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AN EXAMINATION OF SELECTED CURRICULAR RESPONSIBILITIES AND  
RELATED PROFESSIONAL DEVELOPMENT NEEDS OF SCHOOL  
PRINCIPALS IN NINE COUNTIES IN MICHIGAN

*Michigan State University*

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AN EXAMINATION OF SELECTED CURRICULAR RESPONSIBILITIES  
AND RELATED PROFESSIONAL DEVELOPMENT NEEDS OF SCHOOL  
PRINCIPALS IN NINE COUNTIES IN MICHIGAN

by

Bobby Ann Robinson

A DISSERTATION

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## ABSTRACT

### AN EXAMINATION OF SELECTED CURRICULAR RESPONSIBILITIES AND RELATED PROFESSIONAL DEVELOPMENT NEEDS OF SCHOOL PRINCIPALS IN NINE COUNTIES IN MICHIGAN

By

Bobby Ann Robinson

The purpose of this study was to investigate selected curricular responsibilities and related professional development needs of school principals as perceived by principals and superintendents in a nine county geographical location in Michigan.

A series of sixteen research questions was investigated. These sixteen questions were divided into four groups representing four dependent variables. The dependent variables were investigated as to how they were affected by two dependent variables: (a) level of administration, and (b) size of school district where the principal was employed.

The four dependent variables under investigation were:

- (1) The perceived percent of time the principal spent on curricular responsibilities in comparison to other responsibilities.
- (2) The degree to which selected curricular responsibilities were perceived as being important for school principals.



- (3) The degree to which principals were perceived as engaging in selected curricular responsibilities.
- (4) The degree of perceived professional development needs for the selected curricular responsibilities.

The Taba Curriculum Development Model (Taba, 1965) was utilized for the curricular responsibilities selected for those included on a survey instrument sent to principals and superintendents in a designated area of Michigan.

The following findings were derived from this study:

- 1. Only 15.71% of a principal's time is spent on curricular responsibilities as perceived by principals and superintendents. Curricular responsibilities were ranked third among seven designated responsibilities.
- 2. The level of principalship does have an effect on the principal's perceptions as to the degree of importance and degree of engagement in selected curricular responsibilities.
- 3. Principals and superintendents do not differ significantly in their perceptions as to the degree of importance, engagement and professional development needs for selected curricular responsibilities for principals.
- 4. None of the curricular responsibilities in

the designated categories were perceived by principals and superintendents as having a high degree of importance for principals but were perceived as ranking from medium to low importance.

5. None of the curricular responsibilities in the designated categories were perceived by principals and superintendents as being highly engaged in by principals but were perceived as being engaged in from a medium to low degree.
6. None of the curricular responsibilities in the designated categories were perceived, by principals and superintendents, as having high professional development needs but were perceived as having a medium to low professional development needs.

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This is dedicated to the memories of my father,  
Fredrick D. Robinson and to my mother, Corine  
Robinson, the master teacher.

" . . . Behold I have set before thee an open  
door, and no man can shut it . . . "

The Holy Bible, Revelations 3:8

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## CHAPTER I

### INTRODUCTION

During the past quarter of a century persons in public educational leadership positions have been faced with many new issues and problems. Among those are declining student enrollments, declining financial resources, changes in the national economy, changing values of America's youth, the urban crisis, rapid emergence of teachers' unions, the new technology and the knowledge explosion from which it springs, public criticism of schools and voter rejection of increased spending for schools.

Despite the marked changes which have taken place, more modifications are probably yet to come as schools change to meet the needs of the time. As these changes occur, the role of the school principal is assumed to increase significantly in importance. This person will take more direct responsibility for what happens in a particular school. The concepts of principalship and leadership will become more synonymous in education.

More than ever the principal will be in a position to affect attitude, social climate, morale, progress, cooperation and direction of effort in the school.

He will be the key person charged with the responsibility of improving instruction. He will assume even greater curricular responsibilities.

If this is so, it must follow that continuous investigation is needed concerning the present curricular responsibilities and related professional development needs of school principals.

#### Purpose of the Study

The purpose of this study was to investigate selected curricular responsibilities and related professional development needs of school principals as perceived by principals and superintendents in a nine county geographical location in Michigan. Two independent variables were investigated as to their effects on four dependent variables.

The four dependent variables under investigation were:

- (1) The perceived percent of time the principal spent on curricular responsibilities in comparison to other responsibilities.
- (2) The degree to which selected curricular responsibilities were perceived as being important for school principals.
- (3) The degree to which principals were perceived as engaging in selected curricular responsibilities.
- (4) The degree of perceived professional development

needs for the selected curricular responsibilities

The dependent variables were investigated in relationship to two independent variables: (a) level of administration and (b) size of the school district where the principal was employed.

The Taba Curriculum Development Model (Taba, 1965) was utilized for the curricular responsibilities selected to be included on a mailed survey instrument sent to principals and superintendents in a designated area of Michigan.

A series of sixteen research questions was investigated. These sixteen questions were divided into four groups representing the four dependent variables. The first of each of the four sets of questions made a quantitative inquiry such as "what?" or "which?" and required a ranking of clusters of the responsibilities according to responses. The next three questions in each set focused on significant differences among the population according to the independent variables of administrative position and size of the school district which included: (a) contrasting of principalship positions, (b) contrasting superintendents with principals and (c) contrasting of sizes of school districts.

Utilizing the stated variables and population the following series of research questions was investigated:  
Perceived Percentage of Time Spent on Curricular Responsibilities

1. What percentage of a principal's time is spent on curricular responsibilities in comparison to other



responsibilities as perceived by school principals and superintendents?

2. Is there a significant difference between the percentage of time spent on curricular responsibilities, as perceived by school principals, and the grade level of principalship?
3. Is there a significant difference between the principal's and superintendent's perceptions of the percentage of the principal's time spent on curricular responsibilities in comparison to other responsibilities?
4. Is there a significant difference between the percentage of time the principal spent on curricular responsibilities, as perceived by principals and superintendents, and the size of the school district where the principal is employed?

#### Perceived Importance of Curricular Responsibilities

5. Which of the selected curricular responsibilities are the most important to principals as perceived by principals and superintendents?
6. Is there a significant difference between the importance of the selected curricular responsibilities, as perceived by school principals, and the grade level of principalship?
7. Is there a significant difference between the principal's perceptions and the superintendent's perceptions of the importance of the selected

curricular responsibilities for principals?

8. Is there a significant difference between the importance of the selected curricular responsibilities for principals, as perceived by principals and superintendents, and the size of the school district where the principal is employed?

Perceived Engagement in Selected Curricular Responsibilities

9. In which of the selected curricular responsibilities do principals most engage as perceived by school principals and superintendents?
10. Is there a significant difference between the selected curricular responsibilities in which principals most engage, as perceived by principals, and the grade level of principalship?
11. Is there a significant difference between the principal's perceptions and the superintendent's perceptions as to the selected curricular responsibilities in which principals most engage?
12. Is there a significant difference between the selected curricular responsibilities in which principals most engage, as perceived by principals and superintendents, and the size of the school district where the principal is employed?

Perceived Professional Development Needs for Curricular Responsibilities

13. In which of the selected curricular responsibilities do principals have the greatest professional

development needs as perceived by principals and superintendents?

14. Is there a significant difference between the principal's professional development needs, as perceived by school principals, and the grade level of principalship?
15. Is there a significant difference between the principal's perceptions and the superintendent's perceptions of the principal's professional development needs?
16. Is there a significant difference between the principal's professional development needs, as perceived by principals and superintendents, and the size of the school district where the principal is employed?

#### Importance of the Study

Several state and national studies have been conducted on the roles, responsibilities and activities of school principals. Some of these key studies will be discussed in Chapter II, Review of the Literature. Most of these studies, however, tend to focus on the total responsibilities of principals in a specific level of assignment such as the elementary principal, middle school principal or high school principal. No studies were found which focused specifically on the curricular responsibilities of principals.

The results of this study will aid in contributing to the understanding of the principal's curricular responsi-

bilities since it transcends all levels of assignments and sizes of school districts to focus specifically on curricular responsibilities. The study is also important since it is the only one known in which the relationship between curricular responsibilities and related professional development needs of school principals is investigated. Thus, the findings can contribute to a bank of knowledge to be considered when planning administrative professional development programs.

Finally, this study is important because it focuses on contrasting the principal's perceptions of curricular responsibilities and the superintendent's perceptions of curricular responsibilities.

### Assumptions

The study was begun with the assumption that curricular responsibilities should be an integral part of the principal's job. This assumption is based upon descriptive research by Brookover, et. al. (1976), Brookover and Lezotte et. al. (1977), Edmonds (1979) and others whose research indicated that in instructionally effective schools, the building principal is the instructional leader.

The assumption that principal's curricular responsibilities will increase is not based upon statistical research but upon the investigator's personal observations of sixty-five school districts in a nine county location in Michigan during a four year period. Such observations have revealed decreased administrative support staffs such as

curriculum and instructional specialists. Since these support staffs are not as available, principals appear to be more involved in curricular responsibilities. Thus, the assumption that the principal's curricular responsibilities will increase is based mostly on the author's subjective observations.

### Scope of the Study

A set of selected curricular responsibilities and related professional development needs of school principals in a nine county location of Michigan will be investigated in this study.

### Definition of Terms

Administrator:	Individual appointed to administer a school building or school system. For the purpose of this study the term will refer to the following positions: Superintendent, elementary principal, middle/junior high school principal.
Superintendent:	Designated chief executive of a school district and professional leader of the teaching staff.
Building Principal:	Designated administrative head and professional leader of a school building or complex to which students in any or all grades

kindergarten through twelve are assigned. For this study, elementary, middle/junior high school and high school principals are considered building principals.

High School Principal: Designated administrative head and professional leader of a school building or complex to which students in any or all grades nine through twelve are assigned.

Middle and/or Junior High School Principal: Designated administrative head and professional leader of a school building or complex to which students in any or all grades five through nine are assigned.

Elementary Principal: Designated administrative head and professional leader of a school building or complex to which students in any or all grades kindergarten through six are assigned.

Professional Development: Planned program(s) or a series of programs, based on identified needs and designed to bring about a change in knowledge, attitudes and performance of professional employees in a school district.

	In this study such employees will refer to building principals as defined.
Curriculum:	A concern for the decision of what is to be taught, why, to whom, for what purpose and under what conditions.
Instruction:	A concern for the decision of how the curriculum is to be taught and under what conditions.
Small School District:	A public school district (K-12) employing zero to eight building principals.
Medium or Middle Sized School District:	A public school district (K-12) employing nine to fourteen building principals.
Large School District:	A public school district (K-12) employing fifteen or more building principals.

### Organization of the Study

The organization of the study will comprise five chapters. Chapter I, the introduction, began with a statement of the problem followed by the study's purpose and subsequent research questions. Following these, the importance, assumptions and scope were discussed. A section in which key terms were defined was also included.

A survey of literature will be discussed in Chapter II. This literature will be discussed in two segments. The first segment provides a brief theoretical background to establish the grounding for the Taba Curriculum Model which was used as a basis for the study's survey instrument. Several key studies conducted during the past ten years on responsibilities of school principals will be discussed in the next segment.

Methodologies employed in conducting the study will be explained in Chapter III. Included will be a description of the geographical location in which the study was conducted as well as a description of the study's population. There will also be included descriptions of data collection sources, processes and data analyses.

Data analyses will be presented in Chapter IV. Descriptive statistics will be employed and presented in charts and narration.

Findings, conclusions, implications and recommendations of the study will be discussed in Chapter V.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

The review of literature will be discussed in two segments. The first segment will focus on a brief theoretical background of curriculum development which provides the grounding for the Taba Curriculum Model. The Taba curriculum development sequence was used as a basis for the study's survey instrument. The second segment will focus on related descriptive research conducted on the responsibilities of school principals.

#### Theoretical Background

Curriculum theorists such as Herbert Kliebart (1975) date curriculum's prominence as a specialized field of application beginning during the second decade of the twentieth century. During that time educators such as Franklin Bobbitt and W.W. Charters believed that the scientific methods being used in industry could also be applied to education. Both educators were dissatisfied with the lack of order and scientific methods being used to make curricular decisions.

In one of the first books written on Curriculum, Bobbitt (1918) set the tone for modern curriculum development. The

book strongly criticized curriculum being developed by chance and guess. "An age of science is demanding exactness and particularity," Bobbitt said (Bobbitt, p.41). If curriculum continued to be developed haphazardly, education would be irrelevant and inefficient. To remedy the lack of order in deciding what to include in the curriculum, Bobbitt developed a central theory for curriculum development. He stated that humans, regardless of their many differences, do engage in many basic common activities. It was necessary for educators to identify those common activities and create educational experiences that prepared an individual to perform them.

The major function of the curriculum worker was to develop methods to observe the real world and identify the specifics which comprised the activities of various individuals. According to Bobbitt, the curriculum developer was to be first "an analyst of human nature and human affairs," (p.43). This analysis would disclose the "abilities, attitudes, habits, appreciations and forms of knowledge" necessary to perform special tasks which would then become the objectives of the curriculum (p.43). When these needed activities or needs were not accomplished by "undirected experience" then, according to Bobbitt, "directed experience" should be provided through the curriculum.

The curriculum of the directed training is to be discovered in the shortcoming of the individuals after they have had all that can be given by undirected training.

(Bobbitt, p.43)

Bobbitt's technique of the analysis of man's activities into particulars and specialized units of behavior was known later as activity analysis. This thinking was the forerunner of the needs analysis, goals analysis and behavioral objective movement of current times.

During this time of scientific movement in education, W.W. Charters espoused that the curriculum should consist of those particulars which would remedy the mistakes that developed through the unstructured experiencing of reality. The job of the curriculum worker was of "finding out what people have to do and showing them how to do it," (Charters, p.327). According to Charters, curriculum development was a method of identifying valuable ideals. These valuable ideals were the essential organizers of the curriculum. However, since ideals were fluid and could not be scientifically evaluated, a system was necessary to determine which ideals were the most important for the society.

Charters suggested three methods of determining valuable ideals. The first was a listing of activities that people did and then deciding which ideals were the most effective in performing identified duties. The second method was by faculty agreement of the ideals and the faculty then deciding on which activities would assist one in accomplishing the identified ideals. The third method was individual character analysis where a listing of ideals would be given to teachers. Each teacher would think of one student and decide which of the ideals needed to be emphasized with the student.

Charters was also instrumental in contributing the process of functional analysis, which was a process of identifying logical relations between a function and the parts of a structure developed to accomplish the function. In contrast, structural analysis referred to differentiating the structure into parts without a specific indication of their functions.

Functional analysis could only take place after arranging the structure into parts and identifying the relationships of each part for the achievement of the function. The function then became the criterion by which a decision was made concerning the value of any part. In educational terms, this means the curriculum worker first had to determine overall objectives. Thereafter, items of the curriculum had to be chosen and finally each item had to be performed constantly. The functions then became the control elements for deciding what could be included or excluded from the curriculum.

The scientific movement of the 1920's emphasized efficiency in the schools and according to Raymond Callahan was the period in which the "transition of the superintendent from an educator to a business manager took place," (Callahan, p.148).

The scientism of curriculum purported by Bobbitt and Charters gained greater prominence with Ralph Tyler. Tyler outlined a process in which curriculum workers would determine curricular sources, choose basic objectives, produce educational experiences and evaluate learning outcomes.

This process was centered around four basic questions:

1. What educational purposes should the school seek to attain?
2. What educational experiences can be provided?
3. How can these educational experiences be effectively organized?
4. How can we determine whether these purposes are being attained?

(Tyler, 1950)

Tyler also identified three curriculum sources: Studies of society, studies of learners and the subject matter of the world.

Several curriculum theorists have tried to enhance the Tyler Model. Hilda Taba's curriculum sequence was similar to that promoted by Tyler and also reflected the scientific thinking of Bobbitt and Charters. According to Taba:

If curriculum development is to be a rational and scientific rather than a rule of thumb procedure, the decisions about these elements need to be made on the basis of some valid criteria. These criteria may come from various sources -- from tradition, from social pressures or from established habits. The differences between a curriculum decision-making which follows a scientific method and develops a rational decision design and one which does not is that in the former the criteria for decision are derived from a study of the factors constituting a reasonable basis for the curriculum. In our society, at least, these factors are the learner, the learning process, cultural

demands and the content of the discipline (Taba, p.2).

Taba emphasized the importance of sequence in which curriculum decisions were made and the standard utilized in arriving at conclusions. In her framework, the sequence of the decision-making contained seven stages:

1. Diagnosis of Needs
2. Formulation of Objectives
3. Selection of Content
4. Organization of Content
5. Selection of Learning Experiences
6. Organization of Learning Experiences
7. Determination of What to Evaluate and Ways and Means of Doing It

Taba also emphasized the interrelations of curriculum on learning and instructional theory.

Scientific curriculum development needs to draw upon analyses of society and culture, studies of the learner and the learning process and analyses of the nature of knowledge in order to determine the purposes of the school and the nature of curriculum.

(Taba, p.3)

The interrelations Taba suggested are illustrated on Table 2:1 which is based on curriculum as being "the concern for the decisions about what is to be taught, to whom and for what purpose" (Ward, 1980). Instructional theory is defined as "an integrated set of principles which prescribe guidelines for arranging conditions to achieve educational objectives" (Snelbecker, p.116). Human learning can be

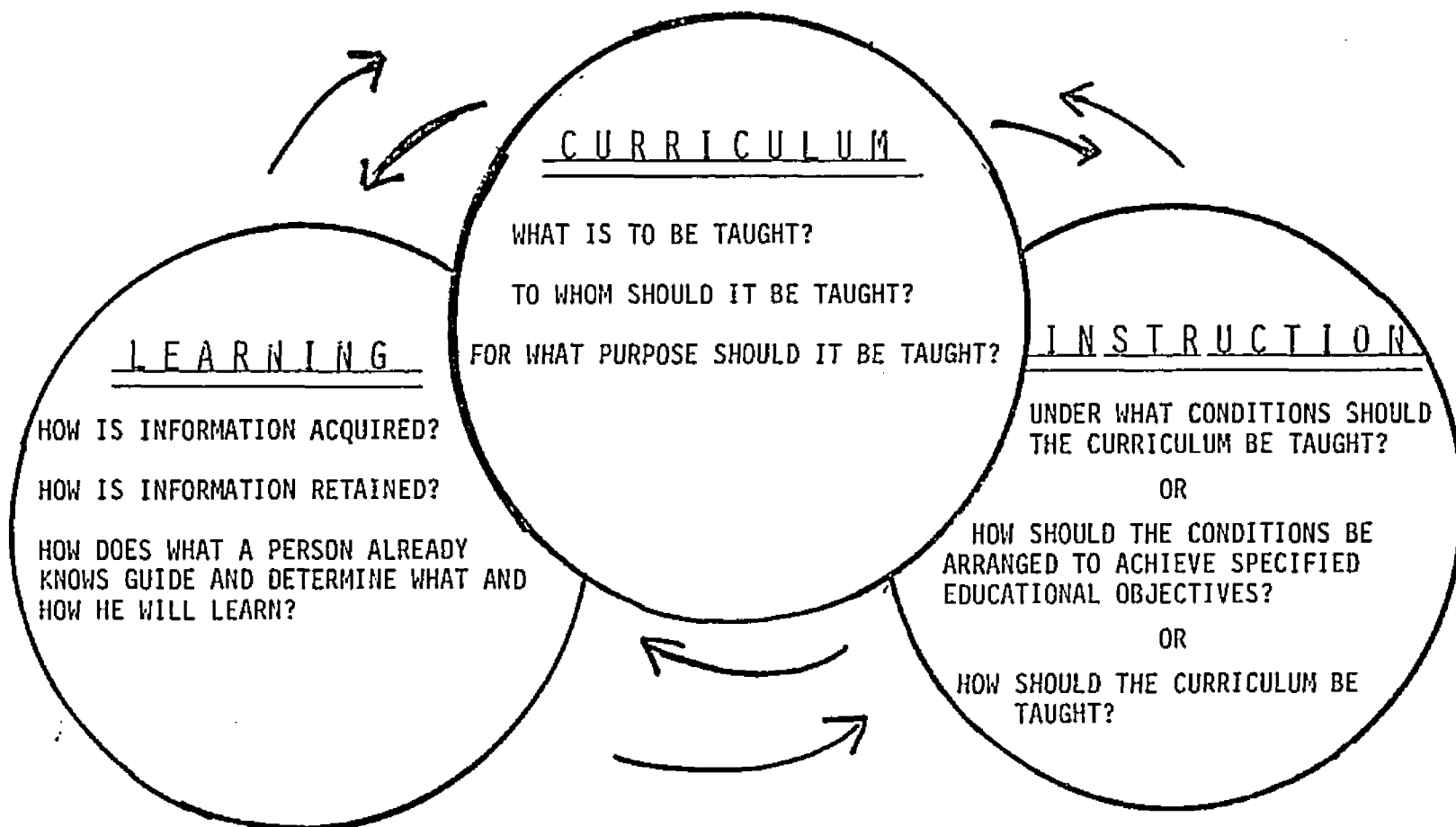
defined as "How people acquire information, how information is retained and how what a person already knows guides and determines what and how he will learn," (Kintch, p.vii).

Despite the great diversity in curriculum thought, many modern curriculum textbook writers such as Michaelis (1967), Tankard (1974), Unruh (1975) and Berman (1977) have continued to utilize the Taba Curriculum sequence in their teaching.

Based upon the brief background data on curriculum, what role does today's principal play in curriculum? Is the principal the curriculum leader in the school? Do curriculum responsibilities consume most of that person's time?

The next segment of this chapter will focus on research conducted during the past ten years on curricular responsibilities of school principals and the amount of time the principal spends on curricular responsibilities.

TABLE 2:1 INTERRELATIONSHIPS OF CURRICULUM, INSTRUCTION AND LEARNING





### Related Studies

Several studies have indicated that principals have little time to participate in curriculum responsibilities. One such study was conducted on middle and junior high school principals in school districts which comprised the Arkansas-Oklahoma Consortium for Emerging Adolescence. Within the consortium were school districts of various sizes and types. The purpose of the study was to determine how principals spent their time. The study was conducted in three phases. The first phase was a feasibility study and its purpose was to test items on the instrument and the practicality of the instrument's application. The study population consisted of fourteen middle and junior high school principals. The participants were to indicate how they spent their time during fifteen minute segments from 8 a.m. to 5 p.m. on a designated date. The thirty-five activities on the instrument which the participants were to utilize comprised five categories: Office Responsibilities, Faculty/Community Relations, Curriculum, Students and Professional Development. Results of the feasibility study revealed that with a cumulative of eighty-one hours for all participants, only two cumulative hours were devoted to curriculum.

The most time was spent on office responsibilities which accounted for twenty-seven cumulative hours. However, personal interviews with superintendents from districts where the principals were employed indicated that

superintendents perceived that principals spent much more time on curriculum leadership. Furthermore, the superintendents indicated that principals were instructional leaders above all else.

The second phase of the study included sixty-one middle and junior high school principals in Arkansas and Oklahoma from various sizes and types of school districts. The principals completing the survey instrument indicated the amount of time spent on various activities during five designated days within a month period. As in the feasibility study, there were thirty-five activities divided into five categories of responsibilities. When the data were analyzed, the principals spent the most time (32%) on office responsibilities and only 14% of their time on curriculum responsibilities. The curriculum category was divided into subcategories which included: scheduling students, coordinating, course placement, supervision and observation.

The third phase included a national sampling of principals from all categories: elementary, middle/junior high and high school. The sampling included 163 principals from all sizes and types of school districts. The study was a cooperative project with the University of Tulsa, the Association for Supervision and Curriculum Development and the national elementary and secondary principal's associations. The survey instrument requested participants to indicate the amount of time spent on designated activities during thirty minute segments from 8 a.m. to 5 p.m. during a two day period. The principals were to select from

twenty-eight activities in seven categories. The categories were: Instructional Leadership, Office Responsibilities, Community Relations, Student Relations, Extracurricular Supervision, Personal/Professional Development and Faculty Relations. The study's results indicated that all principals spent the majority of their time on office responsibilities which included correspondence and other forms of paperwork. Middle/junior high school principals spent 45% of their time on office responsibilities while elementary principals spent 40% and high school principals spent 30%. Instructional leadership was the second largest amount of time spent with 30% for elementary principals, 25% for high school principals. The instructional leadership category was divided into seven subcategories which included: (1) Classroom Supervision, (2) Teacher Evaluation, (3) Staff Development, (4) Scheduling, (5) Selecting Materials, (6) Planning and (7) Testing/Evaluation. In those categories most of the time was spent on classroom supervision and teacher evaluation. Virtually no time was spent on the other subcategories. (Howell, 1981).

The Howell study had bearing on the present study because the seven categories of responsibilities used in Phase III of that study were also used for the present study. The study also reiterated the lack of research attention devoted to the principal's curricular responsibilities. In each of the three phases of the Howell study, the peripheral attention given to curriculum focused on the management aspects. Curriculum planning and development

activities were void in the study.

Edward Grant (1978) studied eight key areas of responsibility for school principals from large schools enrolling 1200 to 2500 students in south Texas. The study population included eighteen senior high school principals, their teaching staffs and superintendents. The study instrument consisted of a set of thirty-two instructional leader competencies developed by McIntyre (1974). The competencies were grouped into eight key responsibility areas: (1) Goal Setting, (2) Staffing, (3) Allocating Time/Space, (4) Providing Materials/Equipment/Facilities, (5) Coordinating Noninstructional Services, (6) Developing School-Community Relations, (7) Developing Inservice Training, and (8) Evaluating Processes and Products of Instruction.

Each person in the three groups of subjects made priority ratings of the eight key responsibility areas for principals on a seven-point scale. The design yielded data for three criterion variables (rating of priorities, ratings of performance and discrepancies between the two sets of ratings) and two independent variables (role of the respondents and student enrollment in the principal's school).

The findings of the Grant study indicated there were no significant differences in the priority, performance ratings or discrepancy scores with regard to school size. There were, however, significant differences in the priority and performance ratings between principals, teachers and superintendents. The findings also indicated

one curricular responsibility, Evaluation, was ranked low by each of the three groups of subjects.

The Grant study had influence on the present study since its results suggested that one curricular responsibility (Program Evaluation) was not one that was perceived as being important for high school principals to perform nor was it one that was perceived as being performed well. The Grant study was also influential on the present study since it also looked at size of school and role of the respondent as independent variables. The difference between the two studies is that the present study looked at the independent variable of the size of the school district while the Grant study looked at the size of the school where the principal was employed. Another difference in the independent variables is that the present study considered levels of administration as an independent variable while the Grant study included teachers along with principals and superintendents.

The Grant study also reemphasized the lack of research attention devoted to curriculum responsibilities. Those responsibilities even remotely referring to curriculum involved the management aspects and not curriculum development and planning.

Franklin, Nicken and Alleby (1979) conducted a study in a north central location of Florida to determine activities in which principals were most actively engaged. An instrument was constructed listing activities which were under five designated areas of responsibility: Instructional

Responsibilities, Management Responsibilities, Leadership Responsibilities, Conferences and Meetings. The areas of instructional responsibilities included the following activities:

- Curriculum Planning
- Curriculum Implementation
- Curriculum Evaluation
- Classroom Observations
- Scheduling Pupils into Programs
- Program Coordination/Orientation
- Developing Schedules

The instrument was completed by 100 elementary, middle, junior and senior high school principals. Respondents gave each activity a choice of one rating: Low, Medium or High. The findings revealed that all respondents gave the area of Instructional Responsibility a medium or high priority.

The Franklin, Nicken and Alleby study influenced the present study since it is one of the latest to investigate responsibilities of school principals and one of the few to include principals from all levels of assignment. The study also includes aspects of curriculum planning and development under the area of Instructional Responsibilities. The study also points to a need for further investigation into the curricular responsibilities of school principals.

A Michigan study was conducted during the 1971-72 school year with elementary principals (Jennings, 1972). The study was conducted with the endorsement of the Michigan

Association of Elementary School Principals. The study's purpose was to gather "statistical data relative to the prevailing state, thought and practices of Michigan school principals that could serve as information for various education groups," (Jennings, p.6).

Five dimensions of the elementary principal were examined in the study which included:

1. Personal Characteristics
2. District and School Characteristics
3. Experience, Training and Aspirations
4. Working Conditions and Welfare
5. Administrative/Supervisory Activities/Viewpoints

The data were obtained from a survey instrument completed by over one thousand principals who were members of the MAESP during the 1971-72 school year.

The segment of the Jennings study which has applicability to the present study is "Administrative/Supervisory Activities/Viewpoints." In that section principals were requested to give their opinions on (a) what they believed to be their most rewarding task, (b) the area where they spent the greatest amount of time and (c) the area in which they would most like to spend more time. The areas for selection included:

- Organization and Management
- Periodic Classroom Teaching
- Working with Teaching Staff
- Pupil Adjustment and Guidance
- Program Development and Curriculum

## Public Relations

Several of the topics have curricular responsibility implications. The topic "Program Development and Curriculum," however, has the greatest applicability to the present study. In the Jennings study only 17.94% of the principals reported that particular area to be their most rewarding and only 6.15% reported that was where most of their time was spent. However, 40.12% indicated a desire to spend more time in program development and curriculum.

The Jennings study has applicability to the present study because it is one of the few to be conducted in Michigan during the past ten years. The study also demonstrates the comparatively small amount of time Michigan principals spent on direct curriculum development.

A study was conducted by the National Association of Secondary Principals (NASSP) in 1977 on sixty "effective" high school principals (Gordon, 1978). The principals were selected through a nomination process from state departments of education, professors from schools of educational administration and state associations of secondary principals. From over three hundred nominations the subjects were finally limited to sixty. The criteria for an effective principal were:

- The school appeared to be focused in a direction and moving to achieve its purpose.
- The school leadership anticipated emerging problems and acted in an informed way to resolve them.



- The school included community persons in the development of goals and objectives.
- The school involved youth with learning in an adult community.
- The school climate was supportive and reflected high morale.

The principals were studied through an interview which included several dimensions of the principalship. These dimensions were:

School Information

Personal Information

The Job

Task Areas

Problem Solving and Problem Attack

Change

Professional Contributions

Future

The data collection included interviews with the principals as well as "significant others" which included one each from the following categories: (a) student, (b) teacher, (c) parent and (d) central office representative.

In the task area of "curriculum/programs" the principals and "significant others" agreed that the departments, the faculty as a whole and the central office were the three main groups in the curriculum development process.

Each of the "significant others" group was asked to describe the processes the principals used for planning major events, projects or programs. The parents and students

groups expressed uncertainty, but the teacher and central office groups agreed on the following planning process in descending order: (1) organizing, (2) planning for resources, (3) establishing needs, (4) recognizing the occasion for planning, (5) defining goals and objectives, (6) securing allegiances. (7) providing for needed training and (8) providing for evaluation.

In the task areas, principals ranked in order from one to nine (one being where the most time was spent) the amount of time spent on various activities during a designated two week period and the time they had planned to spend. Principals rated program development as number one where they had planned to spend the most of their time. However, they rated the area as number two where they had actually spent the most time and as number three where they would like to spend their time.

The study illustrated "effective" principals rated Program Development as one of their top choices in three aspects: where they had planned to spend their time, where they actually spent their time and where they would like to spend their time.

### Summary of Chapter

In this chapter a brief theoretical background of curriculum was provided, focusing upon the scientism influences which climaxed with Ralph Tyler. The Tyler influence was evident with Hilda Taba's works whose curriculum development sequence was used as a basis for developing the study's survey instrument.

A review of recent descriptive research conducted on the responsibilities of school principals was also included in this chapter. Such literature revealed the lack of research studies devoted to curriculum responsibilities of school principals. Two of those studies, which included curriculum along with other responsibilities, emphasized the management aspects of curriculum and not curriculum planning and development. This segment of the chapter also reviewed how the studies had influence on the present study. Such influences included:

- (1) A listing of seven responsibilities from Phase III of the Howell study which was used in the second section of the present study's survey instrument.
- (2) The utilization of the independent variables of size of school district and administrative position as in the Grant study.
- (3) The reiteration of the need for studies to be conducted on the principal's curricular responsibilities.

### CHAPTER III

#### METHOD AND PROCEDURES

This study was descriptive in nature utilizing the technique of the survey as the data gathering source. Good and Scates, in discussing this type of research, state:

Much of the significance and importance of the descriptive study lies in the possibility of investigating the status of conditions at any given time and of repeating the survey at a later date, thus providing descriptions of crosssections at different times, in order that comparisons may be made, the direction of change noted and evaluated and future growth or development predicted. Such guidance is of relatively great importance in our complex and rapidly changing modern society.

(Good and Scates, p.550)

Whitney, in commenting on this type of descriptive research, said:

To characterize it briefly, it may be said that descriptive research is fact finding with adequate interpretation.

(Whitney, p.180)

#### Restatement of the Purpose

The purpose of the study was to investigate selected curricular responsibilities and related professional development needs of school principals in a nine county geographical location of Michigan. Two independent variables (size of school district and level of administration) were investigated as to their effects on four dependent

variables (percentage of time principals spend on curricular responsibilities in comparison to other responsibilities, degree of importance of selected curricular responsibilities, degree of engagement in selected curricular responsibilities and degree of professional development needs for selected curricular responsibilities).

A series of sixteen questions were investigated. These sixteen questions were divided into four groups representing the four dependent variables and are as follows:

Perceived Percentage of Time Spent on Curricular Responsibilities

1. What percentage of a principal's time is spent on curricular responsibilities in comparison to other responsibilities as perceived by school principals and superintendents?
2. Is there a significant difference between the percentage of time spent on curricular responsibilities, as perceived by school principals, and the grade level of principalship?
3. Is there a significant difference between the principal's and superintendent's perceptions of the percentage of the principal's time spent on curricular responsibilities in comparison to other responsibilities?
4. Is there a significant difference between the percentage of time the principal spent on curricular responsibilities, as perceived by principals

and superintendents, and the size of the school district where the principal is employed?

Perceived Importance of Curricular Responsibilities

5. Which of the selected curricular responsibilities are the most important to principals as perceived by principals and superintendents?
6. Is there a significant difference between the importance of the selected curricular responsibilities, as perceived by school principals, and the grade level of principalship?
7. Is there a significant difference between the principal's perceptions and the superintendent's perceptions of the importance of the selected curricular responsibilities for principals?
8. Is there a significant difference between the importance of the selected curricular responsibilities for principals, as perceived by principals and superintendents, and the size of the school district where the principal is employed?

Perceived Engagement in Selected Curricular Responsibilities

9. In which of the selected curricular responsibilities do principals most engage as perceived by school principals and superintendents?
10. Is there a significant difference between the selected curricular responsibilities in which principals most engage, as perceived by principals, and the grade level of principalship?

11. Is there a significant difference between the principal's perceptions and the superintendent's perceptions as to the selected curricular responsibilities in which principals most engage?
12. Is there a significant difference between the selected curricular responsibilities in which principals most engage, as perceived by principals and superintendents, and the size of the school district where the principal is employed?

Perceived Professional Development Needs for Curricular Responsibilities

13. In which of the selected curricular responsibilities do principals have the greatest professional development need as perceived by principals and superintendents?
14. Is there a significant difference between the principal's professional development needs, as perceived by school principals, and the grade level of principalship?
15. Is there a significant difference between the principal's perceptions and the superintendent's perceptions of the principal's professional development needs?
16. Is there a significant difference between the principal's professional development needs, as perceived by principals and superintendents, and the size of the school district where the principal is

employed?

### Population

The study focused on principals in sixty-five school districts in a nine county area of Michigan. This area begins in mid central Michigan and extends into mid southeastern Michigan. These sixty-five school districts were not randomly selected from the total Michigan school districts. However, these districts were purposely selected because they constitute a designated location for a federal grant which is allocated by the Michigan Department of Education. The investigator had access to all of the principals and superintendents in this designated location since she is the coordinator of the federal grant.

The sixty-five school districts range from small to large student populations. This area also ranges from urban to suburban to rural communities. The area comprises twelve percent of the school districts in Michigan. Nevertheless, since this study is focused on public school principals in a designated area of Michigan, the transfer of generalizations to other geographical regions should be made only by the reader who is willing to take upon himself the responsibility for the validity of such extended generalizations.

The study excluded assistant principals. The study also excluded persons employed as assistant superintendents, deputy superintendents or any other category of superintendency that is not the designated chief executive of the school district. Non-public school principals and superintendents were also excluded from the study.



TABLE 3:1 SCHOOL DISTRICTS ACCORDING TO SIZE

Small School District	54
Medium Sized School Districts	7
Large School Districts	4
TOTAL	65

Sample

The sample included the following subjects from each of the sixty-five school districts. These subjects were randomly selected, when applicable, from the Michigan Education Directory (1981). The subjects included the following:

1. One each of the following from each of the small and medium school districts: elementary, middle or junior high and high school principal (in those districts where only one category of each was available, random selection could not be achieved. Thus, those who were available were used.)
2. Two each of the following from the large school districts: elementary, middle or junior high school and high school principal.
3. One superintendent from each of the sixty-five school districts (not randomly selected since there is only one from each district).

TABLE 3:2 SAMPLE BREAKDOWN ACCORDING TO  
LEVELS OF ADMINISTRATION AND  
SIZE OF SCHOOL DISTRICTS

	Ele- men- tary	Middle or Jun- ior High	High School	Super- inten- tent	Total
Small School District	54	42	54	54	204
Medium School District	7	7	7	7	28
Large School District	8	8	8	4	28
Totals	69	57	69	65	260

### Instrument

A written survey instrument was used as the data gathering source for the study and was constructed by the investigator. The instrument design had three sections. The first section of the instrument requested participants to provide demographic data relating to administrative position and size of the school district where employed.

The next section was designed to obtain the principal's estimated percentage of time spent on curriculum/instructional leadership responsibilities in comparison to other responsibilities. Seven responsibilities were listed with adjoining spaces so the subject might write the appropriate percentage of time spent on each. In addition, an "other" category was listed with an accompanying space to write any

additional responsibility which occupied the administrator's time. The list of responsibilities included

Curriculum/Instructional Leadership

Office Responsibilities

Community Relations

Student Relations

Extracurricular Supervision

Personal/Professional Development

Faculty Relations

Others

The list of responsibilities was derived from a national study conducted in 1980 as a cooperative Project with the University of Tulsa and the Association for Supervision and Curriculum Development and the national elementary and secondary principals' associations (op. cit. Howell).

Principals were requested to indicate the perceived amount of time each personally spent on the designated responsibilities. The superintendent was requested to indicate the perceived percentage of time spent by principals in his/her school district in general.

The third section of the instrument was designed to obtain three responses concerning curriculum responsibilities. The Taba Curriculum Model was used as a guide for determining a listing of responsibilities. The model emphasizes a sequence for curriculum decision making. These steps are:

1. Diagnosis of needs
2. Formulation of Objectives

3. Selection of Content
4. Organization of Content
5. Selection of Learning Experiences
6. Organization of Learning Experiences
7. Determination of What to Evaluate and Ways and Means of Doing It

When necessary, the Taba sequence was broken into smaller activities. The activities were then written into a twenty-one item list utilizing a Likert-type scale. The instrument design allowed each subject to give three responses for each activity. The first response requested the subject's perceptions as to the degree of importance of the activity. Possible responses were: 1 = low importance, 2 = medium importance and 3 = high importance. The second response requested the subject's perceptions of actual engagement in the responsibility. Possible responses on a Likert-type scale were: 1 = low engagement, 2 = medium engagement and 3 = high engagement. The third and final response requested the subject's perceptions as to the degree of professional development need for the stated responsibility. The possible responses were: 1 = low need, 2 = medium need and 3 = high need.

Principals were requested to respond to this section as to their perceptions as it personally applied to them. Superintendents were requested to respond as to their perceptions as each applied to principals in general in their school districts.

### Field Testing of the Instrument

The instrument was field tested by fifteen administrators consisting of three each from the following levels of administration: elementary principal, middle school principal, junior high school principal, high school principal and superintendent. These administrators were from school districts other than those which were used for the study. The purpose of the field testing was to receive information on the understandability of the instrument and the amount of time needed for completion. Space was provided for respondents to make comments and suggestions. Respondents were also requested to indicate the approximate amount of time needed to complete the survey. The average time reported for completion was thirteen minutes. Suggestions from the testing and from the investigator's study committee were incorporated into the final instrument design.

### Instrument Distribution and Collection

The survey instrument was sent to the designated population by mail. A self addressed stamped envelope and a letter accompanied each instrument. The purpose of the letter was to explain the intent of the survey instrument as well as to encourage prompt completion and return. A telephone call was made to all participants between two days before mailing the instrument and five days after the mailing. The calls were to remind the subjects about the instrument and to encourage prompt return.

Table 3:3 indicates the number of returned survey instruments according to sample breakdowns.

TABLE 3:3 RETURNED SURVEY INSTRUMENTS FROM VARIOUS SUBPOPULATIONS

	ELEMENTARY			MIDDLE/JR HIGH			HIGH			SUPERINTENDENTS			TOTALS		
	Surveys Sent	Surveys Retn.	% of Total	Surveys Sent	Surveys Retn.	% of Total	Surveys Sent	Surveys Retn.	% of Total	Surveys Sent	Surveys Retn.	% of Total	Surveys Sent.	Surveys Retn.	% of Total
SMALL SCHOOL DISTRICTS	54	42	77.0	42	37	88.0	54	45	83	54	48	88	204	172	84.31
MEDIUM SCHOOL DISTRICTS	7	6	85	7	6	85	7	5	71	7	6	85	28	23	82.14
LARGE SCHOOL DISTRICTS	8	7	87	8	7	87	8	6	75	4	4	100	28	24	85.71
TOTALS	69	55	79.71	57	50	87.77	69	56	81.15	65	58	89.23	260	219	84.23

### Limitations of the Study

There are three limitations to the study which include the data collection process. The first limitation is that a survey instrument was utilized for data collection. Certain limitations of the survey are discussed by Good and Scates (p.683), Mildred Parten (p.383) Whitney (p.140) and other authors on research methods. Included in these limitations are:

1. It is extremely difficult to state the items in the questionnaire with sufficient clarity so that each respondent has exactly the same understanding of the information requested.
2. It is usually impossible for the respondent to express only the information specifically requested by the items without opportunity to give reasons for the responses, additional pertinent data, possible exceptions and other data which might give deeper meaning to data.
3. It is usually impossible to obtain returns from every member of a sample contacted through a mailed questionnaire. There is a question, therefore, whether those who responded are typical of the total population.

The second limitation is related to the first in that items included on the survey are based on a particular curriculum model. The four dependent variables, therefore, under investigation indicate "selected" curriculum responsibilities. This study does not suggest that this "selected"

list is inclusive of all curriculum responsibilities or curricular professional development needs a principal may encounter. The selected list, therefore, is a limitation in this study.

The third limitation is that the study focuses on the principals' and superintendents' perceptions as to the four designated dependent variables. The perceptions are a limitation since they are not the actual.

### Analysis of Data

Multivariate Analysis of Variance (MANOVA) was used to analyze the results of the data. The purpose of the analysis was to determine the effects of two independent variables, size of school district and category of administration, upon the dependent variables. Analysis included a twelve cell matrix as illustrated below:

	Small School District	Medium School District	Large School District
Superin- tendents			
Elemen- tary Prin- cipal			
Middle/Jr. High School Principal			
High School Principal			



The Hotelling test was used to compute levels of significance within the MANOVA. The level of significance was considered at .05.

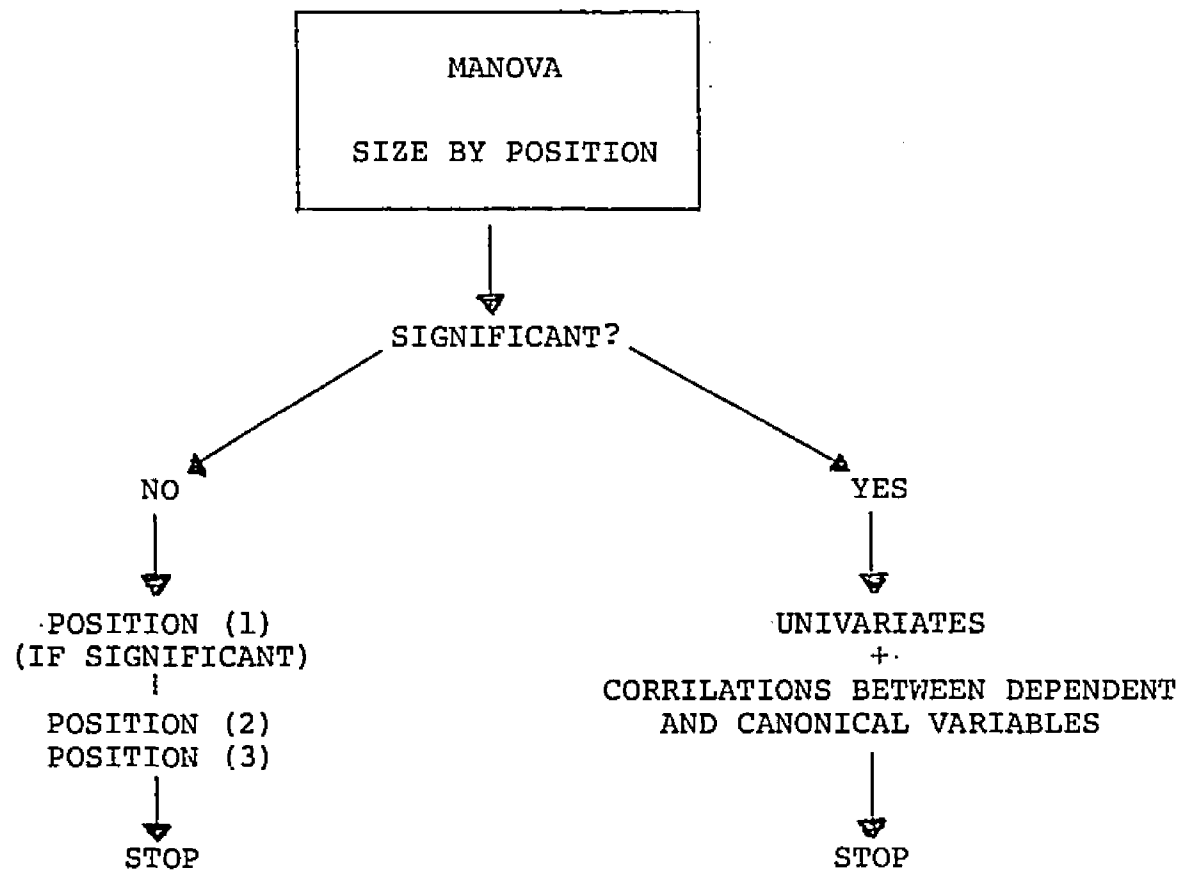
An a priori idea of specific differences between groups as stated in the research questions necessitated the use of Helmert contrasts. For the independent variable of administrative position, elementary principals were contrasted with middle/junior high school principals and high school principals. Middle/junior high principals were contrasted with high school principals. Finally, superintendents were contrasted with principals.

For the independent variable of position, small school districts were contrasted with medium and large school districts. Medium school districts were then contrasted with large school districts.

The MANOVA process examined first the effect of size by position to determine if a significant interaction occurred. If there was no significant interaction, the effect of position at each of the three levels was analyzed for significance. If significant multivariate interaction occurred, univariate analysis and analysis of correlations between dependent and canonical variables were made. The process is illustrated in Figure 1.

Research questions 1,2,3 and 4 focus on the perceived percentage of time the principals spent on curricular responsibilities. The mean and percentage for each of the twelve cells were graphically displayed to answer question 1.

Figure 1: MANOVA Process for Analyzing Data



Data regarding questions 2, 3 and 4 were subjected to the MANOVA process to compute the significance of differences among administrative positions, size of school districts and the interaction of the two.

Research questions 5 through 16 focus on the selected curricular responsibilities as to their perceived importance, perceived engagement and professional development need. For analysis, the twenty-one survey items were grouped into five subcurricular topics which included:

1. Preparation through Current and Professional Literature
2. Formulation of Philosophy, Goals and Objectives
3. Selection and Organization of Content and Student Learning Experiences
4. Evaluation
5. Conducting and Coordinating Inservice

The survey items for each subtopic are indicated on Table 3:4.

To answer questions 5, 9 and 13 which focus on the quantitative aspects of the three dependent variables, the mean scores were ranked from the greatest to the least for each set of categories, to determine those which are the most value for each of the three dependent variables of importance, perceived engagement and professional development need.

The MANOVA was used to analyze data for research questions 6, 7, 8, 10, 11, 12, 14, 15 and 16 as to the

TABLE 3:4 SUBCURRICULAR TOPICS AND RELATED SURVEY ITEMS

SUB CURRICULAR TOPIC	SURVEY ITEMS	ITEM NUMBERS
PREPARATION THROUGH CURRENT AND PROFESSIONAL LITERATURE	Keeping abreast of current events in newspapers, books and periodicals	1
	Keeping abreast of current professional literature	2
FORMULATION OF PHILOSOPHY, GOALS AND OBJECTIVES	Formulation of district's and/or school's philosophy of education	3
	Formulation of district's and/or school's educational goals	4
	Formulation of district's and/or school's educational objectives	5
SELECTION AND ORGANIZATION OF CONTENT AND STUDENT LEARNING EXPERIENCES	Selection of content for student learning	6
	Organization of content for student learning	7
	Formulation of student objectives	8
	Assessing student needs	9
	Selection of student learning experiences	10
	Organization of student learning experiences	11
	Selecting instructional materials for students	17
EVALUATION	Evaluating student performance	12
	Evaluating overall program(s)	13
	Assessing teacher needs	14
	Observing teacher performance in the classroom	15
	Observing student performance in the classroom	16
	Evaluating professional staff utilizing a designated process	21
CONDUCTING AND COORDINATING INSERVICE	Teaching observation lessons as modeling techniques for teachers	18
	Conducting inservice programs for teachers	19
	Coordinating inservice programs for teachers	20

effect of size and administrative position upon the three dependent variables.

#### Treatment of Incomplete Data

A total of 216 survey instruments was returned as indicated on Table 3:3. There were missing data, however, on some of the 216 returned instruments. Missing data were treated as follows:

1. Variable one focused on the perceived percentage of time principals spent on curricular responsibilities. Subjects were requested to write the perceived percentage of time spent on seven listed responsibilities. The total time for designated responsibilities would be 100%. If a subject's responses did not total 100%, that section of the instrument was considered invalid and the subject's responses were not included in the total population's computations. Subjects who did not respond to this section at all, of course, were not included in the total population's computations.
2. Variables two, three and four focused on the perceived importance, perceived engagement and perceived professional development need for the selected curricular responsibilities. On this segment of the instrument if the subject did not complete the entire column for each of the three variables, the column which was not completed was considered invalid and was not computed with the

total population.

Table 3:5 indicates the number of valid survey responses for each dependent variable.

TABLE 3:5 VALID SURVEY RESPONSES FOR EACH VARIABLE

	Small School District	Medium Sized School District	Large School District	Totals
Superintendent	V1, N = 47 V2, N = 45 V3, N = 45 V4, N = 44	V1, N = 6 V2, N = 6 V3, N = 6 V4, N = 6	V1, N = 4 V2, N = 4 V3, N = 4 V4, N = 6	V1, N = 57 V2, N = 55 V3, N = 55 V4, N = 54
Elementary Principal	V1, N = 42 V2, N = 37 V3, N = 36 V4, N = 35	V1, N = 6 V2, N = 6 V3, N = 6 V4, N = 5	V1, N = 7 V2, N = 5 V3, N = 6 V4, N = 6	V1, N = 55 V2, N = 48 V3, N = 48 V4, N = 46
Middle/Junior High School Principals	V1, N = 37 V2, N = 28 V3, N = 28 V4, N = 29	V1, N = 6 V2, N = 3 V3, N = 3 V4, N = 3	V1, N = 7 V2, N = 7 V3, N = 7 V4, N = 7	V1, N = 50 V2, N = 38 V3, N = 38 V4, N = 39
High School Principals	V1, N = 43 V2, N = 37 V3, N = 34 V4, N = 32	V1, N = 5 V2, N = 4 V3, N = 4 V4, N = 4	V1, N = 6 V2, N = 3 V3, N = 2 V4, N = 3	V1, N = 54 V2, N = 44 V3, N = 40 V4, N = 39
Totals	V1, N = 169 V2, N = 147 V3, N = 143 V4, N = 140	V1, N = 23 V2, N = 19 V3, N = 19 V4, N = 18	V1, N = 34 V2, N = 19 V3, N = 19 V4, N = 20	V1, N = 216 V2, N = 185 V3, N = 181 V4, N = 178
V1 = Variable 1 (Percent of Time Spent on Curricular Responsibilities ) V2 = Variable 2 (Importance of Curricular Responsibilities) V3 = Variable 3 (Engagement in Curricular Responsibilities) V4 = Variable 4 (Professional Development Need for Curricular Responsibilities)				

## CHAPTER IV

### ANALYSIS OF DATA

The analysis of the data obtained from a survey instrument sent to 260 principals and superintendents in a nine county location in Michigan will be reported in this chapter. The study focused on the effects of two independent variables (size of school district and level of administration) on four dependent variables.

The analysis of data will focus on the sixteen research questions posed in the study. The sixteen questions were divided into four groups representing the four dependent variables. The four variables were:

1. The perceived percent of time the principal spent on curricular responsibilities in comparison to other responsibilities.
2. The degree to which selected curricular responsibilities were perceived as being important for school principals.
3. The degree to which principals were perceived as engaging in selected curricular responsibilities.



4. The degree of perceived professional development needs for the selected curricular responsibilities.

This chapter will be divided into four segments to report the findings of the four sets of research questions.

#### Percentage of Time Spent on Curricular Responsibilities

The four research questions focused on this variable are as follows:

1. What percentage of a principal's time is spent on curricular responsibilities in comparison to other responsibilities as perceived by school principals and superintendents?
2. Is there a significant difference between the percentage of time spent on curricular responsibilities, as perceived by school principals, and the grade level of principalship?
3. Is there a significant difference between the principal's and superintendent's perceptions of the percentage of the principal's time spent on curricular responsibilities in comparison to other responsibilities?
4. Is there a significant difference between the percentage of time the principal spent on curricular responsibilities, as perceived by principals and superintendents, and the size of the school district where the principal is employed?

To illustrate the findings for research question 1, means scores and standard deviations were obtained for each

of the twelve cells comprising size of school district and administrative position. Tables 4:1 and 4:2 illustrate these findings. The total population indicated that 15.71% of the principal's time is spent on curricular responsibilities. Responsibilities, however, which consumed more of the principal's time were "Student Relations" (25.10%) and "Office Responsibilities" (21.04%).

TABLE 4:1 PERCENT OF TIME PRINCIPALS SPENT ON CURRICULAR RESPONSIBILITIES  
IN COMPARISON TO OTHER RESPONSIBILITIES AS PERCEIVED BY VARIOUS  
SUBPOPULATIONS (Top figure = x, bottom figure = s)

	Total Population	Superintendents			Elem. Principals			Middle/J.H. Principals			High School Principals		
		Small	Med.	Large	Small	Med.	Large	Small	Med.	Large	Small	Med.	Large
CURRICULUM/INSTRUCTIONAL RESPONSIBILITIES	15.17 10.51	13.40 8.34	35.50 16.43	13.75 4.78	13.90 8.63	17.50 8.22	24.71 17.62	13.70 8.74	9.16 4.91	11.43 6.27	15.20 10.85	18.60 12.83	21.67 15.71
OFFICE RESPONSIBILITIES	21.04 10.85	18.30 8.40	15.0 5.47	25.0 4.08	23.17 11.75	18.33 6.86	22.86 12.86	21.43 11.71	14.17 4.92	28.57 16.51	21.84 11.63	27.0 10.95	16.67 6.83
COMMUNITY RELATIONS	9.83 6.02	9.80 7.93	10.0 0	10.0 4.82	11.26 7.45	13.50 6.47	10.71 8.86	7.24 2.99	10.83 9.70	9.29 4.49	7.90 2.82	9.0 4.18	9.17 2.04
STUDENT RELATIONS	25.10 14.82	28.13 18.33	15.0 5.47	17.50 6.45	25.90 11.48	15.17 5.87	13.57 6.26	28.36 14.47	40.0 18.97	14.85 6.98	25.56 13.90	13.0 9.7	20.0 17.32
EXTRACURRICULAR SUPERVISION	7.80 6.05	8.02 5.45	10.0 0	12.50 8.66	4.45 5.76	5.83 4.62	5.29 2.36	8.83 6.33	9.16 8.61	12.86 4.87	7.72 5.07	13.40 9.63	11.0 7.09
PERSONAL/PROFESSIONAL DEVELOPMENT	5.25 3.52	5.06 3.10	5.0 0	5.75 2.98	4.80 3.38	9.67 4.96	6.43 3.77	5.86 3.58	5.83 2.04	3.29 1.79	5.46 4.11	4.0 2.23	1.67 1.96
FACULTY RELATIONS	14.57 8.78	16.09 11.27	6.67 2.58	13.75 4.78	15.14 6.67	18.33 11.25	13.57 9.44	13.10 7.43	10.83 2.04	19.14 10.18	14.67 8.27	15.0 14.57	11.76 8.10
OTHER	1.74 4.92	1.19 2.33	1.67 2.58	1.75 2.36	1.24 2.54	1.67 4.08	2.86 4.87	2.70 8.70	0 0	.57 .97	1.53 4.56	0 0	8.67 8.98

TABLE 4:2 PERCEIVED PERCENT OF TIME PRINCIPALS SPENT ON CURRICULAR RESPONSIBILITIES  
AS PERCEIVED BY VARIOUS SUBPOPULATIONS

	Small School District $\bar{X}$ S	Medium Sized School District $\bar{X}$ S	Large School District $\bar{X}$ S	Totals $\bar{X}$ S
Superintendent	13.40 8.34 N=47	35.50 16.43 N=6	13.75 4.78 N=4	15.75 N=57
Elementary Principal	13.90 8.63 N=42	17.50 8.22 N=6	24.71 17.62 N=7	15.66 N=55
Middle/Jr. High School Principal	13.70 8.74 N=37	9.16 4.91 N=6	11.43 6.27 N=7	12.83 N=50
High School Principal	15.20 10.85 N=43	18.60 12.83 N=5	21.67 15.71 N=6	16.23 N=54
	14.04 N=169	20.25 N=23	18.25 N=24	15.17 N=216

Research questions 2, 3, and 4 focus on the effects of size of school district and level of administration on the percent of time the principal spent on curricular responsibilities. To analyze the data for these questions the multivariate analysis of variance was used. The MANOVA indicates a significant interaction between the independent variables of size and position at .0004 level of significance as indicated in Table 4:3.

TABLE 4:3 MANOVA FOR INTERACTION BETWEEN INDEPENDENT VARIABLES OF SIZE AND POSITION FOR PERCEIVED PERCENT OF TIME PRINCIPALS SPENT ON CURRICULAR RESPONSIBILITIES

SOURCE OF VARIATION	SUM OF SQUARES	DF	MEAN SQUARE	F	SIGNIFICANCE OF F
Within Cells	1918.5437	294	97.14		
Small School Dists. vs. Med. & Large	34.3302	1	34.33	.35337	.55287
Medium School Dists. vs. Large	970.0403	1	970.04	9.98500	.03182
Supts. vs. Principals	344.6807	1	344.68	3.5479	.06104
Elem. Prins. vs. Mid/Jr. & H.S. Prins.	42.8765	1	42.87	.44134	.53722
Mid/Jr. Prins. vs. H.S. Prins.	45.5209	1	45.52	.46857	.49442
Size By Position	2520.0074	6	420.00	4.32324	* .00043
*Indicates significant interaction of size by position since level of significance is .05					

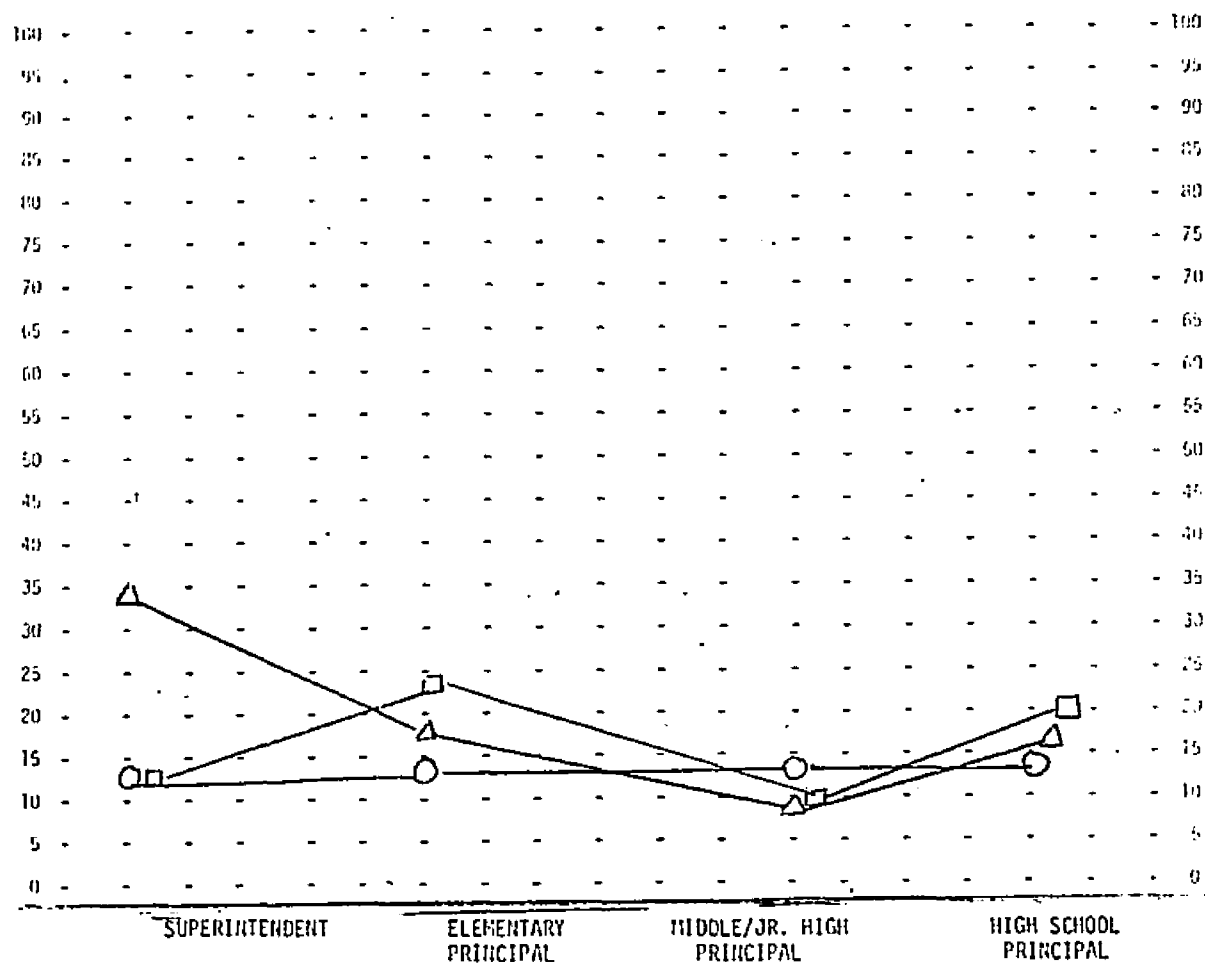
Due to the significant interaction, it was not determined which variable caused the main effect. However, charting of the variables helped to determine where the interaction may have occurred. Tables 4:4 and 4:5 illustrate that the cause of interaction may have occurred with superintendents from middle-sized school districts. It cannot be determined, however, if size or position caused the main effect.

#### Summary of Percentage of Time Spent on Curricular Responsibilities

A summary of this variable has the following conclusions:

1. The total sample indicated that 15.71% of a principal's time is spent on curricular responsibilities. This responsibility ranks third among seven others. "Student Relations" and "Office Responsibilities" were perceived as consuming more of the principal's time.
2. There was a significant interaction between the independent variables of size and position at .0004.
3. Due to the significant interaction between size and position, it was not determined if there was a significant difference between the percentage of time spent on curricular responsibilities and the level of principalship.
4. Due to the significant interaction between size and position, it was not determined if there was a significant difference between the principal's and

TABLE 4:4 PERCEIVED PERCENTAGE OF TIME SPENT ON CURRICULAR RESPONSIBILITIES  
ACCORDING TO SIZE OF SCHOOL DISTRICT

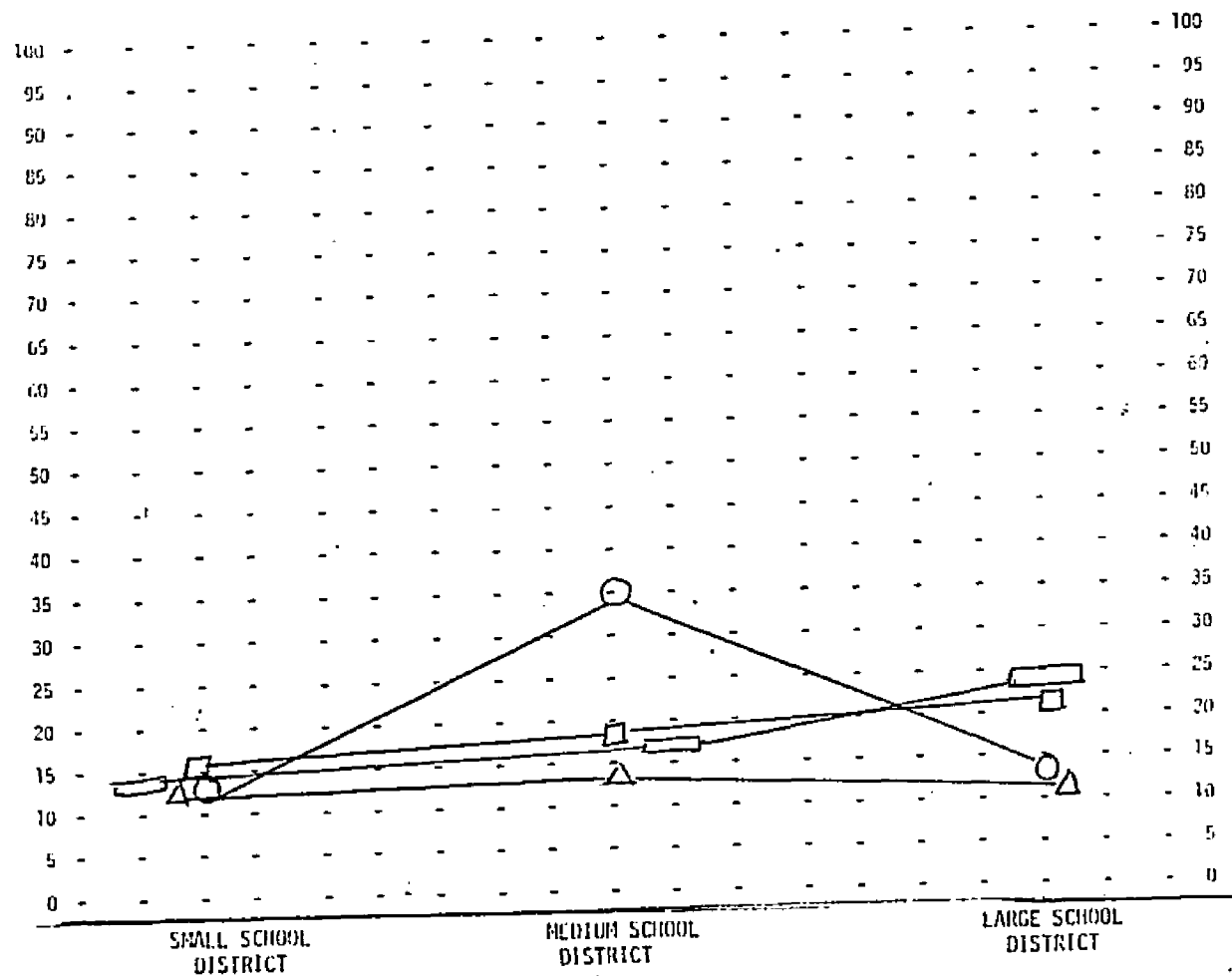


○ = Small School District

△ = Medium Sized School District

□ = Large School District

TABLE 4:5 PERCEIVED PERCENTAGE OF TIME SPENT ON CURRICULAR RESPONSIBILITIES  
ACCORDING TO LEVEL OF ADMINISTRATION



○ = Superintendent

◻ = High School Principal

△ = Middle/Jr. High School Principal

▭ = Elementary Principal



superintendent's perceptions on the percentage of time the principal spent on curricular responsibilities.

5. Due to the significant interaction between size and position, it was not determined if there was a significant difference between the percentage of time spent on curricular responsibilities and the size of the school district where the principal is employed.

The remainder of this chapter will focus on the following three variables: (a) Perceived Importance of Selected Curricular Responsibilities, (b) Perceived Engagement in Selected Curricular Responsibilities and (c) Perceived Professional Development Need for Selected Curricular Responsibilities.

For analysis of these variables the twenty-one survey items were grouped into five subcurricular topics which included:

1. Preparation through Current and Professional Literature
2. Formulation of Philosophy, Goals and Objectives
3. Selection and Organization of Content and Student Learning Experiences
4. Evaluation
5. Conducting and Coordinating Inservice

The survey items for each subcurricular topic are indicated on Table 3:4, page 47. These subcurricular topics will be used for reporting findings for the next three variables.

### Importance of Selected Curricular Responsibilities

The four research questions which focused on this variable were follows:

5. Which of the selected curricular responsibilities are the most important to principals as perceived by principals and superintendents?
6. Is there a significant difference between the importance of the selected curricular responsibilities, as perceived by school principals, and the grade level of principalship?
7. Is there a significant difference between the principal's perceptions and the superintendent's perceptions of the importance of the selected curricular responsibilities for principals?
8. Is there a significant difference between the importance of the selected curricular responsibilities for principals, as perceived by principals and superintendents, and the size of the school district where the principal is employed?

To illustrate the findings for research question 5, the mean score for each of the five subcurricular categories was determined. These mean scores reflected the responses obtained from the total sample on a three point Likert-type scale. The mean scores were ranked from high to low to determine which categories were perceived as being the most important. Table 4:6 illustrates this ranking.

TABLE 4:6 RANKING OF RESPONSIBILITIES IN CURRICULAR CATEGORIES FOR PRINCIPALS IN ORDER OF IMPORTANCE BY MEAN SCORES AS PERCEIVED BY PRINCIPALS AND SUPERINTENDENTS

Survey Topic	Mean Score (On a three Point Scale)
Formulation of Philosophy, Goals and Objectives	2.68
Evaluation	2.56
Preparation through Current and Professional Literature	2.43
Selection and Organization of Content and Student Learning Experiences	2.30
Coordinating and Conducting Inservice	2.09

The responsibilities in the subcategory, "Formulation of Philosophy, Goals and Objectives," was perceived as being the most important and was followed in order by the subcategory of "Evaluation." The responsibilities in the subcategories of "Preparation Through Current and Professional Literature" and "Selection and Organization of Content and Student Learning Experiences" were third and fourth respectively in rank order. The responsibilities in the subcategory of "Conducting and Coordinating Inservice" were perceived as being the least important.

Research questions 6, 7 and 8 focus on the effects of size of school district and level of administration on the importance of the selected curricular responsibilities.

The Hotelling test indicates a significant interaction at the .03745 level between size and position.

TABLE 4:7 INTERACTION BETWEEN INDEPENDENT VARIABLES OF SIZE AND POSITION FOR PERCEIVED IMPORTANCE OF SELECTED CURRICULAR RESPONSIBILITIES

TEST NAME	VALUE	APPROX. F	HYPOTHESIS D.F.	ERROR D.F.	SIGNIFICANCE OF F.
Hotellings	.27242	1.48275	30.000	865.000	* .03745
*Indicates significant interaction.					

Due to the significant interaction between size and position, the univariates were analyzed as were correlations between dependent and canonical variables.

In analysis of the univariate under position 1 (junior high school principals contrasted with high school principals), there is a significant difference in the subcurricular category of "Conducting and Coordinating Inservice Programs" as indicated on Table 4:8.

TABLE 4:8 LEVELS OF SIGNIFICANCE FOR MIDDLE/JUNIOR HIGH PRINCIPALS CONTRASTED WITH HIGH SCHOOL PRINCIPALS ON THE IMPORTANCE OF RESPONSIBILITIES IN SUBCURRICULAR CATEGORIES

VARIATE	HYPOTHESIS SUM OF SQUARE	ERROR SUM OF SQ.	HYPOTHESIS MEAN SQ.	ERROR MEAN SQ.	F	SIGNIFICANCE OF F
LITERATURE	.10628	164.69213	.10628	.95198	.11164	.73369
OBJECTIVES	1.38414	236.71105	1.38414	1.36827	1.01160	.31592
STUDENTS	4.71904	1754.65290	4.71904	10.14250	.46527	.49608
EVALUATION	9.62074	611.84625	9.62074	3.53668	2.72027	.10090
INSERVICE	12.31538	363.91034	12.31538	2.10353	5.85463	*.01657
* Indicates significant difference.						

High school principals perceive the curricular responsibilities in this category to be more important than junior high school principals as indicated by the mean scores on Table 4:9.

In position 2 (elementary principals contrasted with middle/junior high school principals) there is a significant difference in two subcurricular categories which are "Selection and Organization of Content and Student Learning Experiences" and "Conducting and Coordinating Inservice."

TABLE 4:9 MEANS AND STANDARD DEVIATIONS FOR PER-  
CEIVED IMPORTANCE OF CURRICULAR RESPON-  
SIBILITIES ACCORDING TO SUBCURRICULAR  
CATEGORIES AS REPORTED BY SUBPOPULATIONS

		SMALL SCHOOL DISTRICT X S	MEDIUM SIZED SCHOOL DISTRICT X S	LARGE SCHOOL DISTRICT X S	TOTALS X S
SUPERINTENDENT	LITERATURE	4.82 1.05	4.50 .54	5.50 1.0	4.81
	GOALS AND OBJECTIVES	8.03 1.29	8.83 .40	9.0 0	8.22
	STUDENT LEARNING EXPERIENCES	16.46 3.25	15.50 2.81	14.25 2.05	16.18
	EVALUATION	15.51 2.15	16.66 1.50	15.75 2.05	15.65
	INSERVICE	6.44 1.67	8.0 0	7.25 1.70	6.66
		N=45	N=6	N=4	N=55
ELEMENTARY PRINCIPAL	LITERATURE	4.75 .83	4.33 .81	5.20 1.0	4.74
	GOALS AND OBJECTIVES	8.10 1.24	7.16 1.16	9.0 0	8.07
	STUDENT LEARNING EXPERIENCES	16.48 3.21	15.66 2.65	19.40 2.19	16.63
	EVALUATION	15.24 1.81	15.50 2.07	17.20 1.03	15.47
	INSERVICE	6.48 1.40	7.16 .40	7.0 1.85	6.61
		N=37	N=6	N=5	N=48
MIDDLE/JUNIOR-HIGH SCHOOL PRINCIPAL	LITERATURE	5.14 .89	5.66 .57	5.28 .95	5.20
	GOALS AND OBJECTIVES	8.35 .91	6.66 1.52	7.28 .95	8.01
	STUDENT LEARNING EXPERIENCES	15.25 2.87	17.83 .51	14.71 4.15	15.35
	EVALUATION	15.50 1.03	14.66 2.30	14.0 2.94	15.15
	INSERVICE	5.85 1.67	6.66 1.54	5.14 1.57	5.78
		N=28	N=3	N=7	N=38
HIGH SCHOOL PRINCIPALS	LITERATURE	4.70 1.10	5.25 .95	4.66 .57	4.74
	GOALS AND OBJECTIVES	8.05 1.31	8.25 .95	7.66 1.15	8.04
	STUDENT LEARNING EXPERIENCES	15.43 3.60	16.50 1.73	16.0 1.73	15.56
	EVALUATION	14.86 1.94	14.25 1.70	15.33 .57	14.83
	INSERVICE	5.78 1.10	6.75 1.70	6.0 1.57	5.88
		N=17	N=4	N=3	N=44
TOTALS	LITERATURE	4.83	4.73	5.15	4.87 .98
	GOALS AND OBJECTIVES	8.12	7.83	8.15	8.10 1.23
	STUDENT LEARNING EXPERIENCES	15.37	16.12	16.05	15.19 3.23
	EVALUATION	15.27	15.47	15.42	15.31 1.99
	INSERVICE	6.17	7.26	6.20	6.23 1.51
		N=147	N=19	N=17	N=185

TABLE 4:10 LEVELS OF SIGNIFICANCE FOR ELEMENTARY PRINCIPALS CONTRASTED WITH MIDDLE/JUNIOR AND HIGH SCHOOL PRINCIPALS ON THE PERCEIVED IMPORTANCE OF RESPONSIBILITIES IN SUBCURRICULAR CATEGORIES

VARIATE	HYPOTHESIS SUM OF SQUARE	ERROR SUM OF SQ.	HYPOTHESIS MEAN SQ.	ERROR MEAN SQ.	F	SIGNIFICANCE OF F
LITERATURE	1.45418	164.69213	1.45418	.95198	1.52753	.21816
OBJECTIVES	.07835	235.71105	.07835	1.36827	.05727	.81115
STUDENTS	48.81553	1754.65290	45.81553	10.14250	4.51718	*.03497
EVALUATION	6.16361	611.84625	6.16361	3.53668	1.74277	.18853
INSERVICE	15.64275	363.91034	15.64275	2.10353	7.43644	*.00705

\* Indicates Significant Difference

As indicated by the mean scores on Table 4:9, elementary principals tend to perceive the responsibilities in both subcurricular categories to be more important than do the other principals.

In position 3 (superintendents contrasted with principals) there are no significant differences in any of the five subcurricular categories.

TABLE 4:11 LEVELS OF SIGNIFICANCE FOR SUPERINTENDENTS CONTRASTED WITH PRINCIPALS ON THE PERCEIVED IMPORTANCE OF RESPONSIBILITIES IN SUBCURRICULAR CATEGORIES

VARIATE	HYPOTHESIS SUM OF SQUARE	ERROR SUM OF SQ.	HYPOTHESIS MEAN SQ.	ERROR MEAN SQ.	F	SIGNIFICANCE OF F
LITERATURE	3.37070	164.69213	3.37070	.95198	3.54073	.06156
OBJECTIVES	.00386	236.71105	.00396	1.36827	.00290	.95714
STUDENTS	.66010	1754.65290	.66910	10.14250	.06597	.79760
EVALUATION	2.53842	611.84625	2.53842	3.53688	.71774	.398806
INSERVICE	.01210	363.91034	.12100	2.10353	.00575	.93964

Due to the interaction of size and position, size cannot be considered for the main effect at this point. Therefore, it cannot be determined if there is a significant difference between the perceived importance of the selected curricular responsibilities and the size of the school where the principal is employed.



Summary of Importance of Selected Curricular Responsibilities

A summary of this particular variable is as follows:

1. The categories of responsibility which were perceived as being the most important to school principals are "Formulation of Philosophy, Goals and Objectives" and "Evaluation."
2. There is a significant interaction between the independent variables of size and position.
3. There is a significant difference between elementary principals and other principals in the importance of curricular responsibilities in the subcurricular categories of "Selection and Organization of Content and Student Learning Experiences" and "Conducting/Coordinating Inservice Programs." Elementary principals perceive the responsibilities from both subcurricular categories to be more important than do the other principals.
4. There is a significant difference between middle/junior high school principals and high school principals in the importance of the selected curricular responsibilities in the subcurricular category of "Coordinating/Conducting Inservice Programs." High school principals perceive responsibilities in this subcurricular category to be more important than do middle/junior high school principals.

5. There is no significant difference between principal's and superintendent's perceptions as to the importance of the selected curricular responsibilities.
6. Due to the significant interaction between size and position, it was not determined if there is a significant difference between the importance of the selected curricular responsibilities and the size of the school district where the principal is employed.

#### Principal's Engagement in Selected Curricular Responsibilities

The four research questions which focused on this variable are as follows:

9. In which of the selected curricular responsibilities do principals most engage as perceived by school principals and superintendents?
10. Is there a significant difference between the selected curricular responsibilities in which principals most engage, as perceived by principals, and the grade level of principalship?
11. Is there a significant difference between the principal's perceptions and the superintendent's perceptions as to the selected curricular responsibilities in which principals most engage?
12. Is there a significant difference between the selected curricular responsibilities in which principals most engage, as perceived by principals

and superintendents, and the size of the school district where the principal is employed?

To illustrate the findings for research question 9, the mean scores for each of the five subcurricular categories were determined. These mean scores reflected the responses obtained from the total sample on a three point Likert-type scale. The mean scores were ranked from high to low as to which categories were perceived as being the most engaged in by principals. Table 4:12 illustrates this ranking.

As illustrated on Table 4:12, there is no perceived high degree of engagement in responsibilities in any of the five subcurricular responsibilities. Nonetheless, the responsibilities in the subcurricular category "Evaluation" were perceived as being the most engaged in. This category was followed in rank by "Formulation of Philosophy, Goals and Objectives." The responsibilities under the subcurricular category of "Preparation Through Current and Professional Literature" and "Selection and Organization of Content and Student Learning Experiences" were third and fourth respectively in order of perceived engagement. The responsibilities in the subcurricular category of "Conducting"/Coordinating Inservice" were perceived as being engaged in to a low degree.

Research questions 10, 11 and 12 focus on the effects of level of administration and size of the school district on the principal's engagement in selected curricular responsibilities.

TABLE 4:12 RANKING OF RESPONSIBILITIES IN CURRICULAR CATEGORIES  
FOR PRINCIPALS IN ORDER OF ENGAGEMENT BY MEAN SCORES  
AS PERCEIVED BY PRINCIPALS AND SUPERINTENDENTS

Survey Topic	Mean Score (On a three Point Scale)
Evaluation	2.12
Formulation of Philosophy, Goals and Objectives	2.04
Preparation Through Current and Professional Literature	1.88
Selection and Organization of Content and Student Learning Experiences	1.84
Coordinating and Conducting Inservice	1.61

The Hotelling Test indicates no significant interaction between the independent variables of size and position as illustrated on Table 4:13.

TABLE 4:13 INTERACTION BETWEEN INDEPENDENT VARIABLE OF SIZE AND POSITION FOR PRINCIPAL'S PERCEIVED ENGAGEMENT IN SELECTED CURRICULAR RESPONSIBILITIES

TEST NAME	VALUE	APPROX. F	HYPOTHESIS D.F.	ERROR D.F.	SIGNIFICANCE OF F.
Hotellings	.15542	.84653	30.00000	817.00000	.70361

Since there is no significant interaction between size and position, the effects of position were analyzed. In position 1 (middle/junior high principals contrasted with high school principals), the Hotelling Test indicates a significant difference.

TABLE 4:14 LEVELS OF SIGNIFICANCE BETWEEN MIDDLE/JUNIOR HIGH SCHOOL PRINCIPALS CONTRASTED WITH HIGH SCHOOL PRINCIPALS ON PRINCIPALS ENGAGEMENT

TEST NAME	VALUE	APPROX. F	HYPOTHESIS D.F.	ERROR D.F.	SIGNIFICANCE OF F.
Hotellings	.09140	3.31981	5.00000	165.0000	* .00696
* Indicates significant difference					

The significant differences occur in two subcurricular categories which are "Selection and Organization of Content and Student Learning Experiences" and "Evaluation."

TABLE 4:15 LEVELS OF SIGNIFICANCE FOR MIDDLE/JUNIOR HIGH SCHOOL PRINCIPALS CONTRASTED WITH HIGH SCHOOL PRINCIPALS ON PERCEIVED ENGAGEMENT IN RESPONSIBILITIES IN SUB-CURRICULAR CATEGORIES

VARIATE	HYPOTHESIS SUM OF SQUARE	ERROR SUM OF SQ.	HYPOTHESIS MEAN SQ.	ERROR MEAN SQ.	F	SIGNIFICANCE OF F
LITERATURE	.01036	189.82955	.01036	1.12325	.00922	.92362
OBJECTIVES	5.25064	473.62577	5.25064	2.80252	1.87354	.17289
STUDENTS	54.25298	16661.79486	54.25298	9.83311	5.51738	*.01998
EVALUATION	90.58488	1107.23852	90.58488	6.55171	13.82615	*.00027
INSERVICE	.20928	417.03973	.20928	2.46769	.08481	.77124
*Indicates Significant Difference						

As illustrated by the mean scores on Table 4:16, high school principals tend to engage more in activities listed under "Selection and Organization of Content and Student Learning Experiences" than do middle/junior high school principals. Middle/junior high principals, however, tend to be more engaged in the evaluation responsibilities than do high school principals.

In position 2 (elementary principals contrasted with middle/junior high and high school principals), the Hotelling test indicates a significant difference.

TABLE 4:16 MEANS AND STANDARD DEVIATIONS  
FOR PERCEIVED ENGAGEMENT IN  
CURRICULAR RESPONSIBILITIES  
ACCORDING TO SUBCURRICULAR  
CATEGORIES AS REPORTED BY SUB-  
POPULATION

		SMALL SCHOOL DISTRICT $\bar{X}$ S	MEDIUM SIZED SCHOOL DISTRICT $\bar{X}$ S	LARGE SCHOOL DISTRICT $\bar{X}$ S	TOTALS $\bar{X}$ S
SUPERINTENDENT	LITERATURE	3.63 1.01	3.66 1.50	4.0 .81	3.70
	GOALS AND OBJECTIVES	5.91 1.71	5.33 .81	7.75 1.50	5.98
	STUDENT LEARNING EXPERIENCES	12.15 3.12	10.16 3.12	12.0 1.82	11.92
	EVALUATION	11.57 2.61	10.33 3.66	13.25 1.89	11.55
	INSERVICE	4.73 1.49	4.50 1.64	5.75 2.36	4.77
		N=45	N=6	N=4	N=57
ELEMENTARY PRINCIPAL	LITERATURE	3.80 1.19	4.0 .63	5.0 1.09	3.97
	GOALS AND OBJECTIVES	6.27 1.79	6.16 1.60	8.16 1.33	6.49
	STUDENT LEARNING EXPERIENCES	13.91 3.32	16.16 2.40	17.50 3.33	14.64
	EVALUATION	13.27 2.66	15.16 1.16	15.50 2.50	13.91
	INSERVICE	4.72 1.59	5.66 .81	6.33 1.50	5.03
		N=36	N=6	N=6	N=48
MIDDLE/JUNIOR HIGH SCHOOL PRINCIPAL	LITERATURE	3.78 1.10	4.33 .57	4.42 1.27	3.94
	GOALS AND OBJECTIVES	6.14 1.48	6.66 1.52	6.25 1.25	6.20
	STUDENT LEARNING EXPERIENCES	11.82 3.37	16.33 .57	12.71 3.77	12.34
	EVALUATION	13.0 2.27	15.0 3.60	11.85 1.46	12.94
	INSERVICE	4.78 1.79	6.0 1.0	5.14 1.57	4.94
		N=28	N=3	N=7	N=38
HIGH SCHOOL PRINCIPALS	LITERATURE	3.23 .92	4.0 0	4.0 1.41	3.34
	GOALS AND OBJECTIVES	6.41 1.86	7.25 1.70	6.50 2.12	6.49
	STUDENT LEARNING EXPERIENCES	12.35 2.90	14.0 1.63	13.0 1.41	12.54
	EVALUATION	12.61 2.69	13.0 2.58	12.0 1.41	12.64
	INSERVICE	4.61 1.53	5.0 1.81	5.50 .70	4.63
		N=34	N=4	N=2	N=40
TOTALS	LITERATURE	3.62	3.94	4.47	3.75 1.01
	GOALS AND OBJECTIVES	6.16	6.21	7.21	6.23 1.70
	STUDENT LEARNING EXPERIENCES	12.53	13.84	14.10	12.87 2.90
	EVALUATION	12.53	13.15	13.31	12.68 2.70
	INSERVICE	4.71	5.21	5.68	4.86 1.57
		N=143	N=13	N=12	N=168

TABLE 4:17 LEVELS OF SIGNIFICANCE BETWEEN ELEMENTARY PRINCIPALS AND MIDDLE/JUNIOR HIGH SCHOOL PRINCIPALS ON PRINCIPAL'S PERCEIVED ENGAGEMENT IN SELECTED CURRICULAR RESPONSIBILITIES

TEST NAME	VALUE	APPROX. F	HYPOTHESIS D.F.	ERROR D.F.	SIGNIFICANCE OF F.
Hote11ings	.11255	3.71416	5.00000	165.0000	*.00327
*Indicates Significant Difference					

The significant differences occur in two subcurricular categories which are "Selection and Organization of Content and Student Learning Experiences" and "Evaluation."

TABLE 4:18 LEVELS OF SIGNIFICANCE FOR ELEMENTARY PRINCIPALS CONTRASTED WITH MIDDLE/JUNIOR HIGH AND HIGH SCHOOL PRINCIPALS ON PERCEIVED ENGAGEMENT IN RESPONSIBILITIES IN SUBCURRICULAR CATEGORIES

VARIATE	HYPOTHESIS SUM OF SQUARE	ERROR SUM OF SQ.	HYPOTHESIS MEAN SQ.	ERROR MEAN SQ.	F	SIGNIFICANCE OF F
LITERATURE	2.94562	189.82955	2.94562	1.12325	2.62440	.10723
OBJECTIVES	.73855	473.62577	.73855	2.80252	.26353	.60837
STUDENTS	146.60843	1661.79486	146.60843	9.83311	14.90968	*.00016
EVALUATION	33.51940	1107.23852	33.51940	6.55171	5.11613	*.02498
INSERVICE	1.16291	417.03973	1.16291	2.46769	.47125	.49335
*Indicates Significant Interaction						..



As indicated by the mean scores on Table 4:16, elementary principals tend to engage more in activities listed under both subcurricular categories than do the other principals.

In position 3 (superintendents contrasted with principals), the Hotelling test indicates no significant differences in the two groups.

TABLE 4:19 LEVELS OF SIGNIFICANCE BETWEEN SUPERINTENDENTS CONTRASTED WITH PRINCIPALS ON PRINCIPAL'S PERCEIVED ENGAGEMENT IN SELECTED CURRICULAR RESPONSIBILITIES

TEST NAME	VALUE	APPROX. F	HYPOTHESIS D.F.	ERROR D.F.	SIGNIFICANCE OF F.
Hotellings	.04757	1.64839	5.00000	165.0000	.15000

Since there was no significant interaction between size and position, the effects of size were considered. In size 1 (medium school districts contrasted with large districts), the Hotelling test indicates a significant difference.

TABLE 4:20 LEVELS OF SIGNIFICANCE BETWEEN MEDIUM SCHOOL DISTRICTS CONTRASTED WITH LARGE SCHOOL DISTRICTS ON PRINCIPAL'S PERCEIVED ENGAGEMENT IN SELECTED CURRICULAR RESPONSIBILITIES

TEST NAME	VALUE	APPROX. F	HYPOTHESIS D.F.	ERROR D.F.	SIGNIFICANCE OF F.
Hotelling	.0914	2.87551	5.000	165.000	.01619

The significant differences occur in three subcurricular categories which are "Preparation Through Current and Professional Literature," "Selection and Organization of Content and Student Learning Experiences," and "Conducting/Coordinating Inservice."

TABLE 4:21 LEVELS OF SIGNIFICANCE FOR MEDIUM SCHOOL DISTRICTS CONTRASTED WITH LARGE SCHOOL DISTRICTS ON THE PERCEIVED ENGAGEMENT IN RESPONSIBILITIES IN SUBCURRICULAR CATEGORIES

VARIATE	HYPOTHESIS SUM OF SQUARE	ERROR SUM OF SQ.	HYPOTHESIS MEAN SQ.	ERROR MEAN SQ.	F	SIGNIFICANCE OF F
LITERATURE	10.13972	189.82955	19.13972	1.12325	9.02711	*.00306
OBJECTIVES	8.84202	473.62577	8.84202	2.80252	3.15502	.07749
STUDENTS	58.27849	1661.79486	58.27849	9.83311	5.92676	*.01595
EVALUATION	14.64284	1107.23852	14.64284	6.55171	2.23497	.13678
INSERVICE	16.17819	417.03973	16.17819	2.46769	6.55600	*.01135

\*Indicates Significant Difference

As indicated by the mean scores on Table 4:16, principals from large school districts engaged in all three subcurricular categories more than principals from middle sized school districts.

In size 2 (small school districts contrasted with medium and large school districts), the Hotelling test indicates no significant difference in the two groups.

TABLE 4:22 LEVEL OF SIGNIFICANT DIFFERENCE BETWEEN SMALL SCHOOL DISTRICTS CONTRASTED WITH MEDIUM AND LARGE DISTRICTS ON THE PRINCIPAL'S PERCEIVED ENGAGEMENT IN SELECTED CURRICULAR RESPONSIBILITIES

TEST NAME	VALUE	APPROX. F	HYPOTHESIS D.F.	ERROR D.F.	SIGNIFICANCE OF F.
Hotellings	.03127	1.03195	5.000	165.0000	.40062

### Summary of Engagement in Selected Curricular Responsibilities

A summary of this particular variable is as follows:

1. Principals were not perceived as engaging in any of the designated five curricular categories to a high degree. Nonetheless, the two categories of responsibilities which were perceived as being the most engaged in were "Evaluation" and "Formulation of Philosophy, Goals and Objectives." These two categories of responsibilities, however, were only perceived to be engaged in to a medium degree.
2. There is a significant difference between elementary principals and other principals in the

engagement of the selected curricular responsibilities in the subcurricular categories of "Selection and Organization of Content and Student Learning Experiences" and "Evaluation." Elementary principals tend to engage more in responsibilities listed under both subcurricular categories than do other principals.

3. There is a significant difference between middle/junior high school principals and high school principals in the engagement in selected curricular responsibilities in the subcurricular categories of "Selection and Organization of Content and Student Learning Experiences" and "Evaluation." High school principals tend to engage more in responsibilities in the former subcurricular category while middle/junior high school principals tend to engage more in the latter.
4. There is no significant difference between the principal's and superintendent's perceptions of the principal's engagement in the selected curricular responsibilities.
5. There is no significant difference between small and medium and large districts as to the principal's engagement in the selected curricular responsibilities.
6. There is a significant difference between medium and large school districts as to the principal's

engagement in the selected curricular responsibilities in the subcurricular categories "Preparation through Current and Professional Literature," "Selection and Organization of Content and Student Learning Experiences" and "Conducting/Coordinating Inservice. Principals from large school districts engaged in responsibilities in all three subcurricular categories more than principals from middle size school districts.

#### Professional Development Need for Selected Curricular Responsibilities

The four research questions which focus on this variable are as follows:

13. In which of the selected curricular responsibilities do principals have the greatest professional development need as perceived by principals and superintendents?
14. Is there a significant difference between the principal's professional development needs, as perceived by school principals, and the grade level of principalship?
15. Is there a significant difference between the principal's perceptions and the superintendent's perceptions of the principal's professional development needs?
16. Is there a significant difference between the principal's professional development needs, as perceived by principals and superintendents, and the

size of the school district where the principal is employed?

To illustrate the findings for research question 13, the mean scores for each of the five subcurricular categories were determined. These mean scores reflected the response obtained from the total sample on a three point Likert-type scale. The mean scores were ranked from high to low to determine which categories were perceived as having the greatest professional development need. Table 4:23 illustrates this ranking.

The responsibilities in the category, "Formulation of Philosophy, Goals and Objectives" were perceived as having the greatest profession development need and were followed in order by the category "Evaluation." The responsibilities in the categories of "Preparation through Current and Professional Literature" and "Selection and Organization of Content and Student Learning Experiences" were third and fourth respectively. The responsibilities in the subcategory of "Conducting and Coordinating Inservice" were perceived as having the least professional development need.

Research questions 14, 15, and 16 focus on the effects of level of administration and size of the school district on the principal's professional development needs for the selected curricular responsibilities.

The Hotelling Test indicates a significant interaction at .01373 between the independent variables of size and position.

TABLE 4:23 RANKING OF RESPONSIBILITIES IN CURRICULAR CATEGORIES  
FOR PRINCIPALS IN ORDER OF PROFESSIONAL DEVELOPMENT  
NEEDS AS PERCEIVED BY PRINCIPALS AND SUPERINTENDENTS

Survey Topic	Mean Score (On a Three Point Scale)
Formulation of Philosophy, Goals and Objectives	2.28
Evaulation	2.27
Preparation Through Current and Professional Literature	2.06
Selection and Organization of Content and Student Learning Experience	2.03
Conducting and Coordinating Inservice	1.96

TABLE 4:24 INTERACTION BETWEEN INDEPENDENT VARIABLES OF SIZE AND POSITION FOR PERCEIVED PROFESSIONAL DEVELOPMENT NEEDS FOR SELECTED CURRICULAR RESPONSIBILITIES

TEST NAME	VALUE	APPROX. F	HYPOTHESIS D.F.	ERROR D.F.	SIGNIFICANCE OF F.
Hotellings	.31321	1.67465	30.00000	802.00000	*.01373
*Indicates Significant Interaction Between Size and Position					

Due to the interaction between size and position, the univariates were analyzed as were correlations between dependent and canonical variables.

In analyzing the univariate under position 1 (Middle/junior high principals contrasted with high school principals), there is no significant difference in any of the five subcurricular categories.



TABLE 4:25 LEVELS OF SIGNIFICANCE FOR MIDDLE/JUNIOR HIGH PRINCIPALS CONTRASTED WITH HIGH SCHOOL PRINCIPALS ON PERCEIVED PROFESSIONAL DEVELOPMENT NEEDS FOR RESPONSIBILITIES IN SUB-CURRICULAR CATEGORIES

VARIATE	HYPOTHESIS SUM OF SQUARE	ERROR SUM OF SQ.	HYPOTHESIS MEAN SQ.	ERROR MEAN SQ.	F	SIGNIFICANCE OF F
LITERATURE	.08827	286.28196	.08827	1.72459	.05118	.82129
OBJECTIVES	1.75041	499.52937	1.75041	3.00921	.58168	.44674
STUDENTS	2.32553	1838.68351	2.32553	11.07641	.20995	.64740
EVALUATION	2.78806	1326.81002	2.78806	7.99283	.34822	.55559
INSERVICE	9.35351	448.89780	9.35351	2.70420	3.45888	.06468

In position 2 (elementary principals contrasted with middle/junior high school and high school principals), there is no significant difference in any of the five subcurricular categories.

TABLE 4:26 LEVELS OF SIGNIFICANCE FOR ELEMENTARY PRINCIPALS CONTRASTED WITH MIDDLE/JUNIOR HIGH AND HIGH SCHOOL PRINCIPALS ON PERCEIVED PROFESSIONAL DEVELOPMENT NEEDS FOR RESPONSIBILITIES IN SUB-CURRICULAR CATEGORIES

VARIATE	HYPOTHESIS SUM OF SQUARE	ERROR SUM OF SQ.	HYPOTHESIS MEAN SQ.	ERROR MEAN SQ.	F	SIGNIFICANCE OF F
LITERATURE	.08704	286.28196	.08704	1.72459	.05047	.82252
OBJECTIVES	.02655	499.52937	.02655	3.00921	.00882	.92528
STUDENTS	4.33154	1838.68451	4.33134	11.07641	.39104	.53261
EVALUATION	13.56032	1326.81002	13.56032	7.99283	1.69656	.19154
INSERVICE	2.76208	448.89780	2.76208	2.70420	1.02140	.31366

In position 3 (superintendents contrasted with principals), there is no significant difference in any of the five subcurricular categories.

TABLE 4:27 LEVELS OF SIGNIFICANCE FOR SUPERINTENDENTS CONTRASTED WITH PRINCIPALS ON PERCEIVED PROFESSIONAL DEVELOPMENT NEEDS FOR RESPONSIBILITIES IN SUBCURRICULAR CATEGORIES

VARIATE	HYPOTHESIS SUM OF SQUARE	ERROR SUM OF SQ.	HYPOTHESIS MEAN SQ.	ERROR MEAN SQ.	F	SIGNIFICANCE OF F
LITERATURE	3.71204	286.28196	4.71204	1.72459	2.75227	.10023
OBJECTIVES	4.39875	499.52937	4.39875	3.00921	1.46176	.22837
STUDENTS	26.47376	1236.68351	26.47376	11.07641	2.39010	.12401
EVALUATION	6.95327	1326.81002	6.95327	7.99283	.86994	.35233
INSERVICE	.18624	448.89780	.18624	2.70420	.06887	.79331

Due to the significant interaction between size and position, size cannot be considered for the main effect at this point. Therefore, it has not been determined if there is a significant difference between the principal's professional development needs and the size of the school district where the principal is employed.

Table 4:28 illustrates the mean scores and standard deviations for each subcategory according to the various population groups.

TABLE 4:28 MEANS AND STANDARD DEVIATIONS FOR PERCEIVED PROFESSIONAL DEVELOPMENT NEEDS FOR CURRICULAR RESPONSIBILITIES ACCORDING TO SUBCURRICULAR CATEGORIES AS REPORTED BY SUB-POPULATIONS

		SMALL SCHOOL DISTRICT $\bar{X}$ S	MEDIUM SIZED SCHOOL DISTRICT $\bar{X}$ S	LARGE SCHOOL DISTRICT $\bar{X}$ S	TOTALS $\bar{X}$
SUPERINTENDENT	LITERATURE	4.04 1.29	4.50 1.64	4.50 1.57	4.12
	GOALS AND OBJECTIVES	6.97 1.67	7.20 1.64	8.0 1.54	7.07
	STUDENT LEARNING EXPERIENCES	14.20 3.37	15.0 1.09	9.50 2.38	13.94
	EVALUATION	13.79 2.79	17.0 0	13.0 2.16	14.08
	INSERVICE	6.27 1.77	6.65 1.50	5.0 1.82	6.21
		N=44	N=6	N=4	N=54
ELEMENTARY PRINCIPAL	LITERATURE	3.51 1.61	4.60 1.54	4.50 1.51	4.06
	GOALS AND OBJECTIVES	6.65 1.84	7.20 1.64	8.0 1.54	6.88
	STUDENT LEARNING EXPERIENCES	13.45 4.0	14.40 3.71	16.16 1.98	13.90
	EVALUATION	12.65 3.32	14.40 3.57	17.0 1.54	13.43
	INSERVICE	5.77 1.81	5.80 1.64	7.0 1.09	5.93
		N=35	N=5	N=6	N=46
MIDDLE/JUNIOR HIGH SCHOOL PRINCIPAL	LITERATURE	4.27 1.16	4.33 1.57	4.71 1.83	4.35
	GOALS AND OBJECTIVES	6.51 1.80	6.33 1.15	7.0 1.41	6.53
	STUDENT LEARNING EXPERIENCES	13.48 2.83	16.33 1.15	13.23 5.31	13.66
	EVALUATION	13.76 2.45	14.66 3.51	12.57 4.96	13.76
	INSERVICE	5.79 1.78	6.0 0	4.85 1.86	5.63
		N=29	N=3	N=7	N=39
HIGH SCHOOL PRINCIPALS	LITERATURE	3.63 1.03	5.50 1.57	3.33 1.57	3.33
	GOALS AND OBJECTIVES	7.06 1.79	8.0 1.41	6.0 1.73	7.07
	STUDENT LEARNING EXPERIENCES	14.59 3.0	17.25 2.62	15.0 0	14.62
	EVALUATION	14.28 2.35	14.25 2.87	15.0 0	14.32
	INSERVICE	5.62 1.21	4.75 1.70	6.0 0	5.55
		N=32	N=4	N=3	N=39
TOTALS	LITERATURE	3.97	4.72	4.39	4.10 1.32
	GOALS AND OBJECTIVES	6.81	7.23	7.35	6.92 1.75
	STUDENT LEARNING EXPERIENCES	13.95	15.55	13.64	14.03 3.40
	EVALUATION	13.65	15.27	14.34	13.39 2.91
	INSERVICE	5.89	5.88	5.69	5.87 1.65
		N=77	N=14	N=14	N=105

Summary of Professional Development Needs for the  
Selected Curricular Responsibilities

A summary of this particular variable is as follows:

1. The categories of responsibility which were perceived as having the greatest professional development needs were "Formulation of Philosophy, Goals and Objectives" and "Evaluation."
2. There is a significant interaction between the independent variables of size and position as to the principal's professional development need for the selected curricular responsibilities.
3. There is no significant difference between elementary principals and other principals as to the professional development needs for the selected curricular responsibilities.
4. There is no significant difference between middle/junior high and high school principals as to the professional development needs for the selected curricular responsibilities.
5. There is no significant difference between the principal's and superintendent's perceptions as to the principal's professional development need for the selected curricular responsibilities.

6. Due to the significant interaction between size and position, it was not determined if there is a significant difference in the principal's professional development need for the selected curricular responsibilities and the size of the school district where the principal is employed.

#### Summary of Chapter

There were provided in this chapter the findings for sixteen research questions which focused on the effects of two independent variables (administrative position and size of school district) on four dependent variables:

1. The perceived percent of time the principal spent on curricular responsibilities in comparison to other responsibilities.
2. The degree to which selected curricular responsibilities were perceived as being important for school principals.
3. The degree to which principals were perceived as engaging in selected curricular responsibilities.
4. The degree of perceived professional development needs for the selected curricular responsibilities.

The findings indicate that in three of the four dependent variables, there was a significant interaction between the independent variables of size and position. Due to these interactions the effect of size was not determined on the dependent variables of percent of time spent on

curricular responsibilities, importance and professional development need for the selected curricular responsibilities.

The findings further indicated that no significant differences occurred between principals and superintendents in any of the four dependent variables.

Table 4:29 provides a summary of where significant interactions and significant differences occurred for each variable.

TABLE 4:29 SUMMARY OF SIGNIFICANT INTERACTIONS AND SIGNIFICANT DIFFERENCES FOR EACH VARIABLE

	Percent of Time Spent on Curricular Responsibilities	Importance of Curricular Responsibilities	Actual Engagement in Curricular Responsibilities	Professional Development Need for Curricular Responsibilities
Interaction between Size by Position	Significant Interaction Occured	Significant Interaction Occured		Significant Interaction Occured
Position (1) Middle/Junior High School Principals contrasted with High School Principals		-- "Conducting/Coordinating Inservice"	-- "Selection/Organization of Content & Student Learning Experiences" -- "Evaluation"	
Position (2) Elementary Principals contrasted with Middle/Junior High and High School Principals		-- "Selection/Organization of Content & Student Learning Experiences" -- "Conducting/Coordinating Inservice"	-- "Selection/Organization of Content & Student Learning Experiences" -- "Evaluation"	
Position (3) Superintendents contrasted with Principals				
Size (1) Medium School Districts Contrasted with Large School Districts			-- "Preparation through Current Professional Literature" -- "Selection/Organization of Content & Student Learning Experiences" -- "Conducting/Coordinating Inservice"	
Size (2) Small School Districts Contrasted with Medium and Large School Districts				

Filled Cells Indicate Significant Interaction or Significant Difference.

## CHAPTER V

### SUMMARY, FINDINGS AND RECOMMENDATIONS

The purpose of this study was to investigate selected curricular responsibilities and related professional development needs of school principals as perceived by principals and superintendents in a nine county geographical area in Michigan. Two independent variables were investigated as to their effects on four dependent variables. The independent variables were: (a) level of administration and (b) the size of the school district where the principal is employed.

The four dependent variables were:

1. The perceived percent of time the principal spent on curricular responsibilities in comparison to other responsibilities.
2. The degree to which selected curricular responsibilities were perceived as being important for school principals.
3. The degree to which principals were perceived as engaging in selected curricular responsibilities.
4. The degree of perceived professional development needs for the selected curricular responsibilities.



The Taba Curriculum Development Model was used for the curricular responsibilities selected for those included on a mailed survey instrument sent to principals and superintendents in the designated nine county area in Michigan.

A series of sixteen research questions was investigated. The sixteen questions were divided into four groups representing the four dependent variables. The sixteen research questions were :

Percentage of Time Spent on Curricular Responsibilities

1. What percentage of a principal's time is spent on curricular responsibilities in comparison to other responsibilities as perceived by school principals and superintendents?
2. Is there a significant difference between the percentage of time spent on curricular responsibilities, as perceived by school principals, and the grade level of principalship?
3. Is there a significant difference between the principal's and superintendent's perceptions of the percentage of the principal's time spent on curricular responsibilities in comparison to other responsibilities?
4. Is there a significant difference between the percentage of time the principal spent on curricular responsibilities, as perceived by principals and superintendents, and the size of the school district where the principal is employed?

Perceived Importance of Curricular Responsibilities

5. Which of the selected curricular responsibilities are the most important to principals as perceived by principals and superintendents?
6. Is there a significant difference between the importance of the selected curricular responsibilities, as perceived by school principals, and the grade level of principalship?
7. Is there a significant difference between the principal's perceptions and the superintendent's perceptions of the importance of the selected curricular responsibilities for principals?
8. Is there a significant difference between the importance of the selected curricular responsibilities for principals, as perceived by principals and superintendents, and the size of the school district where the principal is employed?

Perceived Engagement in Selected Curricular Responsibilities

9. In which of the selected curricular responsibilities do principals most engage as perceived by school principals and superintendents?
10. Is there a significant difference between the selected curricular responsibilities in which principals most engage, as perceived by principals, and the grade level of principalship?
11. Is there a significant difference between the principal's perceptions and the superintendent's

perceptions as to the selected curricular responsibilities in which principals most engage?

12. Is there a significant difference between the selected curricular responsibilities in which principals most engage, as perceived by principals and superintendents, and the size of the school district where the principal is employed?

Perceived Professional Development Needs for Curricular Responsibilities

13. In which of the selected curricular responsibilities do principals have the greatest professional development need as perceived by principals and superintendents?
14. Is there a significant difference between the principal's professional development needs, as perceived by school principals, and the grade level of principalship?
15. Is there a significant difference between the principal's perceptions and the superintendent's perceptions of the principal's professional development needs?
16. Is there a significant difference between the principal's professional development needs, as perceived by principals and superintendents, and the size of the school district where the principal is employed?

## Findings

This study has the following findings:

1. Only 15.71% of a principal's time is spent on curricular responsibilities, as perceived by principals and superintendents. Curricular responsibilities were ranked third among seven designated responsibilities. Responsibilities which were perceived as consuming more of the principal's time were "Student Relations" (25.10%) and "Office Responsibilities" (21.04%).
2. The level of principalship does have an effect on the principal's perceptions as to the degree of importance and degree of engagement in selected curricular responsibilities.
3. Principals and superintendents do not differ significantly in their perceptions as to the degree of importance, engagement and professional development need for selected curricular responsibilities for principals.
4. None of the curricular responsibilities in the designated categories were perceived by principals and superintendents as having a high degree of

importance for principals but were perceived as ranging from medium to low importance.

5. None of the curricular responsibilities in the designated categories were perceived by principals and superintendents as being highly engaged in by principals but were perceived as being engaged in from a medium to low degree.
6. None of the curricular responsibilities in the designated categories were perceived, by principals and superintendents, as having a high professional development need but were perceived as having medium to low professional development needs.

#### Discussion

This study was begun with the assumption that curricular responsibilities should be an integral part of the principal's job. There appears, however, to be a sharp dichotomy between the research which indicates what an effective principal should do and that research which indicates what a principal does. Several research studies have indicated that in instructionally effective schools the principal is the instructional leader (op. cit., Brookover, Brookover and Lezotte, Edmonds). Such research implies that the principal should be the instructional leader if the school is to be instructionally effective.

The present study, however, along with others (op. cit., Howell, Franklin and Nicken and Alleby, Jennings) indicate that a relatively small percentage of a principal's time is

spent on curricular and instructional responsibilities.

The present study provides even a greater dimension to this dichotomy since it focuses on superintendents' and principals' "perceptions" of the curricular responsibilities performed by the principal. Since this study focused on perceptions the following implications can be drawn.

1. Principals don't perceive themselves as spending a great percentage of time on curricular responsibilities.
2. Not only do the principals not perceive themselves as spending much time on curricular responsibilities but the superintendents don't perceive the principals as spending much time on curricular responsibilities either.
3. There is often a discrepancy between perceptions and the actual. Thus, if the principal does not perceive himself as being highly engaged in curricular responsibilities, his actual engagement might be to a much lesser degree than his perceptions.
4. If the principal's perceptions of his engagement in curricular responsibilities are low, his chances for increased actual engagement in those responsibilities might not go beyond those perceptions.
5. Since the superintendent's perceptions are low as to the principal's engagement in curricular responsibilities, the principal may not have encouragement or an impetus for becoming more highly engaged in curricular responsibilities.

### Recommendations for Further Studies

There appears to be a need to lessen the discrepancy between what should be and what is actually happening in many situations among principals. If educators value the concept of the principal being the instructional leader as a factor in producing more instructionally effective schools, then a goal should be to help principals to become those instructional leaders. To achieve this goal, it is necessary to look toward three sources: colleges and universities, boards of education and professional development programs. These three sources may provide the impetus for several questions which may be incorporated into studies for further examination of the role of the principal. These questions are:

1. Are the graduate programs at colleges and universities adequately preparing principals to become instructional leaders?

One might conjecture that principals and superintendents receive graduate training in the departments of school administration. If so, the training may have been more specifically focused on school management and little attention given to instructional leadership. If the superintendent were a principal prior to becoming superintendent, his orientation to the principalship would also be on the management aspect.

If one were to examine the departments within the schools of education, one might discover a department for the area of school administration and a separate department

for curriculum and instruction. There might also be little communication between the two departments. The findings from the question posed might be instrumental in upgrading the graduate programs for prospective principals.

2. Are principals hired by boards of education to be instructional leaders?

The question focuses on the qualifications which school districts consider when recruiting a principal. Do the job qualifications specify a management orientation or are the candidate's educational background and experiences as an instructional/curriculum leader also considered? This writer suspects that principals are hired due to their management qualifications and little attention is given to the instructional qualifications.

It must be reiterated, however, that if the concept of the principal being the instructional leader is valued, then persons should be hired to perform that role. Boards of education cannot ignore examining a candidate's instructional qualifications if that is the role he/she is to perform. In addition, since the superintendent is usually the board of education's designee for the hiring of administrative personnel, the superintendent should be specifically informed by the board as to the qualifications which are valued.

3. Is there a relationship between the principal's engagement in curricular responsibilities and the type of graduate training received?



The question suggests that those principals who most engage in curricular responsibilities may have graduate degrees in curriculum and instruction. This question is related to the previous question. If the research should indicate that those principals who most engage in curricular responsibilities are those who have graduate degrees in that area and boards of education value instructional leadership, such specification should be considered when recruiting principals.

4. Are coordinators of professional development programs cognizant of the effective school research as well as the research on how principals spend their time?

This question suggests that professional development programs should be designed to bridge the gap between what should happen and what is happening regarding the functions in which principals are engaged. The question suggests that professional development programs should be designed to assist the school principals to become more effective instructional leaders.

## APPENDICES

APPENDIX A  
LETTER TO PARTICIPANTS

# *Saginaw Intermediate School District*

June 10, 1981

Dear Educator:

It is very close to the end of the school year and I know how busy you are. I truly need your assistance in obtaining data for a research study I am doing for my doctoral dissertation at Michigan State University.

The purpose of the study is to examine the curricular responsibilities and professional development needs of school principals as perceived by principals and superintendents in a nine county location in Michigan.

Would you be so kind as to promptly complete the enclosed survey instrument which takes approximately ten minutes? Your prompt response is vital for the completion of this study. A self addressed stamped envelope is enclosed for your convenience.

I sincerely appreciate you taking the time from your busy schedule to complete the survey.

Cordially,

*Bobby Ann Robinson*

Bobby Ann Robinson

Enclosure

Edwin Kilbourn, Superintendent  
6235 Gratiot Road, Saginaw, Michigan 48603  
Telephone (517) 799. 9071

APPENDIX B  
SURVEY INSTRUMENT

A SURVEY OF THE  
CURRICULUM RESPONSIBILITIES  
AND PROFESSIONAL DEVELOPMENT NEEDS  
OF SCHOOL PRINCIPALS

PLEASE CHECK (✓) THE RESPONSE WHICH BEST APPLIES TO YOU.

1. Please indicate which best describes your present administrative position:
  - a) \_\_\_\_\_ Superintendent
  - b) \_\_\_\_\_ Elementary Principal
  - c) \_\_\_\_\_ Middle or Junior High School Principal
  - d) \_\_\_\_\_ High School Principal
  - d) \_\_\_\_\_ Principal with a Combination of Assignments. Specify \_\_\_\_\_
  - e) \_\_\_\_\_ Other (Specify) \_\_\_\_\_
2. Please indicate the size of your school district according to the number of principals employed. Please do not include assistant principals.
  - a) \_\_\_\_\_ 0 - 8 Principals
  - b) \_\_\_\_\_ 9 - 12 Principals
  - c) \_\_\_\_\_ 13 or More Principals

\* \* \* \* \*

PLEASE WRITE THE ESTIMATED PERCENTAGE OF TIME THE BUILDING PRINCIPAL SPENDS ON THE FOLLOWING RESPONSIBILITIES.

PRINCIPALS: INDICATE THE PERCENTAGE OF TIME YOU SPEND.

SUPERINTENDENTS: INDICATE THE PERCENTAGE OF TIME YOU THINK YOUR PRINCIPALS SPEND.

CURRICULUM/INSTRUCTIONAL LEADERSHIP \_\_\_\_\_

OFFICE RESPONSIBILITIES (CORRESPONDENCE,  
REPORTS, ETC.) \_\_\_\_\_

COMMUNITY RELATIONS \_\_\_\_\_

STUDENT RELATIONS \_\_\_\_\_

EXTRACURRICULAR SUPERVISION \_\_\_\_\_

PERSONAL/PROFESSIONAL DEVELOPMENT \_\_\_\_\_

FACULTY RELATIONS \_\_\_\_\_

OTHER \_\_\_\_\_

100 % TOTAL

DIRECTIONS FOR COMPLETING THE REMAINDER OF THIS SURVEY.

For each statement please give three responses. The first response would indicate your perceptions as to the importance of the curriculum responsibility. The second response would indicate your actual engagement in the curriculum responsibility and the third response would indicate your perceptions as to the professional development need for the responsibility.

PRINCIPALS: Respond to each statement as it applies to your present position.

SUPERINTENDENTS: Respond to each statement reflecting your perceptions as they apply to principals in your school district. \_\_\_\_\_ →

## CURRICULUM RESPONSIBILITIES

1. Keeping abreast of current events in newspapers, books and periodicals.
2. Keeping abreast of current professional literature.
3. Formulation of district's and/or individual school's philosophy of education.
4. Formulation of district's and/or individual school's educational goals.
5. Formulation of district's and/or individual school's educational objectives.
6. Selection of content for student learning.
7. Organization of content for student learning.
8. Formulation of student objectives.
9. Assessing student needs.
0. Selection of learning experiences for students.
1. Organization of student learning experiences.
2. Evaluating student performance.
3. Evaluating overall program(s).
4. Assessing teacher needs.
5. Observing teacher performance in the classroom.
6. Observing student performance in the classroom.
7. Selecting instructional materials for students.
8. teaching observation lessons as modeling techniques for teachers.
9. Conducting inservice programs for teachers.
0. Coordinating inservice programs for teachers.
1. Evaluating professional staff utilizing a designated process.

[illegible]



THANK YOU FOR COMPLETING  
THE SURVEY.

APPENDIX C

PERCENT OF TIME PRINCIPALS SPENT ON OTHER RESPONSIBILITIES

PERCEIVED PERCENT OF TIME PRINCIPALS SPENT ON OFFICE RESPONSIBILITIES  
AS REPORTED BY VARIOUS SUBPOPULATIONS

	Small School District $\bar{X}$ S	Medium Sized School District $\bar{X}$ S	Large School District $\bar{X}$ S	Totals $\bar{X}$ S
Superintendent	18.30 8.40 N=47	15.10 5.47 N=6	25.0 4.08 N=4	18.42  N=57
Elementary Principal	23.17 11.75 N=42	18.33 6.86 N=6	22.86 12.86 N=7	22.60  N=55
Middle/Jr. High School Principal	21.43 11.71 N=37	14.71 4.92 N=6	28.57 16.51 N=7	21.62  N=50
High School Principal	21.84 11.63 N=43	27.0 10.95 N=5	16.67 6.83 N=6	21.74  N=54
	21.09  N=169	18.40  N=23	23.33  N=24	21.04 10.85 N=216

PERCEIVED PERCENT OF TIME PRINCIPALS SPENT ON COMMUNITY RELATIONS  
AS REPORTED BY VARIOUS SUBPOPULATIONS

	Small School District $\bar{X}$ S	Medium Sized School District $\bar{X}$ S	Large School District $\bar{X}$ S	Totals $\bar{X}$ S
Superintendent	9.80 7.93 N=47	10.0 0 N=6	10.0 4.82 N=4	9.82 N=57
Elementary Principal	11.26 7.45 N=42	13.50 6.47 N=6	10.71 8.86 N=7	11.43 N=55
Middle/Jr. High School Principal	7.24 2.99 N=37	10.83 9.70 N=6	9.29 4.49 N=7	7.95 N=50
High School Principal	7.90 2.82 N=43	9.0 4.18 N=5	9.17 2.04 N=6	8.14 N=54
	9.11 N=169	10.91 N=23	9.79 N=24	9.38 6.02 N=216

PERCEIVED PERCENT OF TIME PRINCIPALS SPENT ON STUDENT RELATIONS .  
RESPONSIBILITIES AS REPORTED BY VARIOUS SUBPOPULATIONS

	Small School District $\bar{X}$ S	Medium Sized School District $\bar{X}$ S	Large School District $\bar{X}$ S	Totals $\bar{X}$ S
Superintendent	28.13 18.33 N=47	15.0 5.47 N=6	17.50 6.45 N=4	26.0 N=57
Elementary Principal	25.90 11.48 N=42	15.17 5.87 N=6	13.57 6.26 N=7	23.16 N=55
Middle/Jr. High School Principal	28.08 14.47 N=37	40.0 18.97 N=6	14.85 6.98 N=7	27.65 N=50
High School Principal	25.56 N=43	13.0 9.70 N=5	20.0 17.32 N=6	23.77 N=54
	N=169	21.13 N=23	16.20 N=24	25.10 14.82 N=216

PERCEIVED PERCENT OF TIME PRINCIPALS SPENT ON EXTRACURRICULAR SUPERVISION  
AS REPORTED BY VARIOUS SUBPOPULATIONS

	Small School District $\bar{X}$ S	Medium Sized School District $\bar{X}$ S	Large School District $\bar{X}$ S	Totals $\bar{X}$ S
Superintendent	8.02 5.45 N=47	10.0 0 N=6	12.50 8.66 N=4	8.54 N=57
Elementary Principal	4.45 5.76 N=42	5.83 4.62 N=6	5.29 2.36 N=7	4.70 N=55
Middle/Jr. High School Principal	8.89 6.38 N=37	9.16 8.61 N=6	12.86 4.87 N=7	9.47 N=50
High School Principal	7.72 5.07 N=43	13.40 9.63 N=5	11.0 7.09 N=6	8.61 N=54
	7.24 N=169	9.43 N=23	10.12 N=24	7.80 6.05 N=216

PERCEIVED PERCENT OF TIME PRINCIPALS SPENT ON PERSONAL/PROFESSIONAL  
DEVELOPMENT AS REPORTED BY VARIOUS SUBPOPULATIONS

	Small School District $\bar{X}$ s	Medium Sized School District $\bar{X}$ s	Large School District $\bar{X}$ s	Totals $\bar{X}$ s
Superintendent	5.06 3.10 N=47	5.0 0 N=6	5.75 2.98 N=4	5.10 N=57
Elementary Principal	4.80 3.38 N=42	9.67 4.96 N=6	6.43 3.77 N=7	5.53 N=55
Middle/Jr. High School Principal	5.86 3.58 N=37	5.83 2.04 N=6	3.29 1.79 N=7	5.49 N=50
High School Principal	5.46 4.11 N=43	4.0 2.23 N=5	1.67 1.96 N=6	4.90 N=54
	5.27 N=169	6.21 N=23	4.21 N=24	5.25 3.52 N=216

PERCEIVED PERCENTAGE OF TIME PRINCIPALS SPENT ON FACULTY RELATIONS AS  
REPORTED BY VARIOUS SUBPOPULATIONS

	Small School District $\bar{X}$ s	Medium Sized School District $\bar{X}$ s	Large School District $\bar{X}$ s	Totals $\bar{X}$
Superintendent	16.09 11.27 N=47	6.57 2.58 N=6	13.75 4.78 N=4	14.93 N=57
Elementary Principal	15.14 6.67 N=42	18.33 11.25 N=6	13.57 9.44 N=7	15.28 N=55
Middle/Jr. High School Principal	13.10 7.43 N=37	10.83 2.04 N=46	19.14 10.18 N=7	13.67 N=50
High School Principal	14.67 8.27 N=43	15.0 14.57 N=5	11.76 8.10 N=6	14.37 N=54
	14.83 N=169	12.60 N=23	14.77 N=24	14.58 8.78 N=216



PERCEIVED PERCENT OF TIME PRINCIPALS SPENT ON OTHER RESPONSIBILITIES  
AS REPORTED BY VARIOUS SUBPOPULATIONS

	Small School District $\bar{X}$ S	Medium Sized School District $\bar{X}$ S	Large School District $\bar{X}$ S	Totals $\bar{X}$
Superintendent	1.19 2.33 N=47	1.67 2.58 N=6	1.75 2.36 N=4	1.27 N=57
Elementary Principal	1.24 2.54 N=42	1.67 4.08 N=6	2.86 4.87 N=7	1.49 N=55
Middle/Jr. High School Principal	2.70 8.70 N=37	0 0 N=6	.57 .97 N=7	2.07 N=50
High School Principal	1.53 4.56 N=43	0 0 N=5	8.67 8.98 N=6	2.67 N=44
	1.61 N=169	.87 N=23	3.45 N=24	1.74 4.92 N=216

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