on departmental needs?
 - b. Do you designate funds to be spent by departments?
2. Administration of the budget is:
 - a. Do you authorize budget requests of the departments?
 - b. Do you develop a priority list for budget requests?
3. Determination of equipment and supplies is:
 - a. Are you part of groups selecting equipment and supplies?
 - b. Do you help develop specification for such equipment?
4. Ordering equipment and supplies is:
 - a. Are they requisitioned through your office?
 - b. Do you review such requisitions?
5. Distribution of equipment and supplies is:
 - a. Do you distribute from your office or under your direction?
6. Inventory of equipment supplies is:
 - a. Are departmental inventories processed and reviewed by your office?
7. Attendance at staff or professional meetings concerning finance and business management is:
 - a. Do you attend whenever held?
8. Direction of research and/or experimentation in finance and business management is:
 - a. Do you review and/or make changes in your internal accounts system?
 - b. Are you a part of a system wide review of these procedures?

B. INSTRUCTION AND CURRICULUM DEVELOPMENT

1. Direction of curriculum content and organization is:
 - a. Are you a member of departmental curriculum study groups?
 - b. Do you have final interschool approval of changes to be studied in your building?
2. Selection of curriculum materials is:
 - a. Are you a member of the group that makes the selection for your building?

3. Direction and articulation of curriculum programs are:
 - a. Are you a member of the interschool group that develops ways to present curriculum changes to the public?
 - b. Do you plan the nature and timing of curriculum change with the aid of others?
4. Observation and assistance to teachers in instructional programs are:
 - a. Do you help teachers with instructional problems?
 - b. Do you refer subject matter specialists to aid teachers with problems?
5. Diagnosis of pupil learning difficulties
6. Direction of adult education program is:
 - a. Do you assign staff to the program?
 - b. Do you schedule classes?
7. Direction of school testing program is:
 - a. Do you schedule testing?
 - b. Do you help in picking the tests used?
8. Coordination of instructional equipment and materials is:
 - a. Do you schedule the use of instructional equipment?
 - b. Do you order equipment and materials from other parts of the system?
9. Attendance at staff or professional meetings concerning instruction and curriculum development is:
 - a. Do you attend whenever held?
10. Direction of research and/or experimentation in instruction and curriculum development is:
 - a. Do you review and make changes in procedure?

C. PUPIL PERSONNEL

1. Provision of student orientation is:
 - a. Do you prepare a student orientation program?
 - b. Do you review and help rewrite the student handbook?
2. Scheduling of students into classes
3. Provision for student counseling is:
 - a. Do you personally meet with counselors to discuss the counseling program?
4. Scheduling of students for health services
5. Provision of placement or follow-up after graduation is:
 - a. Do you organize or direct student follow up studies?
 - b. Do you organize university student conferences?

6. Maintaining of student records is:
 - a. Do you review student transcripts and sign them?
 - b. Do you direct a review of your student record procedures periodically?
7. Provision of occupational and educational information is:
 - a. Do you organize a college night and/or provide a "job fair" each year?
 - b. Do you check to see if the counseling staff keep an up to date file of occupational information?
 - c. Do you organize occupational meetings and/or experiences for students on school time?
8. Assessment and interpretation of student growth of students are:
 - a. Do you use testing information in preparing future educational plans for your school?
 - b. Do you review student growth information from year to year?
9. Administration of student discipline is:
 - a. Are you the last word in student discipline cases?
 - b. Do you review all student discipline?
10. Administration of student attendance is:
 - a. Do you review attendance records?
 - b. Do you form building policies on attendance?
11. Administration of extra-curricular activities is:
 - a. Do you schedule such activities?
 - b. Are you in attendance at such activities that involve the total student body?
12. Direction of the school guidance program is:
 - a. Do you meet with the guidance staff regularly?
 - b. Do you select guidance staff members?
13. Attendance at staff or professional meetings concerning pupil personnel is:
 - a. Do you attend such meetings whenever held?
14. Direction of research and/or experimentation in pupil personnel is:
 - a. Do you review and make changes in your procedures?

D. SCHOOL COMMUNITY RELATIONS

1. Preparation of reports for the community
2. Confer with parents
3. Confer with citizen groups
4. Supervision of school's public relations is:
 - a. Do you review school publications?
 - b. Do you review the school newsletter?

5. Preparation of releases for communications media
6. Supervision of use of school by non-school groups is:
 - a. Do you schedule such groups?
 - b. Do you assign staff to supervise the building at such times?
7. Direction of reporting to parents on student progress is:
 - a. Do you establish reporting dates?
 - b. Do you help develop methods to be used?
8. Attendance at staff or professional meetings concerning school community relations is:
 - a. Do you attend whenever meetings of the nature are held?
9. Direction of research and/or experimentation in school community relations is:
 - a. Do you review and make changes in your procedures?

E. SCHOOL PLANT AND SERVICES

1. Supervision of plant operation and maintenance is:
 - a. Do you sign all work orders for building repairs or changes?
 - b. Do you approve operational schedule changes?
 - c. Do you approve staff changes?
2. Supervision of grounds maintenance is:
 - a. Do you meet and discuss improvements or changes with your maintenance leader?
3. Direction of plant safety program is:
 - a. Do you conduct fire drills?
 - b. Do you review safety of the building with staff?
 - c. Do you suggest improvements?
4. Direction of transportation safety program is:
 - a. Do you confer with the school director of transportation on this subject?
 - b. Do you review bus loading and unloading procedures?
5. Administration of school lunch program is:
 - a. Do you confer with the school director of food services on this matter?
 - b. Do you assign or direct supervision?
6. Attendance at staff or professional meetings concerning school plant and services is:
 - a. Do you meet with the directors of these programs periodically?
7. Direction of research and/or experimentation in school plant and services is:
 - a. Do you review procedures and make operational changes in your procedures?

F. STAFF PERSONNEL

1. Selection of professional staff members
2. Induction of professional staff members
3. Scheduling of professional staff members
4. Supervision of professional staff members is:
 - a. Do you conduct staff meetings to inform staff?
 - b. Do you write bulletins to inform staff?
5. Evaluation of professional staff members
6. Direction of in-service for professional staff members is:
 - a. Do you schedule such meetings?
 - b. Do you establish the nature of such meetings?
7. Selection of non-professional staff members
8. Induction of non-professional staff members
9. Scheduling of non-professional staff members
10. Supervision of non-professional staff members is:
 - a. Do you meet with this group to give them information?
 - b. Do you write bulletins to inform this group?
11. Evaluation of non-professional staff members
12. Direction of in-service for non-professional staff members is:
 - a. Are meetings for this group called by your office?
 - b. Do you decide the nature of the training to be given?
13. Maintaining of staff personnel records is:
 - a. Do you keep personnel records for the staff of your building?
14. Direction of substitute teachers is:
 - a. Do you assign them?
 - b. Do you select those to be assigned?
15. Administration of the master contract is:
 - a. Are you the first level of supervision on any and all contracts with employees?
16. Attendance at staff or professional meetings concerning staff personnel is:
 - a. Do you attend whenever they are held?
17. Direction of research and/or experimentation in staff personnel is:
 - a. Do you review and make changes in staff personnel procedures?

APPENDIX E

**OUTLINE FOR THE CONDUCTING OF A
SAMPLE INTERVIEW**

OUTLINE FOR THE CONDUCTING OF A
SAMPLE INTERVIEW

I. Introduction to the Person to be Interviewed:

I am Mr. Vernon Potts, principal of W. K. Kellogg Junior High School in Battle Creek, Michigan.

II. Statement of Purpose of the Interview:

I wish to learn about the task performance of high school principals. I want to learn about the types of tasks principals normally perform.

I am interested in the types of tasks you presently perform and the types you performed five years ago.

The use of professional negotiations by teachers has made it important that principals look at the nature of task performance over this important period of time. Thus we will be able to measure the nature and degree of change that has come about in this period of time. You can help me make these measurements. The Principals of Michigan Secondary Schools and Michigan State University are interested in my findings so that we might better understand what is happening or has happened to the job of the principal in schools of this size.

III. The Pre-interview Questionnaire:

I really know very little about your school, so perhaps we should start from there. (After the respondent moves into the background of the school we can move to the more personal data of the data sheet.)

IV. The Introduction to the Interview Questionnaire:

Let us take a look at the kinds of tasks principals all seem to perform and see how they fit into your situation and experience.

V. The Interview Questionnaire:

Go through the interview questionnaire using the questionnaire guide to give a standardized presentation of the questionnaire.

VI. The Close:

Thank you for your help in getting a picture of what is happening to this job of ours. If you are ever in Battle Creek, please drop in and let me show you around the school and community. Thank you.

APPENDIX F

GEOGRAPHICAL LOCATION AND DISTRIBUTION

OF THE SAMPLE

**Figure F-1. Geographical Locations
of Michigan Study Participants**

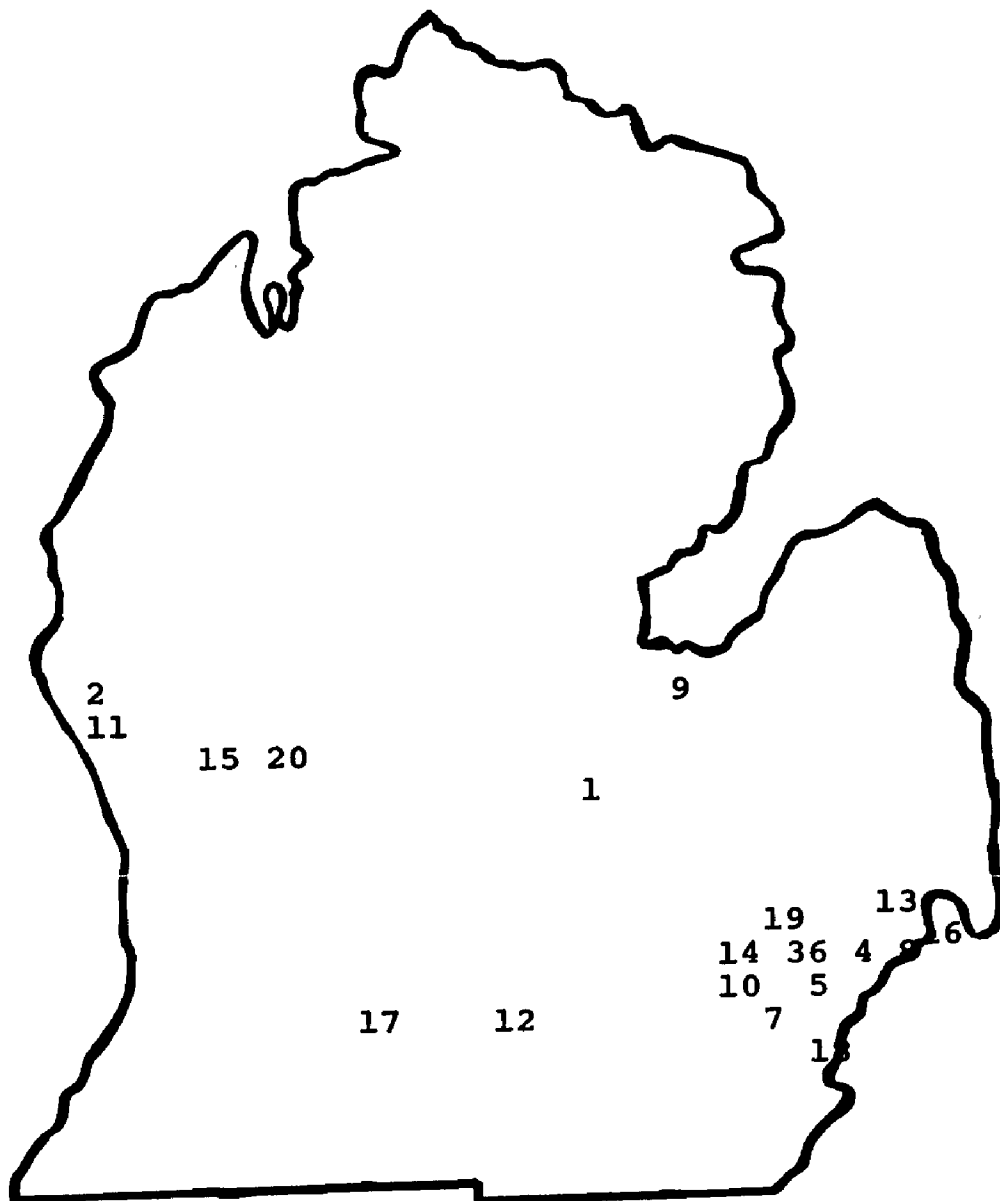


Figure F-1

**Figure F-2. Geographical Locations of
Indiana Study Participants**

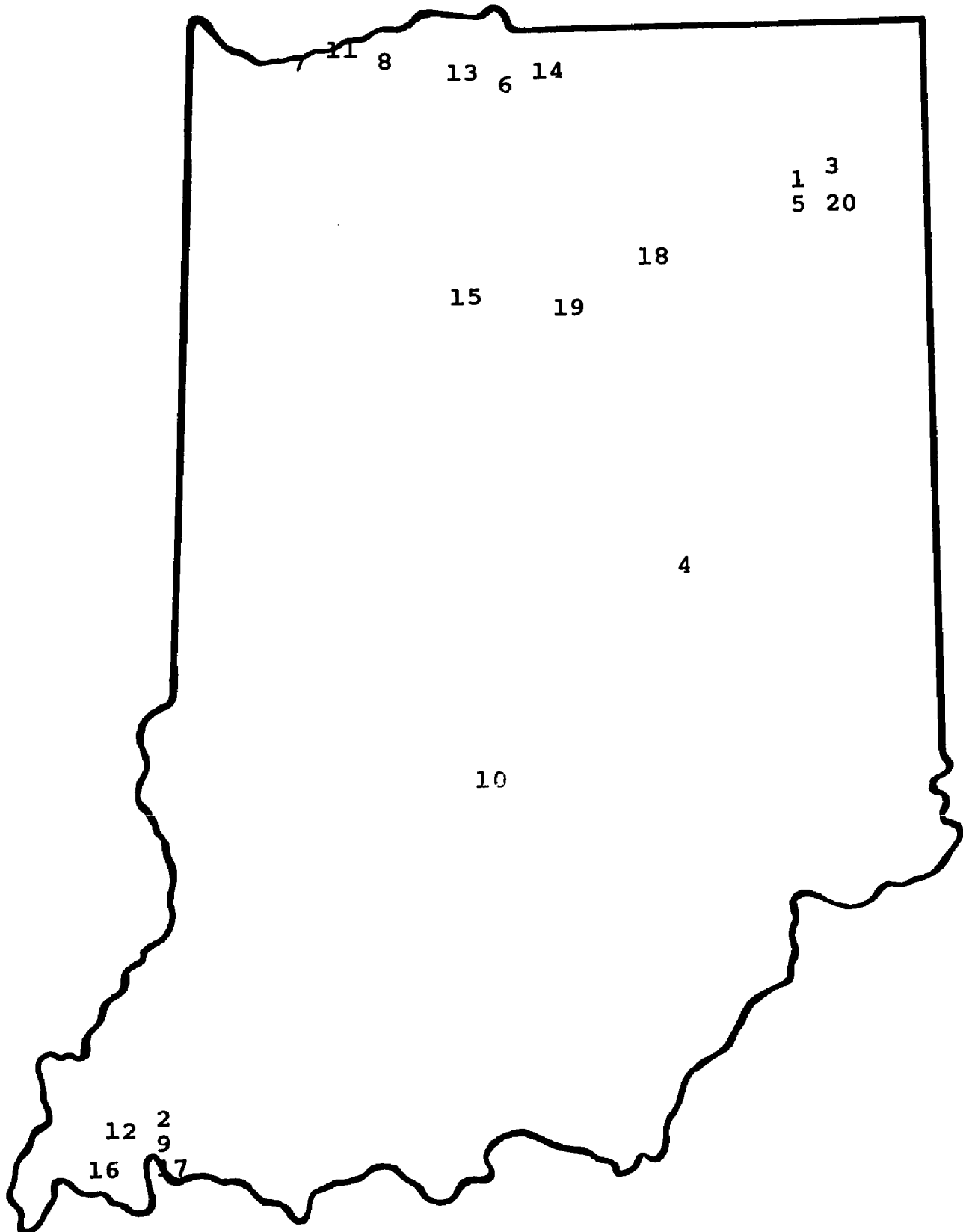


Figure F-2

APPENDIX G

LISTS OF SAMPLE PARTICIPANTS

TABLE G-1

MICHIGAN STUDY PARTICIPANTS, THE HIGH SCHOOLS THEY REPRESENT, THE
SCHOOL ENROLLMENT, THE CITIES IN WHICH THEY ARE LOCATED,
AND SAMPLE STRATA

Principals	Names of High Schools	Cities	Enrollments	Strata
Carl Blood	Owosso High School	Owosso	1805	IV
Murel G. Burdick	Muskegon High School	Muskegon	1956	III
Loren A. Disbow	Berkley High School	Berkley	2101	III
Richard Drager	Roseville High School	Roseville	1800	III
Elmer Eschenburg	Warren High School	Warren	1637	III
G. Bruce Feighner	Dondero High School	Royal Oak	2820	IV
John Ford	Belleville High School	Belleville	1926	IV
Jerry J. Gerich	Grosse Pointe High School	Grosse Pointe	2574	IV
Harold Gieseche	Arthur Hill High School	Saginaw	2329	III
Robert E. Hall	Southfield High School	Southfield	2876	III
C. Wm. Hanichen	Mona Shores High School	Muskegon	1765	IV
Earl Holman	Jackson Senior High School	Jackson	1521	III

TABLE G-1--Continued

Principals	Names of High Schools	Cities	Enrollments	Strata
Harold E. Jones	Mt. Clemens High School	Mt. Clemens	1740	IV
John McGregor	Ferndale High School	Ferndale	2528	IV
Romulus Romiani	Central High School	Grand Rapids	1817	IV
Robert H. Schaublin	Lakeview High School	St. Clair Shores	1863	III
Ted Thomas	Lakeview High School	Battle Creek	1692	IV
Neil E. Van Riper	Trenton High School	Trenton	2090	IV
Ross Wagner	Ernest W. Seaholm	Birmingham	2267	III
Russell Waters	Creston High School	Grand Rapids	1558	III

TABLE G-2

INDIANA STUDY PARTICIPANTS, THE HIGH SCHOOLS THEY REPRESENT, THE
SCHOOL ENROLLMENT, THE CITIES IN WHICH THEY ARE LOCATED,
AND SAMPLE STRATA

Principals	Names of High Schools	Cities	Enrollments	Strata
William Anthis	North Side High School	Ft. Wayne	1839	I
Harold L. Buck	North High School	Evansville	2169	II
Maurice Davis	R. Nelson Snider High School	Ft. Wayne	1764	I
Noel Douglas	Anderson High School	Anderson	2138	I
Charles Eickhoff	Elmhurst High School	Ft. Wayne	1500	I
Frank A. Firmani	Mishawaka High School	Mishawaka	1968	II
Lawrence Gehring	Horace Mann High School	Gary	1995	II
Jack Hyde	LaPorte High School	LaPorte	1817	I
Paul Jennings	Bosse High School	Evansville	1822	II
John Jones	Bloomington High School	Bloomington	1785	I
Warren E. Jones	Elston High School	Michigan City	2751	I
Edgar L. Katterhenry	Central High School	Evansville	1691	II

TABLE G-2--Continued

Principals	Names of High Schools	Cities	Enrollments	Strata
Virgil Landry	John Adams High School	South Bend	2075	II
Floyd Longenbaugh	Elkhart High School	Elkhart	3011	I
Frank G. Moore	Kokomo High School	Kokomo	2243	II
Neil V. Pierce	Reitz High School	Evansville	2242	II
William T. Pritchett	Harrison High School	Evansville	2481	II
Robert M. Straight	Huntington High School	Huntington	1653	I
Paul G. Weaver	Marion High School	Marion	2373	II
Jack C. Weicker	South Side High School	Ft. Wayne	2128	I