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Michigan State University PH.D. 1984

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A STUDY OF THE EDUCATIONAL NEEDS OF ELEMENTARY SCHOOL PRINCIPALS IN SELECTED MICHIGAN URBAN SCHOOL DISTRICTS

By

William Vincent Hart

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ABSTRACT

A STUDY OF THE EDUCATIONAL NEEDS OF ELEMENTARY SCHOOL PRINCIPALS IN SELECTED MICHIGAN URBAN SCHOOL DISTRICTS

By

William Vincent Hart

Studies of effective schools indicate that the major factor may be the principal. Since the principal is considered important to an effective school, the skills he/she has mastered have accounted for the effectiveness of the school. Skill needs of elementary school principals have been enumerated by such writers and researchers as Campbell (1952) and Cawelti (1982). The principalship has been the focus of studies by numerous educational organizations and governmental units. Some are the American Association of School Administrators, the National Education Association, Research for Better Schools, the California state legislature, and, very recently, the National Commission on Excellence in Education with its A Nation at Risk.

This study concerns itself with identifying skills necessary to manage an effective school from the vantage point of the working elementary principal. Principals were asked to select 10 of 27 skill areas listed as those they considered most important for a principal. They were also asked to rank all 27 skill areas, from little importance through very important. Variables were size of schools and

compensatory funding. At the .05 level of significance, there was no difference on selection of important skills.

Principals indicated a strongly felt need (94 percent) for on-going inservice education programs. They indicated (93 percent) that school principals have a professional responsibility to update skills. More than 90 percent felt that there should be some recognition in salary for principals participating in inservice to update skills. More than 80 percent felt that participation by principals would increase if these skill-updating activities were held on some combination of school and personal time.

Fifty-seven percent felt that boards of education should pay all of the costs of updating principals' skills, whereas 40.7 percent felt that boards should pay part of the expense. Thus 97.7 percent felt that boards should pay all or part of costs.

It was recommended that universities provide the leadership in encouraging boards to budget for and principals to participate in the inservice necessary to help principals become more effective. Recommendations were made to boards, superintendents, and principals based on needs expressed by respondents.

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CHAPTER I

THE PROBLEM

Introduction

Studies of effective and ineffective elementary schools have consistently pointed to the principal as one of the determinants of effective or ineffective schools. Blumberg (1980) listed several clearly discerned criteria of an effective elementary school principalship and specific skills that principals can develop through graduate training.

Individuals enter the elementary school principalship with varying degrees of educational preparedness. In addition, the requirements of the position are changing rapidly. Therefore, a current list of the educational needs of elementary school principals is essential.

Not too long ago, educational needs of elementary school principals included being prepared to cope with rapidly expanding student enrollments, high staff turnover, increasing budgets, and building expansion. Today, principals must be able to deal with dwindling enrollments, low staff turnover, zero-based budgeting tied to decreased enrollments, and closing off or changing building use.

In addition to the perennial preparedness problem and the adjustments necessitated by directly opposite enrollment and staff movements are numerous new problems that demand principals' mastery

of additional skills. Among these skills are the management techniques necessary to cope with increased demands by state and federal government programs and regulations; breakfast and lunch programs; tighter and more encompassing union contracts; changing staff requirements; and a tremendous increase in paper work. The elementary principal is also responsible for the duties delegated by the local school board through the superintendent. Some of these duties are to show student improvement in basic skills; to evaluate programs regularly; to maintain student records; reporting student growth and development; to be involved in the community; to involve parents in the school; and to conform to the new emphasis on student rights.

In a paper entitled "Correlates of School Effectiveness," Edmunds and Lezotte (1978) pointed out that "principals of effective schools tend to spend most of their time in classrooms and other teaching stations and while there to be primarily concerned with instructional matters." Further emphasizing the need for skilled principals, they stated, "Teachers in effective schools tend to look first to the principal as that colleague most able and likely to assist in the solution of instructional problems in the classroom."

In a recently released national study of schools, the National Commission on Excellence in Education (1983) emphasized in A Nation at Risk: The Imperative for Educational Reform, "We have, in effect, been committing an act of unthinking unilateral educational disarmament." The Commission recognized that "essential raw materials are waiting to be [used] through effective leadership."

A study is needed to identify in some order of importance the needs skills of elementary school principals. A logical study might be with elementary school principals who are presently facing the tasks of managing elementary schools.

Purpose of the Study

The major purpose of this study was to formulate a prioritized educational needs list that might be useful as a guide by appropriate decision makers who recommend practical and relevant courses of study for elementary school principals. Practicing elementary school principals were surveyed to determine the educational needs of successful elementary school principals.

The underlying rationale for the study was the assumption that a systematically organized educational needs list for the elementary principalship did not exist. If decision makers involved in planning educational programs for elementary school principals are given a clearly defined and prioritized needs list, practical and relevant courses of study may result.

Because the elementary principal must possess certain skills to deal constructively with the tasks with which he/she is confronted, college course work and inservice development programs should be designed to prepare the principal to handle these duties. Therefore, gaining the necessary input to plan effective development

programs for elementary school principals was the central focus of this research project.

Importance of the Problem

The importance of a well-educated elementary school principal is not questioned. The elementary school period of a child's life is probably the most important time in his/her formal educational experience. For some individuals, this period represents all of their formal schooling. For others, it is the foundation of formal education on which later educational success is built. Because all students and society in general depend on the elementary school, the elementary principalship is an important school administrative position. Thus, it follows that the importance of determining the educational needs of this position is also great.

The variety of needs and skills necessary to administer an effective elementary school properly has been enumerated and validated by writers and researchers over the years (Hagman, 1956; Hicks, 1956; Kimbrough, 1968; Klopf, 1974; Misner, Schneider, & Keith, 1963; Sergiovanni & Elliott, 1975). The elementary school principalship has been the focus of studies by the American Association of School Administrators, the National Educational Association, the National Association of Elementary School Principals, and Research for Better Schools, Incorporated, as directed and financed by the United States Department of Health, Education, and Welfare in 1979.

Because the elementary school principalship is often the first step from the classroom into school administration, this position frequently is occupied by an individual who has had very little educational preparation for the position. The elementary principalship may be a reward for a job well done, but that job might not have prepared the person educationally for the principalship. Thus another important aspect of the problem is that the new principal might not know what is needed educationally to become a successful elementary school leader.

A third part of the problem is that often when the elementary school principal realizes he/she lacks certain skills to provide the necessary leadership in the instructional role, an inservice development program is not readily available to provide expertise in the requisite skills.

In 1978, Brookover and Lezotte examined schools that were characterized as either improving or declining in effectiveness. In the "improving schools" they found that the principal was more likely to be an instructional leader, to be more assertive in the instructional role, and to assume the responsibility for the evaluation of students' achievement of basic skills.

In the January 1979 issue of Phi Delta Kappan, Goodlad's article, "Can Our Schools Get Better?" identified the principal as central to the attainment of the kind of school that is considered effective.

The February 1982 issue of Educational Leadership contained an article by Cawelti entitled "Training for Effective School

Administrators." Cawelti reinforced studies that have indicated the importance of updating principals' skills to fulfill the instructional leadership role along with other educational skills that have become necessary for the effective principal during the last decade. Cawelti stated:

> Few social institutions could withstand the pressures faced by schools over the last decade. The mix of accountability laws, competency tests, mandates for equity and a more responsive curriculum, declining enrollments, lid bills on financing, and collective bargaining have placed demands on school administrators for skills unheard of several years ago, much less taught in universities. As a result . . . more effective Human Resource Development (HRD) for practicing administrators is more important than ever.

Research Questions and Hypotheses

Four research questions were constructed to guide the collection of data in this study. They are as follows:

1. What educational needs of elementary school principals were chosen by most respondents in the Q-Sort section of the instrument?

2. Is there a significant difference among respondents, based on enrollment size of buildings administered, in terms of instructional, management, and human/public-relations educational needs?

3. Is there a significant difference among respondents, based on type of school with respect to level of compensatory funding, in terms of instructional, management, and human/public-relations educational needs?

4. Is there a significant interaction effect between school funding basis and size of buildings of respondents, in terms of

instructional, management, and human/public-relations educational needs?

The following null hypotheses were formulated to analyze the data gathered in the study:

Hypothesis 1: There is no difference on the prioritized educational needs list of elementary school principals in the areas of instructional, management, and human/public-relations skills, according to enrollment size of the buildings administered by the principals surveyed.

Hypothesis 2: There is no difference on the prioritized educational needs list of elementary school principals in the areas of instructional, management, and human/public-relations skills, according to the level of eligibility for compensatory education funding of the schools administered by the principals surveyed.

Hypothesis 3: There is no interaction between enrollment size of the buildings administered and level of eligibility for compensatory education funding, in terms of the prioritized educational needs list of surveyed elementary principals in the areas of instructional, management, and human/public-relations skills.

Assumptions and Delimitation

The primary assumption of this study was that elementary education is considered important to all educators and that

elementary school principals directly affect the elementary schools' success in providing maximum intellectual and social growth, as indicated by achievement of objectives in both of these areas. The writer assumed that the individuals surveyed answered the survey questions to the best of their ability. He also assumed that the findings regarding prioritized educational needs truly reflect the felt educational needs of elementary school principals in day-to-day elementary school operation.

The study was delimited to elementary principals from the 17 middle-sized urban school districts that were members of the Michigan Middle Cities Association.

Definition of Terms

The following terms are defined in the context in which they are used in this dissertation.

Compensatory funding: Funds that are made available under categorical eligibility, usually to compensate for specified needs of students in one location or school attendance area in which the specified need seems to be greater than in the general student population. An example is providing schools with additional money for reading programs when the reading level of students in those schools is a specified degree lower than that of their counterparts in the general population.

Elementary school: The building housing students ranging from prekindergarten or kindergarten through fifth or sixth grade.

Elementary school principal: The elementary school administrator who is delegated certain responsibilities by the

school board, usually through the district superintendent. These responsibilities usually include but are not limited to executing board of education policies; allocating available resources, both material and human; providing measurable growth toward predetermined district objectives; and supervising the education of the students enrolled in the school.

Elementary school student: A student enrolled in the grades served by the elementary school, usually beginning with prekindergarten or kindergarten and continuing through the sixth grade.

Faculty: Administrators and teachers in an elementary school.

Instruction: Activity that takes place primarily in the classroom or other suitable place under the guidance of teachers or instructors, having planned procedures and goals but not necessarily limited to specified procedures and goals.

Middle Cities Association: The Middle Cities Association was officially organized in 1972 as a nonprofit corporation. The association comprised 17 middle-sized urban school districts in Michigan. The smallest is Muskegon Heights with 3,000 students, and the largest is Flint with 40,000 students. Collectively, the 17 districts have an enrollment of more than 275,000 students and as a consortium represent the fourth largest school district in the nation. The association was established with the belief that personnel from various school districts can constructively share information, knowledge, experiences, and ideas; that an organizational vehicle is needed through which school districts can exchange ideas,

jointly develop programs, and ultimately increase the quality of education for all students served; and that university and local-school-district staff members can and should link their efforts on a continuing basis.

Supervision: Supporting, assisting, and sharing with the teacher, rather than directing the teacher. A supervisor always works through people. The elementary principal as a supervisor uses organization, structure, and procedures—not as ends in themselves, but toward the goals of instructional improvement and more efficient educational direction to facilitate normal child growth and development.

Survey instrument: The survey instrument used in this study contained descriptions of educational skills that the researcher considered desirable and in some instances necessary for a successful elementary school principal. No attempt was made to influence selection or ranking of skills, either by placement in the selection instrument or by description of the skill item as a course of study or inservice development program. No indication of categories, namely, management skills, instructional skills, or human/public-relations skills, was included in the survey instrument. Documentation of desirability and importance of the 27 educational skills contained in the survey instrument is contained in the review of literature in Chapter II.

Overview of the Study

This dissertation is divided into five chapters. In Chapter I, the basic problem of identifying elementary school principals' educational needs was introduced and developed. The need for and importance of the study were considered. General and specific purposes of the study were stated, as were the research questions and hypotheses tested. Assumptions underlying the study were listed, and key terms used in the dissertation were defined.

Chapter II contains a review of literature related to 27 educational needs of the elementary school principal, with special emphasis on instructional skills, management skills, and human/public-relations skills.

The design of the study is explained in Chapter III. In this chapter, the sample of elementary school principals is identified. The selection and development of the survey instrument are described, and the pilot study is reviewed. Included in the chapter are a description of data-collection procedures and statistical-analysis techniques employed in the study.

In Chapter IV, the analysis of the data is reported. Each research hypothesis is restated, followed by the survey results and statistical relationships discovered. Responses of the study participants relative to the structuring of accessible inservice development programs are also reported and analyzed.

Chapter V contains the conclusions of the study. Responses to the Base Data Survey are discussed. Recommendations are

presented for further research in the area of elementary school principals' educational needs.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

This chapter contains a review of the literature that focuses on the role of the elementary school principal in the elementary school community. Selected job factors and skills of the elementary school principal that contribute to successful supervision of the elementary school are identified as educational needs of these principals.

For the purposes of this study, the researcher formulated a list of 27 educational needs of elementary school principals, based on previous research and educational literature. In the review of literature, each of these needs is discussed individually. Many types of skills are considered in most of these educational-needs areas. However, the researcher makes no claim that these 27 educational needs include all of the skills necessary for an elementary school principal.

The Elementary School Principal and Accountability

The elementary school principal is accountable to various people on different levels. The principal is accountable to students, to parents, to teachers, to the public, to the board of education, to taxpayers, and to various funding sources.

Accountability, viewed as being responsible to someone for something, has a broad application for the elementary school principal. According to Sergiovanni and Elliott (1975), some of the learnings of students for which the school is accountable are as follows:

> The rigid schedule, the no-argument approach to children, and especially the teacher-centered classroom reveal a great deal about what assumptions the teacher holds for children. Youngsters often learn more from these latent aspects of schooling than from the curriculum. It is in this context that one comes to learn much about self-respect, authority, trust, self-discipline, sharing, freedom, and the decision-making process.
>
> Principals and teachers often do not recognize the contradiction in expecting youngsters to achieve our manifest goals of intellectual enrichment, interpersonal competence, and personal self-actualization in rigidly scheduled, high-control elementary schools which feature excessive concern for ease of adult work and smooth, orderly, and efficient operation. We need to be constantly alert to inconsistencies that exist between the goals which we are manifestly pursuing and the means (from which latent goals are inferred) which we use to pursue these goals. (p. 21)

Accountability to the child was emphasized by Hicks (1956):

> The effective administrative leader recognizes his responsibility to the chief educational consumer: the child. . . . It is advisable for educators to keep reminding themselves that school exists for children, rather than the converse. One of the basic obligations of the school, then, is to provide for the maximum adjustment to the child's needs and development for the fullest possible utilization of the child's interests and resources in the process. The prime obligation of the school obviously is one of the strongest challenges to the ingenuity and leadership of the administration. How well he performs this particular professional feat indicates to a very strong degree the extent of his total effectiveness. (p. 184)

The elementary principal is accountable, along with the teachers, for student growth in personal responsibility.

> One of the prime purposes of the school program is the development of a sense of personal responsibility. If children become self-directive and see real purpose in their days spent at school, there will be a diminishing tendency to avoid school

> through unnecessary absence. Children cannot be drawn to school because it is important to someone else; they will be drawn toward it if they feel it is important to them. (Hicks, 1956, p. 184)

The Elementary School Principal and Achievement

One of the elementary school principal's responsibilities is student achievement:

> One of the basic obligations of the school is to provide for maximum adjustment to the child's needs and development and for the fullest possible utilization of the child's interests and resources in the process.
>
> The principal should bring all available resources to the task of providing leadership in the development of a school program which promotes the happiness, comfort, and success of each child.
>
> . . . . . .
>
> The basic purpose of the school is to contribute to the growth of children. Therefore, the beginning point for any rational program of education is the appraisal of the extent and nature of the growth that is occurring in the children who attend school. (Hicks, 1956, pp. 22, 412)

In reference to meeting individual student needs to improve achievement, Hagman (1956) pointed out:

> In keeping with the advancing knowledge in the area of child development, the elementary school may be expected to develop more adequate means for individualizing learning opportunities. This is not a new concept, and the need for attending to individual differences is recited over and over again. Yet, proposals for individualizing instruction have never received wide acceptance, and because most plans of that kind offered only quantitative differentials the proposals failed to meet the real need for which individualization of school experiences should be planned.

The elementary principal has an important role in helping teachers provide pupils with the opportunities of group activities while fulfilling their individual needs of motivation, interest, achievement, and continuity of intellectual development. Without the principal's leadership, teachers may become overwhelmed with their

daily work, and individual success may be overlooked in the daily process.

A child's school achievement generally refers to his/her intellectual and social growth norms relative to intellectual goals and social-behavior norms established by the school. The principal, as well as all others who share responsibility for the child's achievement, would do well to consider achievement in light of child growth and development. In this regard, Snyder and Peterson (1970) wrote:

> Practicing elementary school administrators often express the feeling that they enjoy their administrative work, but that they miss the previous association with children which they had while teaching. It is unfortunate that many administrators perceive administrative work as being divorced from association with children except, perhaps, within the realm of discipline. Even this usually is considered to be a negative association. Such perception is grossly in error. The understanding of children is fundamental to all administrative roles in elementary education. Continuous study and efforts to understand pupils are necessary to meet the expectations of pupils and parents. Complete understanding of children is rarely achieved, but increased understanding may result from empirical observation, direct interaction, and study of the expanding knowledge concerned with the growth and development. (p. 140)

In keeping abreast of student achievement and success, the elementary school principal should observe and associate with pupils in the classroom (Snyder & Peterson, 1970).

> Supervision and observation in the classroom provide insights to both the process of instruction and the process of learning. Classroom observation is also most helpful in learning to know individual pupils. . . . The administrator who spends enough time in the classroom so as not to be perceived by the children as a "visitor" will have ample opportunity to interact and associate with the children. . . . Of all the possible ways for the elementary school administrator to associate with the children, the classroom observation, association, and interaction are the most important.
>
> One good way for an administrator to capitalize upon an opportunity to associate with pupils in the classroom is for him

to substitute occasionally for classroom teachers. This should be done, however, with the objective of working with children, and this objective of working with children must be understood by the instructional staff. . . .

Casual contact in the hallways and on the playground is important and can afford the administrator valuable opportunities to visit with pupils, but he should not depend on casual pupil contact as the only mode, other than classroom visitation, for pupil association. (p. 155)

The Elementary School Principal and Appreciating the True Value of People

The principal should be able to recognize and show appreciation for the true value of people. As Spain, Drummond, and Goodlad (1956) noted:

> The principal, more than any other individual, sets the atmosphere for the school. By his actions, he convinces the staff of their worth, his interest, and the importance of their problems. What the principal does is frequently not as significant in the development of high morale, however, as the manner in which he does it. . . . When an atmosphere of cooperation pervades a school and a school system, teachers are eager to try things—to experiment; they are eager to go beyond the "call of duty"; they are willing participants.
>
> Nothing seems to bring about an atmosphere of approval quite so much as recognition of particularly effective work. All persons need to achieve recognition and success if their life needs are to be met. Teachers, due to the nature of their daily challenges, especially need to receive public approbation. . . . The good elementary school principal surrounds his staff with an atmosphere of approval based upon sincere recognition of accomplishments. (p. 71)

The Elementary School Principal and the Budgeting Process

Important aspects of the budgeting process for the elementary school principal were pointed out by Kimbrough (1968):

> There are many ways in which the principal may participate in the budgetary process. . . . The principal should provide leadership with the faculty to develop priorities of needs in realizing the educational plan. He is responsible for communicating these educational needs to those officials who are coordinating budgetary planning. This is one procedure for

> effective participation and leadership developing the school district. (p. 350)

In addition to budgetary responsibilities as an educational leader, the elementary school principal has other financial responsibilities, as well (Spain et al., 1956). "This responsibility involves the proper management of funds collected in individual schools. There are many sources of local school funds and the actual amounts of money will vary greatly." (p. 48). Some of these sources of funds are lunch money, entertainment performances, fees, field trips, and recreational funds. The authors continued:

> Proper accounting for and management of all these funds constitute a very important responsibility of the principal. Failure to recognize seriously this responsibility has resulted in numerous cases of public embarrassment, suspicion of mismanagement, dismissal, and occasionally even criminal prosecution. Proper and systematic handling of school funds is not a difficult task; but it is one which cannot be treated haphazardly or nonchalantly. (p. 48)

The Elementary School Principal and Community Involvement

The elementary school is part of the community. There are many ways in which the community-oriented elementary school principal can permeate the community with the valid educational goals of the school and in which the school can serve the community in achieving its societal aspirations.

The importance and the means of using this school-community partnership were emphasized by Hicks (1956):

> The effective administrative leader recognizes his responsibility to parents and citizens of the community. One of the marks of distinction of the effective principal is his sensitivity to the social structure of the community and to possible means whereby the school and community may mutually

> complement each other in providing activities for improving and enriching the lives of its citizens.
>
> While it is not the legal business of the school to pass judgment on the operation of the local business, it is the responsibility of school personnel to seek the cooperation of all for the benefit and welfare of the children who attend school and to try to develop a community pride in providing worthwhile leisure activities for children and youth.
>
> The interaction of community elements is so essential to the development of a good, modern school program that it cannot be left to chance and hope. Most competent administrative leaders actively engage in the continuous study of ways to improve the interaction for the welfare of the school and the community. (p. 184)

The elementary school principal can keep the community informed about the school through direct publicity such as a school newspaper, newsletter, bulletins, handbooks, radio, and television.

The Elementary School Principal and Coordination of State and Federal Programs

There is a paucity of information concerning elementary school principals' role in coordinating state and federal programs. In the following statements, Hicks (1956) emphasized the importance of integrating coordination skills.

> Administration is not an end in itself. Its justification lies in the contribution it makes to the effectiveness of learning and teaching. Since unity is essential to an effectual school program, a criterion for judging administration is the extent to which it is able to integrate the individual activities of members of the staff into a meaningful and efficient pattern of operation. . . .
>
> One of the greatest concerns of administrative leadership is the adequate coordination of resources in the formulation of educational purposes; the planning, development, organization and evaluation of learning experiences; and the interpreting of the school program to the community and beyond. (p. 13)

Later in the same book, Hicks pointed out:

> The elementary school cannot accurately be considered an autonomous educational unit because of its relationship to and dependence upon local, state, and federal agencies. The regulations and contributions of these agencies have affected

> both the resources and the nature of the program of the elementary school. . . .
>
> Although state legislatures have delegated most of the control of education to local communities, there are many ways in which the state controls and influences the nature and quality of educational programs at the local level. (pp. 58-59)

The elementary principal has a coordinating function in some of these areas of state control. In some cases, control and influence are achieved by direct legislation or by monetary appropriations that may stipulate what qualifications the receiving school must meet. Some control is through direct legislation of curriculum the local elementary school must provide. At times the state exercises control by establishing such agencies as state departments of education. Often the regulations promulgated by such state agencies carry the weight of law. Some of the areas of state regulation in whose coordination the principal may be involved are teacher certification, textbook requirements, food services, and transportation.

Most elementary school principals become involved in some way with and have some role in coordinating federal programs instituted by the United States Office of Education. These federal-government programs influence every public elementary school in the United States (Hicks, 1956).

> One of the ways in which education is influenced at the national level is through the activities of the United States Office of Education. . . . The federal government and regulating influence reach every public elementary school in the United States. (Hicks, 1956, p. 60)

The Elementary School Principal and the Elementary School Curriculum

Probably the most frequently discussed area of elementary school administration is curriculum. Some of the curriculum-related areas in which the principal should be highly involved are curriculum planning and evaluation; parent, student, and staff involvement in curriculum, and curriculum continuity.

Elementary school principals must be directors in curriculum development because of the leadership position they hold. To lead in the area of curriculum, the elementary principal must be knowledgeable about the forces that resist curriculum change (Sergiovanni & Elliott, 1975).

Much money and effort have been expended on curriculum studies without really affecting the quality of interaction between teachers and students and between students and their world. Meaningful curriculum change demands concentrated effort for various reasons, as Sergiovanni and Elliott (1975) pointed out:

> First, children are raised by the whole community—in many ways, the whole society—and the school is only part of the community. Because children attend school for such a long time, school staff members have gradually become responsible for more and more aspects of children's lives. This has led to a good deal of confusion concerning just what the teacher's role and the principal's role should be vis-à-vis the roles of parents and others in the community.
>
> Second, and related to the first point, is the problem of measuring educational outputs and inputs and thus obtaining reliable feedback on the differential effects of various kinds of program elements or variations. This problem is compounded by the fact that many effects of school experience do not show up until years later and are hard to trace back to any particular phase of schooling.
>
> Third, schools as institutions have developed their own subcultures which are relatively self-sustaining and which develop effective defenses against outside intrusions. This

> means, among other things, that it is quite difficult for school people to be really self-critical, for to be so is to leave themselves vulnerable to outside attacks. This also results in the separation between the world of the school and classroom, on the one hand, and the wider world in which children and their families live, on the other--especially when schools are made to feel that they must select for inclusion in the curriculum only content that is considered noncontroversial and that can easily be packaged for classroom use. All too often, the world as represented in schoolbooks is so different from the world of children's everyday experience outside school that it is easy to see why some become alienated or bored. (p. 23)

Thus, the elementary school principal should be conscious of the forces involved in bringing about curriculum change, psychologically prepared to open the avenues of communication beyond the educational subculture, and educated to use the tools of curriculum building along with curriculum dismantling so that resulting curriculum changes may be meaningful for students, parents, and society in general.

Concerning curriculum goals, Sergiovanni and Elliott wrote:

> There seems to be unanimous agreement on the need for goal focus, on the establishment of aims, and on setting of objectives for elementary school curricula and instruction. But the way in which objectives are to be formulated and stated has been and continues to be a source of controversy and professional debate. Of particular significance in recent years is the popularity of behavioral objectives. . . .
>
> To be sure, objectives clearly stated and sensibly defined in behavioral terms can have important value in teaching and learning. Such clear statements of objectives can help teachers select learning experiences, materials, and educational settings which will lead the student to the desired behavior. Further, organizing, sequencing and evaluating instruction are all greatly facilitated by the statement of clear instructional objectives. (p. 24)

Responsibility for curriculum improvement rests with the elementary school principal (Hicks, 1956):

> Children, like adults, tend to avoid things which lead only to frustration, or things which have no meaning for them. Often children have only one escape from a curriculum which is wholly

> unsuited to them--they stay away from school. If the school makes a genuine attempt to provide profitable and interesting learning experiences for children, it is, at the same time, taking very significant steps toward reducing unnecessary absence from school. (p. 321)

The elementary principal is responsible for providing the curriculum leadership to generate student involvement.

The importance of continuous curriculum evaluation was emphasized by Hicks:

> Continuous evaluation is an integral part of curriculum development and implementation. The continuing tendency to apply critical judgments to the curriculum is one of the bases upon which rests the hope for keeping the curriculum alive and functional. (p. 321)

According to Hicks, the following questions should be considered in evaluating the curriculum:

1. Are clear objectives developed and understood by all persons involved in the instructional program of the school?
2. Is the curriculum content emphasized in the school consistent with the objectives formulated?
3. Does the curriculum organization of the school functionalize and integrate the content into meaningful learning experiences?
4. Is there provision for flexibility in the curriculum so that each individual may progress with a desirable degree of continuity?
5. Is the teaching methodology employed by teachers consistent with the objectives of the school?
6. Are the provisions for a rich supply of instructional materials, varied both in nature and difficulty?
7. Do the organization and services of the school support the curriculum of the school?
8. Are there provisions for continuous evaluation of the instructional program?
9. Is curriculum study and experimentation encouraged in the school and are there provisions for group study of curriculum problems and improvement? (p. 424)

Relative to involving children and parents in curriculum planning, Hicks suggested:

> One of the marks of a good modern school is the extent to which both children and parents are brought into the process of

> planning the activities which affect them. Careful study will reveal many ways in which children can participate in the planning of their groups, and in which teachers and parents can be involved in the development and planning of school policies and projects. (p. 425)

The Elementary School Principal and Energy Conservation

Recently, the elementary school principal has been assigned a new responsibility, as have all Americans: energy conservation. The principal's role in conserving energy was not discussed in the literature on elementary school administration. Therefore, this writer has suggested some of the aspects of energy conservation with which elementary school principals might be concerned.

The principal should be knowledgeable about the need to conserve energy and ready to provide leadership in conserving energy within the school. Principals can obtain suggestions for classroom energy-conservation projects and overall school-building planning from state and federal energy offices.

The Elementary School Principal and the Elementary School Educational Environment

A basic responsibility of the elementary school principal is to monitor and orchestrate the elementary school and neighborhood educational environments and to plan continuously for an improvement of both learning settings. The elementary school plays a major role in preparing students to adjust to an expanding environment. The importance of the environment and student adjustment to that environment was described by Hicks (1956):

> A basic obligation of the school is to help children adjust increasingly to an expanding environment. Regardless of age,

> most of us are surrounded continuously by two types of environment: the physical world and the social world. One involves things; the other people. . . . There is a genuine relationship between adjustment and productivity as far as the physical world is concerned. The social adjustments of an individual probably are even more vital to his well-being and his ability to lead a happy, successful life among his fellows.
>
> Optimum adjustment to one's environment involves getting satisfactions from, and seeing the best in, the people and things about one. It is based on extending knowledge, increasing understanding, and expanding interests. It often requires the imagination to put one's self in another's place and occasionally demands the inclination and ability to endure an unpleasant fact or incident without becoming too emotional about it.
>
> Certainly one of the prime jobs of the school is to offer opportunities for children to learn about the environment, both physical and social, and to understand relationships existing among its various elements.
>
> A second important task facing the elementary school is that of developing individuals who can operate effectively within their physical and social environments to an ever increasing degree. To do so children must develop positive attitudes toward others and toward life itself. In addition, they must develop the skills necessary to communicate with their fellows and to meet the day-to-day demands of successful living. They must learn efficient work habits and develop a respect for quality and beauty. (p. 100)

Further on, Hicks stated:

> A child should have an opportunity to exercise his initiative and to explore his environment in his efforts to extend his understanding of the world about him. He must learn at the same time, however, that society places certain restraints upon him to prevent his conduct from coming into conflict with the rights of those about him. Therefore, it is the responsibility of those who determine the nature of the organization of the school to set up conditions conducive to the development of this recognition by children and to positive growth in the direction of self-government. (p. 331)

Techniques a principal should use to establish a positive school environment were listed by Snyder and Peterson (1970):

> The administrator should strive for a good climate for learning, while bringing about desirable pupil behavior. His and the teachers' association with pupils is highly important in establishing such an environment. To establish a wholesome climate for learning, adults in their association with children should:

1. Be businesslike.
2. Be orderly in matters of routine.
3. Avoid any suggestion of threats, sarcasm, or punishment as motivation.
4. Let pupils have ample opportunity to express themselves.
5. Cultivate a pleasing voice.
6. Be fair and impartial.
7. Be calm, consistent, and firm in the administration of disciplinary problems.
8. Give each pupil consideration and respect.
9. Remember that they are dealing with children, not adults.
10. Show genuine interest in every child.
11. Be liberal with sincere praise; praise in public; censure in privacy.
12. Show confidence in children's ability to develop self-control.
13. Allow children to save face when they are in a tight spot.
14. Expect good behavior. Children strive to measure up to the expectations adults have for them. (p. 165)

Writing in 1952, Campbell might well have been addressing the elementary school principal of the 1980s:

> What is needed today is an educational solution to world problems that people will fall in love with and come to possess as their own. . . . It is ideas that move people to action. Significant ideas live forever. Ideas create their own power of locomotion; they move forward under their own steam. Educators need programs in the future that are irradiated by ideals. . . . The dynamic and challenging goal for education in the future is to improve people's relationships:
>
> with one another;
> in an intellectual sense, where there is interaction of thought processes;
> in an emotional manner, where there is sharing and receiving;
> in a cooperative way, where there is working together to improve all aspects of community life. (pp. 315-16)

The environment of the school has been referred to as a "learner centered environment" (Smith & Keith, 1971). In this environment, both faculty and students should be free to move toward an "individualized learning program" (p. 11).

The Elementary School Principal and Furthering the Home-School-Community Partnership

The elementary principal and the school are almost one in the eyes of the parents, the children, and the community. It is the principal with whom parents discuss school-related problems or concerns. Educators usually view the school as the most important institution in the community, whereas parents usually feel the home is the most important. The principal must bring together the educational aspects of both agencies to share in importance in the formalized educational process.

Referring to the home as a partner in education, Hagman (1956) wrote:

> It is likely that the influence for good or bad of the home is greater than that of any other agency in the education of the young child. The school and other community agencies devoted to his interest must be satisfied with less pervasive influence and with less opportunity to educate. Should the home be a good one, the work of the school will be fostered. The education of the child will be supported best by the work of the good home and the good school in cooperation. Should the home be poor in terms of favorable influence upon the education of the child, the work of the school may be frustrated or at best made less effective than it would be were the home a better one for the child. (p. 4)

The principal should provide the leadership in establishing a definite program of reporting children's successes to their parents. Teachers are often reluctant to take the initiative to contact parents because

> Parent-teacher contacts are nearly always over a child's difficulty. Since a teacher has not been successful in working with the child, the parent's attitude may be interpreted as criticism and this increases the teacher's sense of guilt or inadequacy. (Hagman, 1956, p. 187)

The elementary principal should use his leadership ability to help teachers and parents develop the "living report" concept, through which daily successes in the school are shared with the home.

The elementary principal is the one person who, if properly prepared, can enhance the quality of the educational program in the elementary school (Hicks, 1956, pp. 9-11). He/she is in a position to provide continuity and leadership for improvement. The principal can also influence the quality of the educational program. The principal's concept of educational quality can extend into every home and the broader community. Of special concern is the perception developed in the homes and the community about whether the school is a success or a failure. According to Hicks, the elementary principal should work to earn a good working relationship with the home:

> Good working relations between the school and the home do not just happen; they are earned. In this process, school personnel are largely responsible for the development of conditions which foster favorable relations with parents. Two types of awareness in teachers and administrators are prerequisite to any intelligent approach to an improvement of relations with the home: (1) they must remember at all times that most parents love their children very much, and (2) they must recognize the necessity of analyzing the ways in which parents form their impressions of the school. (p. 11)

Concerning the elementary principal's role in maintaining home-school-community relations, Hicks commented:

> Effective school-community relations require clear and continuous communication. People who cannot talk together about education cannot expect to work together in its behalf. If school personnel and citizens of the community are to engage in a cooperative effort on behalf of the school, they must be able to communicate and exchange ideas. (p. 384)
>
> . . . . . .
>
> Criticisms of the school can be either blessings or deadly instruments of destruction, depending upon their nature and the

> motives and power of those who initiate and perpetuate them. The wise administrative leader will study the sources and underlying reasons for these criticisms carefully so that he and his staff may meet them in a constructive manner.
>
> Not only in contests is a good offense the best defense. This oft-quoted statement is good advice to the administrator who wishes to counteract the effects of criticism. The best policy is to provide a good school program, seek intelligent and united effort by the school staff, and provide all possible means for developing in the community an informed, interested, and participating public. (pp. 399-400)

Numerous ways in which the elementary principal can promote school-community interaction were suggested by Hicks:

1. Make the child the common denominator of school-community interaction.
2. Encourage parent participation in policy development.
3. Keep parents informed about school policies.
4. Interpret school activity in terms laymen can understand.
5. Encourage teacher-parent conferences.
6. Find ways in which parents can help with school routines or with special activities and excursions.
7. Work toward the development of the "community-school" concept.
8. Emphasize the strong points of the school program.
9. Use a variety of means to publicize the program of the school.
10. Encourage parent visits.
11. Send children home happy at the end of the school day.
12. Make news bulletins brief and attractive.
13. Encourage teachers to use simple and friendly language in communications with parents and on reports of children's progress.
14. Suggest that teachers spend a few minutes before afternoon dismissal to evaluate worthwhile activities of the day.
15. Make occasional community surveys.
16. Discuss with parents ways in which they can help their children succeed in school.
17. Always allow a parent to discuss his grievances until he gets the matter "completely off his chest."
18. Encourage children to write letters of self-evaluation to their parents.
19. Invite parents to culminating activities of units of study.
20. Bring parents into the planning stage of prospective changes in school operation or policy.
21. Invite parents to school to discuss special aptitudes or achievements of their children.
22. Provide a library of suitable materials for parents.
23. Let children prepare periodic "room newspapers."

24. Include some parents and other laymen on the school advisory council. (p. 400)

As noted by Snyder and Peterson (1970), sending school bulletins to parents can also strengthen the home-school-community partnership.

> Good public relations are based upon sound practices of communication with the public. In short, parents and patrons are interested in knowing all the facts pertinent to the operation of the school and everything that might affect the lives of their children while they are in school. Usually much of this information is disseminated through the regular news media of local newspapers, radio, and television. Some schools have found success in keeping parents informed about the school program through monthly bulletins, which can be sent through the mail on a bulk rate basis. Still other schools rely on sending information home with the pupils. (p. 177)

The Elementary School Principal and the Group Process

The elementary school principal can use the group process in many areas of education and school administration. Speaking about using the group process in elementary schools, Hicks (1956) wrote:

> The broadening of the purposes of the elementary school in recent years has led inevitably to a greater variety of approaches to the achievement of desired goals. One of the ways this recognition has found expression is through the organization of special interest groups related to some aspect of the school's operation or program. Such groups are useful in two respects:
>
> 1. They provide a functional setting for the application of attitudes of responsibility.
> 2. They utilize special interests of children as a motivation for further learning. The possibilities for the formation of groups of this kind are almost infinite in number and form.
>
> . . . Children of upper elementary school age are going through what is commonly called "the gang age." They tend to organize themselves into clubs of various sorts. . . . This rather natural urge can serve as bases for some very constructive club work in the elementary school. . . . Interest, of course, will vary somewhat between boys and girls and in terms of the local community situation and the timeliness with which a club is organized. Club work should make as much use as possible of pupil initiative and leadership with, of course, sufficient

> guidance from the teacher to insure constructive activities in a wholesome direction. (p. 184)

Some suggested group activities are drama, science, choral, literary, art, 4-H, sewing, stamp-collecting, law, medical, and song-writing clubs; student council; school patrol; and scouting programs.

Group process can be the medium through which youths learn democratic procedures. The elementary principal would do well to become skilled in the group process. Through his/her leadership, a societal environment and democratic process can be provided. Neither academic success nor verbal instruction alone can prepare the individual to live fully in and adjust to a free, democratic society.

Through the principal's guidance, the elementary school society can provide an atmosphere for school societies or groups in which the democratic process is an integral concept. Early in this century, Hart (1919) wrote of the importance of establishing such an atmosphere:

> The democratic problem in education is not primarily a problem of training children; it is a problem of making a community within which children cannot help growing up to be democratic, intelligent, disciplined to freedom, reverent of the goods of life, and eager to share in the tasks of the age. (p. 372)

A democratically oriented elementary school, under the leadership of a principal who is skilled in group-process methods, might begin to produce this result.

Shane and Youch (1954) referred to leadership as a group process in education. According to these authors, anyone connected with the work of the schools should be free to voice his/her views with the knowledge that they will be respected and, if meritorious,

be accepted. "The group leadership concept stands for the idea that good thinking drives out mediocre thinking" (p. 13).

It is vital, in the interests of a strong democracy, that the persons affected by decisions share in the process of shaping them. "Creative educational leadership is the guidance of the cooperative process of using individual and group power of school and community in order to develop socially desirable learning experiences for children and youth. (Shane & Youch, 1954, p. 11)

The Elementary School Principal and Influencing Human Interaction

Writing on human interaction in the school and how the principal can influence such relationships, Hicks (1956) stated:

> The school is a social institution. This is to say that its effectiveness depends upon the type and quality of human relationships that exist among the individuals involved in its processes. Indeed, education itself is largely a matter of human interaction. Thus, if one wishes to improve the quality of education in any particular situation, at least one approach is to work for improved person-to-person relationships among the personnel who staff the school.
>
> There are many avenues through which a principal may create desirable working relationships with the members of the teaching staff. Some of the approaches to improved relations depend chiefly upon the attitudes and actions of the principal as a person, whereas others are more closely related to the actual organizational machinery of the school. Some of the professional attributes and activities which successful principals have found effective in building good relations with members of the staff merit detailed discussion at this point. They are: (1) improving morale, (2) improving communication, (3) creating favorable employment conditions, (4) recognizing the achievements of staff members, (5) defining responsibilities, and (6) rotating opportunities for leadership. (p. 337)
>
> . . . . . .
>
> The elementary school principal has two types of relationships with children: (1) those which are direct person-to-person relationships and (2) indirect relationships through teachers or parents. The impressions children gain about their administrative leader in the school have a strong effect on their

> general attitudes toward the school as a whole. Both the principal's philosophy of education and his personal behavior bear directly on his relationships with children as well as on the way in which the school is organized and administered. (p. 343)

In their discussion of the principal's self-perceptions, Snyder and Peterson (1970) described the interaction that often takes place between the elementary school principal and individual pupils:

> An administrator usually comes in close contact with those students whom the teachers are not successful in handling. These children may have conflicting value systems, be emotionally disturbed, be the victims of poor teaching or of inappropriate placement. The result can be a confrontation with a very frustrated and upset child who is often belligerent. (p. 17)

The principal's conduct in such situations depends greatly on his/her self-perception and also his/her perception of the child. It is these perceptions that will likely determine whether the principal succeeds or fails in a particular human interaction (Snyder & Peterson, 1970).

> With the school upset and the administrator's authority challenged, the "perfectionist turned administrator" will wonder if he can truly separate his perception of the child's behavior from his feelings for the child. He will question the validity of his expectations. Naturally these questions and doubts will contribute to his feelings of inadequacy and bewilderment. (p. 17)

The Elementary School Principal and Instructional Evaluation

Considering the elementary principal's overall responsibility and especially his/her role as instructional leader, the principal must be educationally prepared to evaluate the instruction taking place within the school.

After discussing some of the major handicaps under which an elementary school principal might have to work, Goldhammer and his associates (1971) stated:

> It may be that the elementary school principal avoids performing some of the duties he claims he should be handling. For example, principals say they would like to have more time for the supervision of teachers; many principals, however, admit that they do not have the necessary skills to develop adequate supervisory programs within their buildings.

A list of instructional practices that teachers might use for self-evaluation was provided by Hicks (1956). The elementary principal could use this list for reference in developing a checklist for instructional evaluation.

1. Do I use a unit organization in my work?
2. Do I list for my guidance the understandings to be developed in a unit?
3. Do I define preplanning of possible activities?
4. Do I use cooperative pupil-teacher planning?
   a. Using flexible small group instruction?
   b. Providing materials suited to the reading ability of individuals?
   c. Using activities suited to the needs and abilities of different children?
5. Do I provide for individual differences?
6. Do I help pupils develop skill in the use of books, for example? In:
   a. Using best sources of information?
   b. Using index and table of contents?
   c. Using glossary and dictionary?
   d. Note taking?
   e. Interpreting pictures?
   f. Skimming?
   g. Outlining?
   h. Summarizing?
7. Do I see that students use those activities that will best develop understandings, attitudes, and skills desired as outcomes of a unit?
8. Do I help boys and girls in the development of skills concerning maps, globes, charts, and graphs? In:
   a. Reading them?
   b. Interpreting them?
   c. Locating them?
   d. Making them?

9. Do I make use of such activities and audio-visual aids as:
   a. Committee work?
   b. Construction?
   c. Community resources (people, places, etc.)?
   d. Demonstrations?
   e. Dramatizations?
   f. Exhibits?
   g. Experiments?
   h. Field trips?
   i. Film strips?
   j. Models?
   k. Motion pictures?
   l. Music, folk dances, poetry, and art?
   m. Phonograph?
   n. Pupils' experiences?
   o. Radio?
   p. Slides?
   q. Tape recorder?
   r. Teacher's experiences?
10. Do I help children to know of their successes and improvement through:?
   a. Comparing work with standards?
   b. Criticizing (my) own work?
   c. Checking and evaluating own conclusions?
   d. Keeping individual progress charts?
   e. Getting verbal recognition by the teacher?
   f. Getting recognition by the class?
   g. Testing—when testing is good teaching or leads to it?
11. Do I help in the development of democratic ways of living in my classroom by:
   a. Providing for growth in group responsibility; for example, through use of: room committees; bulletin board committees; club activities?
   b. Providing for growth in individual responsibility; for example, through use of: group chairmen; class librarians; hobbies?
   c. Keeping the class atmosphere one of cooperation?
   (pp. 331-33)

The Elementary School Principal and Law and Education

Education . . . is a state function. By omission of provision of education from the Constitution the founding fathers of American government at its inception implied that education should be controlled by the people locally. Through the Tenth Amendment this omission made education the sole responsibility of the states, which in turn passed on to the next smaller public political subdivision, the township, county, city, or district, the directing role in matters pertaining to the education of children. In spite of the fact that by delegation education has

> become a grass roots function, both state and the federal government have enacted much legislation concerning it. Much of this legal machinery is designed to inspire uniformity and to disperse funds equitably in order to protect children throughout the state and nation. A great deal of state legislation, however, involves curriculum, attendance, special education, transportation and other matters connected with child growth and with the immense enterprise called education. (Jordan, 1959, p. 73)

State and federal funding, as well as partial funding, have brought about more state and federal regulations, not only as a result of new legislation but also due to court decrees relative to existing laws. New legislation and new court interpretations have generated new and increased responsibilities for the elementary school principal.

The Elementary School Principal and Leadership

Concerning the theory of leadership, Snyder and Peterson (1970) wrote:

> Leadership theory parallels human relations theory in that it places emphasis upon the goal-seeking nature of human beings. Human life is a constant striving to achieve goals, meet individual needs, and relieve tensions. Most human needs are satisfied through relationships with other human beings. According to leadership theory, the man who occupies the role of leader is expected by the members of the group to have the necessary qualities and power to help them to achieve their goals. The dimension of power in leadership theory is considered to be control of the means which the group members believe are necessary for the satisfaction of their needs and for the achievement of their goals. The authority of the leader, then, arises out of the group's consent to follow, because the group members perceive the leader as controlling such power. (p. 78)

Various aspects of elementary school leadership were considered by Hicks (1956):

> Leadership cannot exist except in its relation to members of a group. Therefore, evidence regarding the quality of leadership is not necessarily obtained from the administrator

> himself, but is more likely to be found in the activities and accomplishments of the group. (p. 19)
>
> . . . . . .
>
> As an administrative leader, the principal is faced with both opportunity and responsibility. The vision to see the opportunities and the courage and competence to meet the responsibilities of the job are important. (p. 25)

The author described the qualities of a successful principal in terms of effective leadership:

> The effective administrative leader seeks to develop in himself the qualities necessary for successfully meeting his responsibilities. The successful principal is one who, regardless of years of experience, still possesses the capacity to grow and to learn. Thoughtful reaction to experience, along with the use of all available opportunities for extended study, provides the fertile ground for the development of the attributes needed for productive leadership. (p. 10)

In addition,

> Effective leadership is concerned with development rather than dictation. . . . The power of individual or group enterprise lies in the motivation which sparks the effort. (p. 14)

The Elementary School Principal and Mainstreaming Special-Education Students

Federal Law 94-142 establishes the right of handicapped children to receive a free public education. It also ensures the right of parents to take part in planning their child's educational program and in developing his/her educational plan. In many cases, the special-education student has been mainstreamed into the regular classroom, where teachers must try to provide for the needs of all pupils. The elementary school principal must provide the leadership necessary to integrate special-education students into the entire school setting; without such leadership, the mainstreaming process could fail.

A correlate of the concept of individual needs is the notion of individual differences. Schools can accommodate individual differences by first recognizing which of the divergences are important in the educational endeavors of the school and then setting out to assist where the differences may mean disadvantage or denial of equal opportunity (Wiles, 1959). Here the principal's assistance is often necessary in securing the proper materials and equipment, providing for additional teacher time, arranging for different types of work areas within the classroom, and establishing means for the student to record his/her individual progress.

The Elementary School Principal and Organization

One attribute of a successful elementary school seems to be good organization. According to Snyder and Peterson (1970), the elementary school administrator can benefit from organizational theory:

> Organizational theory is an attempt to assist the administrator to diagnose organizational problems and to guide his plans and decisions. It can assist the elementary school administrator to be more sensitive to the rationale for and the needs of the informal and formal organizations with which he is associated. (p. 79)

An elementary school principal needs to be knowledgeable about and capable of operating within an organizational structure. The principal must be the most adaptable member of the whole organization. When an organizational problem is diagnosed, the principal will probably be affected in some way, and his/her solution should show sensitivity to the organization.

A school handbook can complement the organizational and operational structure of the elementary school (Snyder & Peterson, 1970). School policies should not be stated as dictums, but should show readiness to consider individual needs. Policy statements should relate to expectations for students, as well as considerations for parents and teachers.

> Handbooks frequently are prepared in cooperation with the staff to serve as a general aid to the everyday problems in the organization of the school. Usually, many of the policies included in handbooks are traditional practices incorporated into written form because their value is recognized by members of the staff. Handbooks are not intended to be inflexible or unchangeable. They should be changed from time to time to meet the demands and needs of the staff and school. (Snyder & Peterson, 1970, p. 176)

According to Misner, Schneider, and Lowell (1963), parents must be given an important position within the school's organizational structure. The authors suggested special concern for parental involvement when major change is being contemplated:

> School people need to realize that the child's first teachers, his parents, are really allies if they are but taken into confidence in any new endeavor which shows promise of facilitating the education of the children. Parents will attend school meetings if they are worthwhile and planned to give them an opportunity to learn of a new procedure and to ask questions and receive rational answers. They will listen with special attentiveness to their children's teachers as they explain the new procedure in individual or group conferences. (p. 391)

The Elementary School Teacher and Planning

Learners should participate as much as possible in the day-to-day, week-to-week, and month-to-month planning in the school. In this way the student learns to plan. The elementary school principal should be able to provide leadership in this area. Creating and

activating plans without student input could involve risks, which Hicks (1956) said may

> . . . lie in the extent to which adult standards of behavior are imposed on children, and the extent to which adult conveniences and comfort supersede the educational needs of children as the basis for educational activity. While administrative expediency must often be considered in any realistic situation, the prime factor in determining what is done in our schools must always be the welfare of the children served by them. (p. 66)

The elementary principal should remember that children are human beings (Hicks, 1956). Therefore, children deserve to be treated as such and should be respected as reacting, responding, and human individuals. In school planning, individual differences in development and ability must be recognized. The principal is responsible for assuring flexibility in accommodating individual differences. Just as the principal would consider a clothier unreasonable to try to fit all children ten years and three months of age into the same size clothes and shoes, so is the school plan unreasonable if no individual flexibility is allowed in solving school problems. Individual needs must be considered in all school planning.

The principal's educational planning should include motivation. The successful elementary school principal's plan and policy for action should stress the need to motivate both students and teachers. According to Sergiovanni and Elliott (1975),

> Principals and supervisors are quick to point out that the motivational condition of elementary school youngsters is largely a function of school philosophy, teacher attitudes, and styles of teaching. Poor motivation is not an inherent condition in youngsters, but is rather a symptom of school, teacher, and educational program problems. It is probably true that some few youngsters are impossible to motivate within the limitations of our present knowledge about youngsters and

> schooling. However, large numbers of poorly motivated youngsters are indications that the school is not performing adequately.
>
> The emphasis which principals and supervisors give to motivation of youngsters is important and commendable. No less important, however, is the application of these same concepts to the adults who are employed in the school. If we are serious about providing the most effective environment we can for youngsters engaged in living and learning, the highly motivated teacher becomes a high-priority concern of principals and supervisors. . . . Simply stated, quality education and effective elementary schools are primarily a function of competent administrators, supervisors, and teachers who are internally committed and motivated to work. (pp. 137-38)

The Elementary School Principal and Program Evaluation

The elementary school principal, teachers, supportive staff, students, parents, and community are all program evaluators. In most cases, the evaluation is very informal and piecemeal. The principal should become familiar with the use of formal program-evaluation techniques, including developing program objectives, looking objectively at costs and benefits of measuring program objectives, timing evaluation properly, using achievement scores in measuring growth, reporting test results, and planning for continuous program assessment.

The Elementary School Principal and Public Relations and Cooperation

Areas of school administration that might well be included in the elementary school principal's educational needs list are plans for continued improvement of the school's public image. Some methods that might be considered are using the media, planning with parents, reporting progress, participating in and considering

community affairs, building school spirit, and improving teacher morale to improve the public image of the school.

A few simple acts that elementary school principals can incorporate into their plans of action to improve public relations were suggested by Hicks (1956):

> Do thoughtful things for children. The regular day-to-day experiences of children are potent factors in public relations. When they succeed or do unusually interesting things at school, they are likely to carry their exuberance home with them; by the same token, unpleasant happenings at school tend to have the opposite effect. Unusually important in the establishment of favorable relations with parents are the little personal favors which teachers perform for children. A demonstrated interest in a child's family or hobby, or special care given to a child when he becomes ill or is injured, can have a very marked effect on the feeling of a parent toward the school. (p. 383)

In communicating with parents, the principal should

> Maintain clear and positive channels of communication with parents. An effort should be made to remove any existing barriers to easy communication between parents and school personnel. Face-to-face conferences should be friendly and informal. Teachers often find it desirable to have conferences with parents over a cup of tea or coffee if facilities and time permit.
>
> Written communications should be friendly, simple, clear, and to the point. Long bulletins and duplicated letters are so impersonal that they sometimes do not get the attention expected.
>
> Even more important than the form of written communications is the tone they convey. Words used in notes to parents or in comments which are a part of pupil progress reports should be selected carefully. Some words seem to convey the flavor of good will; others, by their very nature, inhibit good relations. (Hicks, 1956, pp. 390-91)

In the following statement, Hicks reminded elementary school principals that

> The common denominator of effective school-community relations is the child. The best test of the quality of the school-community relations in any particular situation is their effect on children. Parents and citizens, though serving society as well, support schools for the benefit of children; teachers teach with the hope of satisfaction in helping children. In the

> final analysis, the meeting ground of all educational effort is the welfare of the child. This observation emphasizes the necessity of interpreting school activities in terms of what they are expected to do for children and the desirability of soliciting support for schools in terms of the benefits that can be provided for children as a result of adequate support. Administrators and teachers should remember always that, in the mind of each parent, the one thing that is most important in the whole school operation is the child of that parent. Consideration for children, therefore, is the key to opportunities for teachers and laymen to work together for better education. (p. 383)

The Elementary School Principal and the Elementary School as a Society

The elementary school principal must provide the knowledge and leadership that allow every child to have a place in the society of the elementary school and in the subsocieties of the separate groups within which he/she must function. Probably one of the most important aspects of elementary school administration and one of the least emphasized is recognizing the elementary school unit as a society. Many societies or mini-societies constitute each elementary school. For the principal not to use these existing societal structures or to work to destroy them would be like denying that children are social beings.

In The American Community, Mercer (1956) referred to education as a social process and to the school as a social system.

> That education is a social process is not open to doubt, but the relationship between education, the larger process of socialization, and schools as social institutions is a complex matter, indeed. . . .
>
> It appears that, in some instances, our zeal for formal education has led us to create schools which, because they are not in step with the social life and experience of students outside the school, really fail to educate successfully. (pp. 206-207)

The elementary school principal needs to develop the necessary skills to guide these school societies so that the school's educational goals are coordinated with each mini-society's goals. Because these societies are motivational forces for educational achievement, experiential laboratories for democracy, and powerful forces to assist in any social problems of school operation, the elementary school principal cannot afford to ignore them (Snyder & Peterson, 1970).

The elementary principal who wants to provide leadership for the best use of student age, building facility, and neighborhood should assist in organizing clubs for which the school building may provide the center or the communication link for success. The successful elementary school principal should orchestrate the subsocieties within the school to provide for democratic adjustments in helping emerging citizens find positions from which to function without overwhelming fears from outside themselves and without consuming frustration from within themselves.

In recognizing the societal concepts of the elementary school, Hicks (1956) suggested:

> Sociometric techniques have contributed much in recent years to the understanding of children by teachers and other professional personnel. The chief purpose of sociometry is to indicate the child's status as a member of his group. By asking children questions which require them to choose members of the group for some group activity, or with whom they would like to share experiences, some idea of the social acceptance of the child among children can be gained. This technique, which was suggested in an earlier chapter as one of the bases for grouping, can also be valuable in assisting the teacher to obtain complete understanding of the members of the group. (pp. 209-10)

In regard to the learner in this school-societal situation, Hicks stated:

> If the learner is the integrating unit of primary concern in the total teaching-learning situation, then it follows that the program of the school must be conceived and developed with the learner as the foremost consideration. Thus from this primary concern for the learner objectives are derived and get their greatest meaning. In a similar way, this consideration of the child should guide the effort to develop a program of activities and to provide services which facilitate these activities. (p. 102)

The Elementary School Principal and Responsibility for Staff Discipline

The position of elementary school principal usually carries with it some measure of responsibility for the professional behavior of staff personnel. The elementary school principal should be ready to initiate a process of corrective discipline should other methods of changing unacceptable staff behavior fail. Corrective discipline can be described as action to rectify the unacceptable behavior of a staff member.

The elementary school principal should be familiar with the concepts of due process and just cause. He/she should know the individual staff members' rights and guarantees under the law and be prepared to take progressively stricter steps to see corrective discipline through to a successful conclusion.

The Elementary School Principal and the Evaluation of Student Progress

Keeping records of pupil progress is an important aspect of every elementary school and thus an important part of the successful principal's supervisory responsibility. Just as the principal is

ultimately responsible for curriculum content and student experiences, so too is he/she responsible for student-progress records. From the earliest days of formalized educational programs, teachers have complained about the time consumed by record keeping, which they can better use for planning and instruction. Teachers' complaints are justified if such record keeping has no recognizable relationship to the purpose of the elementary school--to teach children. Much of the necessary record keeping can be performed by the student. Having the pupils do such record keeping may fulfill several purposes. For example,

Keeping one's own attendance record teaches personal responsibility and makes being present in school more important.

Keeping one's record of punctuality might tend to eliminate tardiness.

Keeping one's record of legitimate excuses may tend to eliminate chronic excuses.

With each student keeping his own records, the wasting of teacher time in such duties is virtually eliminated.

Principals should be cognizant of various approaches to student record keeping so that they can provide leadership in this area. Anything they can do to free teachers to plan and to teach would be worthwhile.

Some of the aspects of student evaluation to be considered by the elementary principal are as follows:

> First, we should clarify for ourselves what it is that we should evaluate. If we accept the premise that education is the process of bringing about desirable changes in behavior, we should determine what changes we deem desirable, our objectives.

> Second, we must decide what constitutes objective and valid evidence that those changes are occurring. Third, we need to discover appropriate methods of identifying and recording evidence of change. Fourth, we need to know the facts of child growth and learnings well enough to decide whether the changes observed are satisfactory in kind and degree. Finally, the evaluator should have a clear idea of the purpose of the appraisal.
>
> In considering the administration and development of the program of evaluation in their school, the principal and his staff will consider carefully the purposes evaluation is to serve. These purposes will vary as we consider the individual pupil, the individual classroom, and the entire school.
>
> Perhaps the most obvious reason for evaluation of pupils is to discover what they have learned. Most commonly, evaluation is made to discover what facts and skills pupils have learned with some attention given to the understanding they have acquired. Desirably, it should also include learnings in social skills, emotional growth and adjustment, as well as learnings in moral and aesthetic values. For any objective claimed by the school, the staff has an obligation to evaluate the status and growth of pupils toward it from time to time.
>
> In the process of evaluating these learnings, the able teacher will seek to find out more than the child's status in the class. Good evaluative procedures will reveal where a child needs help and the nature of that help, and they will indicate his areas of strength. In addition to this information, evaluative techniques will uncover data necessary to the intelligent guidance of each youngster's all-around growth. (Elsbree, McNally, & Wynn, 1967, pp. 242-43)

The Elementary School Principal and Systematic Teacher Evaluation

The elementary school principal is usually designated as the evaluator of teacher performance. Most boards of education and superintendents consider this evaluative task the responsibility of the building administrator. Commenting on teacher evaluation, Hicks (1956) wrote:

> Good education for children becomes a reality in terms of the presence and operation of other factors of the educational process. The most important of these factors is the teacher. Therefore, it seems unrealistic to think of evaluating the school program without due consideration for the performance and growth of the teachers who are largely responsible for the program.

> Teachers are continuously subject to evaluative judgments from at least four sources: (1) children, (2) parents, (3) administrative and supervisory personnel, and (4) the teachers themselves.
>
> . . . . . .
>
> Supervisory visits to the classroom, followed by friendly conferences, often offer opportunities for evaluation and motivation at the same time. (pp. 421-22)

Teachers' attitudes toward the evaluation of their classroom performance were described by Snyder and Peterson (1970):

> Many teachers do appreciate administrators' making regular and frequent observations of their classrooms, because they believe that they are effective teachers. These teachers appreciate the administrators' acknowledgment of their teaching skill. There probably is nothing so hollow as praise from an administrator when there is no reasonable basis for accurate evaluation. On the other hand, praise from an administrator who has been in the classroom and knows and understands the classroom situation is most heartily and sincerely appreciated by the majority of classroom teachers.
>
> Supervision is necessary because many teachers have no realistic appraisal of their performance in the classroom. The result is an inability to make changes in their style. Useful evaluation of teaching behavior must be made available to the teacher, but it is essential that this information be provided in a nonthreatening manner. Teachers who feel threatened are less likely to be adventurous in their methods of teaching, and consequently will lack creativity. (p. 120)

Further, the authors discussed teacher supervision from the administrator's point of view:

> The supervision of teachers presents an unusual emotional problem for most school administrators. There is a feeling prevalent among teachers that they "own" their classrooms, and consequently, it is not uncommon for an administrator to feel he is an unwelcome guest when entering a room as a supervisor. Few administrators feel entirely confident or competent in classroom supervision. It is in this area that most administrators have little or no experience when they accept their administrative role. . . . To reduce tension in the supervisor-supervisee relationship, the administrator must be sufficiently familiar with the classroom situation so that his presence will not automatically create an artificial atmosphere. Many administrators assume that the situation will become artificial when they enter the room, and therefore feel that direct supervision is ineffective and inaccurate. . . . Teachers realize that they always have been evaluated and they are trying

> to formalize methods by which the administration will do the evaluating. No longer are teachers satisfied with administrators' assertions that they can tell how effective a teacher is by her conduct in the hallways, coffee room, casual meetings, and by what the parents and children say about her. For this reason, supervision and evaluation of classroom instruction will have to become more sophisticated than it has been in the immediate past. (p. 126)

A list compiled by Stoops and Marks (1965) provided elementary school principals with 15 questions to use in rating how well they did in teacher supervision and evaluation. This list was devised for use with beginning teachers but could well be used anytime. The elementary principal may wish to add questions to this list.

1. Did I give the teacher a copy of the course of study and help him to understand the general objectives and plan for the semester?
2. Did I give the teacher specific references describing techniques in organizing a unit, teaching reading, etc.?
3. Did I help the teacher make a block plan listing the sequence of activities for a week or more?
4. Did I discuss the major steps in each new type of lesson with the teacher before he attempted to make a lesson plan?
5. Did I give special attention in helping the beginning teacher plan his first lessons so that he would meet with initial success?
6. Was I sure the teacher understood what books and studies had been carried out in the previous semester?
7. If I asked to see a lesson plan, did I read it carefully, helping the teacher to avoid incorrect techniques?
8. Did I evaluate each lesson observed with the teacher after it had been taught, pointing out good points and suggesting ways of avoiding difficulties?
9. When the teacher had difficulties, did I help him understand why they arose and what better procedure could be used?
10. Did I insist that the teacher carry through each activity exactly as I would, or did I encourage the teacher to experiment with new techniques to meet the needs of the particular class in terms of the teacher's own individual personality?
11. Did I comment upon things that the teacher had done well or ways in which he had shown improvement?
12. Did I avoid mentioning too many deficiencies at one time?
13. Did I arrange demonstrations and conferences for the teacher as he needed additional help?

14. Did I convince the teacher that I am a friend who tries to help, and not a critic who enjoys censoring?
15. Did I emphasize that all criticism, both positive and negative, was done on a professional level concerning a professional problem? (pp. 306-307)

The Elementary School Principal and Taxpayer Support for Schools

Elementary school principals should remember that taxpayer support for schools is absolutely necessary. Without this support, programs must be eliminated or sometimes never begin. Taxpayers sometimes question and resist spending money for schools. This seems to be especially true when no effort is made to keep taxpayers informed of what is going on in their schools. Therefore, it is important that the elementary school principal regularly inform taxpayers of the good things that are happening in their schools. It is even better when students and parents relate the positive occurrences in their schools.

Several activities can be used to involve taxpayers who might not normally be interested in school activities. A continuous flow of information about student achievement creates a positive effect and gives the taxpayer good feelings about the school. The living-report concept, through which the students carry into the community the record of their successes along with expressions of appreciation to the taxpayers for making the successes possible, will pay off with continuing school support.

The tax-paying community establishes the environment for education. A supportive community views education as being important, and in such a community, education generally has a high

priority in every home. If the community environment does not highly value education, the school's job becomes extremely difficult and sometimes impossible.

Through the budgeting process, the elementary principal can encourage involvement and support on the part of the staff and taxpayers (Kimbrough, 1968). Of course, the principal cannot carry out this process alone. He/she must receive support from those Kimbrough called the "superordinates" in the school system.

> A deliberate attempt to involve teachers in budgeting provides two-way inputs between those in charge of the physical system (i.e., financial accounting) and the social system (i.e., elementary school), creating the possibility of developing an open climate and a steady state in both systems. Thus, budgeting can be a very important procedure in leadership for change and innovation. The educational leaders must be serious in establishing the flow of communication between those having the primary responsibility for the business system and the teaching personnel.
>
> . . . . . .
>
> Diligent efforts to clear the channels of communication in the budgetary process facilitate higher staff morale and productivity. Budgeting is critical to the maintenance of a viable, adaptive social system. Units in the system, such as elementary schools, will perceive that what they are doing is important and that superordinates are responsive to their demands.
>
> The process of budgeting also involves definite communication and involvement of influentials and others in the community power system. . . . Schoolmen have used a number of techniques to increase communication between leaders in the school systems and leaders in the political power system. The success of these techniques depends upon how well the school leadership has organized for their use. Examples of techniques designed to increase lay and professional communication are cooperative surveys, parent-teacher organizations, citizens' committees, performance budgets, and a number of different grass-roots approaches. . . .
>
> The school principal can assist in the establishment of effective communication between the political power system and the school system. He should be informed about financial conditions in the district as a basis for informing lay leaders about school needs. He should learn who the opinion-makers are in his attendance area and establish leadership with time. The parent-teacher association can be an effective vehicle for participa-

> tion in studying school needs. The principal can become very close to parents and other citizens in the community. (pp. 354-56)

The Elementary School Principal and Implementation of Negotiated Master Agreements

In most elementary schools, the principal is responsible for implementing the conditions of a negotiated master agreement. Thus the principal should be prepared to handle the day-to-day conditions of school employer-employee contracts. Probably the area of the contract that becomes most familiar to principals is the employee grievance section.

The Elementary School Principal and Problems of Vandalism and Violence

The elementary school principal should be skilled in handling school vandalism and violence. In particular, he/she should be alert to the first signs of vandalism. When marks begin to appear, when some windows are broken, when a lavatory is plugged and the facets are left on, the principal should start to search for reasons for these occurrences. Usually, it is a school-society problem. The child has a psychological need that the school society is not meeting.

The elementary school principal can often reduce school vandalism by creating in students a feeling of pride about their school and its furnishings.

> Regardless of the setting, the total staff under the leadership of the principal should endeavor to create a feeling of pride and responsibility concerning the school building and its equipment. Participation in the improvement of the building or its equipment is one of the best ways of engendering such identification. A child who has helped sand and refinish the

> desk or table tops is not likely to whittle or otherwise mar the surface in subsequent days. (Spain, Drummond, & Goodlad, 1956, p. 291)

Some principals have found that asking the child who has been involved in vandalism to help repair or cover up a destructive act reduces the child's tendency to perpetrate further acts of vandalism. It has also been found that allowing a child to repair his own act of vandalism without accusation or punishment, even though the child knows the principal strongly suspects that he/she caused the damage, acts as a deterrent to future destructive acts. The results of the lesson can be even more rewarding if the principal sends the child's parents a note describing the good-citizenship act performed by the child.

The elementary school principal should be sure that the instructional program includes many opportunities for all students to participate in housekeeping activities. All children should receive positive reinforcement for good-housekeeping acts, and the undesirable conduct will tend to disappear.

The elementary school principal's responsibility for dealing with norm-violators was discussed by Snyder and Peterson (1970):

> The administrator sets the tone for the expectations of pupil behavior and determines what actions may be taken to help the "norm-violators." He must know, and be able to communicate to the staff, the legal requirements of policies for correcting pupil behavior. The administrator helps the staff to view bothersome pupil behavior from an objective, diagnostic, and positive frame of reference. Corrective action is taken with the understanding that behavior problems do not emerge from a vacuum. (p. 166)

Just as the medical doctor knows that he cannot treat all patients the same, so the elementary school principal must be ready to adapt corrective discipline to fit the individual.

> Administrators should keep in mind that perhaps the most unfair policy possible for corrective action is to treat unequals equally. . . . It is not wise to have established punishments for particular kinds of misbehavior. Under such circumstances, children tend to calculate the risk of their suffering the predetermined punishment before they decide whether to transgress. The effectiveness of any punishment depends upon the attitude the children have toward it. Elementary-age children are particularly concerned about their peer group's perception of their behavior and of the punishment which may be administered when their behavior is in error. Children expect correction, but they are likely to accept punishment as appropriate to their offense only if the punishment is viewed by the peer group as being fair. (Snyder & Peterson, 1970, p. 166)

Some suggestions of approaches the elementary school principal can use to establish a favorable atmosphere for guiding children's behavior were made by Hicks (1956):

1. Work toward a common and consistent philosophy of discipline for children, staff, and parents.
2. Dramatize desired types of behavior rather than instances of undesirable behavior.
3. Strive to keep children busy at interesting and profitable tasks which they can do.
4. In instances of behavior problems, strive to protect the self-respect of all concerned with the problem.
5. Distinguish between the symptoms and causes in cases of behavior problems.
6. Develop clinical procedures for dealing with serious individual problems.
7. Make use of all appropriate referral agencies in helping children overcome personal problems.
8. Utilize school standards and pride in establishing desired modes of school conduct. (p. 331)

Summary

In this chapter, the researcher identified and examined the literature on 27 job-related actions in which most elementary school principals are involved. In Chapter III, these 27 actions are

described as educational needs of elementary school principals and become the basis for the statistical portion of the study.

CHAPTER III

DESIGN OF THE STUDY

Introduction

The researcher's primary objective in conducting this study was to formulate an educational needs list for elementary school principals. This list was prioritized, based on survey responses from practicing elementary school principals. In addition, responses to the Base Data Survey provided information that could be useful in structuring inservice programs for elementary school principals.

This chapter contains information on the composition of the sample, the research instruments used in the study, the collection of the data, the pilot study, and the procedures used in the statistical analysis of the data.

Study Population

The study population was the entire group of elementary school principals in the 17 school districts that were members of the Michigan Middle Cities Association, as defined in Chapter I. (See Appendix A for the names of the school districts in the Middle Cities Association.) These urban school districts varied in size from 3,000 to 40,000 students.

The names of elementary school principals and the names and addresses of the school buildings they administered were obtained from the current edition of the Michigan Education Directory. Three

hundred thirty-six elementary school principals were listed for the 17 member districts in the Middle Cities Association.

Survey instruments were mailed to each of the 336 elementary school principals in the population. Two hundred twenty-six instruments were returned to the researcher. Of that number, 214 were completed, validated instruments--an overall response rate of 63.6 percent. No follow-up letter was sent. The 226 returned questionnaires were categorized as follows:

Completed, validated instruments	214
Instruments returned as having "nondeliverable address"	3
Instruments sent to principals who had left their positions	2
Instruments sent to school principals whose schools were combined or closed	3
instruments returned too late to be included in the study	1
Instruments returned with a statement that the recipient did not choose to be included in the study	3

Questions 1 and 2 on the Base Data Survey concerned the enrollment of the principal's school and the percentage of students in his/her school qualifying for compensatory funding. Three enrollment categories were provided (less than 300, 300-500, and more than 500 students) and were used in testing relationships for the hypotheses. Likewise, two compensatory-funding categories were provided and were used in further analyses of the data.

Table 3.1 shows the number of elementary school principals who fell into the various school-enrollment classifications and compensatory-funding categories.

Table 3.1.—Number of elementary school principals in the various school-enrollment and compensatory-funding categories.

Building Enrollment	Less than 25% Eligibility for Compensatory Funding		More than 25% Eligibility for Compensatory Funding		Totals	
	N	Percent	N	Percent	N	Percent
Less than 300	26	50.0	26	50.0	52	24.3
300-500	47	37.6	78	62.4	125	58.4
More than 500	7	19.0	30	87.0	37	17.3
Total	80	37.4	134	62.2	214	100.0

The Research Instrument

A hand-addressed manila envelope containing a cover letter, the survey instrument, and a stamped and addressed return envelope was sent to each of the 336 elementary school principals in the study population. In the cover letter, the researcher stated that the packet of materials contained a survey sent only to elementary school principals in districts that were members of the Middle Cities Association. The letter also stated that the survey was endorsed by Dr. C. Robert Muth, Executive Director of the Middle Cities Association. Some background information about the survey and the purpose of the study was also included in the letter. The cover letter told the principals about how long it would take them

to complete the survey. Directions for completing the survey instrument were also provided. (See Appendix B for a copy of the cover letter and the survey instrument.)

Included in the packet of materials was the Base Data Survey, which contained questions concerning principals' perceived need for skill updating and their experience with and preferences for activities of this nature. (See Appendix B.)

Also included in the materials sent to respondents was a scale on which respondents were to rate 27 selected educational needs of elementary school principals. (See Appendix B.) The rating was from 1 ("little importance") to 5 ("very important"). In the five columns to the right of the listed educational needs, respondents were to rate each of the needs according to its perceived importance as an educational need of an elementary school principal.

Twenty-seven 8-1/2" x 5-1/2" pages constituted a Q-Sort of the same 27 educational needs that were listed on the rating scale. One educational need was stated at the top of each sheet. Topics that might be presented if the educational need was used as the basis for an inservice education course were listed below the heading. Each page contained a space for respondents to note other suggestions of topics in that particular need area. (See Appendix B for all 27 Q-Sort pages.) The principals were asked to select those ten sheets they considered to be the most important educational needs of elementary school principals. Respondents were asked to place the ten selected pages of the Q-Sort and the completed Base

Data Survey and rating scale in the return envelope and mail it to the researcher.

The Pilot Study

The researcher conducted the pilot study individually with four practicing elementary school principals. Three of the pilot-study sessions were held in the individuals' offices. The fourth session was held in the principal's home.

Each of the pilot-study participants completed the survey in less than 20 minutes. None of the principals objected to any part of the survey. Each one told the researcher that there were other important skill areas not covered ~~in~~ the 27 listed educational needs.

All four principals also received the survey instruments as one of the 336 practicing elementary school principals in districts that belonged to the Michigan Middle Cities Association.

Processing and Coding Survey Responses

Each of the 27 identified educational needs was classified into one of three skill areas: instructional skills, management skill, and human/public-relations skills.

Included under management skills were:

Budget
Coordination of State and Federal Programs
Energy Management
Instruction Evaluation Procedures
Law Related to Education
Leadership
Organization
Planning
Program Evaluation
Staff Corrective Discipline

Systematic Teacher Evaluation
Union Contracts: Implementation of Negotiated Master Agreement

Included under instructional skills were:

Accountability
Achievement
Curriculum
Environment
Mainstreaming
Student Progress Evaluation

Included under human/public-relations skills were:

Appreciate True Value of People
Community Involvement
Furthering the Home-School-Community Relationship
Group Process
Influencing Human Interaction
Public Relations and Cooperation
School as a Society
Taxpayer Support
Vandalism and Violence

The data collected and the relationships developed through these classifications were used to test Hypotheses I, II, and III.

The researcher coded the survey data with the assistance of personnel from the Department of Research Consultation. The Michigan State University Scoring Center provided the scoring sheets, which contained spaces for the responses. The investigator recorded the survey responses on individually coded response sheets. These coded responses were then transferred to computer punch cards at the Michigan State University Scoring center. (The computer codes used are shown in Appendix C.)

Coded scoring sheets were submitted for 216 survey returns. Control punch cards were made for all of the coded score sheets. The Michigan State University Hustler 2 computer identified errors in two of the 216 cases. Since the rate of valid returns was still

more than 66 percent of the sample population, the Hustler 2 computer was instructed to ignore all responses on the error cases. Thus the number of cases for computation purposes dropped to 214.

Relationships Studied

The relationships studied in the statistical analysis were identified in Chapter I, namely:

Hypothesis 1: There is no difference on the prioritized educational needs list of elementary school principals in the areas of instructional, management, and human/public-relations skills, according to enrollment size of the buildings administered by the principals surveyed.

Hypothesis 2: There is no difference on the prioritized educational needs list of elementary school principals in the areas of instructional, management, and human/public relations skills, according to the level of eligibility for compensatory education funding of the schools administered by the principals surveyed.

Hypothesis 3: There is no interaction between enrollment size of the buildings administered and level of eligibility for compensatory education funding, in terms of the prioritized educational needs list of surveyed elementary principals in the areas of instructional, management, and human/public-relations skills.

The first question considered in the analysis of data was: What educational needs of elementary school principals were chosen by most respondents in the Q-Sort section of the instrument? A multiple-response program was used to analyze the results of the Q-Sort to determine the number of times each stated educational need was chosen.

The second question was: Is there a significant difference among respondents, based on enrollment size of buildings administered, in terms of instructional, management, and human/public-relations educational needs?

The third question was: Is there a significant difference among respondents, based on type of school with respect to compensatory funding, in terms of instructional, management, and human/public-relations educational needs?

The fourth question to be considered was: Is there a significant interaction effect between school funding basis and size of buildings of respondents, in terms of instructional, management, and human/public-relations educational needs?

Treatment of the Data

The data were programmed onto and processed by the control Data Corporation 3600 computer at Michigan State University. The following analyses were performed:

1. A multivariate analysis of variance (MANOVA) procedure with appropriate F tests was used to determine whether significant differences existed between mean scores on the prioritized

educational needs list in the areas of instructional, management, and human/public-relations skills.

2. A multivariate analysis of variance (MANOVA) procedure with appropriate F tests was used to determine whether significant differences existed between mean scores on the prioritized educational needs list, based on student enrollment of the schools the principals administered, in the areas of instructional, management, and human/public-relations skills.

3. A multivariate analysis of variance (MANOVA) procedure with appropriate F tests was used to determine whether significant differences existed between mean scores on the prioritized educational needs list, based on level of eligibility for compensatory education funding of the schools the principals administered, in the areas of instructional, management, and human/public-relations skills.

4. A multivariate analysis of variance (MANOVA) procedure was used to determine interaction effects between enrollment size of schools and level of eligibility for compensatory education funding, in the areas of Instructional, management, and human/public-relations skills.

For all of the statistical tests, the .05 level of significance was selected. The results of the statistical analyses conducted in this research are discussed in Chapter IV.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Introduction

The major purpose of this study was to formulate a prioritized educational needs list for elementary school principals. Chapter IV presents the data collected from the survey instruments. The results of various analyses of the data are examined. Implications of the research findings are discussed. The chapter concludes with a summary.

The Prioritized Educational Needs List

A Q-Sort selection process was used to formulate a prioritized educational needs list for elementary school principals. The researcher identified 27 educational needs of elementary school principals and described them as courses of study. These needs and their descriptions were printed on individual sheets of paper and sent with the rest of the questionnaire to the elementary school principals included in the study. A multiple-response program was used to rank order the educational needs from the data collected.

The Q-Sort Selection Process

Each principal was asked to select what he/she felt were the ten most important educational needs from the 27 listed on the individual Q-Sort sheets and to return those ten pages to the

researcher. In total, 2,139 sheets were returned. Each of the 27 need items was selected by at least 18 principals. (See Appendix B for complete copies of the Q-Sort sheets.)

In Table 4.1, the educational needs are listed in order of preference, from most often selected to least often selected. This list fulfills one of the purposes of the study, namely, to formulate a prioritized educational needs list for elementary school principals, as determined by practicing elementary school principals. The ten items selected most often, in order, were Curriculum, Leadership, Achievement, Community Involvement, Instructional Evaluation, Systematic Teacher Evaluation, Accountability, Planning, Student Progress and Reporting, and Appreciate True Value of People.

Results of Hypothesis Testing

Hypothesis I

The data were analyzed to determine whether there was a relationship between enrollment size of the school administered and principals' selection of educational needs. Hypothesis I stated:

> There is no significant difference on the prioritized educational needs list of elementary school principals in the areas of instructional, management, and human/public-relations skills, according to enrollment size of the buildings administered by the principals surveyed.

In the Base Data Survey, principals indicated the enrollment size of the schools they administered. Three size classifications were provided: less than 300 pupils, 300-500, and over 500. In analyzing the data for this hypothesis, principals' selections of educational needs were examined according to enrollment size of the schools they administered.

Table 4.1.--Ranking of 27 educational needs, with number of times selected and percentage of respondents selecting each need. (N = 214)

Educational Skills	Rank Selection	Times Selected	Percent of N
Curriculum	1	151	70.6
Leadership	2	137	64
Achievement	3	124	57.9
Community involvement	4	121	54.7
Instructional evaluation procedures	5	117	52.8
Systematic teacher evaluation	6	113	52.8
Accountability	7	111	51.9
Planning	8	108	50.5
Student progress evaluation	9	104	48.6
Appreciate true value of people	10	97	45.3
Public relations and cooperation	11	96	44.9
Furthering the home-school-community relationship	12	83	38.8
Program evaluation	13	79	36.9
Staff corrective discipline	14	77	36.0
Organization	15	76	35.5
Influencing human interaction	15	76	35.5
Taxpayer support	17	66	30.8
Group process	18	61	28.5
Law related to education	19	56	26.2
Budget	20	52	24.3
Mainstreaming	21	47	22.0
Environment	22	44	20.6
Union contracts: implementation of negotiated master agreements	23	41	19.2
Vandalism and violence	24	37	17.3
School as a society	25	28	13.1
Coordination of state and federal programs	26	19	8.9
Energy management	27	18	8.4

No significant differences were found, based on enrollment size of schools the principals administered, in terms of the importance rating of the educational skills listed in the instructional skills category, in the management skills category, or in the human/public-relations skills category. (See Table 4.2)

An analysis of variance test was performed to examine the effects that enrollment size of the building administered might have had on the elementary principals' selection of educational skills. The effects were not found to be significant at the .05 level. (See Table 4.3.)

Table 4.2 shows the results of the multivariate test and the three univariate tests, along with the significance of F results. At the .05 alpha level, no significant difference was indicated by size of school. Therefore, Null Hypothesis I could not be rejected.

Hypothesis II

The data were analyzed to determine whether there was a relationship between level of eligibility for compensatory education funding and principals' selection of educational needs. Hypothesis II stated:

> There is no difference on the prioritized educational needs list of elementary school principals in the areas of instructional, management, and human/public-relations skills, according to the level of eligibility for compensatory education funding of the schools administered by the principals surveyed.

On the Base Data Survey, principals were asked to indicate whether 25 percent or more of the students in their school or less than 25 percent of the students in their school were eligible for

Table 4.2.--Results of multivariate and univariate analyses of variance.

Results of Multivariate Analysis of Variance				
Source of Variation			F	Sig. of F
Size of building			1.634	.13622
Compensatory funding			.12753	.94370
Interaction			.193	.308
Results of Univariate Analysis of Variance for Instructional Skills				
Source of Variation	df	MS	F	Sig. of F
Size of building	2	.30421	.61027	.54418
Compensatory funding	1	.17214	.34532	.55741
Interaction	2	.11901	.23874	.78784
Error	208			
Results of Univariate Analysis of Variance for Management Skills				
Size of building	2	.95186	2.33869	.09899
Compensatory funding	1	.09831	2.41550	.62361
Interaction	2	.34656	1.77324	.17235
Error	208	.19544		
Results of Univariate Analysis of Variance for Human/ Public-Relations Skills				
Size of building	2	1.42086	1.85162	.06001
Compensatory funding	1	.04922	.09879	.75360
Interaction	2	.35533	1.57484	.20952
Error	208			

Table 4.3.--Results of ANOVA tests.

	Sum of Squares	df	Mean Square	F	Signif. of F
Selection by Importance of Instructional Skills by Enrollment Size of Building					
Between groups	.6084	2	.3042	.6166	.541
Within groups	104.0967	211	.4933		
Total	104.7051	213			
Selection by Importance of Management Skills by Enrollment Size of Building					
Between groups	1.9037	2	.9519	2.3529	.0976
Within groups	85.3593	211	.4045		
Total	87.2630	213			
Selection by Importance of Human/Public-Relations Skills by Enrollment Size of Building					
Between groups	2.8413	2	1.4209	2.8623	.0594
Within groups	104.7343	211	.4964		
Total	107.5851				

compensatory education funding. Principals' selections of educational needs were examined according to the two levels of compensatory education funding.

No significant difference was found, based on the two types of schools, in terms of the importance rating of the educational skills listed in the instructional skills category, in the management skills category, or in the human/public-relations category.

An analysis of variance test was performed to study the effects that the school's level of eligibility for compensatory education funding might have had on the elementary school principals' selection of educational skills. The effects were not found to be significant at the .05 level. (See Table 4.2.)

Table 4.2 shows the results of the multivariate test and the three univariate tests, along with the significance of F results. At the .05 alpha level, no significant difference was indicated by the school of funding eligibility. Therefore, Null Hypothesis II could not be rejected.

Hypothesis III

The data were analyzed to determine whether there was an interaction between enrollment size of schools administered by the principals and the schools' level of compensatory education funding, in terms of principals' selection of educational needs. Hypothesis III stated:

> There is no interaction between enrollment size of the buildings administered and level of eligibility for compensatory education funding, in terms of the prioritized

educational needs list of surveyed elementary principals in the areas of instructional, management, and human/public-relations skills.

A multivariate analysis of variance procedure was performed to determine whether there was a significant interaction between enrollment size of school and level of eligibility for compensatory education funding, in terms of principals' overall selection of importance of educational skills needs. (See Table 4.2.)

An analysis of variance was performed for each individual category of skills (instructional, management, and human/public-relations) to determine whether there was a significant interaction between enrollment size of school and level of eligibility for compensatory education funding, based on principals' selections of educational skill needs in individual categories. (See Table 4.3.)

At the .05 level, no significant interaction was found between enrollment size of the school and level of eligibility for compensatory education funding, in terms of the importance rating of educational skills listed in the instructional skills category, in the management skills category, or in the human/public-relations category. (See Table 4.2.) Therefore, Null Hypothesis III could not be rejected.

Findings Related to Structuring Inservice Programs for Elementary School Principals

In addition to asking respondents to choose the ten most important specific educational skills for elementary school principals, it seemed worthwhile to ask additional questions to discover how inservice programs might be made more attractive to

practicing elementary school principals and hence encourage their participation. These inservice sessions could help improve principals' skills in problem areas. The questions asked and principals' responses to the questions follow.

Changing Skills Needed in Building-Level Management

Participants were asked: Have changing demands of building-level management increased the need for ongoing inservice programs for elementary school principals? Of the 214 responding principals, 201 (94 percent) answered "Yes," whereas 13 (6 percent) responded "No." Most of the elementary school principals (94 percent) believed that the position of elementary school principal has changing educational needs that necessitate ongoing inservice programs.

Professional Responsibility for Updating Skills

Respondents were asked: Do elementary principals have a professional responsibility for skill updating beyond their professional reading and professional association participation? Of the 214 responding principals, 199 (93 percent answered "Yes" to this question; 15 (7 percent) responded "No." Clearly, the overwhelming majority of principals recognized that it is important for elementary principals to update their professional skills.

Completion of Skill-Improvement Units and Compensation

The question was asked: Would participation in elementary principal skill courses or inservice seminars be increased if the

boards of education recognized inservice units completed in some form of increased compensation plan? Of the 214 responding principals, 193 (90 percent) answered this question affirmatively; 21 (10 percent) responded negatively. Most principals (90 percent) believed that some form of increased compensation would increase the number of elementary principals who would participate in skill-improvement units.

Time for Skill Courses and Inservice Seminars

Participants were asked: Would participation in skill courses and inservice seminars be encouraged if offered on school time, personal time, or some combination of school time and personal time?

Of the 214 principals who returned surveys, 84 (39.3 percent) indicated they felt participation would increase if the inservice was offered on school time. On the other hand, 125 principals (58.4 percent) indicated they did not feel participation would increase if the inservice was offered on school time. Five principals (2.3 percent) did not respond to this part of the question.

Twenty-eight (13.1 percent) principals indicated that inservice participation would increase if the sessions were held on personal time, whereas 181 (84.6 percent) indicated that participation would not increase if sessions were held on personal time. Five individuals (2.3 percent) did not respond to this part of the question.

On the combination choice, 176 (82.2 percent) principals indicated they believed that participation in skill courses and inservice seminars would increase if offered partly on personal time and partly on school time. Of the 214 principals responding, 38 (17.8 percent) indicated they did not believe that participation would increase if the inservice was offered in combinations of school and personal time.

Who Should Pay for Inservice Development Programs?

Principals were asked: Should boards of education pay all, part, or none of the costs of professional inservice development programs for elementary school principals? Of the 214 elementary school principals responding to the survey, 122 (57 percent) indicated that the board of education should pay all of the costs of professional development programs. Eighty-seven (40.7 percent) indicated that the board of education should pay part of the costs, and 5 (2.3 percent) indicated that the board of education should pay none of the costs.

Clearly, the majority of the elementary school principals (57 percent) believed that the board of education should pay all of the costs for elementary school principals' inservice development. When these responses are combined with those of principals who believed that the board of education should pay at least part of the costs, it can be seen that an overwhelming 97.7 percent of the principals believed that the board of education has some

responsibility to help pay the costs of inservice development programs.

Summary of Chapter IV

Data collected in the research project were reported in this chapter. A prioritized educational needs list for elementary school principals was formulated on the basis of principals' selection of what they felt were the ten most important educational needs of the principalship.

Multivariate analyses of variance were conducted to test the three hypotheses. An analysis of variance was performed to determine whether there was a significant relationship between enrollment size of schools and the principals' selection of educational needs (Hypothesis I). An analysis of variance was also computed to determine whether there was a significant relationship between schools' level of eligibility for compensatory funding and principals' selection of educational needs (Hypothesis II). An analysis of variance was performed to determine whether there was a significant interaction between enrollment size of school and level of compensatory funding, in terms of principals' selection of educational needs (Hypothesis III).

Based on the predetermined .05 level of significance, none of the three tested null hypotheses could be rejected by analysis of variance results. Elementary school principals' selection of educational needs were not significantly related to the enrollment size or level of compensatory funding of the schools they administered. Likewise, there was no significant interaction

between school enrollment size and level of compensatory funding, in terms of principals' selection of educational needs.

Findings pertaining to structuring inservice for elementary school principals were also reported in this chapter. More than 90 percent of the elementary school principals believed that skill updating and inservice education are necessary. There was less agreement about who should pay for this inservice education. There was very little agreement on when the inservice sessions should take place so as to encourage maximum participation.

In Chapter V, a further summary of results is provided and conclusions are drawn. In closing, recommendations are made for further research on the educational needs of elementary school principals.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

In Chapter IV, results of the survey were presented. This chapter contains the conclusions drawn from the results of the data analysis, as well as recommendations for further research.

Of the 27 educational skills for elementary principals that were considered in this study, each of the items was selected by some principals as part of their ten most important items. The ten items selected most often, in order, were Curriculum, Leadership, Achievement, Community Involvement, Instructional Evaluation, Systematic Teacher Evaluation, Accountability, Planning, student Progress and Reporting, and Appreciate True Value of People. Of these items, Curriculum was selected by 151 (70.6 percent) of the 214 responding principals as one of the ten most important skills for elementary principals.

Findings of the analyses of variance conducted on selections in the three educational need categories--instructional skills, management skills, and human/public-relations skills--indicated that no significant differences were found on this measure, in terms of either enrollment size or level of compensatory funding. A multivariate analysis of variance was performed to determine whether a significant relationship existed between enrollment size of the

school and level of eligibility for compensatory funding, in terms of principals' selection of educational skills. No significant pattern of selection was discerned. Thus, no significant effect was found that would indicate rejection of any of the three null hypotheses tested.

Elementary school principals' responses to the Base Data Survey showed that 94 percent believed that changing demands of the elementary school principalship have increased the need for on-going inservice programs. Ninety-three percent indicated that elementary school principals have a professional responsibility to update their skills.

More than 90 percent (90.2 percent) of the elementary school principals responding to the survey indicated that they believed participation in skill-updating opportunities would increase if recognition of participation in such programs was reflected in increased salary compensation.

Almost 40 percent (39.3 percent) of the elementary school principals who responded to the survey indicated that they believed participation in skill-updating opportunities might increase if such sessions were offered during regular school time. On the other hand, 13.1 percent of the respondents indicated that participation in skill-updating opportunities might be encouraged if the sessions were offered on personal time.

The majority of elementary school principals (82.2 percent) indicated that they believed participation in skill-updating

opportunities would be encouraged if these activities were offered on some combination of school and personal time.

In response to the question regarding whether boards of education should pay all, part, or none of the costs of professional inservice development programs for elementary school principals, 57 percent of the respondents said "all," 40.7 percent said "part," and 2.3 percent said "none."

Almost one-fourth (24.3 percent) of the respondents indicated they had taken no graduate courses in the last five years. The remaining respondents (75.7 percent) listed graduate classes they had taken. One hundred sixty-two principals indicated that they had taken 898 courses--an average of 5.54 classes per principal for those who had taken graduate classes.

Of those principals who had taken graduate courses during the last five years, 26.5 percent indicated that they had received some tuition subsidy from their boards of education. The remaining 73.5 percent indicated that they had received no subsidy toward their tuition expense.

Of the responding principals, 207 (96.7 percent) indicated that they had participated in 1,008 noncredit professional workshops or seminars; 7 principals (3.3 percent) indicated that they had not participated in any professional workshops or seminars. Boards of education paid workshop or seminar costs for 160 (77.3 percent) of the participants but did not pay such costs for 47 (22.7 percent) of the participants.

Of the 207 respondents who had participated in noncredit professional workshops or seminars, 126 (60.9 percent) indicated that boards of education had paid all of their costs, 58 (28 percent) indicated that boards of education had not paid their travel or lodging expenses, and 23 (11 percent) indicated that boards of education had paid no costs.

Although the sharing of expenses and responsibility for taking inservice development programs for elementary school principals seemed to be clearly stated in survey responses, the preference of locations and best time for such programs was not discernible from the responses. No patterns of choices could be determined. Choices of locations included on campus, off campus, at local motel conference center, at motel conference center at least 60 miles from home school district, alternate classes between local school buildings, and no classes in any local school building. Choices of program times included week-ends, not on week-ends, evenings during the week, not on evenings during the week, during the school day, not during the school day, during the summer break period, and not during the summer break period. The time selected most often was part of Friday and part of Saturday, not more than once a month.

Recommendations

For Educational Institutions

Practicing elementary principals confirmed what studies on effective schools have found. They stated in this study what they feel their educational needs are to properly administer an effective

elementary school. They expressed their felt need for updating skills. The survey showed that 94 percent believed that there was need for on-going inservice programs. Ninety-three percent indicated that principals have a professional responsibility to update their skills.

Certainly, this overwhelming majority of responses provides some kind of mandate to universities to package the skills courses necessary to provide the principals the educational updating to manage effective schools and to ascertain the most appropriate times and places for implementing the training. Likewise, the university seems to be the appropriate institution for seeking out and budgeting the money necessary to carry out the training properly.

Universities and area educational colleges should provide the leadership to unite elementary-principal groups and local boards of education to assess the needs for effective schools in that geographical area and jointly provide the inservice skills training necessary. The university is the institution with skilled personnel and talented, eager researchers to provide the evaluation and follow-up necessary to ascertain whether the schools are becoming more effective.

Every member of every board of education would certainly be committed to such a worthwhile effort and, according to the results of this scientific survey, about 95 percent of the elementary principals are committed to updating their skills. It is unlikely that there is an elementary school principal who would not like to have his/her school become more effective in raising the level of student achievement.

For School Boards and Superintendents

School boards and superintendents should be aware of the felt needs (94 percent) for skills updating of elementary principals. Further, they should be cognizant of the facts that principals feel (82.2 percent) that participation in courses and updating skills would increase if these activities were offered on combination of school and personal time, that most (90.2 percent) believe that participation in skills updating would increase if some recognition were reflected in increased salary compensation, and that most principals thought that boards of education should pay all (57 percent) or part (40.7 percent) of the principal's cost of participation. Certainly, a response of 97.7 percent of respondents indicating to boards that some financial responsibility rests with boards for updating skills is a message that cannot be entirely ignored.

For Elementary Principals

Information about effective schools should be disseminated among all elementary school principals. Principals should be informed that most other principals (4 percent) have expressed a belief that changing demands of the elementary principal position have increased the need for on-going inservice programs and that a majority (3 percent) indicated that elementary school principals have a professional responsibility to update their skills.

Principals should know that more than 90 percent of other principals indicated that participation in professional updating programs would increase if recognition of participation in such programs was reflected in increased salary compensation. Principals

should know that almost 98 percent (97.7) believe that boards of education should pay all or part of the expense involved in the process of participating in updating of skills programs. Principals should know that 96.7 percent of the elementary principals had participated in skills-updating noncredit professional workshops or seminars in the last five years and that boards of education paid the costs for 77.3 percent of the participants.

For Further Research

Some implications for future research became evident as a result of this study and are recommended by the researcher. The following are some of the possibilities for continuing and further studies in areas identified in this research.

1. This study should be replicated using a larger sample of elementary school principals than this study employed. The present study was limited to practicing elementary school principals in school districts that belonged to the Michigan Middle Cities Association. Further study should include all types of school districts and administrators from all levels, rather than just elementary school principals.

2. A research study should be conducted to investigate whether a relationship exists between school enrollment size and student achievement. In this survey of 214 elementary school principals, there appeared to be a direct correlation between school size and student achievement.

Using a chi-square test, a significant relationship was found to exist between school enrollment size and the percentage of students eligible for compensatory education funding. The percentage of eligible students increased as enrollment size increased. Table 5.1 presents these data. (See also Table 3.1.) Figure 5.1 portrays the same information graphically.

Further studies should survey various indicators of achievement levels and other school-size categories than were used in this study.

3. A study similar to the present research on elementary school principals' educational needs should be conducted by surveying a sample of elementary school teachers. Using the same skills list and Q-Sort technique, a prioritized educational needs list for elementary school principals, from the perspective of elementary school teachers, could be developed and compared to the list formulated in this study.

4. A similar study of elementary principals' educational needs should be conducted by surveying a sample of school superintendents, directors of elementary education, school personnel directors, board-of-education members, and any other individuals or groups who directly influence the selection of elementary school principals.

Using the skills list and Q-Sort technique, a prioritized educational needs list for the elementary school principalship, from the perspective of those responsible for selecting elementary

Table 5.1.--Relationship between school enrollment size and percentage of students eligible for compensatory education funding.

Level of Eligibility	Enrollment Size of Building						Row Total	
	< 300		300-500		> 500			
	N	Percent	N	Percent	N	Percent	N	Percent
25% or more	26	50.0	78	62.4	30	81.1	134	62.2
Less than 25%	26	50.0	47	37.6	7	18.9	80	37.4
Column totals	52	24.3	125	58.4	37	17.3	214	100.0

Raw chi-square = 8,92758 df = 2 Significance = .0115

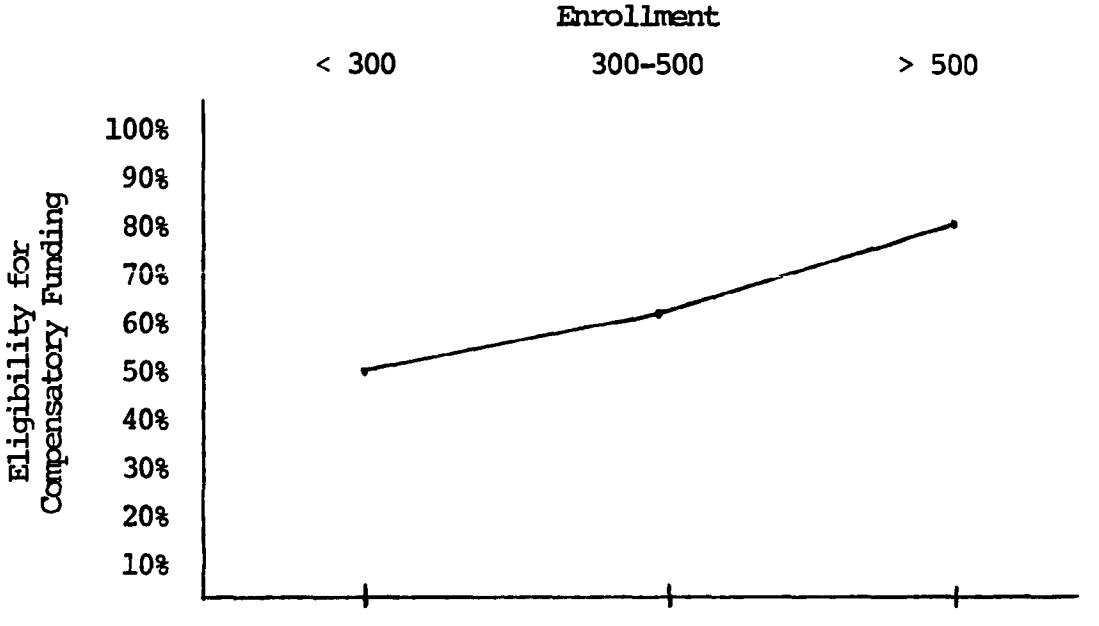

Figure 5.1.—Relationship between school size and eligibility for compensatory funding.

school principals, could be developed and compared to the list formulated in this study.

Personal Observations

The unusually high response (67 percent) of the questionnaire returns within a period of about two weeks seems to be an indication that elementary principals considered the study of sufficient importance that is was worth taking precious time from a busy schedule to respond.

The friendly notes that accompanied many of the returns of participating principals were very rewarding. Many expressed the view that a follow-up to this research was important to elementary principals.

The ranking of importance of skills necessary for effective elementary principals produced some surprises to the researcher. One suggested study listed, "School as a Society." The researcher had envisioned this to be near the top of the chosen list, yet only 28 of the 214 participants selected this as one of the ten most important management areas for study.

APPENDICES

APPENDIX A

MIDDLE CITIES ASSOCIATION MEMBER SCHOOL DISTRICTS

Middle Cities Association Member School Districts

Ann Arbor Public Schools

Battle Creek Public Schools

Bay City Public Schools

Benton Harbor Area Schools

Flint Community Schools

Grand Rapids Public Schools

Jackson Public Schools

Kalamazoo Public Schools

Lansing School District

Midland Public Schools

Monroe Public Schools

Muskegon Public Schools

Muskegon Heights Public Schools

Pontiac School District

Saginaw School District

Willow Run Community Schools

Ypsilanti Public Schools

APPENDIX B

LETTER AND QUESTIONNAIRE SENT TO ELEMENTARY SCHOOL PRINCIPALS

MICHIGAN STATE UNIVERSITY

COLLEGE OF EDUCATION
DEPARTMENT OF ADMINISTRATION AND HIGHER EDUCATION
ERICKSON HALL

EAST LANSING • MICHIGAN • 48824

November 26, 1979

Dear Elementary School Principal,

This survey is being sent exclusively to elementary school principals in Middle Cities Education Association school districts and has the endorsement of Dr. C. Robert Muth, Executive Director of Middle Cities Education Association.

Complete anonymity of all survey respondents is assured.

The elementary school principalship is recognized as one of the most important administrative positions in education. Your position is the administrative foundation on which student success in school and self worth in education are built. Recognizing this concept and recognizing you as an operating expert in the management of the elementary school, we are requesting and will appreciate your assistance by responding to this survey. The survey is designed to have you catagorize the importance of certain skill areas for elementary principals which might be used as credit courses or inservice units for those seeking to become educationally well prepared elementary school principals.

This survey takes less than twenty (20) minutes to complete. There are three parts.

1. Base data survey
2. Rating scale
3. Q-sort consisting of twenty-seven sheets

After completing (1) Base data survey and (2) Rating scale, select TEN (10) Q-sort sheets which you consider most important as skill areas for elementary school principals.

Please return:

1. Base Data Survey
2. Rating Scale
3. TEN (10) ONLY Q-sort sheets

Feel free to use this opportunity to suggest other credit courses or inservice development classes which you consider important for practicing or prospective elementary school principals. You may include your suggestion in this packet as an anonymous contribution or mail under separate cover to the Middle Cities Education Association office. Your judgement in this area is highly valued. This study is the first serious broad based attempt to secure the collective knowledge and experience of practicing elementary school principals to identify those educational skill areas which are most important for the success of an elementary school principal.

Compiled data from this study and plans for inservice development programs will be available through Middle Cities Education Association.

Thank you very much for your prompt response.

Sincerely yours,

William V. Hart

William V. Hart

Base Data Survey

1. Number of students registered in the elementary school you supervise

   Less than 300 _____ 301 through 500 _____ More than 500 _____

2. Are 25% or more of the students registered in this school designated to qualify under catagorical compensatory education funding?

   Yes _____ No _____

3. Have changing demands of building level management increased the need for ongoing inservice programs for elementary school principals?

   Yes _____ No _____

4. Do elementary school principals have a professional responsibility for skill updating beyond their professional reading and professional association participation?

   Yes _____ No _____

5. Would participation in elementary principal skill courses or inservice seminars be increased if the Boards of Education recognized inservice units completed in some form of increased compensation plan?

   Yes _____ No _____

6. Would participation in skill courses and inservice seminars be encouraged if offered on school time, personal time or some combination of school time and personal time?

   School time: Yes _____ No _____ Personal time: Yes _____ No _____

   Combination: Yes _____ No _____

7. Should Boards of Education pay all, part or none of the costs of professional inservice development programs for elementary school principals?

   All _____ Part _____ None _____

8. How many graduate courses have you taken in the last five (5) years? _____ Would you list the titles of these courses to the best of your recollection? Please use other side of this paper.

   Did you receive Board of Education subsidy for tuition? Yes _____ No _____

9. How many professional workshops or seminars (non-credit) have you attended in the last three (3) years? _____ Would you list the general topic of the workshop to the best of your recollection? Please use other side of this paper.

   Did the Board of Education pay the workshop or seminar costs? Yes _____ No _____

   Or expenses of travel and lodging? Yes _____ No _____

10. What would be your preference for time and place of inservice training?

_____

_____

_____

Please rate the following as you perceive the importance of each as educational needs of elementary school principals.

Rate on scale: 1 (little importance) ⟶ 5 (very important)

	1	2	3	4	5	
ACCOUNTABILITY						
ACHIEVEMENT						
APPRECIATE TRUE VALUE OF PEOPLE						
BUDGET						
COMMUNITY INVOLVEMENT						
COORDINATION OF STATE AND FEDERAL PROGRAMS						
CURRICULUM						
ENERGY MANAGEMENT						
ENVIRONMENT						
FURTHERING THE HOME-SCHOOL-COMMUNITY RELATIONSHIP						
GROUP PROCESS						
INFLUENCING HUMAN INTERACTION						
INSTRUCTIONAL EVALUATION PROCEDURES						
LAW RELATED TO EDUCATION						
LEADERSHIP						
MAINSTREAMING						
ORGANIZATION						
PLANNING						
PROGRAM EVALUATION						
PUBLIC RELATIONS AND COOPERATION						
SCHOOL AS SOCIETY						
STAFF CORRECTIVE DISCIPLINE						
STUDENT PROGRESS EVALUATION						
SYSTEMATIC TEACHER EVALUATION						
TAXPAYER SUPPORT						
UNION CONTRACTS: IMPLEMENTATION OF NEGOTIATED MASTER AGREEMENTS						
VANDALISM AND VIOLENCE						

ACCOUNTABILITY

1. Establishing goals for determining success.

2. Involving students in achieving their goals.

3. Involving students in accountability process.
   a. Identifying and prioritizing their daily goals.
   b. Establishing criteria for success in achieving their goals.
   c. Student keeping records as part of accountability process.
      1. Reporting to peers
      2. Reporting to teachers
      3. Reporting to parents and family
      4. Reporting to important others

4. Student involvement in one time and attendance record keeping

5. Accountability reporting to the public.

6. Other suggestions:

ACHIEVEMENT

1. Helping students identify where they are.

2. Improving rate of achievement.

3. Help of parents and community resource people in order to achieve goals.

4. Other suggestions:

ADMINISTRATIVE RESPONSIBILITY IN CORRECTIVE DISCIPLINE

Corrective discipline is disciplinary action that includes a full effort to correct the unacceptable behavior of a staff member. This study might include the following topics:

1. Due process and just cause.
2. Building administrator's responsibility for corrective discipline.
3. Recognizing the individual staff member's rights and guarantees.
4. Practice providing practical knowledge of due process and just cause.
5. Progressively stricter steps to be taken to see corrective discipline through to a successful conclusion.
6. Other suggestions:

SYSTEMATIC TEACHER EVALUATION

The Michigan School Code and most local board policies make evaluation of employee performance a responsibility of supervisors. This study could cover such topics as:

1. Establishing the purpose of staff evaluation.
2. Differentiating between evaluation and discipline.
3. How to observe staff.
4. Conducting conferences with staff members.
5. Developing sound expectations and objectives.
6. Obtaining mutuality in a process of getting agreement.
7. Motivating for improvement.
8. Reaching the below-average teacher.
9. Building plans for assistance for improving performance.
10. Other suggestions:

APPRECIATE TRUE VALUE OF PEOPLE

1. Recognizing and giving credit to staff members for their accomplishments.
2. Recognizing and giving credit to total staff for accomplishments.
3. Recognizing and giving credit to individual students for their accomplishments.
4. Recognizing and giving credit to the student body for their accomplishments.
5. Looking for and giving recognition for the best in others.
6. Showing appreciation to parents for accomplishments of students.
7. Other suggestions:

BUDGETING

1. Budgeting as a requirement of school districts.
2. Accounting required of school districts.
3. Building-level budgeting with emphasis on process; e.g.,
   a. Zero-based budget (ZBB)
   b. Planning-programing-budgeting system (PPBS)
4. Developing a data information system.
5. Involving staff, students, parents, and public.
6. Establishing priorities among identified needs.
7. Establishing criteria for determining success.
8. Costing of prioritized activities.
9. Other suggestions:

COMMUNITY INVOLVEMENT

1. Identifying the community.
2. Bringing the community into the school
3. Community education.
4. School building as the community center.
5. Community support for schools.
6. Involving the community in goal setting.
7. Community involvement in curriculum.
8. Community support and involvement in discipline.
9. Community involvement in violence problems.
10. Parents as partners in education.
11. Retiree use of school facilities.
12. Retirees as resources, aides, helpers, assistants.
13. Other suggestions:

COORDINATION OF STATE AND FEDERAL PROGRAMS

The overall goal in coordinating state and federal programs should be to improve quality and continuity of programs for more effective schools. In order to coordinate services and avoid duplication of efforts and monies, school principals need to be knowledgeable of the various state and federal program opportunities available and the potential for articulation and the cost of compliance.

This study could focus on a review of categorical opportunities and understanding of program and reporting requirements, articulation of categorical programs in the regular school curricula, and coordinating activities among programs and districts.

Other suggestions:

ENVIRONMENT

1. Assessing the educational environment of the community.
2. Involving the parents and community in improving the educational environment.
3. Planning and implementing improved home environment for education.
4. Planning and implementing improved classroom environment for education.
5. Merging sound theory and good practice into total educational environment of school, home, and community.
6. Other suggestions:

FURTHERING THE HOME-SCHOOL-COMMUNITY PARTNERSHIP

This study could focus on getting the community involved in what goes on in the school in more than an informational exchange. This concept requires an openness and willingness on the part of the entire school community and a systematic planning process.

Participants could have the opportunity to sharpen their understanding of community education. They would be provided a situation that could include involving community members in the educational process, needs, identification, goal establishment, and program development, without diminishing the role and responsibility of the professional educator.

Other suggestions:

GROUP PROCESS

This study would focus on demonstrating faith in the democratic process of school administration. Concepts to be covered might include the following:

1. Establishing goals through the group process.
2. Building and improving curriculum through the group process.
3. Improving home-school-community relations through the group process.
4. Improving discipline and self-control through the group process.
5. Other suggestions:

ENERGY CONSERVATION AND THE BUILDING PRINCIPAL

1. World and U.S. energy sources.
2. The need for conservation.
3. A building structure and its equipment.
4. Energy users within the school.
5. Energy wasters in the school.
6. The school energy audit.
7. What is a building conservation plan.
8. The economics of conservation.
9. Energy conservation as a curriculum infusion.
10. Conservation curriculum units.
11. Other suggestions:

CURRICULUM

1. Identifying board of education curriculum requirements.
2. Staff input on curriculum planning.
3. Parent and community involvement in curriculum planning.
4. Student involvement in curriculum planning.
5. Identifying needs not covered in current curriculum.
6. Prioritizing curriculum needs.
7. Budgeting for prioritized curriculum needs.
8. Planning resources necessary to achieve curriculum goals.
9. Establishing criteria to evaluate curriculum success.
10. Other suggestions:

INFLUENCING HUMAN INTERACTION

This study might focus on Interpersonal Process Recall (IPR). This is a method for learning about communication between people. The IPR training is designed to develop skills so that we can better understand ourselves and others.

1. The ability to respond in a meaningful way to statements another person is making to you so that the other person can expand, explore, and go deeper into the area being discussed.
2. The ability to focus on affective elements of communications. To recognize and label emotional states of others and of your own, as well as understanding which feelings seem to have greatest effect on you.
3. The skill to learn to allow and help another person to do his/her own learning, growing, and changing without direction from you.
4. Other suggestions:

PROGRAM EVALUATION

In this age of accountability, local, state, and federal decision makers are demanding accurate program evaluation. This study might focus on assisting the principal in the use of program-evaluation techniques. Topics could include:

1. Developing program objectives.
2. The costs and benefits of measurement.
3. The time schedule in evaluation.
4. Using achievement scores to measure growth.
5. Reporting test results.
6. Continuous assessment.
7. Other suggestions.

PLANNING

1. Planning long-range goals.
2. Planning short-range goals.
3. Planning curriculum.
4. Planning achievement for all students.
5. Staff planning organizations and functions.
6. Student planning organizations and functions.
7. Parent planning organizations and functions.
8. Community planning organizations and functions.
9. Other suggestions:

SCHOOL AS A SOCIETY

1. Identifying the school society and mini-societies.
2. School unit social structure.
3. Coordinating school educational goals with school social structure.
4. Use of societal strengths as motivational force for achievement of educational goals.
5. School society as an experiential laboratory for citizenship in a democratic society.
6. Educational-management adjustments for maximum use of stabilizing forces of school society and mini-societies.
7. Planning improvements as a social process within the school unit.
8. Other suggestions:

PUBLIC RELATIONS FOR PUBLIC COOPERATION

This study would include the following topics:

1. Planning for improving school's public image.
2. Planning for the use of the media.
3. Cooperative planning with parents.
4. Planning public reporting of school progress.
5. School participation in community and civic affairs.
6. School spirit as a public image.
7. Teacher morale as a public image of the school.
8. Other suggestions:

ORGANIZATION

1. Organization structures of local elementary school buildings.
2. Developing an organizational structure to achieve planned goals of the school.
3. Organizational management of the school.
4. Recognizing and using the mini-societies existing in the elementary school.
5. Parent organizations and the elementary school.
6. Student organizations and the elementary school.
7. Public organizations and the elementary school.
8. Professional organizations and the elementary school.
9. Other suggestions:

MAINSTREAMING SPECIAL EDUCATION

Federal Law 94-142 establishes the rights of access for handicapped children to public education. It also ensures rights of parents in the planning process for their child's educational program and the development of his/her individual educational plan. Michigan's Special Education Act requirements exceed those of the federal act. This study could include the following topics:

1. Court decisions leading to the act.
2. Philosophy and social and educational value of mainstreaming.
3. The Michigan Mandatory Special Education Act.
4. Parents' and students' rights under P.L. 94-142.
5. Planning and programming requirements at the building level.
6. I.E.P.'s--the process--who participates.
7. Teacher-union controls and mainstreaming.
8. Integrating special education into the entire school.
9. Other suggestions:

LEADERSHIP

1. Working with and through people to achieve organizational goals.
2. Developing leadership skills.
3. Developing leadership among teachers, parents, and students.
4. Sharing leadership.
5. Other suggestions:

INSTRUCTIONAL EVALUATION

1. Developing objectives for instructional evaluation.
2. Identification of acceptable procedures for instructional evaluation.
3. Negotiated and contractual language relative to instructional evaluation.
4. Due process and instructional evaluation.
5. Other suggestions:

TAXPAYER SUPPORT FOR SCHOOLS

Professional educators believe that good things happen in their schools. Taxpayers tend to question and resist spending of money on schools. It is important that the school principal inform taxpayers of the good things that happen in their schools. This study might include the following topics:

1. Importance of taxpayer good feelings toward the school all year round, not just at millage-vote time.
2. Reporting student achievement to taxpayers as a positive report.
3. Showing appreciation to taxpayers for support given.
4. Providing accountability to taxpayers for money spent.
5. Planning taxpayer input in the budgeting process.
6. Planning taxpayer assistance in curriculum priorities.
7. Seeking taxpayer cooperation in improving community educational environment.
8. Other suggestions:

STUDENT PROGRESS EVALUATION AND REPORTING

A very serious aspect of school life for elementary students is the evaluation of progress and reporting. This study might consider the following topics:

1. Identifying student progress from where to where.
2. Planning for all students to progress.
3. Recognizing realistic achievement goals as an integral step in progress evaluation.
4. Self-recording methods of achievement progress.
5. Self-reporting of achievement progress to peers.
6. Self-reporting achievement progress to teacher.
7. Self-reporting achievement progress to parents and important others.
8. Experimentation with domino theory of student achievement process.
9. Using individual achievement to enhance self-image.
10. Other suggestions:

VANDALISM AND VIOLENCE

Few school districts have not had some problems with vandalism and/or violence. Identifying some of the major causes and dealing with them may assist school principals in averting vandalism and violence. Topics covered in this study could include:

1. Identifying causes of vandalism and violence.
2. Ways that the school becomes a symbol to attack.
3. Frustrations of school-society rejection.
4. Planning for strong school spirit and pride including all students.
5. Planning school organization to include all students.
6. Planning for including the whole community in the educational community.
7. Other suggestions:

IMPLEMENTATION OF NEGOTIATED MASTER AGREEMENTS

This study could include day-to-day handling of conditions set down in school employer/employee contracts. It would provide the necessary tools, materials, and know-how for developing a sound approach and attitude toward these binding documents. Topics that might be presented are:

1. Approaches to management implementation of negotiated master agreements.
2. Developing and maintaining proper management attitude toward implementation of the agreement.
3. Organizing and planning for master-agreement implementation.
4. Major implications for management implementation.
5. Grievance handling.
6. Other suggestions:

LAW AND EDUCATION

1. Constitution and education.
2. Legislative acts relating to education.
3. Court decisions relating to education.
4. State board of education regulations.
5. Title IX.
6. Student rights under due process.
7. Curriculum requirements under the law.
8. Certification requirements.
9. Parent rights in children's education.
10. Parent responsibilities for children's education under law.
11. Other suggestions:

APPENDIX C

COMPUTER CODES USED IN THE STUDY

Computer Codes Used in the Study

SUBID — Subject identification (001 through 214)

SIZE — Number of students registered in the elementary school supervised by the responding principal
- 1 Less than 300
- 2 301 through 500
- 3 More than 500

COMP — Are 25 percent or more of the students registered in this school designated to qualify under categorical compensatory education funding?
- 1 Yes
- 2 No

DEM — Have changing demands of building-level management increased the need for ongoing inservice programs for elementary school principals?
- 1 Yes
- 2 No

PR — Do elementary school principals have a professional responsibility for skill updating beyond their professional reading and professional association participation?
- 1 Yes
- 2 No

IC — Would participation in elementary principal skill courses or inservice seminars be increased if boards of education recognized inservice units completed in some form of increased compensation?
- 1 Yes
- 2 No

SCH — Would participation in skill courses and inservice seminars be encouraged if offered on school time, personal time, or some combination of school time and personal time?
- 1 Yes
- 2 No

PER — Personal time
- 1 Yes
- 2 No

COMB — Combination
- 1 Yes
- 2 No

PAY — Should boards of education pay all, part, or none of the costs of professional inservice development programs for elementary school principals?
1 All
2 Part
3 None

GC — How many graduate courses have you taken in the last five years? _____

BE — Did you receive board of education subsidy for tuition?
1 Yes
2 No

WS — How many professional workshops or seminars (noncredit) have you attended in the last three years? _____

BEP — Did the board of education pay the workshop or seminar costs?
1 Yes
2 No

TL — Or expenses of travel and lodging?
1 Yes
2 No

The 27 educational needs were coded as follows:

V1 Accountability
V2 Achievement
V3 Appreciate True Value of People
V4 Budget
V5 Community Involvement
V6 Coordination of State and Federal Programs
V7 Curriculum
V8 Energy Management
V9 Environment
V10 Furthering the Home-School-Community Relationship
V11 Group Process
V12 Influencing Human Interaction
V13 Instructional Evaluation Procedures
V14 Law Related to Education
V15 Leadership
V16 Mainstreaming
V17 Organization
V18 Planning
V19 Program Evaluation
V20 Public Relations and Cooperation
V21 School as a Society
V22 Staff Corrective Discipline
V23 Student Progress Evaluation

V24	Systematic Teacher Evaluation
V25	Taxpayer support
V26	Union Contracts: Implementation of Negotiated Master Agreements
V27	Vandalism and Violence

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