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THE TERRITORIALITY OF THE MICHIGAN SECONDARY  
SCHOOL PRINCIPAL.

Michigan State University, Ph.D., 1975  
Education, administration

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THE TERRITORIALITY OF THE MICHIGAN  
SECONDARY SCHOOL PRINCIPAL

By

Andrew J. Donnelly

A DISSERTATION

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

DOCTOR OF PHILOSOPHY

Department of Administration  
and Higher Education

1975

## ABSTRACT

### THE TERRITORIALITY OF THE MICHIGAN SECONDARY SCHOOL PRINCIPAL

By

Andrew J. Donnelly

#### Purposes of the Study

The purposes of this study were to (1) determine whether the secondary school principal in Michigan possesses a territory and if he will defend it; (2) analyze how that territory will be defended; and (3) determine whether patterns of behavior will be revealed as to the manner in which the territory will be defended.

#### Procedures

A review of available literature, interviews with educational experts in the field, and interviews with secondary school principals were conducted by the researcher. This investigation revealed that certain functions could be agreed upon as basic for practitioners. Simulated threat situations were written for each function-threat agency combination. Eighty-four secondary school principals in Michigan were asked to respond to the survey instrument. Each was asked to respond according to the degree of defense he would exert and according to the

manner in which he perceived he would act. These data were then analyzed pursuant to the research questions.

### Conclusions

1. The Michigan Secondary School Principal possesses and will defend a certain territory which includes, but is not limited to, the ten leadership functions tested in this study.

2. Those functions considered by the Michigan Secondary School Principal to be most important to his role, position and authority cannot be identified by strength of defense alone. Analysis is required of the interaction between function and threat agency before such identification can be made.

3. Those threat agencies considered to be most influential upon the role, position and authority of the Michigan Secondary School Principal cannot be identified solely through the strength of defense exhibited. This requires an analysis of function-threat agency combinations before such identification can be made.

4. The Michigan Secondary School Principal will reveal certain behavior patterns designed to protect his role, position and authority through an analysis of the manner in which he responds to function-threat agency combination situations.

5. The Michigan Secondary School Principal is not likely to exert the same amount of defense against

all functions. The strength of defense will no doubt vary according to what function-threat agency situation he encounters.

6. The Michigan Secondary School Principal will most likely exert stronger defense against Parent Groups and Teacher Associations/Unions.

7. The Michigan Secondary School Principal will defend his perceived territory in a neutral to aggressive manner.

8. The Michigan Secondary School Principal perceives Function 3, Personnel Administration, as his most valued function and Function 6, Record Keeping, as his least valued function.

#### Implications

This study was concerned with the role and the role behavior of the Michigan Secondary School Principals in the context of the organization of which they are a part and in which they work--the school. These variables affect not only the social patterns of the school but the operational functioning as well.

The principal should be viewed as a leader by his students, his teachers, his community and his superiors. He must be flexible, sensitive and a strong individual. He must be ready to take risks and to face defeat as well as accept success. He must be open to

constructive criticism and direction if he is to establish goals and provide for the individual needs of his students. Above all, he must be humanistic.

The secondary school principal must understand that even though he perceives certain functions to be part of his established territory, other groups or individuals may view these functions as part of their territory and may be equally defensive regarding them. Should this be the case, the secondary school principal might find it advantageous to involve these groups or individuals in actively seeking solutions to the problems at hand, keeping in mind the best interests and individual needs of his students.

It has been established that the secondary school principal perceives certain functions to be part of his territory; therefore, it seems imperative that the institutions responsible for training secondary school principals include the skills necessary for performing these functions in their curriculum.

It is important, too, that superintendents be aware of the secondary school principal's perceived territory and support the principal in carrying out the functions included in his territory.

In loving memory of my mother

Marion Kennedy Donnelly



## DEDICATION

To Arlene, without whom this goal would never have been realized. You have been an inspiration, a motivator, encourager, and the best wife a man could ask for.

To Drew and Colleen, the greatest kids in the world, who have been patient with my moods, understanding of our situation and just really neat.

To all three of you, my love for believing in me.

## ACKNOWLEDGMENTS

I wish to thank the many people who have given me assistance and support throughout this venture. In particular, thanks to:

Andrew J. Donnelly, my father, who is responsible for my choice of professions; I am grateful.

Dr. Willard L. Smith, "my boss," and Mr. Richard E. Conn, for their friendship, encouragement and support in Sao Paulo.

The Board of Directors of Associação Escola Graduada de Sao Paulo for allowing me a sabbatical leave in order to complete this program.

All our friends in Sao Paulo who helped in "holding down the fort" while we were gone.

Josephine and Richard Frassinelli, my mother-in-law and father-in-law, for their encouragement and support, but most of all, for always being there.

Dr. Dale Alam, Dr. Alexander Kloster and Dr. Philip Marcus for serving as members of my doctoral committee.

The Michigan Secondary School Principals who were kind enough to take the time to complete the survey instrument.

Dr. Louis G. Romano, friend, advisor, banker and sounding board. You are responsible for all of this, Lou, and I am truly grateful. Let's hope we can top off this experience with a good steak and batida in Sao Paulo. Many thanks!

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## CHAPTER I

### INTRODUCTION

#### The Problem

##### Purpose of the Study

The purpose of this study is to ascertain whether definite functions assigned to the Michigan Secondary School Principal will be defended when these functions are threatened, to what degree they will be defended, and in what manner they will be defended. The strength of the principal's defense will define his territory.

Other purposes are (1) to provide knowledge about the role and territory of the Michigan Secondary School Principal, and (2) to establish areas for further study.

##### Need for the Study

The principal comes to his tasks with a certain self-expectancy based on what he, himself, conceives to be his job, his duties, and his responsibilities. But this is only one aspect of the Principalship. The Community has a concept of what it thinks the principalship should be, teachers have their views, the superintendent, the board of education, and even the students have their concepts of the principalship.<sup>1</sup>

The authors go on to say, "Unless conflicts between the principal's concept of his job and those held by others

are resolved and understood, the effectiveness of the principal as a leader is bound to suffer."<sup>2</sup> Gauerke<sup>3</sup> hints that there is confusion not equaled elsewhere in the public school system about the duties of the secondary school principal. If this many faceted position is to be a meaningful and productive one, there is an obvious need for greater understanding and clarification of what this role is and what it should be.

### Importance to Education

There have been numerous studies done regarding the secondary school principal, each casting him in a different role such as curriculum coordinator, disciplinarian, budget monitor, etc. One function of this study will be to add to the existing knowledge a definition of the role of the secondary school principal, defined by the territory he will defend.

Another major intention of this study is to add to the knowledge already gathered by Bell<sup>4</sup> and Keller,<sup>5</sup> in their studies on territoriality in educational administration.

### Theoretical Foundations of the Study

In order to outline the theoretical foundations of this study, we must first provide some background on the science of ethology. As stated in Bell's<sup>6</sup> study,

Ethology is defined as a study of innate, genetically determined behavior patterns. A primary ingredient of ethology is the study of territoriality, the disposition to possess and defend a territory, physical or psychological, whose boundaries are learned and for which methods of defense are also learned.<sup>7</sup>

There are numerous definitions of territory: "A defended area is the territory."<sup>8</sup> "A defended area."<sup>9</sup> That section of space that is defined by the occupying individual or social unit."<sup>10</sup> "An area . . . that is preempted and defended by an animal or a group of animals, a space of ground that is not only occupied but made secure from intrusion."<sup>11</sup>

All of the above include defense in their definition, obviously an essential element. Ardrey states: "Biology as a whole asks one question of a territory, is it defended? Defense defines it."<sup>12</sup>

Bell<sup>13</sup> and Keller<sup>14</sup> give numerous examples of territorial behavior in animals. Man, too, defends certain space around him as inviolate.

Hall states: "Man is a territorial animal who establishes and defends territories which may have visible or invisible boundaries."<sup>15</sup> He goes on to say: "The territorial nature of man is genetic and ineradicable."<sup>16</sup> Ardrey agrees, stating ". . . an evolutionary fact of life; man is a territorial animal."<sup>17</sup>

The area dealing with territoriality and conflict will be examined. Theorists claim that

professionals often are in conflict with the organization because of the values they hold. Brumbaugh suggests that "With a little imagination, further linkage might be forged between territorial concepts and such organizational conflict theories as those of Argyris, Corwin & Gross."<sup>18</sup>

Territoriality, then, by providing for identity and security, helps each individual deal with his multiple, changing roles.<sup>19</sup> If the Michigan Secondary School Principal is to function effectively in his position, he must first understand his role and the effect his performance has on the organization he heads. This study will help clarify that role and its defense.

#### Definition of Terms

Defense: The response of an individual to a perceived threat. In this study, the following levels of defense will be considered: No defense--will not exert any defense; weak--will show concern; slight--will protest but will not defend; moderate--will defend mildly; active--will defend in a determined manner; vigorous--will defend to the full limit of all available resources.

Ethology: The study of innate, genetically determined behavior patterns.

Function: An action for which a person is specifically fitted; in this case, an action whose

performance is a portion of the secondary school principal's role.

Role Conflict: Assumed tasks or functions which vary and are incompatible with each other.

Secondary School Principal: That building administrator, full- or part-time, who bears the responsibility for the secondary school in his charge, according to Michigan law and local school district policies.

Territoriality: The innate need to possess and defend a territory, physical or psychological, whose boundaries are learned and for which methods of defense are also learned.

Territory: A defended area marked by visible or invisible boundaries.

Threat Agency: Any individual or group that has the potential or perceived potential for inflicting damage upon another.

### Delimitations of the Study

This study will examine how vigorously the secondary school principal in the state of Michigan will defend certain functions of his role and the ways in which he will respond to perceived threats to those functions.

As in Keller's study, no information will be sought in determining the defense to be utilized, or

the nature of the local environment creating the particular response.

The data interpretations will be confined to the functions and threat agencies utilized and to the population surveyed.

As the threat situations are simulated, the results should be viewed as perceived threat outcomes rather than actual results.

#### Review of Related Literature

A review of related literature will include:

1. Studies relating to the role of the secondary school principal.
2. Studies relating to territoriality in animals.
3. Studies relating to territoriality in humans.
4. Studies relating to and dealing with conflict management.

#### Research Questions

Research questions discussed in Chapter IV are:

Question 1: Are the ten functions tested perceived to be part of the Michigan Secondary School Principal's territory?

Question 2: Can those functions considered by the secondary school principal to be most important to his role, position, and authority be identified by the strength of defense exhibited in response to threat?

Question 3: Can those threat agencies considered to be most influential upon the role, position and authority of the secondary school

principal be identified by the strength of defense exhibited in response to the threat posed by them?

Question 4: Will the secondary school principal reveal behavior patterns designed to protect his role through an analysis of the manner in which he responds?

#### Procedures for Analysis of Data

Two problems exist in fulfilling the purposes of this study: One, an appropriate device to identify and measure the functions which the Michigan Secondary School Principal will defend must be developed; two, a means for analyzing the data, using appropriate statistical techniques, must be developed.

The devices used will be as similar as possible to Keller's, with appropriate modifications, to tailor them for an investigative study of the secondary school principal's role rather than that of the elementary principal, and to include the area of conflict management.

A review of available literature, interviews with educational experts in the field, and interviews with secondary school principals have demonstrated agreement regarding the functions they perform.

For the purpose of this study, ten functions were selected. It is assumed that these functions are equal in specificity.

The ten functions to be utilized are:

1. Pupil Services and Activities
2. Policy Development
3. Personnel Administration
4. In-service Planning
5. Curriculum Planning
6. Record Keeping
7. Evaluation of Teachers
8. Instructional Organization
9. Plant Management
10. Public Relations

These ten functions will serve as measures of the territory of the secondary school principal, to be tested. Having selected the functions to be defended, it is necessary to select agencies that could be considered as threats against these functions, since defense is not likely unless there is something to defend against. The development of this list of threat agencies is modeled after Keller's concept and includes the following:

1. Local Board of Education
2. Parent Groups
3. Teachers' Associations/Unions
4. State Board of Education
5. Superintendent

The sampling method used will be random sampling, using a table of random numbers. The study will be



limited to secondary school principals in the state of Michigan as found in the 1974-75 Patterson's American Education Directory.

Utilizing the functions and threat agencies listed above, a simulated situation will be developed for each function-threat agency combination which threatens the decision-making role of the secondary school principal in any of the selected functions. Each of the simulations will be assumed to have equal value for the purposes of the study.

Each subject will be provided with an opportunity to respond on a scale of 1 to 5 in indicating the strength of defense he would exert to retain his decision-making role regarding a particular function. The range of the scale will provide for a "no defense" at 1 to a "vigorous defense" at 5. Equal distance between numbers will be assumed.

A second scale of 1 to 3, indicating whether the principal will react in a passive, neutral, or aggressive manner will follow each simulation.

## CHAPTER I: FOOTNOTES

<sup>1</sup>John E. Corbally, Jr., L. J. Jenson, and W. Frederick Staub, Educational Administration: The Secondary School (Boston: Allyn and Bacon, Inc., 1965), p. 139.

<sup>2</sup>Ibid., p. 140.

<sup>3</sup>Warren E. Gauerke, Legal and Ethical Responsibilities of School Personnel (Englewood Cliffs, N.J.: Prentice Hall, Inc., 1959).

<sup>4</sup>Sally J. Bell, "The Territory of the Michigan School Superintendent" (Ph.D. dissertation, Michigan State University, 1974).

<sup>5</sup>Edward Keller, "The Territory of the Michigan Elementary School Principal" (Ph.D. dissertation, Michigan State University, 1972).

<sup>6</sup>Bell, "Territory of the Michigan School Superintendent."

<sup>7</sup>Robert Ardrey, The Territorial Imperative (New York: Dell Publishing Company, Inc., 1966), p. 24.

<sup>8</sup>Ibid., p. 210.

<sup>9</sup>S. A. Barnett, Instinct and Intelligence: Behavior of Animals and Man (Englewood Cliffs, N.J.: Prentice Hall, Inc., 1967), p. 45.

<sup>10</sup>Heini Hediger, "The Evolution of Territorial Behavior," in Social Life of Early Man, ed. S. L. Washburne (New York: Werner Gren Foundation, 1961), p. 35.

<sup>11</sup>Henry Eliot Howard, Territory in Bird Life (New York: Atheneum Publishers, 1964), p. 81.

<sup>12</sup>Ardrey, The Territorial Imperative, p. 210.

<sup>13</sup>Bell, "Territory of the Michigan School Superintendent."

<sup>14</sup>Keller, "Territory of the Michigan Elementary School Principal."

<sup>15</sup>Edward Hall, The Hidden Dimension (New York: Doubleday & Co., 1966), p. 9.

<sup>16</sup>Ibid., p. 10.

<sup>17</sup>Ardrey, The Territorial Imperative, p. 116.

<sup>18</sup>Robert B. Brumbaugh, Territoriality, Necessary Concept in Conflict Theories of Organizations (West Virginia University, March 5, 1970).

<sup>19</sup>J. Ruesch and W. Kees, Environmental Psychology (New York: Holt, Rinehart and Winston, 1970).

## CHAPTER II

### REVIEW OF THE LITERATURE

Chapter II will examine, in four parts, current related readings and research in the area of territoriality of the secondary school principal. The four parts are:

1. Territoriality--non-human
2. Territoriality--human
3. Role of the secondary school principal
4. Conflict management

The existence of territoriality as a behavioral system will be supported by references in the non-human territoriality. Human territoriality references will lead to the concept of role as an aspect of territoriality.

#### Non-Human Territoriality

According to Ardrey, territoriality in non-humans is indicated by their defense of physical and psychological territories. Such defense assures a species of not only meeting certain physical needs but psychological needs as well.<sup>1</sup>

Territory is defined by behavior and has numerous behavioral implications. Wynne-Edwards, in his study of animal dispersion, develops the concept of society as a "brotherhood of tempered rivalry" or "an organization capable of providing conventional competition."<sup>2</sup>

This concept is supported by Konrad Lorenz who describes it with "the tempered rivalry . . . a ritualization of aggression."<sup>3</sup>

The animal kingdom provides us with many examples of territoriality with particular emphasis on primate territoriality. Lorenz, Klopfer, and Diamond state that territoriality in the animal kingdom is thought to be essential for the following reasons: (1) preservation of the species, (2) efficient utilization of food supply, (3) enhancing family life, (4) reducing predation, (5) regulating population density, (6) avoiding overstimulation of the nervous system.<sup>4</sup>

Carrighar describes the invisible territories of the animals:

The fences are there, however. They are just not obvious because they are made of such deceiving materials as brush, trees, stones; of wallows and rubbing rocks; of burrow holes or mere depressions in earth or grass; and especially of signs we are not often aware of . . . scent stations that is . . . a map of the wilderness area, showing the plots owned by animals and birds would be covered with such a network of boundary lines that one might wonder if the creatures have any freedom at all. Some of them do have, but many will not allow any other members of their own species to invade spaces they have claimed.<sup>5</sup>

Carrighar also gives us a brief history of man's discovery of non-human territoriality. She states that the discovery that birds claim and defend territories is thought of as a twentieth century discovery because this behavior has only been understood in detail since H. Eliot Howard published Territory in Bird Life<sup>6</sup> in 1920. Actually, Aristotle observed this phenomenon. In his Historia Animalium,<sup>7</sup> he wrote, "The fact that a pair of eagles demands an extensive space for its maintenance, they consequently cannot allow other birds to quarter themselves in close neighborhoods . . . ." Other early observers date back to Ban Gisner in 1555, Oliva in 1622, and John Ray in the seventeenth century.<sup>8</sup>

Carpenter provides perhaps the most thorough review of research in non-human territoriality to be found. He lists 32 functions performed by territoriality, none of which deals solely with the issue addressed by this study, the definition of territory by defense.<sup>9</sup>

The establishment of territory and its boundaries is essential to territoriality. Hediger indicates that boundaries are needed by visual, auditory, or olfactory signals.<sup>10</sup>

In his study of territoriality as related to elementary school principals, Keller cites the example of the Howler monkeys who actually howl to warn away potential intruders. The stickback fish exhibits

ritualistic behavior to define its territorial boundaries. Birds sing when they are in possession of a territory. Canines mark their boundaries with feces or urine.<sup>11</sup>

Concepts of distance, as they relate to territoriality, have been investigated by Hediger who found that animals exhibit a form of social and individual distance, much as humans do.<sup>12</sup> Within this distance, intrusion is not tolerated and the distance varies among species. Hall describes the utilization of this concept by the lion tamer who varies his distance from the lion in order to position the lion as he desires.<sup>13</sup>

Pfeiffer further supports this belief by providing the example of the seemingly aggressive baboon at the periphery of the baboon troop's perceived territory who suddenly changes behavior as the group moves further away without him.<sup>14</sup>

What is unique about the territorial boundaries is that they are unmarked and exist only in the mind of the particular animal involved. It has invisible rather than visible boundaries.

Darling concluded that territory was determined psychologically as much as, or more than, physiologically; and fulfilled needs for identity, stimulation and security.<sup>15</sup> In his work with red deer, Darling found that the location of feeding sites at various locations

would determine the limits of the red deer's territory. He discovered that when one such feeding site was placed on the far side of a shallow stream, it remained untouched and later observed that the deer would approach the site as far as the near side of the stream but would not cross it to get food even though there was no physical barrier preventing it.

Darling came to the conclusion that was stated previously, that the barrier existed only in the mind of the red deer and the barrier was psychological.

The next section will be a review of references relating to human, physical, and psychological territory and will introduce the concept of role as having the potential for becoming territory.

### Human Territoriality

Robert Ardrey demonstrates that man, as well as animals, is territorial in his functions and behavior.

In his Territorial Imperative, he states:

Neither are men and dogs and mockingbirds uncommon creatures in the natural world. Ring-tailed lemurs, and great crested grebes, prairie dogs, robins, tigers, muskrats, meadow warblers and Atlantic salmon, fence lizards, flat lizards, three spined sticklebacks, nightingales and Norway rats, herring gulls and callicebus monkeys--all of us will give everything we are for a place of our own. Territory, in the evolving world of animals, is a force perhaps older than sex.<sup>16</sup>



Ardrey believes this disposition to possess a territory is innate, which has created some wrath on behalf of his colleagues, and has been challenged by several of his critics. They claim that territoriality is a learned social behavior and not innate in man.

Montagu and Leach provide one of the strongest arguments opposing the instinctiveness of territoriality and aggression. Their studies portray animal social behavior leading toward greatest survival value for a species cooperative rather than antagonistic.<sup>17</sup>

Eibbe-Eibesfeldt states that aggression is not the only motive governing the interaction of members of the same species. In gregarious animals there are equally innate patterns of behavior leading to mutual help and support.<sup>18</sup> Freedman and Roe support the concept of the existence of both a cooperative and aggressive instinct.<sup>19</sup> While arguments continuously appear supporting or denying the innate nature of territoriality, there is little question of the existence of territoriality itself.

Carrighar encourages us to observe animals "as the ethologists do" so as to better understand ourselves,<sup>20</sup> while Hutchison states, "By considering man as an animal, we may see how essential is the animal kingdom, in its incredible diversity, to a proper

understanding of man."<sup>21</sup> Keller says, "There is little disagreement that man is a territorial animal."<sup>22</sup>

Ardrey writes:

Man is as much a territorial animal as a mockingbird in the clear California night . . . . If we defend the title to our land or the sovereignty of our country, we do it for reasons no different, no less innate, no less ineradicable than do lower animals.<sup>23</sup>

Hall<sup>24</sup> has redirected Hediger's individual distance of animals toward the concept of "personal space" for man. He details cultural differences existing in personal space and some of the problems caused in interpersonal relations when these differences are not understood. We can observe the reaction of a North American moving away as a South American moves closer and closer to him when communicating.

Kira examined personal space from the aspect of possessions. "We tend to measure our sense of identity by the number and quality of things we can call ours, and by which others can identify us."<sup>25</sup>

Eigenbrod<sup>26</sup> indicates how college students territorialize their jurisdictions by an examination of jurisdictional territoriality in college residence halls.

Personal space has also been examined from the aspect of privacy, the keeping of a given distance between an individual and a potential intruder. Sommer<sup>27</sup> has reported investigations of this behavior in libraries, study areas and cafeterias.

Prohansky states:

Territorial behavior is instrumental in the definition and organization of various role relationships . . . . In many instances a social or occupational role establishes exclusive or near-exclusive control of a given space or setting.<sup>28</sup>

By introducing the proven concept of psychological territory to this statement and by defining space as the behavior or organisms occupying the space, the territory of the secondary school principal, therefore, may be defined as those behaviors (those functions) which he will defend against intruders.<sup>29</sup>

#### Role of the Secondary School Principal

There is an abundance of literature on the evolution of the role of the superintendent and the elementary school principalship, but available literature on the development of the secondary school principal is meager. It has been described as a lineal descendant of the principal of the academy, which was the prevailing secondary institution of our early national history, and of the headmaster of the Latin grammar school which furnished secondary education for boys in the colonial period. At that time, the principal was expected to teach a full-time program and was not relieved of some of this teaching until the middle of the nineteenth century. By the end of the Civil War period, the need was seen for the principal to be relieved entirely of

class work. The school organization had become so complicated that the function of administration demanded his full attention.

Toward the beginning of the twentieth century, the secondary school principal was more liberated from classroom teaching but confined to clerical, disciplinary and minor administrative duties. Many superintendents did not look to their principals for constructive leadership, for they were so engrossed in more complicated and larger problems of their office that they found little time to study the duties of the principalship.<sup>30</sup>

It was primarily the function of the Superintendent to think and to plan and to lead; it was primarily the function of the principal to execute plans and to follow and to support.<sup>31</sup>

The first requirement for a secondary school principal in the United States in the post-World War I era was that he be a good teacher. He was also to be familiar with the details of the school organization and administration and had to have a reasonably satisfactory philosophy of the education process he was to supervise.

It was interesting to note the "code of ethics" presented to interested applicants for a secondary school principalship of a city system during the 1920s. It stated:

He must be clean, both in his person, and in his speech and acts. His clothing, his cuffs and collar, and his shoes should be kept in good condition. His hair should be trimmed frequently,

and kept clean and neatly combed. He must be careful to shave every morning. There must be nothing offensive about his breath or his person. On the streets and about his school, he must not smoke. He must not frequent places where gentlemen do not go. In his dealings with his teachers he must be impartial, considerate and just, and must show no special attentions and play no favorites in the group. His statements must be absolutely reliable; he must not shilly-shally to and fro; and his loyalty and support to both teacher and superintendent should be unquestioned . . . . Unless he is in need of social polishing, dances and parties should be indulged in rather sparingly, they being wasteful of time and energy and having in them little of permanent value. If his salary does not seem large enough to cover both married life and study, he should for a time resolutely put marriage aside. If he does marry, he should be very sure that the woman he marries is in sympathy with his work, is his equal in education and ambition and is in other respects his superior. With so many good women in the world a man should never marry beneath him.<sup>32</sup>

His administrative duties were listed as the following:

- A. Administrative duties
  - 1. Annual and semi-annual
    - a. Supplies and equipment
    - b. Promotion and transfer of classes
    - c. Individual promotions
    - d. Classifying new pupils
    - e. Checking up permanent records
    - f. Reports to the superintendent
    - g. Commencement exercises
    - h. Schedules
  - 2. Daily routine
    - a. Inspecting building and grounds
    - b. Inspecting janitor service
    - c. Care for pupils before school opens
    - d. Excluding pupils
    - e. Attendance
    - f. General and special discipline
    - g. Care for luncheon pupils
  - 3. Miscellaneous
    - a. Fire drills
    - b. School enterprises and activities

- c. Parent-teacher organizations
- d. Teachers' meetings
- e. School exhibits
- f. General<sup>33</sup>

As the concept of the secondary school principalship grew, it became evident that the position must be independent of the superintendent's and the teacher's. Three classes of situations commonly evolved and resulted in the following organization:

- A. Small City System. City of 6,000-10,000 inhabitants.

Superintendent also principal of high school and taught part time . . . . Many administrative duties as superintendent and little office assistance. As principal had to assume many administrative and supervisory duties.

- B. Medium-Sized City System. City of 20,000-60,000.

Superintendent did not teach and had time for supervision. One high school and 4-8 grade schools under principals. Principals partially relieved of many administrative and supervisory functions or carried these out in conjunction with the superintendent.

- C. Large City System. City of 75,000 inhabitants and upward.

. . . . Principals were responsible for organization, administration, and supervision of buildings. Could make or break the superintendent as far as work in his building was concerned. Loyalty to policies was extremely important and more often lacking than in B or A types.<sup>34</sup>

The present-day image and role of the secondary school principal has changed considerably from those of his predecessor. He has become an educational leader, innovator, and involved citizen. He is no longer a clerk, but instead a competent executive in the

organizational world. He serves as the official head of an assigned school, being responsible for planning, operation and evaluation of both staff and program. In short, he has become an educational expert.<sup>35</sup>

The role of the secondary school principal has evolved with the times as well as with the sociological and educational changes that have occurred. His role is to administer and organize his school so that the entire organization operates at a maximum effectiveness for the development and growth of all students and personnel.

A review of job descriptions from various communities across the state of Michigan yielded the following, which the researcher feels best typifies the job responsibilities of the secondary school principal:

Title of Position--Secondary Principal  
Functions Performed in Fulfilling Major Job Responsibilities.

1. Administer the procedures, policies and directives of school board and administration.
2. Schedules, coordinates and directs members of the school staff and all supportive personnel, (1) instruction, (2) co-curricular.
3. Directs all business procedures related to the operation of the school and its program.
4. Supervises the operation, maintenance, and use of the school building and grounds.
5. Demonstrates effective management of work load and good use of time.
6. Maintains an effective instructional program consistent with our philosophy of education.
7. Promotes a school environment conducive to good learning and productive innovation.
8. Procures and provides for effective use of instructional materials, equipment and supplies.
9. Plans and encourages meaningful in-service growth.

10. Achieves a unity of effort by the staff to operate a good school program.
11. Maintains a planned program of staff supervision and evaluation.
12. Demonstrates ability to inspire, challenge, and motivate those under his supervision.
13. Exhibits a rapport with students and an understanding of their development, attitudes and problems.
14. Maintains effective management and control of student behavior throughout the school day.
15. Seeks to establish friendly and cooperative relationships with the community.
16. Interprets the school program to the community through regular and appropriate means and media.
17. Demonstrates tact and understanding in dealing with problems of parents.
18. Other duties as assigned by supervisor.<sup>36</sup>

It should be noted that the above stated job description contains all ten of the functions being tested in this study. Since most of the job descriptions reviewed by the researcher contained similar functions, it could be said that they make up the territory of the secondary school principal in Michigan.

This is not possible, however, for it has been stated earlier that a territory is defined by defense. In order to define the territory of the secondary school principal, some defense must be exerted and recorded. The territory cannot be defined simply by listing position functions in a job description.

One of the purposes of this study is to provide such information through the use of a survey instrument. This instrument contained ten functions thought to be



most common to the secondary school principal. They were compiled into a list together with their definitions and are as follows:

1. Pupil Services and Activities--the assignment of pupils to grades, programs and teachers.
2. Policy Development--participation in the development of system-wide policies that affect all aspects of the educational program.
3. Personnel Administration--the selection of and the assignment of teachers within the principal's school building.
4. In-Service Planning--developing and implementing in-service training programs for the teaching personnel within the principal's school building.
5. Curriculum Planning--planning curriculum in terms of the students and to insure a sound educational program.
6. Record Keeping--the accurate maintenance of all essential and supplementary records.
7. Evaluation of Teachers--evaluating the skills and ability of the teacher when involved in the teaching process.
8. Instructional Organization--the organization of the school for effective learning.
9. Plant Management--providing resources for for a sound educational program in the school building.
10. Public Relations--the interpretation of the school to the community in terms of purpose, value and needs.

When lack of clarity exists relating to the role of the secondary school principal, conflict emerges. The intrusion on the role or functions of the secondary

school principal by outside agencies also will cause conflict and it is this area to which we now look.

### Conflict Management

Barnard defined conflict as "possibly a melancholy failure of leadership."<sup>37</sup> Perrow agrees with this definition and adds, "it is a lack of participative management."<sup>38</sup> Weber simply stated "(conflict) is a result of human shortcomings such as cowardice, stupidity and greed."<sup>39</sup>

Leavitt, in his Managerial Psychology, provides this definition of conflict:

Conflict may be thought of as a class of frustration, the class characterized by a pulling in two directions at the same time. The obstacles one meets are not brick walls but drags that pull back as one goes forward. Conflict situations frying pan and fire situations, or donkey-between-the-bales-of-hay situations. They are choice situations, decision making situations.<sup>40</sup>

Boulding describes a conflict situation as one in which two organizations want the same thing but only one can have it. Pugh states that "conflict and differences of opinion always exist in a healthy virile organization, for it is usually from such differences that new and better objectives and methods emerge."<sup>41</sup>

Much of the current interest in conflict centers upon unique, large-scale events, such as war and strikes or on well publicized incidents which reach the newspaper.

Hughes states:

While there is, perhaps, much that is unique about the objectives and processes of public high schools, their organizational forms so closely resemble those of the churches, the military, the political and the other complex organizations that it seems likely that a broad gauge theory, which includes a variety of organizational types, can be applied to the analyses of schools as well.<sup>43</sup>

In his research project, Staff Conflicts in the Public Schools, Corwin writes:

It is believed that social institutions must be understood partially in terms of the organizational conflicts which shape them, and that conflict itself must occupy a more central position in social theory than it has previously . . . . Public high schools themselves have assumed a new sense of significance in their own right. Within this century, educational organizations have grown from the least significant of institutions to one of the most prominent influences in our organizational society.<sup>44</sup>

It is for this reason that secondary school principals must understand the nature of conflict and conflict management, for

. . . recurrent outbreaks of minor conflicts help to maintain the existing system to the extent that they develop in defense of established procedures, and at the same time, are responsible for change when these procedures are successfully challenged.<sup>45</sup>

When people or organizations find themselves in conflict situations, there are many ways they can react, ranging from total submission to open aggression. In addition to these two choices, Pondy includes denial, repression, displacement and sublimation.<sup>46</sup>

One of the purposes of this study is to determine in what manner the secondary school principal will react to agencies which threaten him as a functional leader in the public secondary school.

## CHAPTER II: FOOTNOTES

- <sup>1</sup>Ardrey, The Territorial Imperative.
- <sup>2</sup>V. C. Wynne-Edwards, Animal Dispersion in Relation to Social Behavior (London: Oliver and Boyd, Ltd., 1962).
- <sup>3</sup>Konrad Lorenz, On Aggression (New York: Harcourt, Brace and World, Inc., 1969).
- <sup>4</sup>Ibid.
- <sup>5</sup>Sally Carrighar, Wild Heritage (Boston: Houghton Mifflin Co., 1965), p. 156.
- <sup>6</sup>Howard, Territory in Bird Life.
- <sup>7</sup>Aristotle, Historia Animalium.
- <sup>8</sup>Peter H. Klopfer, Habitats and Territories: A Study of the Use of Space By Animals (New York: Basic Books, Inc., 1969).
- <sup>9</sup>C. R. Carpenter, "Territoriality: A Review of Concepts and Problems," in Behavior and Evolution, ed. Anne Roe and G. G. Simpson (New Haven: Yale University Press, 1958), pp. 224-245.
- <sup>10</sup>Hediger, "Evolution of Territorial Behavior."
- <sup>11</sup>Keller, "Territory of the Michigan Elementary School Principal."
- <sup>12</sup>Hediger, "Evolution of Territorial Behavior," p. 36.
- <sup>13</sup>Hall, The Hidden Dimension.
- <sup>14</sup>John E. Pfeiffer, The Emergence of Man (New York: Harper and Row Publishers, 1969).
- <sup>15</sup>F. Fraser Darling, A Herd of Red Deer (London: Oxford University Press, 1937).

- <sup>16</sup>Ardrey, The Territorial Imperative, p. 24.
  - <sup>17</sup>M. F. A. Montagu, Man and Aggression (London: Oxford University Press, 1968).
  - <sup>18</sup>Irenaus Eible-Eibesfeldt, "The Fighting Behavior of Animals," CCV, No. 6 (December, 1961), 112-122.
  - <sup>19</sup>L. Z. Freedman and Anne Roe, "Behavior and Evolution," in Evolution and Human Behavior, ed. Anne Roe and G. G. Simpson (New Haven: Yale University Press, 1958).
  - <sup>20</sup>Carrighar, Wild Heritage.
  - <sup>21</sup>G. Evelyn Hutchison, "Fifty Years of Man in the Zoo," in The Subversive Science, ed. Paul Shepard and Daniel McKinley (Boston: Houghton Mifflin Co., 1969), p. 216.
  - <sup>22</sup>Keller, "Territory of the Michigan Elementary School Principal."
  - <sup>23</sup>Ardrey, The Territorial Imperative, p. 3.
  - <sup>24</sup>Hall, The Hidden Dimension.
  - <sup>25</sup>A. Kira, "Privacy and the Bathroom," in Environmental Psychology, ed. H. Proshansky, W. Ittelson, and L. Rivlin (New York: Holt, Rinehart and Winston, 1970).
  - <sup>26</sup>F. A. Eigenbrod, Jr., "The Effects of Territory and Personality Compatibility on Identity and Security" (Ph.D. dissertation, Michigan State University, 1969).
  - <sup>27</sup>Robert Sommer, "The Ecology of Privacy," in Environmental Psychology, ed. by H. Proshansky, W. Ittelson, and L. Rivlin (New York: Holt, Rinehart, and Winston, 1970).
  - <sup>28</sup>H. M. Proshansky, W. H. Ittelson, and L. G. Rivlin, Environmental Psychology: Man and His Physical Setting (New York: Holt, Rinehart and Winston, Inc., 1970).
- H. M. Proshansky, W. H. Ittelson, and L. G. Rivlin, "Freedom of Choice and Behavior in a Physical Setting," in Environmental Psychology, ed. H. Proshansky, W. Ittelson, and L. Rivlin (New York: Holt, Rinehart and Winston, 1970).

<sup>29</sup>David Stea, "Space, Territory and Human Movements," in Environmental Psychology, ed. by H. Proshansky, W. Ittelson, and L. Rivlin (New York: Holt, Rinehart, and Winston, 1970).

<sup>30</sup>Frank P. Graves, The Administration of American Education (New York: Macmillan & Co., 1932).

<sup>31</sup>Ellwood P. Cubberley, The Principal and His School (New York: Houghton Mifflin Co., 1923).

<sup>32</sup>Ibid., pp. 26-27.

<sup>33</sup>Ibid., pp. 40-41.

<sup>34</sup>Graves, Administration of American Education, pp. 63-65.

<sup>35</sup>Neal Gross, Role Behavior of School Principals (Washington, D.C.: U.S. Office of Education Study, 1963).

<sup>36</sup>Job Descriptions and Organizational Charts (Grand Rapids, Michigan: Grand Rapids Public Schools, 1971).

<sup>37</sup>Charles Perrow, Complex Organizations (Glenview, Illinois: Scott, Foresman and Company, 1972).

<sup>38</sup>Ibid., p. 158.

<sup>39</sup>Max Weber, Economy and Society, ed. Roth and Wettich (New York: The Bedminster Press, Inc., 1968).

<sup>40</sup>Harold J. Leavitt, Managerial Psychology (Chicago and London: The University of Chicago Press, 1974), p. 40.

<sup>41</sup>David M. Blomquist, "A Description of the Role, Territoriality and Defense of the Intermediate District Superintendent in Michigan" (Ph.D. dissertation, Michigan State University, 1975, p. 31.

<sup>42</sup>Ronald G. Corwin, Staff Conflicts in the Public Schools (Columbus: Ohio State University, 1966), p. 1.

<sup>43</sup>Everett C. Hughes, "Is Education a Discipline?" in The Discipline of Education, ed. John Walton and James Kuethe (Madison: University of Wisconsin Press, 1963), pp. 154-155.

<sup>44</sup>Corwin, Staff Conflicts, pp. 2-3.

<sup>45</sup>Ibid., p. 4.

<sup>46</sup>L. R. Pondy, "Organizational Conflict: Concepts and Models," Administrative Science Quarterly 12 (1967): 296-320.



## CHAPTER III

### DESIGN AND METHODOLOGY

The purpose of this study is to ascertain whether certain functions of the secondary school principal in the state of Michigan will be defended when threatened, to what degree they will be defended, and in what manner they will be defended.

Two problems existed in fulfilling the the purposes stated above: one, an appropriate device had to be constructed which would identify and measure the functions which the Michigan Secondary School Principal would defend as being part of his role description; and two, a means for analyzing the data collected, using appropriate statistical techniques, had to be developed.

After investigating the role and functions of the secondary school principal in Michigan, appropriate measures and threat agencies were selected. A simulated threat situation was written for each function agreed upon to be part of the principal's role. A random sample of the secondary school principals in Michigan was chosen and the instrument was mailed to them for completion with provisions to be returned to the researcher.

The data provided were then analyzed according to the hypotheses stated and the findings reported in Chapter IV.

#### Selection of Measures

Interviews were held with college personnel in secondary school administration and secondary school principals. Job descriptions of secondary school principals were examined so as to compile the functions to be tested. Also, Keller's<sup>1</sup> study revealed the functions of elementary school principals to be essentially identical to those of the secondary school principals.

For the purpose of this study, the ten functions selected were those most representative of the functions performed by secondary school principals throughout the state. It is assumed that each one is equal in specificity.

The ten functions utilized in this study are:

1. Evaluation of Teachers
2. Record Keeping
3. Instructional Organization
4. Public Relations
5. Policy Development
6. School Organization
7. Pupil Services
8. Curriculum Planning

## 9. In-Service Planning

## 10. Providing Educational Resources

These ten functions were designated items to be tested which would assist in determining the secondary school principal's territory. In order to determine if, in fact, the principals themselves would defend these functions as being part of their territory, agencies which might threaten the loss of any of the functions tested had to be selected.

Selection of Threat Agencies

Having defined the functions which most likely would be considered part of the secondary school principal's territory, it was necessary to choose agencies which could threaten or interfere with the retention of that territory and alter or affect the behavior of the secondary school principal. As stated in Chapter II, "territory is defended by its defense."

Individual principals currently employed in the state of Michigan, as well as principals from other states, were asked to identify those groups which they considered to be the most influential in determining the role they exercised.

From the principals' survey, the data showed that the threat agencies are identical to those in Keller's study.<sup>2</sup> They are:

1. Superintendent
2. Teachers' Associations/Unions
3. Citizen-Parent Groups
4. District Board of Education
5. State Board of Education

The agencies chosen were assumed to be equal in threat potential for the purposes of this study.

The selection of the functions to be defended and the agencies thought most likely to threaten these functions having been made, it was necessary to choose an appropriate population to determine whether or not the functions would be defended as part of the secondary school principal's territory.

#### Sample

A random sampling method was employed, using a table of random numbers. The sample was limited to the secondary school principals in Michigan who were selected from Patterson's American Education Directory, 1974-75.

From a list of 416 secondary school principals in the state of Michigan, 84 were selected as a population sample through the utilization of a table of random numbers. This step was taken upon the advice of Dr. Irvin J. Lehmann from the Department of Evaluation Services at Michigan State University. Principals who were assigned to a junior-senior high school combination situation were not included in the sample for this study.

Having completed the selection of functions, threat agencies and population sample, the next step was to construct an instrument with which to gather the appropriate data for the study.

### Instrumentation

The basis for instrumentation was the ten functions and five threat agencies selected. The format selected was utilized by Keller<sup>3</sup> and Bell<sup>4</sup> in their studies done in 1972 and 1974, respectively, with an altered version of Blomquist's<sup>5</sup> instrument to determine the manner in which the principals would react to the infringement on their territory. Closed-ended questions were used to provide uniformity and ease of handling the data.

The mailed questionnaire was determined to be the best method for surveying the sample population. The factors of time, distance and cost prohibited personal interviews with the principals selected to participate in the study. The population sample surveyed was asked to cooperate with the researcher in a letter from the researcher's advisor, who is active in various administrators' groups throughout the state.

A simulated situation was developed for each function-threat agency combination in which the continuation of the principal's decision-making role in the selected function was threatened by the threat agency. Each subject was provided with an opportunity to respond on a

scale of 1 to 5 in indicating the strength of defense he would exert to retain his decision-making role regarding a particular function. The range of the scale provided for "no defense" (1) to "vigorous defense" (5). The subjects were then asked to circle one of the three responses which best represented the manner in which they responded to the threat to the selected functions. This scale provided for answers from "passive" manner (1) to an "aggressive" manner (3).

The instrument having been constructed, it was necessary to pre-test it. The instrument was first reviewed by the researcher's advisor for purposes of eliminating duplication, errors in terminology and poor construction. After alterations were made the instrument was administered to eight practicing secondary school principals who reacted to the instrument in verbal form.\*

The instrument having been constructed and found to be suitable, the distribution and collection of data were to be initiated.

#### Procedure

The instrument was prepared for a random sample of 84 secondary school principals in the state of Michigan. Each participant was asked to answer all 50 of the simulated situations. Each packet of simulated situations was ordered randomly so that the same order did not occur twice.

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\*These principals served as a panel of experts.

The survey instrument was then mailed to each participating secondary school principal. The mailing package included response sheets, a self-addressed, stamped envelope and a self-addressed, stamped postcard with the participant's name and school on the back. Each respondent was asked to mail the postcard to the researcher when the instrument was completed. In this way, the researcher could determine the number of questionnaires that were completed and mailed, who completed them, and still allowed for the complete anonymity on the part of the respondents. The return of the cards also allowed for a follow-up on those participants who had not completed the questionnaire.

The initial mailing resulted in 34 out of 84 instruments being returned. A follow-up letter was then sent to those participants who had not returned the instrument, which resulted in the return of 17 more instruments for a total of 51 being returned. Five participants' surveys were discarded as one principal from Flint did not wish to participate and four principals from Detroit were not permitted to participate by their Office of Research and Development.\*

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\* An examination of the non-respondents showed that they were equally distributed throughout the state of Michigan.

Information from the responses was then key-punched on data cards so that appropriate computer program analysis could be done.

### Analysis

By utilization of the responses provided by the subjects surveyed, an analysis was conducted using appropriate descriptive measures such as the mean, frequency distributions, scatter plots and correlations. The purpose of the analysis was to determine if meaningful differences existed and, if so, how these differences pertain to the following research questions:

- Question 1: Are the ten functions tested perceived to be part of the Michigan Secondary School Principal's territory?
- Question 2: Can those functions considered by the secondary school principal to be most important to his role, position, and authority be identified by the strength of defense exhibited in response to threat?
- Question 3: Can those threat agencies considered to be most influential upon the role, position and authority of the secondary school principal be identified by the strength of defense exhibited in response to the threat posed by them?
- Question 4: Will the secondary school principal reveal behavior patterns designed to protect his role through an analysis of the manner in which he responds?

No attempt to generalize beyond the population surveyed in this study will be made. Analysis of data



will be restricted to the population surveyed and will be reported in Chapter IV. The interpretation of results will be limited to the functions and threat agencies used in the instrument.

### CHAPTER III: FOOTNOTES

<sup>1</sup>Keller, "Territory of the Michigan Elementary School Principal."

<sup>2</sup>Ibid.

<sup>3</sup>Ibid.

<sup>4</sup>Bell, "Territory of the Michigan School Superintendent."

<sup>5</sup>Blomquist, "Role, Territoriality and Defense of the Intermediate District Superintendent."

## CHAPTER IV

### FINDINGS

In Chapter IV is an analysis of the data collected regarding the ten functions and five threat agencies tested and the interaction among them. Four research questions were presented in Chapter I, around which this study has been developed. Each of these questions have been analyzed separately. The mean scores for the functions are ranked as are the standard deviation scores. The ten tested functions are ranked within each threat-agency group according to mean scores and again according to standard deviation. The same process was repeated for the determination of manner of defense as well as level of defense.

A ranking of the ten highest and ten lowest function-group combination mean scores is indicated. Following a discussion of the four research questions, a summary of the findings is included.

The findings are reported according to the four research questions presented. The statistical technique used was the Jengren program--a mixed model repeated measures program. This technique yielded the mean scores

for the functions, threat agencies, and manner of defense. Following that, the MSU Stat System was used to determine the standard deviation scores.

#### Question 1

Are the ten functions tested perceived to be part of the Michigan Secondary School Principal's territory?

The studies of Keller, Bell, and Blomquist concluded that the elementary school principal, the school superintendent, and the intermediate school district superintendent would defend certain functions as part of their perceived territory. It was expected, then, that the secondary school principal would also defend certain functions as part of his perceived territory.

In order to define the secondary school principal's territory, he was asked to defend certain functions, threatened by certain outside agencies. A response of "1" indicated no defense, will not defend at all; "2" indicated some defense, will protect slightly; "3" moderate defense, mild defense; "4," active, will defend in a determined manner; and "5," vigorous defense, will defend to the full limit of resources. A mean score of 3.0 or above indicated that the secondary school principal regarded that particular function to be within his territory. The ten functions and five threat agencies used in the survey instrument were:

F <sub>1</sub>	Pupil Services and Activities
F <sub>2</sub>	Policy Development
F <sub>3</sub>	Personnel Administration
F <sub>4</sub>	In-Service Planning
F <sub>5</sub>	Curriculum Planning
F <sub>6</sub>	Record Keeping
F <sub>7</sub>	Evaluation of Teachers
F <sub>8</sub>	Instructional Organization
F <sub>9</sub>	Plant Management
F <sub>10</sub>	Public Relations
T <sub>1</sub>	Local Board of Education
T <sub>2</sub>	Parent Groups
T <sub>3</sub>	Teacher Associations/Unions
T <sub>4</sub>	State Board of Education
T <sub>5</sub>	Superintendent

#### Functions Included

Table 1 indicates the mean score for function within all threat agencies in descending order.

Each of the functions exceed the threshold criteria of 3.0 and are therefore included in perceived territory. Personnel Administration was defended most vigorously with a mean score of 4.421 while Record Keeping received the lowest mean score of 3.179.

TABLE 1.--Mean Scores for Total Group Ranked High to Low.

Function	Mean Score
1. Personnel Administration	4.421
2. Evaluation of Teachers	4.196
3. Pupil Services and Activities	3.983
4. Policy Development	3.809
5. Curriculum Planning	3.783
6. Instructional Organization	3.706
7. Plant Management	3.702
8. Public Relations	3.647
9. In-Service Planning	3.536
10. Record Keeping	3.179

#### Defense of Functions

Defense of functions when threatened by Parent Groups was most vigorous of all while the Local Board of Education provided the least amount of threat. Teacher Associations/Unions as a threat agency also ranked high on the table.

Table 2 lists the range of standard deviation mean scores showing a high score of 1.428 for Record Keeping and a low score of .832 for Personnel Administration.

TABLE 2.--Mean Standard Deviation Scores for Total Group  
Ranked High to Low.

Function	Mean S.D. Score
1. Record Keeping	1.428
2. Plant Management	1.226
3. Public Relations	1.223
4. Policy Development	1.204
5. Instructional Organization	1.118
6. Curriculum Planning	1.094
7. In-Service Planning	1.069
8. Evaluation of Teachers	1.064
9. Pupil Services and Activities	.842
10. Personnel Administration	.832

TABLE 3.--Mean Scores for Threat Agencies Ranked High to  
Low.

Threat Agency	Mean Score
1. Parent Groups	4.057
2. Teacher Associations/Unions	3.953
3. State Board of Education	3.706
4. Superintendent	3.651
5. Local Board of Education	3.613

Table 4 lists the standard deviation mean scores for the threat agencies with the Superintendent showing a high score of 1.206 and Parent Groups with a low score of 1.054.

TABLE 4.--Mean Standard Deviation Scores for Threat Agencies Ranked High to Low.

Threat Agency	Mean S.D. Score
1. Superintendent	1.206
2. Local Board of Education	1.196
3. State Board of Education	1.119
4. Teacher Associations/Unions	1.076
5. Parent Groups	1.054

Figure 1 depicts the interaction among the functions and threat agencies tested.

From the information gathered, it seems reasonable to conclude that the Michigan Secondary School Principals perceive the ten functions tested to be part of their territory. When given a choice of defending or not defending the continuation of these functions, the principals did defend them.



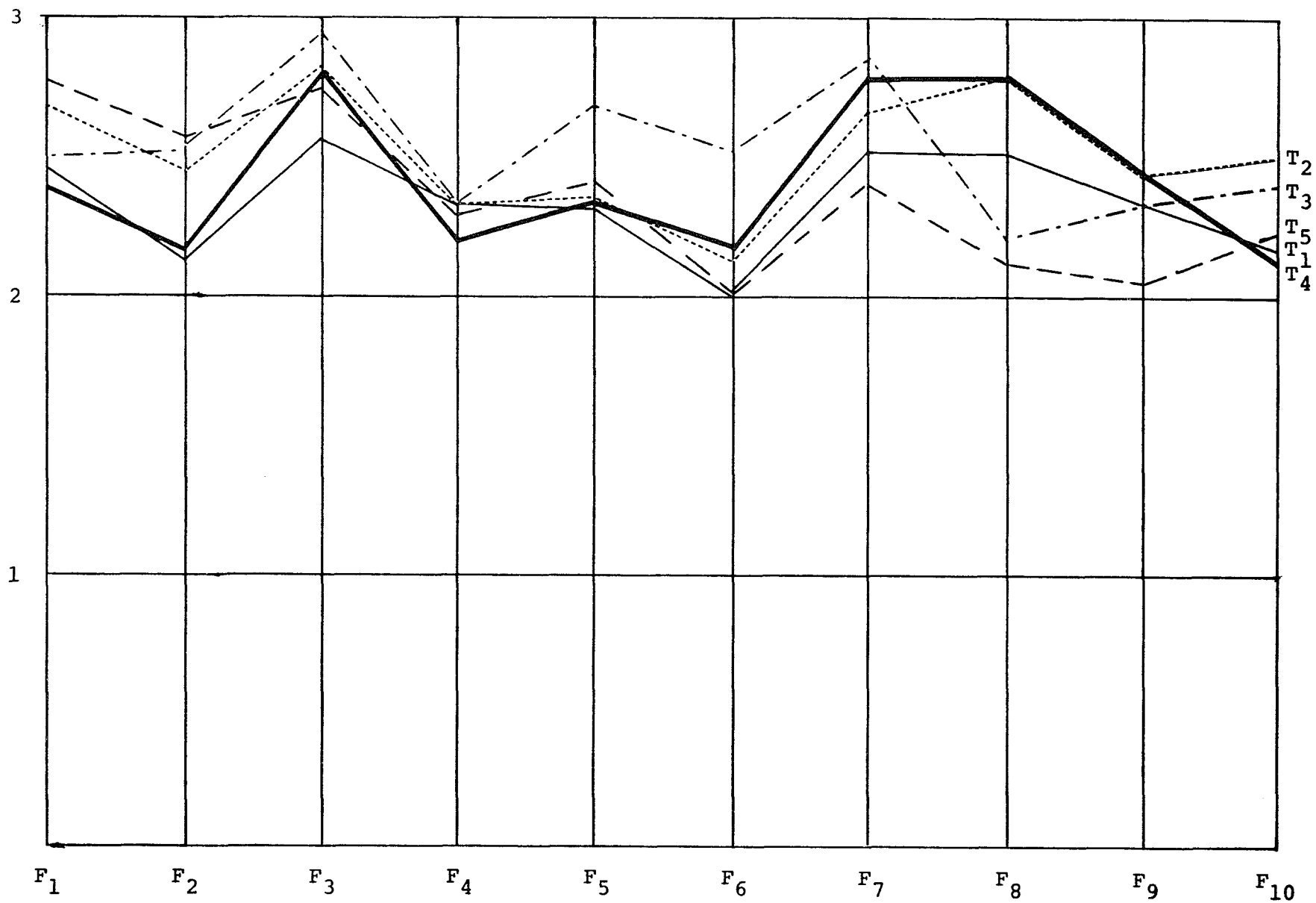


Figure 1.--Function-Threat Agency Interaction: Strength of Defense.

Question 2

Can those functions considered by the secondary school principal to be most important to his role, position and authority be identified by the strength of defense exhibited in response to threat?

Question 2 can be answered by an examination of the Function-Threat Agency Matrix displayed in Table 5. The mean scores are representative of the choices made from 1 to 5 on the defense scale.

TABLE 5.--Function-Threat Agency Mean Scores.

	T <sub>1</sub>	T <sub>2</sub>	T <sub>3</sub>	T <sub>4</sub>	T <sub>5</sub>	MS
F <sub>1</sub>	3.872	4.213	4.170	3.532	4.128	3.983
F <sub>2</sub>	3.213	3.936	4.170	3.596	4.128	3.809
F <sub>3</sub>	4.106	4.702	4.404	4.532	4.362	4.421
F <sub>4</sub>	3.468	3.787	3.511	3.404	3.511	3.534
F <sub>5</sub>	3.851	3.617	4.043	3.511	3.894	3.783
F <sub>6</sub>	2.681	3.404	3.851	3.277	2.681	3.179
F <sub>7</sub>	3.957	4.383	4.489	4.319	3.830	4.196
F <sub>8</sub>	3.979	4.468	3.383	3.468	3.234	3.706
F <sub>9</sub>	3.745	3.894	3.574	4.064	3.234	3.702
F <sub>10</sub>	3.255	4.170	3.936	3.362	3.511	3.647
MS	3.613	4.057	3.953	3.706	3.651	

Table 5 shows a high mean score of 4.421 for Function 3, Personnel Administration, and a low mean score of 3.179 for Function 6, Record Keeping. This makes it appear that the respondents did not attribute the same importance to each threat agency. Function 6, Record Keeping, Threat Agency 1, Local Board of Education, and Function 6, Record Keeping, Threat Agency 5, Superintendent, fall below the threshold criteria for acceptance of the functions to be perceived territory within certain threat agency groups. Table 1, however, shows an acceptance of Function 6, Record Keeping, on an overall basis as perceived territory of the Michigan Secondary School Principal. An examination of the same positions on Table 6, the Function-Threat Agency Mean Standard Deviation Scores Matrix, supports this point.

The conclusions which can be drawn from these data are that all ten functions are important to the Michigan Secondary School Principal. Function 3, Personnel Administration, and Function 7, Evaluation of Teachers, seem to be most important to his role, position and authority. Other functions (such as Function 8, Instructional Organization) are equally important when related to a specific threat agency, Threat Agency 2, Parent Groups, when that threat agency has been provided as in this study.

TABLE 6.--Function-Threat Agency Mean Standard Deviation Scores.

	T <sub>1</sub>	T <sub>2</sub>	T <sub>3</sub>	T <sub>4</sub>	T <sub>5</sub>	MSD
F <sub>1</sub>	1.035	1.082	.892	1.213	.992	.842
F <sub>2</sub>	1.398	1.223	1.070	1.155	1.172	1.204
F <sub>3</sub>	1.068	.548	.901	.881	.764	.832
F <sub>4</sub>	.952	1.020	1.177	1.116	1.081	1.069
F <sub>5</sub>	1.215	1.278	1.021	.975	.983	1.094
F <sub>6</sub>	1.446	1.499	1.302	1.330	1.562	1.428
F <sub>7</sub>	1.179	.968	.882	.935	1.356	1.064
F <sub>8</sub>	1.011	.747	1.208	1.177	1.448	1.118
F <sub>9</sub>	1.310	1.108	1.193	1.131	1.386	1.226
F <sub>10</sub>	1.343	1.070	1.111	1.276	1.317	1.223
MSD	1.196	1.054	1.076	1.119	1.206	

Although the ten functions are not all defended by the secondary school principal on equal basis, it is safe to assume that when threatened with the loss of a particular function, the principal will defend it as being important to his role, position and authority.

Therefore, those functions considered by the secondary school principal to be most important to his role,

position and authority cannot be identified by the strength of defense exhibited in response to threat. These functions cannot be identified because of the interaction of the variables (Figure 1) function and threat agency, which affects the outcome. The extent of this influence depends upon which combination of function-threat agency is utilized in the situation in question.

### Question 3

Can those threat agencies considered to be most influential upon the role, position and authority of the secondary school principal be identified by the strength of defense exhibited in response to the threat posed by them?

As was the case in research Question 2, the mean scores presented in Table 3 do not present adequate information from which to draw conclusions as to whether or not the secondary school principal has identified those threat agencies most influential upon his role, position and authority by the defense strength exhibited. Therefore, those threat agencies considered to be most influential upon the role, position and authority of the secondary school principal cannot be identified by the strength of defense exhibited in response to the threat posed by them.

One might logically inquire as to the nature of variation in strength of defense among functions and

threat agencies. The following tables are included with a discussion of each threat agency to provide illustrations of the variations within each threat agency group and across groups.

Local Board of Education

TABLE 7.--Mean Score Reading: Local Board of Education.

Function			Mean Score	
1.	Personnel Administration	F <sub>3</sub>	4.106	H.
2.	Instructional Organization	F <sub>8</sub>	3.979	
3.	Evaluation of Teachers	F <sub>7</sub>	3.957	
4.	Pupil Services and Activities	F <sub>1</sub>	3.872	
5.	Curriculum Planning	F <sub>5</sub>	3.851	
6.	Plant Management	F <sub>9</sub>	3.745	
7.	In-Service Planning	F <sub>4</sub>	3.468	
8.	Public Relations	F <sub>10</sub>	3.255	
9.	Policy Development	F <sub>2</sub>	3.213	
10.	Record Keeping	F <sub>6</sub>	<u>2.681</u>	L.
			3.613	

As shown in Table 7, Personnel Administration was the function most vigorously defended by the group in response to the Local Board of Education threat agency. The function Record Keeping provided the lowest mean score of 2.681 which is not accepted as a function the

principal would defend if threatened by the Local Board of Education. Policy Development, with a mean score of 3.213, ranked lowest of those functions the principals would defend against loss to this particular threat agency.

The range of standard deviation scores presented in Table 8 showed a high score of 1.446 for Record Keeping to a low of .952 for In-Service Planning.

TABLE 8.--Standard Deviation Ranking: Local Board of Education.

Function		Standard Deviation
1. In-Service Planning	F <sub>4</sub>	.952
2. Instructional Organization	F <sub>8</sub>	1.011
3. Pupil Services and Activities	F <sub>1</sub>	1.035
4. Personnel Administration	F <sub>3</sub>	1.068
5. Evaluation of Teachers	F <sub>7</sub>	1.179
6. Curriculum Planning	F <sub>5</sub>	1.215
7. Plant Management	F <sub>9</sub>	1.310
8. Public Relations	F <sub>10</sub>	1.343
9. Policy Development	F <sub>2</sub>	1.398
10. Record Keeping	F <sub>6</sub>	<u>1.446</u>
		1.195

Parent Groups

TABLE 9.--Mean Score Reading: Parent Groups.

Function		Mean Score	
1. Personnel Administration	F <sub>3</sub>	4.702	H.
2. Instructional Organization	F <sub>8</sub>	4.468	
3. Evaluation of Teachers	F <sub>7</sub>	4.383	
4. Pupil Services and Activities	F <sub>1</sub>	4.213	
5. Public Relations	F <sub>10</sub>	4.170	
6. Policy Development	F <sub>2</sub>	3.936	
7. Plant Management	F <sub>9</sub>	3.894	
8. In-Service Planning	F <sub>4</sub>	3.787	
9. Curriculum Planning	F <sub>5</sub>	3.617	
10. Record Keeping	F <sub>6</sub>	<u>3.404</u>	L.
		4.067	

Table 9 indicates that the mean scores for Threat Agency 2, Parent Groups, ranged from a high of 4.702 to a low of 3.404. Both on the mean score table (9) and the standard deviation table (10), Personnel Administration scored highest and lowest, respectively, and Record Keeping scored lowest and highest, respectively.



TABLE 10.--Standard Deviation Ranking: Parent Groups.

Function		Standard Deviation
1. Personnel Administration	F <sub>3</sub>	.548
2. Instructional Organization	F <sub>8</sub>	.747
3. Evaluation of Teachers	F <sub>7</sub>	.968
4. In-Service Planning	F <sub>4</sub>	1.020
5. Public Relations	F <sub>10</sub>	1.070
6. Pupil Services and Activities	F <sub>1</sub>	1.082
7. Plant Management	F <sub>9</sub>	1.108
8. Policy Management	F <sub>2</sub>	1.223
9. Curriculum Planning	F <sub>5</sub>	1.278
10. Record Keeping	F <sub>6</sub>	<u>1.499</u>
		1.049

Teacher Associations/UnionsTABLE 11.--Mean Score Reading: Teacher Associations/  
Unions.

Function		Mean Score	
1. Evaluation of Teachers	F <sub>7</sub>	4.489	H.
2. Personnel Administration	F <sub>3</sub>	4.404	
3. Pupil Services and Activities	F <sub>1</sub>	4.170	
4. Policy Development	F <sub>2</sub>	4.170	
5. Curriculum Planning	F <sub>5</sub>	4.043	
6. Public Relations	F <sub>10</sub>	3.936	
7. Record Keeping	F <sub>6</sub>	3.851	
8. Plant Management	F <sub>9</sub>	3.574	
9. In-Service Planning	F <sub>4</sub>	3.511	
10. Instructional Organization	F <sub>8</sub>	<u>3.383</u>	L.
		3.953	

The high mean score shown on Table 11 is Function 7, Evaluation of Teachers. Teacher Associations/Unions is the only threat agency that does not list Personnel Administration as the highest mean score function. This indicates, then, that principals consider this threat agency most threatening in the loss of this function.

A low mean score of 3.383 is indicated for Function 8, Instructional Organization, which ranked high on the two previous threat agency tables.

The standard deviation table for Teachers Associations/Unions shows a high score of 1.913 for Public Relations and a low score of .882 for Instructional Organization.

TABLE 12.--Standard Deviation Ranking: Teachers Associations/Unions.

Function	Standard Deviation
1. Instructional Organization	F <sub>8</sub> .882
2. Pupil Services and Activities	F <sub>1</sub> .892
3. Personnel Administration	F <sub>3</sub> .901
4. Record Keeping	F <sub>6</sub> 1.021
5. Policy Development	F <sub>2</sub> 1.070
6. In-Service Planning	F <sub>4</sub> 1.111
7. Curriculum Planning	F <sub>5</sub> 1.177
8. Plant Management	F <sub>9</sub> 1.208
9. Evaluation of Teachers	F <sub>7</sub> 1.302
10. Public Relations	F <sub>10</sub> <u>1.913</u>
	1.148

State Board of Education

TABLE 13.--Mean Score Reading: State Board of Education.

Function		Mean Score
1. Personnel Administration	F <sub>3</sub>	4.532 H.
2. Evaluation of Teachers	F <sub>7</sub>	4.319
3. Plant Management	F <sub>9</sub>	4.064
4. Policy Development	F <sub>2</sub>	3.596
5. Pupil Services and Activities	F <sub>1</sub>	3.532
6. Curriculum Planning	F <sub>5</sub>	3.511
7. Instructional Organization	F <sub>8</sub>	3.468
8. In-Service Planning	F <sub>4</sub>	3.404
9. Public Relations	F <sub>10</sub>	3.362
10. Record Keeping	F <sub>6</sub>	<u>3.277</u> L.
		3.707

TABLE 14.--Standard Deviation Ranking: State Board of Education.

Function		Standard Deviation
1. Personnel Administration	F <sub>3</sub>	.881
2. Evaluation of Teachers	F <sub>7</sub>	.935
3. Curriculum Planning	F <sub>5</sub>	.975
4. In-Service Planning	F <sub>4</sub>	1.116
5. Plant Management	F <sub>9</sub>	1.131
6. Policy Development	F <sub>2</sub>	1.155
7. Instructional Organization	F <sub>8</sub>	1.177
8. Pupil Services and Activities	F <sub>1</sub>	1.213
9. Public Relations	F <sub>10</sub>	1.276
10. Record Keeping	F <sub>6</sub>	<u>1.330</u>
		1.119

Table 13, Mean Score Reading for the threat agency State Board of Education, shows a high score of 4.532 for Function 3, Personnel Administration. Record Keeping, Function 6, again, as in all other tables, is indicated as the lowest with a mean score of 3.277.

The Standard Deviation Ranking Table (14) shows a low score of .881 for Personnel Administration and a high score of 1.330 for Record Keeping.

### Superintendent

TABLE 15.--Mean Score Reading: Superintendent.

Function		Mean Score
1. Personnel Administration	F <sub>3</sub>	4.362 H.
2. Pupil Services and Activities	F <sub>1</sub>	4.128
3. Policy <u>or</u> Development	F <sub>2</sub>	4.128
4. Curriculum Planning	F <sub>5</sub>	3.894
5. Evaluation of Teachers	F <sub>7</sub>	3.830
6. In-Service Planning	F <sub>4</sub>	3.511
7. Public <u>or</u> Relations	F <sub>10</sub>	3.511
8. Plant Management	F <sub>9</sub>	3.234
9. Instructional <u>or</u> Organization	F <sub>8</sub>	3.234
10. Record Keeping	F <sub>6</sub>	<u>2.681</u> L.
		3.651

Table 15 indicates a high mean score of 4.362 for Function 3, Personnel Administration, and a low score of 2.681 for Record Keeping. The principals, therefore, did not defend the function of Record Keeping against the threat agency, Superintendent. The mean score for the next to the lowest was 3.234 for either Plant Management or Instructional Organization.

The Standard Deviation Table for this threat agency showed a low score of .764 for Personnel Administration and a high score of 1.562 for Record Keeping.

TABLE 16.--Standard Deviation Ranking: Superintendent.

Function	Standard Deviation	
1. Personnel Administration	$F_3$	.764
2. Curriculum Planning	$F_5$	.983
3. Pupil Services and Activities	$F_1$	.992
4. In-Service Planning	$F_4$	1.081
5. Policy Development	$F_2$	1.172
6. Public Relations	$F_{10}$	1.317
7. Evaluation of Teachers	$F_7$	1.356
8. Plant Management	$F_9$	1.386
9. Instructional Organization	$F_8$	1.448
10. Record Keeping	$F_6$	<u>1.562</u>
		1.206

Mean Score Ranking--Ten Highest and Ten Lowest Scores

The ten highest and ten lowest mean scores are listed in Tables 17 and 18 by function, threat agency, and mean score. The ten highest mean scores range difference .532 while the range difference for the ten lowest scores is .787.

TABLE 17.--Ten Highest Mean Scores.

Function	Threat Agency	Mean Score
1. Personnel Administration	Parents	4.702
2. Personnel Administration	State	4.532
3. Instructional Organization	Parents	4.468
4. Personnel Administration	Teachers	4.404
5. Evaluation of Teachers	Parents	4.383
6. Personnel Administration	Superintendent	4.362
7. Evaluation of Teachers	State	4.319
8. Pupil Services and Activities	Parents	4.213
9. Policy Development	Teachers	4.170
<u>or</u>		
10. Pupil Services and Activities	Teachers	4.170

TABLE 18.--Ten Lowest Mean Scores.

Function	Threat Agency	Mean Score
1. Record Keeping	Board of Education	2.681
<u>or</u>		
2. Record Keeping	Superintendent	2.681
3. Policy Development	Board of Education	3.213
4. Plant Management	Superintendent	3.234
<u>or</u>		
5. Instructional Organization	Superintendent	3.234
6. Public Relations	Board of Education	3.255
7. Instructional Organization	Teachers	3.383
8. Record Keeping	Parents	3.404
<u>or</u>		
9. In-Service Planning	State	3.404
10. Instructional Organization	State	3.468

Four of the ten highest mean scores can be attributed to the Parent Groups threat agency. The Teachers Association/Union group appeared three times, the State Board of Education group twice and the Superintendent only once.

In Table 18, Ten Lowest Mean Scores, the threat agency Local Board of Education appeared three times as did the threat agency Superintendent. The State Board of Education was listed twice. Teachers Associations/Unions and Parent Groups appeared once.

Standard Deviation Ranking--  
Ten Lowest and Ten  
Highest Scores

Table 19 lists the ten lowest standard deviation scores with a range difference of .463. The ten highest standard deviation scores indicate a range difference of .637 in Table 20.

TABLE 19.--Ten Lowest Standard Deviation Scores.

Function	Threat Agency	Standard Deviation
1. Personnel Administration	Parents	.548
2. Instructional Organization	Parents	.747
3. Personnel Administration	Superintendent	.764
4. Personnel Administration	State Board	.881
5. Instructional Organization	Teachers	.882
6. Pupil Services and Activities	Teachers	.892
7. Evaluation of Teachers	State Board	.935
8. In-Service Planning	Local Board	.952
9. Curriculum Planning	Superintendent	.983
10. Instructional Organization	Local Board	1.011



TABLE 20.--Ten Highest Standard Deviation Scores.

Function	Threat Agency	Standard Deviation
1. Public Relations	Teachers	1.913
2. Record Keeping	Superintendent	1.562
3. Record Keeping	Parents	1.499
4. Instructional Organization	Superintendent	1.448
5. Record Keeping	Local Board	1.446
6. Policy Development	Local Board	1.398
7. Record Keeping	State Board	1.330
8. Evaluation of Teachers	Teachers	1.302
9. Curriculum Planning	Parents	1.278
10. Public Relations	State Board	1.276

#### Question 4

Will the secondary school principal reveal behavior patterns designed to protect his role through an analysis of the manner in which he responds?

When selecting a level of defense against specific threat agencies which might threaten the functions of the secondary school principal, the respondents were also asked to select the manner in which they had responded to the simulated situations. The principals were given three choices of selection: (1) passive, (2) neutral, and (3) aggressive.

The respondents were asked to respond as though the simulations were actually occurring in their school district.

Analysis of the data regarding the manner in which the principals responded to the survey instrument can be made from the tables following.

#### Local Board of Education

The high mean score indicated in Table 21 is 2.660 for function  $F_3$ , Personnel Administration. The low mean score is 2.043 for Function  $F_6$ , Record Keeping. These scores show that the secondary school principals will defend all functions tested against the threat agency Local Board of Education, in a neutral to aggressive manner.

TABLE 21.--Mean Score Reading: Local Board of Education.

Function		Mean Score	
1. Personnel Administration	$F_3$	2.660	H.
2. Evaluation of Teachers	$F_7$	2.638	
3. Instructional Organization	$F_8$	2.638	
4. Pupil Services and Activities	$F_1$	2.511	
5. Curriculum Planning	$F_5$	2.489	
6. Plant Management	$F_9$	2.468	
7. In-Service Planning	$F_4$	2.447	
8. Public Relations	$F_{10}$	2.234	
9. Policy Development	$F_2$	2.213	
10. Record Keeping	$F_6$	2.043	L.
		2.434	

Parent Groups

Table 22 indicates a high mean score of 2.894 for Function 3, Personnel Administration, and a low mean score of 2.298 for Function 6, Record Keeping. These scores show that the respondents will defend the ten functions in a neutral to aggressive manner when threatened by Parent Groups.

TABLE 22. Mean Score Reading: Parent Groups.

Function		Mean Score	
1. Personnel Administration	F <sub>3</sub>	2.894	H.
2. Instructional Organization	F <sub>8</sub>	2.830	
3. Evaluation of Teachers	F <sub>7</sub>	2.787	
4. Pupil Services and Activities	F <sub>1</sub>	2.723	
5. Public Relations	F <sub>10</sub>	2.660	
6. Plant Management	F <sub>9</sub>	2.574	
7. Policy Development	F <sub>2</sub>	2.574	
8. Curriculum Planning	F <sub>5</sub>	2.489	
9. In-Service Planning	F <sub>4</sub>	2.468	
10. Record Keeping	F <sub>6</sub>	<u>2.298</u>	L.
		2.630	

### Teacher Associations/Unions

Table 23 shows a high mean score of 2.915 for Function 3, Personnel Administration, and a low mean score of 2.362 for Function 8, Instructional Organization. This is the only threat agency table in which Record Keeping, Function 6, is not recorded as having the lowest mean score. The table indicates that the ten functions listed would be defended in a neutral to aggressive manner.

TABLE 23.--Mean Score Reading: Teacher Associations/  
Unions.

Function		Mean Score
1. Personnel Administration	F <sub>3</sub>	2.915 H.
2. Evaluation of Teachers	F <sub>7</sub>	2.830
3. Curriculum Planning	F <sub>5</sub>	2.766
4. Pupil Services and Activities	F <sub>1</sub>	2.660
5. Policy Development	F <sub>2</sub>	2.638
6. Record Keeping	F <sub>6</sub>	2.617
7. Public Relations	F <sub>10</sub>	2.553
8. Plant Management	F <sub>9</sub>	2.489
9. In-Service Planning	F <sub>4</sub>	2.468
10. Instructional Organization	F <sub>8</sub>	<u>2.362</u> L.
		2.630

State Board of Education

When the ten functions were threatened by the State Board of Education, the principals responded with a high mean score of 2.851 for Function 3, Personnel Administration, and a low mean score of 2.213 for Function 6, Record Keeping. On an overall basis, the principals responded in a neutral to aggressive manner when dealing with this threat agency.

TABLE 24.--Mean Score Reading: State Board of Education.

Function		Mean Score	
1. Personnel Administration	F <sub>3</sub>	2.851	H.
2. Evaluation of Teachers	F <sub>7</sub>	2.809	
3. Plant Management	F <sub>9</sub>	2.574	
4. Curriculum Planning	F <sub>5</sub>	2.447	
5. Pupil Services and Activities	F <sub>1</sub>	2.426	
6. Instructional Organization	F <sub>8</sub>	2.404	
7. In-Service Planning	F <sub>4</sub>	2.383	
8. Policy Development	F <sub>2</sub>	2.298	
9. Public Relations	F <sub>10</sub>	2.298	
10. Record Keeping	F <sub>6</sub>	<u>2.213</u>	L.
		2.470	

Superintendent

Table 25 shows a high mean score of 2.787 for Function 1, Pupil Services and Activities, and a low mean score of 2.0 for Function 6, Record Keeping. This indicates that the first nine functions listed would be defended in a neutral to aggressive manner while in this particular case where the Superintendent is the threat agency, Record Keeping, Function 6, would only be defended in a neutral manner.

TABLE 25.--Mean Score Reading: Superintendent.

Function		Mean Score
1. Pupil Services and Activities	F <sub>1</sub>	2.787 H.
or		
2. Personnel Administration	F <sub>3</sub>	2.787
3. Policy Development	F <sub>2</sub>	2.638
4. Evaluation of Teachers	F <sub>7</sub>	2.596
5. Curriculum Planning	F <sub>5</sub>	2.532
6. In-Service Planning	F <sub>4</sub>	2.426
7. Public Relations	F <sub>10</sub>	2.319
8. Instructional Organization	F <sub>8</sub>	2.298
9. Plant Management	F <sub>9</sub>	2.170
10. Record Keeping	F <sub>6</sub>	<u>2.000</u> L.
		2.455

Mean Score Ranking--Ten Highest and Ten Lowest Scores

TABLE 26.--Ten Highest Mean Scores.

Function	Threat Agency	Mean Score
1. Personnel Administration	Teachers	2.915
2. Personnel Administration	Parents	2.894
3. Personnel Administration	State	2.851
4. Evaluation of Teachers	Teachers	2.830
<u>or</u>		
5. Instructional Organization	Parents	2.830
6. Evaluation of Teachers	State	2.809
7. Pupil Services and Activities	Superintendent	2.787
<u>or</u>		
8. Personnel Administration	Superintendent	2.787
9. Personnel Administration	Local Board	2.660
10. Evaluation of Teachers	Local Board	2.638

TABLE 27.--Ten Lowest Mean Scores.

Function	Threat Agency	Mean Score
1. Record Keeping	Superintendent	2.000
2. Record Keeping	Local Board	2.043
3. Plant Management	Superintendent	2.170
4. Policy Development	Local Board	2.213
<u>or</u>		
5. Record Keeping	State	2.213
6. Record Keeping	Parents	2.298
<u>or</u>		
7. Public Relations	State	2.298
8. Instructional Organization	Teachers	2.362
9. In-Service Planning	Teachers	2.468
<u>or</u>		
10. In-Service Planning	Parents	2.468

Table 26 shows that the function the secondary school principals would defend in the most aggressive manner is Function 3, Personnel Administration. This function is listed five times in the high mean score table. Evaluation of Teachers, Function 7, is listed three times with Instructional Organization, Function 8, and Pupil Services and Activities, Function 1, each being listed once.

The ten lowest mean scores table lists Record Keeping four times and In-Service Planning twice. This indicates that these two functions, along with the others listed in Table 27, were defended with the least amount of aggressiveness but still defended in a neutral to aggressive manner. This excludes the function Record Keeping when threatened by the Superintendent threat agency which was defended in a neutral manner.

Table 28 indicates the mean scores for the total group, ranked highest to lowest. This table indicates that the function Personnel Administration was defended most aggressively of the total ten, and Record Keeping the least aggressively.

Table 29 shows that the threat agency, against which the principals defended their perceived functions most aggressively, was Parent Groups. The threat agency against which they defended their functions least aggressively was the Local Board of Education.



TABLE 28.--Mean Scores for Total Group Ranked High to Low.

Function	Mean Score
1. Personnel Administration	2.821
2. Evaluation of Teachers	2.732
3. Pupil Services and Activities	2.621
4. Curriculum Planning	2.545
5. Instructional Organization	2.506
6. Policy Development	2.472
7. Plant Management	2.455
8. In-Service Planning	2.430
9. Public Relations	2.413
10. Record Keeping	2.234

TABLE 29.--Mean Scores for Threat Agencies Ranked High to Low.

Threat Agency	Mean Score
1. Parent Groups	2.630
2. Teacher Associations/Unions	2.626
3. State Board of Education	2.470
4. Superintendent	2.455
5. Local Board of Education	2.434

TABLE 30.--Function-Threat Agency Mean Scores

	T <sub>1</sub>	T <sub>2</sub>	T <sub>3</sub>	T <sub>4</sub>	T <sub>5</sub>	MS
F <sub>1</sub>	2.511	2.723	2.660	2.426	2.787	2.621
F <sub>2</sub>	2.213	2.574	2.638	2.298	2.638	2.472
F <sub>3</sub>	2.660	2.894	2.915	2.851	2.787	2.821
F <sub>4</sub>	2.447	2.468	2.426	2.383	2.426	2.430
F <sub>5</sub>	2.489	2.489	2.766	2.447	2.532	2.545
F <sub>6</sub>	2.043	2.298	2.617	2.213	2.000	2.234
F <sub>7</sub>	2.638	2.787	2.830	2.809	2.596	2.732
F <sub>8</sub>	2.638	2.830	2.362	2.404	2.298	2.506
F <sub>9</sub>	2.468	2.574	2.489	2.574	2.170	2.455
F <sub>10</sub>	2.234	2.660	2.553	2.298	2.319	2.413
MS	2.434	2.630	2.626	2.470	2.455	

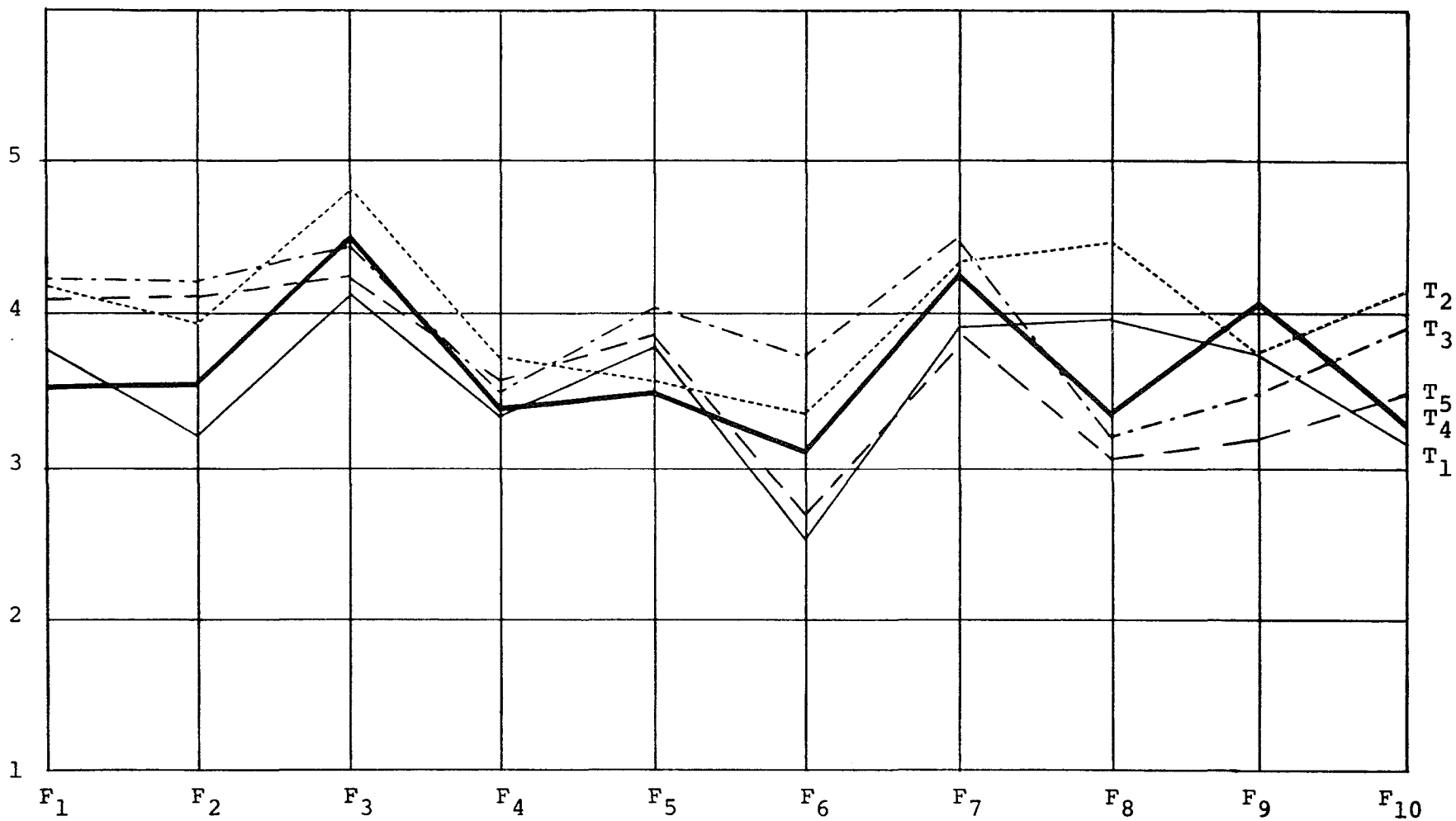


Figure 2.--Function-Threat Agency Interaction: Manner of Defense.

The analyses of the data regarding the manner in which the participants in this study responded suggest the following conclusions regarding behavior patterns designed to protect the role of the Michigan Secondary School Principal.

1. The secondary school principal is not likely to remain neutral when faced with conflict. As shown in this study, they will usually take a position when such conflict arises.

2. When the loss of the leadership functions is threatened, the secondary school principal will defend these functions in an aggressive manner.

3. Very few of the secondary school principals will shy away from conflict situations involving the leadership functions-threat agency combinations tested.

4. The secondary school principal will defend his territory most aggressively against Parent Groups which threaten this territory.

## CHAPTER V

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### Summary

##### The Purpose of the Study

The purpose of this study is to ascertain whether definite functions assigned to the Michigan Secondary School Principal will be defended when these functions are threatened, to what degree they will be defended and in what manner they will be defended. The strength of the principal's defense will define his territory.

Other purposes are (1) to provide knowledge about the role and territory of the Michigan Secondary School Principal, and (2) to establish areas for further study.

##### The Sample

The sample was limited to the secondary school principals in Michigan who were selected through the use of a table of random numbers from Patterson's American Education Directory, 1974-75.

From a list of 416 secondary school principals in the state of Michigan, 84 were selected as a population sample. Principals who were assigned to a

junior-senior high school combination situation were not included in the sample for this study.

#### The Instruments Employed

The basis for instrumentation was the ten functions and five threat agencies selected. The format selected was utilized by Keller and Bell in their studies done in 1972 and 1974, respectively, with an altered version of Blomquist's instrument to determine the manner in which the principals would react to the infringement on their territory. Closed-ended questions were used to provide uniformity and ease of handling the data. The mailed questionnaire was determined to be the best method for surveying the population.

#### Treatment of the Data

The data were programed and processed by the Computer Center at Michigan State University. A combination of the Jengren program and the Michigan State University Stat System was used in the programming of the data.

#### Findings

Question 1: Are the ten functions tested perceived to be part of the Michigan Secondary School Principal's territory?

A study of Tables 1, 2 and 3 as well as Figure 1 indicates that the Michigan Secondary School Principal

does perceive the ten functions tested to be part of his territory. When given a chance to either defend or not to defend these functions, the principals did defend them.

Question 2: Can those functions considered by the secondary school principal to be most important to his role, position and authority be identified by the strength of defense exhibited in response to threat?

Tables 4 and 5 indicate that all ten of the tested functions are important to the secondary school principal. Specific functions which the principal would consider to be most important, however, cannot be identified by the strength of defense exhibited because of the interaction of the variables as shown in Figure 1, which affects the outcome. The extent of this influence depends upon the function-threat agency combination in question.

Question 3: Can those threat agencies considered to be most influential upon the role, position and authority of the secondary school principal be identified by the strength of defense exhibited in response to the threat posed by them?

An examination of Tables 6 through 20 shows that the threat agencies considered to be most influential upon the role, position and authority of the principal can not be identified by the strength of defense exhibited. As was the case in Question 2, each

function-threat agency combination must be examined separately in the various threat situations. Therefore, only a function-threat agency-situation combination can be identified as being influential on the role, position and authority of the Michigan Secondary School Principal.

Question 4: Will the secondary school principal reveal behavior patterns designed to protect his role through an analysis of the manner in which he responds?

An analysis of the data regarding the manner in which the principal responded suggests the following conclusions:

1. The secondary school principal is not likely to remain neutral when conflict arises. He will usually take a position when such conflict arises.

2. The secondary school principal will defend the threatened loss of leadership functions in an aggressive manner.

3. Very few of the secondary school principals will turn away from conflict situations involving their leadership functions.

4. The secondary school principal will defend his territory most aggressively against Parent Groups which threaten this territory.

Therefore, the secondary school principal will reveal behavior patterns designed to protect his role through an analysis of the manner in which he responded.



## Conclusions

The findings reported in Chapter IV of this study serve as the basis for the conclusions, implications and recommendations that make up Chapter V. This section is a report of the conclusions derived from Chapter IV. The next section is a discussion of the implications of this study and then follow recommendations for further study.

### Statement of Conclusions

1. The Michigan Secondary School Principal possesses and will defend a certain territory which includes, but is not limited to, the ten leadership functions tested in this study.

2. Those functions considered by the Michigan Secondary School Principal to be most important to his role, position and authority cannot be identified by strength of defense alone. Analysis is required of the interaction between function and threat agency before such identification can be made.

3. Those threat agencies considered to be most influential upon the role, position and authority of the Michigan Secondary School Principal cannot be identified solely through the strength of defense exhibited. This requires an analysis of function-threat agency combinations before such identification can be made.

4. The Michigan Secondary School Principal will reveal certain behavior patterns designed to protect his role, position and authority through an analysis of the manner in which he responds to function-threat agency combination situations.

5. The Michigan Secondary School Principal is not likely to exert the same amount of defense against all functions. The strength of defense will no doubt vary according to what function-threat agency situation he encounters.

6. The Michigan Secondary School Principal will most likely exert stronger defense against Parent Groups and Teacher Associations/Unions.

7. The Michigan Secondary School Principal will defend his perceived territory in a neutral to aggressive manner.

8. The Michigan Secondary School Principal perceives Function 3, Personnel Administration, as his most valued function and Function 6, Record Keeping, as his least valued function.

#### Discussion of Conclusions

It may be concluded from Chapter IV that the Michigan Secondary School Principal does possess and will defend a territory. The ten functions tested were perceived to be part of that territory and were defended

with varying levels of strength, according to what function was being threatened and which threat agency was involved. It was also determined that the principal would defend this territory in a neutral to aggressive manner when threatened.

The findings of this study and the conclusions drawn do not and should not imply that the ten functions tested are exclusively the territory of the Michigan Secondary School Principal. This study does not conclude that the principal has the right to possess the described functions, only that they have proven to be part of the principal's perceived territory. This situation may vary from district to district due to job descriptions, community relations, board policy, etc. Regardless of the origin of these functions, the principal will defend them to varying degrees.

#### Implications

This study was concerned with the role and the role behavior of the Michigan Secondary School Principals in the context of the organization of which they are a part and in which they work--the school. These variables affect not only the social patterns of the school but the operational functioning as well.

The principal should be viewed as a leader by his students, his teachers, his community and his

superiors. He must be flexible, sensitive and a strong individual. He must be ready to take risks and to face defeat as well as accept success. He must be open to constructive criticism and direction if he is to establish goals and provide for the individual needs of his students. Above all, he must be humanistic.

The secondary school principal must understand that even though he perceives certain functions to be part of his established territory, other groups or individuals may view these functions as part of their territory and may be equally defensive regarding them. Should this be the case, the secondary school principal might find it advantageous to involve these groups or individuals in actively seeking solutions to the problems at hand, keeping in mind the best interests and individual needs of his students.

It has been established that the secondary school principal perceives certain functions to be part of his territory; therefore, it seems imperative that the institutions responsible for training secondary school principals include the skills necessary for performing these functions in their curriculum.

It is important, too, that superintendents be aware of the secondary school principal's perceived territory and support the principal in carrying out the functions included in his territory.

This study was meant to be a constructive instrument in establishing the role and functions of the secondary school principal. It is the hope of this researcher that this goal has been attained.

#### Recommendations for Further Study

There is still need for additional studies on the territoriality of school administrators. This study is the fourth of four basic research projects in this area. Keller's research on elementary school principals along with Bell's study on public school superintendents and Blomquist's thesis on intermediate district school superintendents all encourage further examination of this topic.

The following recommendations are based on the findings of this study:

1. Conduct a study that would investigate other possible functions of the secondary school principal. This study has shown the ten functions tested are a part of the principal's territory but does not limit these functions to be the sole territory.

2. Conduct an investigation as to why the threat agency, Parent Groups, is most threatening to the principal when in effect they should form a cooperative unit for improving education.

3. Conduct a study to determine public awareness of the role of the secondary school principal.

4. Conduct a study examining the territoriality of a larger group of secondary school principals--the Southern Association group, for example.

5. Conduct a study which would examine more specifically the behavior patterns which exist in the defense of functions.

6. Conduct a study to determine if territoriality varies according to district size, local and cultural background.

7. Conduct a study investigating the relationship of the principal to the five threat agencies tested to determine if public relations affects perceived territoriality.

8. Conduct a study to determine if perceived territoriality differs in districts where secondary school principals have been employed for varying lengths of time.

### Reflections

An examination of Keller's study dealing with the territoriality of the elementary school principal, Bell's study dealing with the territoriality of the school superintendent and Blomquist's study dealing with the territoriality of the intermediate district superintendent, show that the administrators are willing to defend their

territory on paper, but when one looks at the literature, we are led to believe that administrators, coming from the ranks of the teaching profession, tend to be low risk people. Therefore there tends to be some conflict as far as actual defense is concerned.

When defense of specific functions is contemplated, the administrator has to consider hierarchical pressures he may face as well as the bureaucratic structure of his organization. It is doubtful these areas were taken into consideration when the survey instrument for this study was completed. The reactions of the administrator would most likely differ when actually faced with a situation as was described in the survey. The study does show, however, that the administrators would want the ten listed functions to be part of their territory, even if we have to accept the results of the survey at face value. It must be remembered that the situations presented in the survey were simulated ones and under actual circumstances, the administrator might defend them less vigorously.

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## APPENDICES

APPENDIX A

LETTER SENT WITH QUESTIONNAIRE

APPENDIX A

LETTER SENT WITH QUESTIONNAIRE

MICHIGAN STATE UNIVERSITY

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COLLEGE OF EDUCATION  
DEPARTMENT OF ADMINISTRATION AND HIGHER EDUCATION  
ERICKSON HALL

EAST LANSING • MICHIGAN • 48824

May 2, 1975

Dear Colleague:

Often times the question "Just what is their job?" is directed toward high school principals by other educators and by the general public. Mr. Andrew J. Donnelly is trying to answer this question by first trying to determine which functions now fulfilled by the high school principal are most important to him, and secondly, by trying to determine how he will react to agencies which threaten these functions.

The enclosed questionnaire poses hypothetical situations similar to those you may be facing daily. The instrument is made up of fifty simulations and should take about forty-five minutes of your time to complete. Your response is vital since we are including in the study only a percentage of the total number of the high school principals in the state of Michigan.

The data will be handled in a professional manner, and you can be assured that no individual will be identified or quoted in any way.

If there are any questions with regard to this project, please feel free to contact me (517-353-5461).

Sincerely,

Louis G. Romano, Professor

\_\_\_\_ Please send me a summary of this study. (Check if you'd like a copy.)

APPENDIX B

DIRECTIONS FOR QUESTIONNAIRE



## APPENDIX B

### DIRECTIONS FOR QUESTIONNAIRE

#### Directions and Information

PLEASE READ THIS CAREFULLY BEFORE RESPONDING TO THIS INSTRUMENT.

This study seeks to do two things: (1) identify the importance high school principals attach to each of the ten basic functions which they perform by the level of strength they would exert to defend continuation of that function, and (2) identify the way in which the high school principal will respond to the possibility of losing their decision-making role with respect to certain functions.

Please note that you are not to sign your name on the survey. It is not coded in any way which would permit your identification. In order to preserve its anonymity, yet enabling us to follow up with a reminder to nonrespondents, we have enclosed a stamped postcard to identify principals who have completed and returned the survey. Follow-up reminders are costly, but necessary because every individual response is very important to insure validity and accuracy of our results. An addressed and stamped envelope is included for your convenience.

Enclosed is a series of fifty simulated situations, each based on one of the high school principals' major job responsibilities. Each situation is meant to represent a threat to your continued decision-making role regarding that function.

You are asked, first, to circle the one number which best represents the strength you would exert to retain your present role in regard to that function:

1. No defense, will not defend at all.
2. Some, will protest slightly.
3. Moderate, mild defense.
4. Active, will defend in a determined manner.
5. Vigorous, will defend to full limit of resources.

Secondly, you are asked to circle the one number representing the manner in which you would react to that simulated situation. Please try to respond as though these simulations were actually occurring in your district.

Please complete this questionnaire as soon as possible. We need to have it returned by May 16, 1975, if at all possible.

APPENDIX C

FUNCTION-THREAT AGENCY SIMULATIONS

## APPENDIX C

### FUNCTION-THREAT AGENCY SIMULATIONS

#### Function 1: Pupil Services and Activities

ASSIGNMENT OF PUPILS TO GRADES, PROGRAMS AND TEACHERS has been your responsibility as a high school principal. The actions described below could affect your continuation of this function.

"Pupil Assignment Policies has been placed on the next agenda for the meeting of the Board. One member in particular feels that the students are being promoted without sufficient preparation. You have been asked by the Superintendent to develop a rationale supporting the existing policy or face a greater retention rate in the future."

PLEASE CIRCLE the number below which best indicates the degree to which you will defend the assignment of pupils to grades, programs and teachers as one of your functions.

1      2      3      4      5

No Defense \_\_\_\_\_ Vigorous  
Defense

PLEASE CIRCLE the one number below which best describes the manner in which you would respond.

1                  2                  3  
passive      neutral      aggressive

"A neighborhood flyer is released calling upon parents to 'stand up and demand' that they be allowed to choose their child's room and teacher assignment. A meeting is scheduled to discuss this action."

PLEASE CIRCLE the number below which best indicates the degree to which you will defend the assignment of pupils to grades, programs and teachers as one of your functions.

1      2      3      4      5

No Defense \_\_\_\_\_ Vigorous Defense

PLEASE CIRCLE the one number below which best describes the manner in which you would respond.

1                      2                      3  
passive      neutral      aggressive

"You have received a letter from the Association Representative who wrote on behalf of the building teachers who feel the arbitrary manner in which students are assigned to classes and home rooms should be changed. They also object to the student being permitted to change teachers or courses upon a parent's request. Unless you will meet with them immediately, they intend to file a grievance against you."

PLEASE CIRCLE the number below which best indicates the degree to which you will defend the assignment of pupils to grades, programs and teachers as one of your functions.

1      2      3      4      5

No Defense \_\_\_\_\_ Vigorous Defense

PLEASE CIRCLE the one number below which best describes the manner in which you would respond.

1                      2                      3  
passive      neutral      aggressive

"The evening newspaper recently featured an article in which it reported that the Michigan House of Representatives introduced a bill which would permit open enrollment. This bill would allow for interschool and intraschool school election by parents, within the defined capabilities of the school buildings."

PLEASE CIRCLE the number below which best indicates the degree to which you will defend the assignment of pupils to grades, programs and teachers as one of your functions.

1      2      3      4      5

No Defense \_\_\_\_\_ Vigorous Defense

PLEASE CIRCLE the one number below which best describes the manner in which you would respond.

1                      2                      3  
passive      neutral      aggressive

"You have been notified by the Superintendent that he has been contacted by a number of parents who have requested class changes for their students and have been denied their request by the principal. The class loads are presently at maximum capacity, but despite this condition, the Superintendent strongly recommends that you adhere to the community requests."

PLEASE CIRCLE the number below which best indicates the degree to which you will defend the assignment of pupils to grades, programs and teachers as one of your functions.

1      2      3      4      5

No Defense \_\_\_\_\_ Vigorous Defense

PLEASE CIRCLE the one number below which best describes the manner in which you would respond.

1                      2                      3  
passive      neutral      aggressive

## Function 2: Policy Development

PARTICIPATION IN THE DEVELOPMENT OF SYSTEM-WIDE POLICIES has been your responsibility as a high school principal. The actions described below could affect your continuation of this function.

"In last week's Board of Education Employees' Newsletter, an article appeared regarding the status of the principals with regard to negotiations. It is the Board's feeling that having the principals as part of their negotiating team interferes with their positive relationships with staff. For this reason, the principals will be removed from the team."

PLEASE CIRCLE the number below which best indicates the degree to which you will defend the participation in the development of system-wide policies as one of your functions.

1      2      3      4      5

No Defense \_\_\_\_\_ Vigorous Defense

PLEASE CIRCLE the one number below which best describes the manner in which you would respond.

1                      2                      3

passive      neutral      aggressive

"The registered voters of your district have petitioned the Board of Education to involve them fully in decisions made about the education of students. The voters have demanded a council of parents, teachers and administrators, who would vote on the various recommendations to be made to the Board."

PLEASE CIRCLE the number below which best indicates the degree to which you will defend the participation in the development of system-wide policies as one of your functions.

1      2      3      4      5

No Defense \_\_\_\_\_ Vigorous Defense

PLEASE CIRCLE the one number below which best describes the manner in which you would respond.

1                      2                      3

passive      neutral      aggressive

"The Education Association has requested that all policy proposals affecting teachers be submitted to them by the responsible principal before submission to the Office of the Superintendent. The Association would then either accept or reject the policies in a covering memo."

PLEASE CIRCLE the number below which best indicates the degree to which you will defend the participation in the development of system-wide policies as one of your functions.

1      2      3      4      5

No Defense \_\_\_\_\_ Vigorous Defense

PLEASE CIRCLE the one number below which best describes the manner in which you would respond.

1                      2                      3

passive      neutral      aggressive

"The addition of a History of Civilization course to your Social Studies curriculum, according to the State Board of Education, will be accepted or rejected after a hearing is held with the district Council of Parents. You have been asked to serve in an advisory capacity at this meeting."

PLEASE CIRCLE the number below which best indicates the degree to which you will defend the participation in the development of system-wide policies as one of your functions.

1      2      3      4      5

No Defense \_\_\_\_\_ Vigorous Defense

PLEASE CIRCLE the one number below which best describes the manner in which you would respond.

1                      2                      3

passive      neutral      aggressive



"The Superintendent stated that the principals will no longer be invited to attend the committee meetings were discussions are being held on proposed policies. These proposed policies would then be submitted to the Board of Education for approval."

PLEASE CIRCLE the number below which best indicates the degree to which you will defend the participation in the development of system-wide policies as one of your functions.

1      2      3      4      5

No Defense \_\_\_\_\_ Vigorous Defense

PLEASE CIRCLE the one number below which best describes the manner in which you would respond.

1                      2                      3

passive      neutral      aggressive

### Function 3: Personnel Administration

SELECTION AND ASSIGNMENT OF TEACHERS has been your responsibility as a high school principal. The actions described below could affect your continuation of this function.

"At a recent meeting, the president of the Board of Education reported that he was very concerned about the manner in which teachers were recruited, hired and assigned in the district. He felt there were too many people involved in the process and the best way to overcome the existing situation was to hire a director of personnel. He feels that having one person handle the job of recruiting, hiring and assigning teachers will bring continuity and consistency to this particular function."

PLEASE CIRCLE the number below which best indicates the degree to which you will defend the retention of selection and assignment of teachers as one of your functions.

1      2      3      4      5

No Defense \_\_\_\_\_ Vigorous Defense

PLEASE CIRCLE the one number below which best describes the manner in which you will respond.

1                      2                      3

passive      neutral      aggressive

"The local Citizens' Council for Better Schools is recommending to the community that parents have full participation in the selection and assignment of teachers in each school building."

PLEASE CIRCLE the number below which best indicates the degree to which you will defend the retention of selection and assignment of teachers as one of your functions.

1      2      3      4      5

No Defense \_\_\_\_\_ Vigorous Defense

PLEASE CIRCLE the one number below which best describes the manner in which you would respond.

1                      2                      3  
passive      neutral      aggressive

"An article in the local Teachers' Association Newsletter reported that the Association and Board are near agreement on a new three-year contract. The item still in doubt, in addition to salaries, is the issue of teacher assignment. The Association feels that seniority coupled with the decision of a building committee of teachers should determine the location and grade level of the teacher's assignment. The Board had 'no comment' regarding the issue."

PLEASE CIRCLE the number below which best indicates the degree to which you will defend the retention of selection and assignment of teachers as one of your functions.

1      2      3      4      5

No Defense \_\_\_\_\_ Vigorous Defense

PLEASE CIRCLE the one number below which best describes the manner in which you would respond.

1                      2                      3  
passive      neutral      aggressive

"The Superintendent of Public Instruction has recommended to the State Board of Education that the Intermediate District Superintendent be responsible for selecting and assigning teachers to buildings and grades. The assignments would be based on certification and applicant preference. The Superintendent of Public Instruction also recommended that state-wide meetings be held to discuss this proposal."

PLEASE CIRCLE the number below which best indicates the degree to which you will defend the retention of selection and assignment of teachers as one of your functions.

1      2      3      4      5

No Defense \_\_\_\_\_ Vigorous Defense

PLEASE CIRCLE the one number below which best describes the manner in which you would respond.

1                      2                      3  
passive      neutral      aggressive

"The Superintendent has forwarded a memo to the Board of Education in which he recommends that teachers be assigned to schools and classes according to experience levels. Due to the fact that experience is a factor in determining salary, this assignment procedure must be handled by the central office rather than the individual principals. A meeting to discuss this procedure has been scheduled within the week."

PLEASE CIRCLE the one number below which best indicates the degree to which you will defend the retention of selection and assignment of teachers as one of your functions.

1      2      3      4      5

No Defense \_\_\_\_\_ Vigorous Defense

PLEASE CIRCLE the one number below which best describes the manner in which you would respond.

1                      2                      3  
passive      neutral      aggressive

#### Function 4: In-Service Planning

DEVELOPING AND IMPLEMENTING IN-SERVICE TRAINING PROGRAMS FOR TEACHING PERSONNEL has been your responsibility as a high school principal. The actions described below could affect your continuation of this function.

"In a memo from the Superintendent regarding a Board of Education proposed policy, you are informed that you, as a building principal, will no longer be responsible for determining what in-service activities will be offered to your staff. The Curriculum Coordinator has been assigned this task and will work directly with staff members in selecting these activities. You are asked to be prepared to discuss this proposal at the next administrators' meeting."

PLEASE CIRCLE the number below which best indicates the degree to which you will defend developing and implementing in-service training programs for teaching personnel as one of your functions.

1      2      3      4      5

No Defense \_\_\_\_\_ Vigorous Defense

PLEASE CIRCLE the one number below which best describes the manner in which you would respond.

1                      2                      3

passive      neutral      aggressive

"You have received a letter from your PTA president who claims that a number of parents are upset about the school's record on State Assessment Tests. The president suggests that instead of having in-service days for teachers devoted to 'useless topics,' these allotted days should be used to help teachers improve their teaching of reading. You are asked to answer this letter as soon as possible, as many parents are quite upset."

PLEASE CIRCLE the number below which best indicates the degree to which you will defend developing and implementing in-service training programs for teaching personnel as one of your functions.

1      2      3      4      5

No Defense \_\_\_\_\_ Vigorous Defense

PLEASE CIRCLE the one number below which best describes the manner in which you would respond.

1                      2                      3

passive      neutral      aggressive

"A proposal in the Education Association contract would assign the selection and budget of the in-service program to a team of three teachers in your building. These teachers would be elected by the staff and would direct and operate the in-service program."

PLEASE CIRCLE the number below which best indicates the degree to which you will defend developing and implementing in-service training programs for teaching personnel as one of your functions.

1      2      3      4      5

No Defense \_\_\_\_\_ Vigorous Defense

PLEASE CIRCLE the one number below which best describes the manner in which you would respond.

1                      2                      3

passive      neutral      aggressive

"A large sum of monies is proposed in the State Education budget for professional improvement. These monies will be used to establish innovative programs as well as to employ professional monitors in each school district. You have been asked to react to this proposal at a group meeting to be held at Michigan State University."

PLEASE CIRCLE the number below which best indicates the degree to which you will defend developing and implementing in-service training programs for teaching personnel as one of your functions.

1      2      3      4      5

No Defense \_\_\_\_\_ Vigorous Defense

PLEASE CIRCLE the one number below which best describes the manner in which you would respond.

1                      2                      3

passive      neutral      aggressive

"The Superintendent has determined that the most efficient and least expensive method of administering in-service programs would be to assign a member of his staff as coordinator. This coordinator would meet periodically with teacher representatives from each school to determine what in-service activities will be included."

PLEASE CIRCLE the number below which best indicates the degree to which you will defend developing and implementing in-service training programs for teaching personnel as one of your functions.

1      2      3      4      5

No Defense \_\_\_\_\_ Vigorous Defense

PLEASE CIRCLE the one number below which best describes the manner in which you would respond.

1                      2                      3

passive      neutral      aggressive

#### Function 5: Curriculum Planning

PLANNING CURRICULUM IN TERMS OF STUDENT NEEDS has been your responsibility as a high school principal. The actions described below could affect your continuation of this function.

"While attending the NEA convention, one Board member was particularly impressed by a new math program for secondary schools. She has asked the Board to invite the man responsible for the development of the program to speak at the next Board meeting. At that time, the program would be explained and a motion made to adopt it for the 1975-76 school year."

PLEASE CIRCLE the number below which best indicates the degree to which you will defend planning curriculum in terms of student needs as one of your functions.

1      2      3      4      5

No Defense \_\_\_\_\_ Vigorous Defense

PLEASE CIRCLE the one number below which best describes the manner in which you would respond.

1                      2                      3

passive      neutral      aggressive

"A parents' group is circulating a petition in your district, asking that sex education and career education be made part of the regular school program. The principal of each school has been asked to represent the parents of their particular school who are demanding these changes."

PLEASE CIRCLE the number below which best indicates the degree to which you will defend planning curriculum in terms of student needs as one of your functions.

1      2      3      4      5  
No Defense \_\_\_\_\_ Vigorous Defense

PLEASE CIRCLE the one number below which best describes the manner in which you would respond.

1                      2                      3  
passive      neutral      aggressive

"A notice from the Education Association is being circulated in your school, calling upon all teachers to stand up for the right to determine curriculum. The notice states that teachers know what's best for children and that they will no longer take a back seat to the administration and the central office in regard to this issue."

PLEASE CIRCLE the number below which best indicates the degree to which you will defend planning curriculum in terms of student needs as one of your functions.

1      2      3      4      5  
No Defense \_\_\_\_\_ Vigorous Defense

PLEASE CIRCLE the one number below which best describes the manner in which you would respond.

1                      2                      3  
passive      neutral      aggressive

"A resolution by the legislature directs that each high school shall develop a program of environmental education. The rationale behind this resolution being that students should be concerned about the environment. The course outline is to be presented to the State Environmental Control Council for approval before its adoption by the school districts."

PLEASE CIRCLE the number below which best indicates the degree to which you will defend planning curriculum in terms of student needs as one of your functions.

1      2      3      4      5

No Defense \_\_\_\_\_ Vigorous Defense

PLEASE CIRCLE the one number below which best describes the manner in which you would respond.

1                      2                      3

passive      neutral      aggressive

"Your Superintendent has directed you to include funds in your 1975-76 proposed budget for the establishment of an Asian language program. This dictate was issued after a recent visit by the Superintendent to a neighboring school district where this program was in operation. Obviously he was impressed with what he saw. Although he has not spoken to you directly about this, you have been invited to make comments at the upcoming administrators' meeting."

PLEASE CIRCLE the number below which best indicates the degree to which you will defend planning curriculum in terms of student needs as one of your functions.

1      2      3      4      5

No Defense \_\_\_\_\_ Vigorous Defense

PLEASE CIRCLE the one number below which best describes the manner in which you would respond.

1                      2                      3

passive      neutral      aggressive



### Function 6: Record Keeping

MAINTAINING ACCURATE AND UP-TO-DATE RECORDS has been your responsibility as a high school principal. The actions described below could affect your continuation of this function.

"The Superintendent has sent a memo to the Board, in which he has recommended the use of computer and data processing equipment for record keeping. He feels that with the increasing enrollment and additional high school course offerings, the computer process would relieve the principal of a burdensome task. The process would also insure uniformity in reporting to parents. In using this equipment, the classroom teacher would be able to transmit information directly to the processing center."

PLEASE CIRCLE the number below which best indicates the degree to which you will defend maintaining accurate and up-to-date records as one of your functions.

1	2	3	4	5	
No Defense _____ Vigorous Defense					

PLEASE CIRCLE the one number below which best describes the manner in which you would respond.

1	2	3
passive	neutral	aggressive

"Representatives from the local Parent Action Group have asked to meet with you to present you with the following:

"1. That all records be made available to the parents of your school population;

"2. That copies of any and all entries on school records be made available to parents."

PLEASE CIRCLE the number below which best indicates the degree to which you will defend maintaining accurate and up-to-date records as one of your functions.

1	2	3	4	5	
No Defense _____ Vigorous Defense					

PLEASE CIRCLE the one number below which best describes the manner in which you would respond.

1	2	3
passive	neutral	aggressive

"The Board of Education has been notified by the Association that they deplore the actions of the principals in supervising record keeping. The teachers feel that they, as professionals, are quite capable of keeping accurate records without interference from the principal. They also feel that this type of work would be better performed by a paraprofessional. The Board has been warned that unless the practice is discontinued, a grievance will be filed."

PLEASE CIRCLE the number below which best indicates the degree to which you will defend maintaining accurate and up-to-date records as one of your functions.

1      2      3      4      5

No Defense \_\_\_\_\_ Vigorous Defense

PLEASE CIRCLE the one number below which best describes the manner in which you would respond.

1                      2                      3

passive      neutral      aggressive

"In a letter from the State Board of Education, you have been informed that your high school will serve as the collection center and storage location for the district's data processing records. The actual collection and distribution of information will be supervised by a representative from the Department of School Management Services."

PLEASE CIRCLE the number below which best indicates the degree to which you will defend maintaining accurate and up-to-date records as one of your functions.

1      2      3      4      5

No Defense \_\_\_\_\_ Vigorous Defense

PLEASE CIRCLE the one number below which best describes the manner in which you would respond.

1                      2                      3

passive      neutral      aggressive

"Upon the retention of a data processing system in the district, the Superintendent has directed you to forward all supply requisitions to his office where the computer will deduct all costs from the supply budget account. By this method, you will receive an itemized accounting sheet each month."

PLEASE CIRCLE the number below which best indicates the degree to which you will defend maintaining accurate and up-to-date records as one of your functions.

1      2      3      4      5

No Defense \_\_\_\_\_ Vigorous Defense

PLEASE CIRCLE the one number below which best describes the manner in which you would respond.

1                      2                      3

passive      neutral      aggressive

#### Function 7: Evaluation of Teachers

TEACHER EVALUATION has been your responsibility as a high school principal. The actions described below could affect your continuation of this function.

"The Evaluation Committee of the Board has proposed a motion whereby the principal would be relieved of the task of evaluating teachers and the teaching process. His only responsibility in this area would be to arrange a schedule for visitation and conferences for the evaluating team. This team would be made up of a representative from the central office and a teacher."

PLEASE CIRCLE the number below which best indicates the degree to which you will defend teacher evaluation as one of your functions.

1      2      3      4      5

No Defense \_\_\_\_\_ Vigorous Defense

PLEASE CIRCLE the one number below which best describes the manner in which you would respond.

1                      2                      3

passive      neutral      aggressive

"A large group of parents from your school have met and decided that they have the right to evaluate teachers and the teaching process. They are demanding that the Superintendent allow them, as taxpayers, to observe teachers, evaluate them and make them accountable to the community."

PLEASE CIRCLE the number below which best indicates the degree to which you will defend teacher evaluation as one of your functions.

1      2      3      4      5

No Defense \_\_\_\_\_ Vigorous Defense

PLEASE CIRCLE the one number below which best describes the manner in which you would respond.

1                      2                      3

passive      neutral      aggressive

"The new Association Contract proposal states that teacher evaluation will be performed by a team of three building teachers appointed by the Association. This team would report their findings directly to the Superintendent and the Association. The evaluative tool will be developed by the Association members."

PLEASE CIRCLE the number below which best indicates the degree to which you will defend teacher evaluation as one of your functions.

1      2      3      4      5

No Defense \_\_\_\_\_ Vigorous Defense

PLEASE CIRCLE the one number below which best describes the manner in which you would respond.

1                      2                      3

passive      neutral      aggressive

"In a memo to the State Board of Education, the Superintendent of Public Instruction points out that there is no guide for evaluating teachers in terms of competence. Since competence is related to tenure, he suggests that a committee made up of two MEA representatives, two MFT representatives and five citizens at large investigate the area of concern and develop standards, policies, and procedures for evaluating teacher competency. The memo further states that the defined procedures will be installed in all schools within two years."

PLEASE CIRCLE the number below which best indicates the degree to which you will defend teacher evaluation as one of your functions.

1      2      3      4      5

No Defense \_\_\_\_\_ Vigorous Defense

PLEASE CIRCLE the one number below which best describes the manner in which you would respond.

1                      2                      3

passive      neutral      aggressive

"Your Superintendent has decided that there is a need for uniformity in teacher evaluation. He has assigned a member of the central office staff to conduct all teacher evaluations as of this date. You have been requested to cooperate fully and to submit all evaluation records you have previously completed to his office."

PLEASE CIRCLE the one number below which best indicates the degree to which you will defend teacher evaluation as one of your functions.

1      2      3      4      5

No Defense \_\_\_\_\_ Vigorous Defense

PLEASE CIRCLE the one number below which best describes the manner in which you would respond.

1                      2                      3

passive      neutral      aggressive

Function 8: Instructional Organization

ORGANIZATION OF THE SCHOOL FOR EFFECTIVE LEARNING has been your responsibility as a high school principal. The actions described below could affect your continuation of this function.

"The President of the Board has contacted the Superintendent regarding parents' concern over teachers conducting classes outside on the lawn. The parents feel that this type of activity does not foster good study habits. You have been asked by the Superintendent to be ready to discuss this item at the next administrators' meeting."

PLEASE CIRCLE the number below which best indicates the degree to which you will defend organization of the school for effective learning as one of your functions.

1      2      3      4      5  
No Defense \_\_\_\_\_ Vigorous Defense

PLEASE CIRCLE the one number below which best describes the manner in which you would respond.

1                      2                      3  
passive      neutral      aggressive

"An attorney representing one of your graduating seniors has sent you a letter in which he advises that legal action is being taken against you for failing to prepare his client's son for college entrance. A review of the boy's records reveals that he has not been successful in passing any of the college entrance exams he attempted."

PLEASE CIRCLE the number below which best indicates the degree to which you will defend organization of the school for effective learning as one of your functions.

1      2      3      4      5  
No Defense \_\_\_\_\_ Vigorous Defense

PLEASE CIRCLE the one number below which best describes the manner in which you would respond.

1                      2                      3  
passive      neutral      aggressive

"In a letter from the local Association Representative, you are informed that at a staff meeting, the teachers expressed displeasure with the current schedule in the high school. A committee of three was appointed to meet with you to discuss the possibility of introducing modular scheduling next year. The rationale, cost figures and course offerings will be presented to you at this meeting."

PLEASE CIRCLE the number below which best indicates the degree to which you will defend organization of the school for effective learning as one of your functions.

1      2      3      4      5

No Defense \_\_\_\_\_ Vigorous Defense

PLEASE CIRCLE the one number below which best describes the manner in which you would respond.

1                      2                      3

passive      neutral      aggressive

"The Assistant Superintendent of Public Instruction has notified the Superintendent that an evaluation committee will be visiting district high schools to determine if the organizational structure in the particular schools are meeting student needs. In areas where state or federal funds are involved, recommendations for change will be made when deemed necessary."

PLEASE CIRCLE the number below which best indicates the degree to which you will defend organization of the school for effective learning as one of your functions.

1      2      3      4      5

No Defense \_\_\_\_\_ Vigorous Defense

PLEASE CIRCLE the one number below which best describes the manner in which you would respond.

1                      2                      3

passive      neutral      aggressive

"In a memo from the Superintendent, you have been advised that many parents are concerned with the study hall situation at your high school. They feel these classes are a waste of time and that the time could be put to better use through the inclusion of more elective subjects. He has therefore set up a meeting for you with the parent representative group to study this situation.

PLEASE CIRCLE the number below which best indicates the degree to which you will defend organization of the school for effective learning as one of your functions.

1      2      3      4      5

No Defense \_\_\_\_\_ Vigorous Defense

PLEASE CIRCLE the one number below which best describes the manner in which you would respond.

1                      2                      3

passive      neutral      aggressive

#### Function 9: Plant Management

PROVIDING RESOURCES FOR EDUCATION IN THE BUILDING has been your responsibility as a high school principal. The actions described below could affect your continuation of this function.

"A policy has been proposed for adoption at the next Board meeting, dealing with the expenditure of funds collected in the school. Presently, funds from candy sales, soda machines and school photographs are used at your discretion for the purchase of materials for your school. This policy would establish a district fund to be administered by the Business Office. In this way, the Board and the Superintendent would have prior knowledge of all purchases."

PLEASE CIRCLE the number below which best indicates the degree to which you will defend providing resources for education in the building as one of your functions.

1      2      3      4      5

No Defense \_\_\_\_\_ Vigorous Defense

PLEASE CIRCLE the one number below which best describes the manner in which you would respond.

1                      2                      3

passive      neutral      aggressive



"At a recent PTA meeting, a motion was made requesting the end to field trips because of hazardous highway conditions and the dangers faced in traveling. The PTA body feels that speakers, programs, etc., could just as well be brought to the school."

PLEASE CIRCLE the number below which best indicates the degree to which you will defend providing resources for education in the building as one of your functions.

1      2      3      4      5

No Defense \_\_\_\_\_ Vigorous Defense

PLEASE CIRCLE the one number below which best describes the manner in which you would respond.

1                      2                      3

passive      neutral      aggressive

"Article XX of the Education Association contract states that each building shall receive a per pupil allotment for the purchase of instructional materials and equipment. These purchases will be determined by the teachers of each particular building as they are sure to know what is best for use in the classroom."

PLEASE CIRCLE the number below which best indicates the degree to which you will defend providing resources for education in the building as one of your functions.

1      2      3      4      5

No Defense \_\_\_\_\_ Vigorous Defense

PLEASE CIRCLE the one number below which best describes the manner in which you would respond.

1                      2                      3

passive      neutral      aggressive

"A recent State Department ruling has relieved the local principals of the duty of selecting and recommending for purchase any instructional equipment purchased with State funds. All selections and recommendations for purchase will be made by representatives of the State Audio-Visual Department."

PLEASE CIRCLE the number below which best indicates the degree to which you will defend providing resources for education in the building as one of your functions.

1      2      3      4      5  
No Defense \_\_\_\_\_ Vigorous Defense

PLEASE CIRCLE the one number below which best describes the manner in which you would respond.

1                  2                  3  
passive      neutral      aggressive

"The Superintendent has directed that all audio-visual materials be taken out of the classrooms and deposited in a central location in each school. His rationale is that much of this material is hoarded by teachers, therefore not being put to maximum use."

PLEASE CIRCLE the number below which best indicates the degree to which you will defend providing resources for education in the building as one of your functions.

1      2      3      4      5  
No Defense \_\_\_\_\_ Vigorous Defense

PLEASE CIRCLE the one number below which best describes the manner in which you would respond.

1                  2                  3  
passive      neutral      aggressive

Function 10: Public Relations

INTERPRETING THE SCHOOL TO THE PUBLIC has been your responsibility as a high school principal. The actions described below could affect your continuation of this function.

"You and other building principals have received a memo from the Superintendent's office in which you are notified that all bulletins, newsletters, schedules, and activity notices are to be approved by that office before publication and distribution. The memo goes on to say that the Board feels this policy would strengthen public relations and assure conformity to existing policies on information."

PLEASE CIRCLE the number below which best indicates the degree to which you will defend interpreting the school to the public as one of your functions.

1      2      3      4      5  
No Defense \_\_\_\_\_ Vigorous Defense

PLEASE CIRCLE the one number below which best describes the manner in which you would respond.

1                      2                      3  
passive      neutral      aggressive

"The Superintendent has received a telephone call from an irate parent who has tried unsuccessfully to call you at your office. He claims you are always in meetings, having coffee in the neighborhood or at a Rotary luncheon. As a result of this, parents have a difficult time finding out what's going on in your school."

PLEASE CIRCLE the number below which best indicates the degree to which you will defend interpreting the school to the public as one of your functions.

1      2      3      4      5  
No Defense \_\_\_\_\_ Vigorous Defense

PLEASE CIRCLE the one number below which best describes the manner in which you would respond.

1                      2                      3  
passive      neutral      aggressive

"In a letter from the Teachers' Association to the Board Negotiating Team, the teachers have expressed displeasure with the fact that you are not readily available to them during the lunch hour. This, they feel, is a necessary working condition and will be of major concern in the negotiation of a new contract."

PLEASE CIRCLE the number below which best indicates the degree to which you will defend interpreting the school to the public as one of your functions.

1      2      3      4      5

No Defense \_\_\_\_\_ Vigorous Defense

PLEASE CIRCLE the one number below which best describes the manner in which you would respond.

1                      2                      3

passive      neutral      aggressive

"You have been instructed by the Superintendent to make student scores, by class and building, available to the community at large. Individual student scores will not be made available."

PLEASE CIRCLE the number below which best indicates the degree to which you will defend interpreting the school to the public as one of your functions.

1      2      3      4      5

No Defense \_\_\_\_\_ Vigorous Defense

PLEASE CIRCLE the one number below which best describes the manner in which you would respond.

1                      2                      3

passive      neutral      aggressive

"To be kept up-to-date on what's happening in the district, the Superintendent has requested the principals to submit all publications to his office before distribution to the community. This includes the student newspaper."

PLEASE CIRCLE the number below which best indicates the degree to which you will defend interpreting the school to the public as one of your functions.

No Defense                  1      2      3      4      5                  Vigorous Defense

PLEASE CIRCLE the one number below which best describes the manner in which you would respond.

1	2	3
passive	neutral	aggressive