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Selected roles/functions of Michigan elementary principals:
A study of perceived needs for preparation and continuing
professional development

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SELECTED ROLES/FUNCTIONS OF MICHIGAN ELEMENTARY PRINCIPALS:

A STUDY OF PERCEIVED NEEDS FOR PREPARATION AND

CONTINUING PROFESSIONAL DEVELOPMENT

By

Jane E. Kuckel

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ABSTRACT

SELECTED ROLES/FUNCTIONS OF MICHIGAN ELEMENTARY PRINCIPALS:
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CONTINUING PROFESSIONAL DEVELOPMENT

By

Jane E. Kuckel

This study was designed to gather data in identifying selected roles/functions that are associated with principals who lead "effective" schools. Literature was reviewed that cited the principal as being key to the success of the school and of students within the school. From the behaviors and characteristics correlated with effective principals, a survey instrument was developed, which was sent to a stratified random sample of 639 Michigan K-12 public school elementary principals. In the survey instrument, the principals were asked to indicate how important 34 role/function descriptors were to their success, the degree to which they felt a need for further training in those roles/functions, and where they received their most valuable source of training for each. Role/function descriptors were grouped into the four broad categories of Instructional Supervision, Leadership, Curriculum Development and Implementation, and Staff Development/Personnel Management.

The results of the survey showed a high correlation between what practicing elementary principals perceive to be important and

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the roles/functions cited in the literature as being common to "effective" principals. There was an average need expressed for further training. When compared to the independent variables of gender, age, years of experience as an elementary principal, and size of the school district, it was found that females perceived all four broad categories to be more important than did males. It was also found that while principals in larger districts felt the roles/ functions to be more important, principals in smaller districts perceived more of a need for continuing professional development. The most valuable source of training for Instructional Supervision and Curriculum Development and Implementation was a workshop or conference. The most valuable source of training for Leadership and Staff Development/Personnel Management was on-the-job training.

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Without Dan Austin I might not have pursued this valuable research. Dan and I worked closely through all phases of our parallel studies.

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CHAPTER I

INTRODUCTION TO THE STUDY

Introduction

In current literature about school effectiveness, the principal is cited as the key to a successful school. Studies by Brookover, Goodlad, Lezotte, and other researchers continue to support the theory that the practices and procedures of the building principal, as a leader, have a significant influence on the effectiveness of the school, particularly as measured by the variable of student achievement.

In his study entitled What Schools Are For, Goodlad (1979) concluded that the principal is central to the direction that a school will take. The principal is the main link between the community and the school. The principal must have an understanding of and feeling for how the community perceives the role of the school in order for that principal to develop a sense of mission and direction. "It is the principal, more than any other individual, who articulates the prevailing ambiance and creates a sense of mission" (Lazarus, 1984).

In their 1979 study of Michigan schools enrolling primarily low-income and minority children, Brookover and Lezotte found that the behaviors, characteristics, and beliefs of principals, along with other climate factors, clearly influenced the level of student

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achievement. Their studies suggested that the creation of an appropriate school learning climate is a more effective remedy for low student achievement than is the clinical analysis of individual students. Effective schools have principals who believe and promote the belief that all students can learn regardless of background, race, or socioeconomic status. Literature on effective schools has suggested that such schools have principals who are not content with the status-quo and who exhibit deliberate instructional leadership toward the premise that every student can learn. In schools with high achievement, the principal assumes the responsibility for identifying the school's educational mission as high student achievement for all students and then proceeds to coordinate and monitor all school activities to see that they contribute to this goal.

> Principals represent the organizational authority of the school and, in that regard, they serve to symbolize what the school stands for, how it will operate, and what is important. In general, they set the educational tone for the school. The research on effective schools, effective educational innovations, and effective strategies for planning change all point to the principal as a singularly important person in the successful school system. (Lezotte, Hathaway, Miller, Passalacqua, & Brookover, 1980, p. 93)

According to the U.S. Department of Education (1987), principals stand at the center of school reform. They not only have a vision of what the school should be, but they set high goals, command attention, and motivate teachers and students to meet those goals.

In 1983, the American Association of School Administrators undertook a study to identify strategies and programs contributing

to more effective schools. As part of their charge, they reviewed
more than a decade of research and writings related to the
characteristics associated with effective schools. In that
research, the principal was overwhelmingly cited as one of the most
important keys to excellence in schools. "Research findings on the
way good schools function plus the accumulated experience of
superintendents and principals combined to demonstrate that school-
site leadership is an essential ingredient for successful schools"
(p. 5).

Background of the Problem

With the growing complexity of today's society and the
concomitant importance of the role of the school in developing young
adults who will be able to meet the challenges of tomorrow's world,
it is critical for the building principal to be skilled in many and
diverse leadership roles. Some of these roles are forecaster, goal
setter, staff-development specialist, finance director, curriculum
planner, and instructional leader.

At present, there is limited knowledge and information
available to assist state policymakers, those providing direction
for college and university school administrator preparation
programs, professional organizations of school principals and other
school administrators, and local school district leaders to respond
to the preparation and continuing professional-development needs of
building principals.

In recent years, this concern has come to the forefront with
the passage of Public Act 163 in Michigan, requiring the

certification of school administrators by the State Board of Education. The administrator certification rules became final on January 14, 1989. These final rules were designed to detail the processes and requirements for administrator certification, including requirements for (a) initial preparation, (b) continuing professional development resulting from the required renewal of the administrator certificate every five years, and (c) state-approved school administrator preparation programs at state colleges and universities, based on State Board Standards of Quality for Administrator Preparation Programs.

Before passage of Public Act 163, the State Board of Education and the legislature had not articulated identifiable standards, organized programs, or developed state policy for the preparation and continuing professional development of school administrators. A review of State Board minutes and the public comments before the legislature during the debate of Public Act 163 (House Bill 4282) suggests that much of what constituted administrator preparation had been done through autonomous advanced degree programs at state college and universities. The discussion leading up to the passage of Public Act 163 indicated that these programs have generally operated independently from any statewide policy direction, with little coordination among institutions and minimum linkages with practicing school administrators.

Although the requirements of Michigan's Public Act 163 establish a framework for developing state policy for administrator preparation and continuing professional-development programs, it is

only the beginning. Deciding the content of these programs is the next critical phase if administrator preparation is to have any effect on the practices and quality of schools in Michigan.

In response to this need, the Michigan State Board of Education, in December 1988, appointed a Professional Standards Commission for Administrator Preparation and Certification. The Commission was charged by the State Board to develop and recommend standards of quality for administrator preparation programs. The standards, when adopted by the State Board, will be used to review and approve all administrator preparation programs at Michigan colleges and universities that want to recommend candidates for Michigan administrator certification.

This same concern has been addressed nationally, as well, through various studies and national task force reports. Since the release of the national report, <u>A Nation at Risk</u> (National Commission on Excellence in Education, 1983), there have been many reports that focused on the status and future direction of education in the United States. These national reports resulted from the work of diverse committees--public, private, educational, governmental, business--all of which studied various elements of the present system of education and recommended changes for the future.

These initial reports focused on calls for reform in delivery of instruction, standards of quality in student achievement, teacher preparation and certification, and functions and roles of parents and citizens in educational decision making. One result of all these reports was the challenge presented to the governors of the 50

states, who took up educational reform as a first priority (Miller, 1987). The reports also focused criticism on educational administrators by suggesting that school administrators are just not as competent as administrators in other fields (Griffiths, Stout, & Forsyth, 1987).

Statement of the Problem

The results of recent research reports and studies, both locally and nationally, about the principalship (Blumberg & Greenfield, 1980; Brookover & Lezotte, 1979; Duke, 1987; Finn, 1988; Goodlad, 1984; Land & Walberg, 1987; Lezotte, 1980; Miller, 1987) strongly suggested that how an elementary principal visualizes his/her role, develops building climate, fosters staff development, and promotes student learning greatly influences student achievement. Therefore, it seems critical that practicing principals and those aspiring to the principalship gain knowledge about the roles/functions that enhance school effectiveness and that they have opportunities to develop skills and proficiencies in those roles. "With the increased evidence that principals are crucial to the operation of effective schools will come the recognition for the need to provide for their continuing professional development" (Lezotte et al., 1980, p. 96).

In 1986, the National Association of Elementary School Principals (NAESP) undertook a study to determine the characteristics and aptitudes most needed by today's principals (K-8). Their study attempted to set forth, in a position paper, the skills,

traits, and capabilities that make for the kinds of principals who develop K-8 schools of outstanding quality. Like Goodlad, the NAESP research revealed that "As the school's leader, the building principal is the single most important figure in determining the effectiveness of those years." They stressed that effective principals possess appropriate personal characteristics and aptitudes and that their professional preparation be relevant and effective.

Chester E. Finn, Jr., former Assistant Secretary and Counselor to the U.S. Secretary of Education, in writing for the 1987 Report of the National Commission on Excellence in Educational Administration, underscored the need for stronger preparation programs for school principals and superintendents as a necessity for promoting high-achieving school systems. He observed that:

> Practically never does one encounter a good school with a bad principal or a high-achieving school system with a low performance superintendent. Ample research into the characteristics of particularly effective schools confirms the conclusion of common sense. The caliber of institutional leadership powerfully influences the quality of education. Yet, at a time when the nation is deeply concerned about the performance of its schools, and near-to-obsessed with the credentials and careers of those who teach in them, scant attention has been paid to the preparation and qualifications of those who lead them. (p. 89)

Achilles (1987) observed that the literature on educational administrator preparation and critics of the programs, as well as practitioners, all have indicated that education needs principals who deal with instructional leadership and change and are adept at school-site management. However, Achilles suggested that:

> The contradictions between course work and practice should be given serious attention since current research suggests that

student outcomes seem related to administrator behaviors that are not commonly identified through observational studies in schools or taught in preparation programs. (p. 44)

The NAESP, in their Proficiencies for Principals K-8 (1986), echoed Achilles's concern: "Most preparation programs do a good job of providing an adequate knowledge base. They too often fall short, however, in translating such knowledge into practical application at the elementary/middle school level" (p. 1).

The demographic trends in Michigan, showing a significant rate of retirement over the next few years, make it even more critical to be concerned about the preparation of aspiring principals who can and will make a difference in how and what students can learn. Two studies conducted by the Michigan Department of Education in 1986 and 1987 on the eligibility and plans for retirement of currently employed school principals found that approximately 86% of the elementary school principals who were eligible for retirement actually planned to retire from service in Michigan public schools by 1991. This represents 34% of all currently employed elementary principals. The Michigan experience in turnover of school principals reflects a national trend. During the next ten years, almost half of all current principals will retire (U.S. Department of Education, 1987). This means that significant numbers of building principals employed over the next ten years will be new to their position as a building principal.

The problem, therefore, is that at present, there is limited knowledge and information available to assist state policymakers, those providing direction for college and university school

administrator preparation programs, professional organizations of school principals and other school administrators, and local school district leaders to respond to the preparation and continuing professional-development needs of elementary principals. This study was designed to gather information that will be helpful to these organizations in designing administrator-preparation programs and continuing professional development.

Purpose of the Study

The purpose of this study, then, was to assess how important principals perceived certain roles/functions associated with leadership effectiveness to be to their own success as a principal. It was also intended to reveal the degree of need for further professional development in these roles/functions and where principals had received their most valuable source of training for these roles/functions. Comparing the research reports about what effective principals do with what Michigan practicing principals perceive to be important to their success should be a valuable source of information in defining basic and common content for administrator preparation programs. For this information to be usable to those institutions and organizations that prepare and update principals for their role, they also need to know where principals received their most valuable professional development for those roles/functions.

This study was designed to collect and analyze data that may be helpful to state policymakers, faculty of college and university

school administrator preparation programs, professional organizations of school principals and other school administrators, and school district leaders to understand better three important areas related to the Michigan school principalship. These areas are (a) the perception of elementary principals about the range and importance of selected job roles, (b) the needs that elementary principals identify for further preparation and continuing professional development to respond to the selected job roles, and (c) what elementary principals identify as the most valuable source of their preparation and continuing professional development.

It is hoped that the information gleaned through this study will be helpful in preparing and updating administrators in roles/functions that enhance their effectiveness toward student achievement.

Research Questions

Responses were sought to the following questions:

1. What do elementary principals perceive to be the degree of importance of the selected administrator roles/functions?

2. What differences exist among elementary principals regarding their perceptions about the importance of administrator roles/functions, comparing the variables of gender, age, length of service as an elementary principal, and size of their school district?

3. What do elementary principals perceive to be their degree of need for further preparation and continuing professional development in each of the selected roles/functions?

4. What differences exist among elementary principals regarding the degree of need for further professional development, comparing the variables of gender, age, length of service as an elementary principal, and the size of their school district?

5. What do elementary principals identify as their most valuable source of preparation and continuing professional development for each of the selected administrator roles/functions?

Research Methodology

This study was designed as descriptive research. Borg and Gall (1983) defined the purpose of descriptive research as being to "characterize a sample" (p. 30).

This study is one of a pair of studies looking at the preparation and continuing professional-development needs of elementary and secondary school principals in relation to their perceptions about the range and importance of the selected job roles/functions. This study focused on the preparation and continuing professional-development needs of elementary school principals. The other study, written by C. Danford Austin, focused on secondary principals. No attempt has been made to compare the results of the two studies. Such comparisons could be the focus of a future study.

It was not the intention of this writer to be comprehensive in addressing all the roles/functions of the elementary principalship. The roles/functions addressed in this study were selected because they form the common thread in the effective schools literature

regarding the success-enhancing roles of both elementary and secondary school principals.

A review of the literature suggested that the roles of elementary, middle, and high school principals are more similar than different. However, as Dulce (1987) noted in <u>Thinking About School Leadership</u>, a review of principals' job descriptions does reveal some differences in expectations for elementary and secondary principals. These differences relate to span of control, age of students, complexity of curriculum, and community expectations.

The first step in conducting the study was to review the literature and research that showed a correlation between certain behaviors and leadership activities of school principals and school success. This review is presented in Chapter II. As the literature was reviewed, the researcher noted all behaviors and characteristics that were correlated with or linked to school success and effectiveness. These roles/functions were then grouped into the broad categories of Instructional Supervision, Curriculum Development and Implementation, Leadership, and Staff Development/Personnel Management. The survey instrument was pilot tested. Revisions were made, based on the comments of the respondents and a reliability study that was conducted to ensure that the roles/functions in each category were reliable to that category.

A survey instrument with 42 questions was then sent to a stratified random sample of Michigan elementary principals in K-12 public school districts. For each role function, respondents were asked to indicate (a) how important this role/function was to their

success as a principal, (b) their personal need for further preparation and continuing professional development in order to be as effective as they would like to be, and (c) their most valuable source of preparation and professional development. An additional eight questions were used to gather demographic information about the respondents. Chapter III contains a detailed discussion of the procedures followed in conducting the research.

The survey instrument was designed to gather information about the leadership qualities and behaviors of today's elementary principals as a source of information for designing preparation and continuing professional-development programs for aspiring and practicing principals.

Significance of the Study

Recent research related to the identification of characteristics and behaviors associated with principals who lead "effective" schools, coupled with the expected retirement of large numbers of currently practicing school administrators, suggests that the findings and analysis from this study will be useful in preparing and updating elementary principals with the proficiencies and skills for their leadership role in preparing students as problem solvers and decision makers in the twenty-first century.

Former U.S. Secretary of Education William J. Bennett (cited in U.S. Department of Education, 1987) observed that:

> The quality of the men and women who take their places will greatly influence the kind of education we enjoy, and eventually, the kind of society in which we live. The leadership they provide will determine, to a large extent, what kind of teachers are recruited, how many good ones stay in the

profession, and how many ineffective ones leave. We must take this opportunity to fill our schools with dynamic, committed leaders, for they provide the key to effective schools where we will either win or lose the battle for excellence in education.

At present, there is limited knowledge and information available to assist state policymakers, those providing direction for college and university school administrator preparation programs, professional organizations of school principals and other school administrators, and local school district leaders to respond to the preparation and continuing professional-development needs of elementary principals.

This study was designed to gather information to assist these groups with this concern. It took a closer look at how practicing principals perceived the importance of selected roles/functions associated with effective school leaders, whether they perceived a need for more training in these roles/functions, and where they had received their most valuable source of preparation for these roles/functions. Such information is especially significant at this time due to the projection that there could be a 32% retirement rate of principals between 1986 and 1991 (Michigan Public School Retirement Report, 1987).

It is hoped that the results of this study will prove helpful, in some measure, in answering the following questions:

1. How should colleges, universities, and other administrator preparation programs modify their programs in the areas of instructional supervision, curriculum development and implementation, leadership, and staff development/personnel management so as

to assist prospective administrators in becoming better prepared for the variety of roles required of a building principal?

2. What criteria should local school districts consider in the selection process that will be used to replace up to 32% of presently employed elementary school principals when they retire over the next three to five years?

3. What continuing professional-development needs of principals must be met to assure that principals can respond effectively to changes in society and the resultant expectations for schools?

4. What mechanism(s) should be in place to respond to the initial and continuing professional-development needs of principals?

In A Time for Results: The Governors' 1991 Report on Education, the nation's governors reported that "school leadership will be the key ingredient of the second wave of reform" (p. 51). However, several research studies have found that school administration, as practiced by superintendents and principals, bears little resemblance to school administration as taught in graduate schools of education (Peterson & Finn, 1985; Pitner, 1982).

The 1987 Report of the National Commission on Excellence in Educational Administration concluded that "at least 300 universities and colleges should cease preparing educational administrators" (p. 20). Nancy J. Pitner, in writing for the 1987 Report of the National Commission on Excellence in Educational Administration, observed that, in general, the complaints of practitioners are that faculty have not had experience as line administrators in public

schools, that the university programs do not provide the opportunity for applying theoretical knowledge to actual situations, that the theory itself is too often irrelevant or tangential to real-world needs, and that practitioners are not used in teaching and course development. Pitner also observed that:

> . . . It is difficult to ignore the testimony of school administrators that their training programs are far from adequate in preparing them to resolve the problems they face. Since administrators claim they are unprepared for the realities of managerial work, it behooves us to examine what that work entails and its impact on the school organizations. (p. 368)

Peterson and Finn (1985) disparaged administration preparation programs for their "Mickey Mouse" courses, for following an arts and sciences model rather than a professional school model, for low admissions standards, and for poor clinical training. Griffiths (1979) argued that the theoretical underpinning of school administration practice is under attack on a number of grounds. Summary reports by Hawley (1987), Pitner (1982), and McCarthy (1987) described a collection of serious difficulties in the preparation of school administrators in the United States.

Several observational studies of principals and assistant principals (Crowson & Porter-Gehrie, 1980; Morris, 1981; Peterson, 1978; Wolcott, 1973) have revealed that principals do not spend a majority of their time performing the roles/functions associated with effective principals in effective schools. These descriptive studies have suggested that principals spend most of their time working with students who are discipline problems and with teachers who have noninstructional needs (Peterson, 1978); attending to

logistics, external requirements, and social pleasantries (Sproull, 1979); and overseeing organizational maintenance, pupil control, and extracurricular activities (Martin, 1980). Principals engage predominantly in service, advisory, and auditing relationships; they neither become directly involved in the work-flow at the classroom level nor seek change or improvement through innovation or stabilizing relationships (Peterson, 1978). This is in contrast to the fundamental tenet of the job--that the effective building principal should be first and foremost the "instructional leader" of the school (Jacobsen, Logsdon, & Wiegman, 1973; Lezotte, 1980; Lipham & Hoeh, 1974; Roe & Drake, 1980).

Because this study was conducted with Michigan elementary principals, it will have great importance for the initial and continued professional development of elementary principals in Michigan. In that sense, results of this study will be distributed to professional organizations, as well as to leaders of university-based educational leadership programs in Michigan. However, the concerns addressed in this study are also national issues. The literature regarding the importance of roles/functions that enhance school success has shown little or no difference in schools across the country. Therefore, the research findings should have implications for the preparation and continuing professional development of all principals nationally.

Assumptions

In conducting the study, the researcher assumed that:

1. The elementary principals selected for the study would willingly participate.

2. The elementary principals who responded to the study would be honest in their responses.

3. The sampled principals would be representative of the entire population of elementary principals in K-12 public school districts.

4. Those principals who responded to the survey and who were no longer elementary principals answered the questions from the perspective of an elementary principal.

Limitations of the Study

1. The resulting data were limited by the method of data collection, a mailed questionnaire. Nonresponse is difficult to control in a mailed survey.

2. The study focused on individual perceptions of principals about the range of importance of their job roles/functions and to their need for further preparation and continuing professional development.

3. The survey instrument was not meant to be comprehensive in addressing all the roles and functions of the elementary principal. The study focused on only four main roles/functions of the principalship: (a) Instructional Supervision, (b) Curriculum Development and Implementation, (c) Leadership, and (d) Staff Development/Personnel Management. The categories of inquiry in the survey

instrument were selected because they form the common thread in effective schools literature regarding the roles of school principals/leaders. This represents one view of what is important for principals to know and do. It does not address other roles/ functions or perceptions of constituent groups about desired principal behaviors and characteristics.

4. The sampled population was stratified only for gender and size of school district. A representative population for age and years of experience may not have been sampled. Therefore, generalizations cannot be drawn for those two categories.

Delimitations of the Study

1. The study specifically focused on currently employed principals of Michigan school districts.

2. The study focused on individual perceptions of principals about the range of importance of their job roles and their need for further preparation and continuing professional development.

3. Data were collected by use of a written questionnaire that asked for perceptual responses of individual principals rather than an external observational role analysis conducted by the researcher.

Definition of Terms

Effective schools research: The research that was conducted to show correlational characteristics between aspects of a school's climate, routine, and leadership, and school success.

Elementary principal: A person required to hold a Michigan elementary administrator's certificate endorsement and who has

primary responsibility for supervising instruction and teachers in prekindergarten through grade 9 at the building level. The survey was sent to principals in schools with prekindergarten/kindergarten through grades 5, 6, 7, 8, or 9, but not grades 5 through 8 or 6 through 8.

Secondary principal: A person required to hold a Michigan secondary administrator's certificate endorsement and who has primary responsibility for supervising instruction and teachers in grades 5 through 12 at the building level.

Overview

Chapter I contained an introduction to the study, a background and statement of the problem, the purpose and importance of the study, theory and supportive research, research questions, methodology of the study, assumptions, limitations and delimitations, and definition of key terms.

Chapter II contains a review of the literature from which the roles/functions were derived for the survey instrument. The review was focused on those primary and summary studies regarding the behaviors of elementary principals that influence student achievement and school success.

Chapter III contains a description of the survey design, methodology, and distribution procedures. The pilot study, survey sample, and data collection are described in detail.

Chapters IV and V contain the findings and interpretation of the study results.

CHAPTER II

SELECTED REVIEW OF THE LITERATURE

Introduction

The review of the literature in this chapter focuses on qualities, characteristics, and behaviors that are common to effective school leaders. In both the public school and business settings, effectiveness is measured by how well the goal or mission of the organization has been accomplished. In public school education, that has not always been easy to define or measure.

Historical Perspective

A look, historically, at the major shifts that have taken place in the public schools over the years reveals a need for educators to be more proactive in clearly defining the goals of the school and in more scientifically analyzing the effect of every phase of school operation toward the accomplishment of those goals. As noted from the literature cited in Chaper I, the building principal is seen as key to this task.

In this section, the researcher leaned heavily on the writings of Fullan (1982), Ravitch (1983), Hall and Hord (1987), Goodlad (1979, 1984), and Campbell (1987).

The early colonial schools were established to provide an add-on to what was learned through the home and church. After the

Revolutionary War, new conditions and values emerged. Parents were less and less equipped to educate their children in the home. The creation of a new nation added a new dimension to what appeared to be basic to any educational program--that of preserving democracy and enhancing the individual. In 1786, Thomas Jefferson noted that the most important bill before the United States Congress was for the diffusion of knowledge among the people. He stated, "No other sure foundation can be devised for the preservation of freedom and happiness." And so began the long evolution of the role of schools to address societal needs as well as cognitive skills, to produce citizens who were productive, law abiding, and socially responsible. The home stressed ethnicity, family origins, and the individual. Schools emphasized common learnings. When the home did less, schools were asked to do more. Schools were put in a position to be reactors rather than to be proactive.

Throughout all of this, the role of the principal became stronger. He/she changed from primarily a disciplinarian to a teacher/principal combination with added administrative functions, from presiding teacher to directing manager. During the late 1800s, the concept of a full-time principal emerged, with added responsibilities for performing janitorial tasks, monitoring school facilities and equipment, and keeping school records. The early 1900s saw the first university courses in educational administration, emphasizing efficiency as well as efficacy. Prospective principals were introduced to age-grade tables, cost analysis, achievement tests, and building management.

In 1921, the studies and publications of the National Association of Elementary School Principals stressed the professional potentialities of the principal for educational leadership (Ravitch, 1983). They called for more leadership and less routine work to improve the quality of teaching and curriculum. School administration moved from management to the interpersonal and cultural aspects of leadership. Schools were beginning to be looked at as complex social organizations.

In 1945, education was highly decentralized. Everyone could go to school, but the difference in quality between the best and worst schools was enormous. Access to higher education was not open on an equal basis to all talented youths. One's educational chances were limited by the accident of birth and by the color of one's skin. In some impoverished districts, teachers did not have certification and the absenteeism rate of students could average as high as 48%. The nation's schools were perceived to be the key to realizing equal opportunity and economic plenty. Between 1870 and 1940, the population tripled and school enrollment soared.

Another political issue that spilled over into the schools was the threat of communism. By 1950, 33 states had adopted legislation permitting the ouster of disloyal teachers. In 26 states, teachers had to sign a loyalty oath.

The Elementary and Secondary Education Act of 1965 called upon the schools to address the issue of poverty. The schools became the providers of such things as breakfast and lunch programs, compensatory education, and health-care services. In addition,

there was an increase in parental participation in the school decision-making process.

Another challenge for school curriculum emerged in the 1950s with the Russian launch of Sputnik. The United States educational system appeared to be lagging behind that of other countries. There was a general outcry for improved science and math courses at all levels.

The National Vocational Education Acts of 1963 and 1968 mandated that all schools offer career counseling and guidance. Career awareness and exploration were incorporated into the K-12 curriculum in most districts throughout the country. Schools were called upon to "purge themselves of academic snobbery."

In 1965, federal aid reflected a dominant concern with civil rights, with the passage of the federal Elementary and Secondary Education Act. In 1969, the Gallup Poll created another national focus, resulting in more school reform movements--the problem of lack of discipline in the schools.

The 1970s brought an outcry for comprehensive changes. Some research studies had revealed certain practices that enhanced learning. The challenge now was to build a bridge between research and actual practice. The National Institute for Education was established with a 25% funding level earmarked for research and evaluation.

Much research of the 1970s related to the factors associated with school achievement and showed that schools could teach all

kinds of children. It also pointed out that the leadership of principals is a key to that success. While Lezotte and Brookover (1980) pioneered the effective schools research, many other reputable studies supported their findings. It became commonly accepted that when the goals of the school are clear and staff members are committed to the achievement of every student regardless of ethnicity, background, or income, students can and will learn. It was found that how schools are operated corresponds with how well students perform.

The evolution of the principalship moved from having primary responsibilities for discipline and clerical tasks to a major emphasis on curriculum development, professional development, instructional leadership, and student achievement.

The Principal's Role

Throughout current literature is the pervasive notion that the principal plays a key role in all phases of school effectiveness. The principal is the critical person in school reform at the building level. The principal of the 1990s, in comparison with the principal of the 1930s, is confronted with a kaleidoscope of demands. The principal of the 1990s must be able to define the mission of the school and put forth the kinds of leadership qualities that will accomplish that mission (Blumberg & Greenfield, 1980; Goodlad, 1979; Lezotte, 179).

As history has demonstrated, the principal not only is directed by the court system and governmental agencies, but also must respond

to a pluralistic, diverse community whose formal and informal advising groups direct the principal in somewhat incompatible directions. The effective principal is able to orchestrate all of these demands toward student success.

A scan of various textbooks and manuals addressing the roles of the elementary principal reveals that the principal of today is faced with a profusion of problems, responsibilities, and tasks:

1. Supervise and evaluate school personnel.

2. Provide instructional leadership.

3. Build and mediate school-community relationships.

4. Build and maintain staff morale.

5. Initiate change.

6. Arrange and participate in numerous school, district, and community functions.

7. Continually be visible to the community.

8. Create and sustain a supportive school environment in which effective teaching and learning occur.

9. Insure the safe passage of children to and from school.

10. Take responsibility for the physical condition of the school.

11. Refer students appropriately for special services.

12. Insure that emergency procedures are reviewed and practiced.

13. Maintain student records.

14. Perform as a team member with other district administration.

15. Plan, implement, direct, coordinate, and evaluate the school's curriculum and program.

16. Develop and implement strategies that bring about curriculum improvement.

17. Plan and implement staff inservice.

18. Promote effective instruction.

19. Support and organize school-involvement activities.

20. Assume responsibility for student achievement.

21. Recruit, select, and orient school personnel.

22. Be fiscally responsible.

23. Handle building equipment and supply needs.

24. Maintain awareness of current trends and research in education.

25. Possess adequate communication skills.

26. Handle discipline.

28. Organize schedules.

29. Supervise custodial, bus, and food services.

30. Manage pupil accounting.

The list goes on, depending on the particular circumstances of each individual building, students, and staff. The emphasis placed on each of the above areas also varies from school to school and from administrator to administrator. Some administrators never get out from under the burden of "administrivia."

The question then becomes, What separates one principal from another in creating an effective school? In trying to answer this question, the researcher reviewed several kinds of sources.

Effective Schools Research

The name probably most associated with the term "effective schools" is Lawrence Lezotte. In his search for the characteristics that distinguish effective schools from noneffective schools, Lezotte (1978) found seven practices common to effective schools:

1. Safe and orderly environment.

2. Clear school mission.

3. Strong instructional leadership by the principal.

4. High expectations for success.

5. Opportunity to learn and students' time on task.

6. Frequent monitoring of student progress.

7. Home-school relations.

Lezotte's research emphasized the importance of the role of the principal to develop a clear perception of the role and purpose of the school (mission), which is understood and accepted by the staff and communicated to the community. He then stressed the importance of the principal's active role in insuring that instruction reflects strategies that research supports as enhancing learning. The effective principal understands that all students can learn. He/she has high expectations for student achievement and expects teachers to promote the same tenet with their students and continually monitors that process. The effective principal is also involved in curriculum development and implementation. Time on task is an area of special concern to the effective principal.

In his later review of the research surrounding achievement of low-income students, Lezotte (1980) found that, in buildings where

low-income and minority students made achievement gains beyond what would be expected, the principal was a key factor in this phenomenon. His review showed a strong correlation between student achievement and the instructional-leadership qualities of the principal.

> As the legitimate authority, the principal should insure that the school's goals and objectives are known, and that the instructional programs are directed toward attainment of those goals and objectives. The principal should accept shared responsibility for the prevailing attitudes, beliefs and expectations for students and, above all, should accept responsibility for the students, regardless of their sex, social class, origins, or race, and student's achievement. (Lezotte, 1980, p. 94)

He went on to present specific actions that principals should take to improve student achievement:

1. Implement the Mastery Learning Model throughout the school.

2. See to it that teachers receive necessary resources, support, encouragement and recognition required to successfully implement the model.

3. Oversee and evaluate the implementation.

4. Adopt a mission statement, school-wide, which reflects the belief that all students can learn.

5. Set goals and objectives related to achievement.

6. Evaluate progress based upon achievement.

7. Manage time, so that instructional leadership is a daily priority.

The Michigan State Department of Education, in conjunction with the Educational Testing Service, in an effort to translate valid studies on school effectiveness into practice, published a booklet called <u>School Effectiveness, Eight Variables That Make a Difference</u>

(1985). In this booklet, they combined the research of many leading authorities in the area of school research (Edmonds, Lieberman, Brookover, Bloom, Brophy, and Stallings) to describe seven variables that affect pupil achievement. They are: (a) principal expectations, (b) teacher expectations, (c) time on task, (d) classroom management, (e) reinforcement and feedback, (f) recitation, and (g) parental involvement.

Goodlad (1984) proposed that supportive conditions such as sensitive leadership by the principal, availability of help, and involvement in schoolwide decisions tend to be associated with greater enthusiasm, professionalism, and career fulfillment on the part of teachers. Improvements are most likely to occur when those connected with schools, especially principals and teachers, become responsive to their own problems and needs to develop mechanisms for effecting continuous self-improvement. Responsive schools maintain a state of readiness to respond to problems, set priorities, and use alternative ideas appearing to be useful, whatever the source.

For the last two decades, Phi Delta Kappa, in conjunction with the Charles F. Kettering Foundation, has studied the factors and qualities associated with a positive school climate (Fox, 1973). In the early 1970s, they formed a consortium of leading authorities related to school climate and published a handbook for assessing and improving school climate. Their research revealed six climate factors that affect school effectiveness:

1. <u>Continuous academic and social growth</u>. A well-rounded curriculum is articulated and monitored by the building leader.

2. <u>Respect</u>. Within the educational setting, staff members are respected and encouraged to participate in the decision making and, in return, students are respected as individuals with high expectations for their growth and development.

3. <u>High morale--cohesiveness</u>. The principal is concerned for the development of a team effort toward accomplishing common goals. He/she is a good problem solver and manages conflict before it affects morale. The principal has respect and concern for individuals and is a good listener.

4. <u>Opportunity for input</u>. The effective building leader is adept at gathering lots of data before making decisions and appropriately solicits input for decision making from staff, especially when they will be affected by those decisions.

5. <u>School renewal</u>. Both school climate and effectiveness are improved when the principal develops a systematic way for measuring success and taking steps to develop plans for improvement. This involves being able to analyze student assessment information and look at perceptions of parents, staff and students.

6. <u>Caring</u>. An atmosphere of support and caring is basic to good school climate.

<u>Characteristics, Qualities, and Behaviors</u>
<u>of Effective Principals</u>

The authors of <u>Proficiencies for Principals</u> (1986), published by the National Association of Elementary School Principals (NAESP), attempted to identify the skills, traits, and capabilities that are characteristic of principals who develop K-8 schools of outstanding quality. The observations and conclusions in this report were based on findings of research on the day-to-day experiences of practicing K-8 principals and on recommendations from professors of education and professional educators. Input for this document was sought by nationally known leaders in the field of educational administration

(Barth, Cawelti, Glickman, Hunter, Lezotte, Sergiovanni, and others). The report grouped principal proficiencies into three strands: leadership proficiencies, supervisory proficiencies, and administrative proficiencies. Listed under each strand were examples of the abilities and skills that characterize effective principals and suggestions of the kinds of professional preparation and continuing development that would enhance these proficiencies. In this document, the NAESP emphasized that leaders of the twenty-first century must possess skills and proficiencies that promote quality schools. All of the skills are outlined in Appendix A.

In summary, the Proficiencies for Principals document outlined the following roles/functions as being characteristic of effective principals:

> Leadership--An effective principal builds upon the strengths of staff members to accomplish the goals of the school through participative management practices, problem-solving skills, consistent and clear communications, conflict management, and strong leadership.

> Supervisory proficiencies--An effective principal promotes excellence through high expectations, is self-motivated, is positive and supportive, is active in curriculum development, and regularly supervises instruction.

> Administrative proficiencies--An effective principal is organized, has time-management skills, effectively manages school resources, and understands how to work with the political forces within the school climate.

Blumberg and Greenfield (1980) suggested that effective principals learn to find routines for maintaining existing structures and concentrate their efforts on initiating new structures. They cited Lipham and Francke (1966) in describing the differences between "Beacons of Brilliance" and "Potholes of

Petulance." In schools that are "Beacons of Brilliance," principals are charismatic leaders. They are able to instill enthusiasm in their staffs and are able to foster a team approach. Morale is high. Principals are confident that they can provide purposeful learning without having to lean on traditional crutches. On the other hand, schools that are "Potholes of Petulance" are characterized by a lack of enthusiasm and effectiveness. Principals lean on routine and rigidity and become obsessed with the details of running a school.

In an effort to find common characteristics of effective principals, Blumberg and Greenfield (1980) undertook a study to interview and observe eight principals who were labeled "effective" by their colleagues, teachers, parents, and college professors. Their findings revealed that, although each had idiosyncratic styles, they did have three qualities/characteristics in common. Each had a vision for his/her building. They were goal oriented and had a keen sense of goal clarity. Although all the principals had different images of what they wanted to see their schools become, none of them conceived of the image simply as maintaining things the way they were. They were continually alert for opportunities to make things happen. If the opportunities did not present themselves, they created them. They were always looking for ways to create a better learning environment for their students. In this effort, they seemed to have rather high needs to want others to include them. Second, they each felt a sense of security, which

enabled them to be open with themselves and others. With this approach, they were able to permit and encourage the testing of a wide variety of new ideas. If the ideas failed, blame was not placed, but the failure was viewed as simply an idea that did not work. Third, the principal who leads has a rather high tolerance for ambiguity.

Davis and Thomas (1989), in their study of effective schools, focused on the characteristics of schools that are related to higher levels of student achievement, traits of principals who contribute to school success, and teacher behaviors that enhance achievement. They emphasized the importance of developing a school climate that is instructionally effective for all students.

Davis and Thomas stressed the importance of the principal's role to analyze the various components of the school that affect learning (student body, groupings, community values, expectations, staff organization) and to develop an improvement plan. Although they supported Blumberg and Greenfield's research finding that there is no one ideal leadership style, they did cite principal behaviors and characteristics that make a difference. Effective principals develop a productive and satisfying work environment for teachers. They continually promote student learning and growth. They set long- and short-range goals toward increased student achievement and continually assess the degree of goal attainment. Gary and Thomas stated, "Good instructional leaders also monitor teaching progress by observing their teachers at work in the classroom and providing feedback after every observation" (p. 29). They went on to state

that principals also need to be positive with and supportive of teachers.

Lane and Walberg (1987) noted that successful schools have a strong sense of culture, which steers people in a common direction. They emphasized the role of the principal in the expectations of goal setting and problem solving. Today's role is to plan and implement change, effectively manage the increasingly complex school, and mediate relationships between the school system and its surrounding publics. Lane and Walberg wrote:

> If principals are to influence their roles and the problem agenda of their schools, they need to become as consciously involved in problem finding as they are in problem solving working across the full problem cycle with ease and control. (p. 149)

They went on to suggest that the effectiveness of principals can be understood by noting the perceptual evaluation by subordinates and can be influenced by situational factors like the interpersonal climate of the school and the technology level of the school district.

Hall and Hord (1987), in their 14-year study regarding the characteristics of effective change facilitators in the school setting, concluded that there is no definitive research for widespread acceptance that certain leadership styles will create effectiveness on the job. Rather, they suggested that effective school leaders adjust their style to fit the situation and personnel involved. Good school managers seek to understand the processes and stages that individuals go through in a change process. Change is

not an event, but a process that affects each participant differently. Change agents must understand change processes and be able to initiate and sustain the change and improvement process. The stages of concern regarding an innovation begin at the awareness level and progress through the need for complete information about the change. Before a person is able to accept the need for the change and begin to adopt the new behaviors and techniques needed to manage the change, he/she must know the purpose for the change and have an opportunity to practice the proposed new routines. Each individual will travel at a different pace through these stages and will need assistance when communication breaks down. The implications for this approach dictate that leaders are not born, but rather develop as they learn to facilitate change effectively and are able to understand and address the needs of employees at various stages of concern and levels of use in the change process. The principal must be able to assess and intervene as needed for successful change. In other words, developing effective leadership behaviors is more important to successful schools than is possessing a successful style.

The American Association of School Administrators (AASA), in their Critical Issues Series, <u>The Role of the Principal in Effective Schools: Problems and Solutions</u> (1983), studied the research and writings related to how principals made a difference in student achievement. They also concluded that the major factors associated with the administration of good schools were:

1. Getting good teachers and helping them continue to grow professionally.

2. Providing instructional support through an emphasis on instruction, a good school climate and resources for teachers.

3. Skilled supervision/evaluation of teachers.

4. Motivating and coordinating instruction among teachers.

5. Eliminating obstacles to the accomplishment of the school's mission.

Principals are, of course, expected to function as good managers--people who not only provide for the comfort and safety of students and staff, but who handle such tasks as discipline problems, keeping an eye on the budget and communicating effectively with the central office, teachers and other building staff and parents and other community members. (p. 6)

The AASA also discovered that effective principals are organized, understand change theory, and can use it to implement new programs. They establish a working relationship with staff, are able to foster high morale among staff, make sound decisions, evaluate personnel, carry out school and district policies, are committed and motivated, and have a tolerance for ambiguity.

Faber and Shearron (1970) analyzed and outlined the role of the principal from two perspectives; effective principals must pay attention to both task and process functions.

1. Their task responsibilities include overseeing instruction and taking an active role in curriculum development. They also must attend to student and staff accounting and record-keeping. In addition to budget and planning responsibilities, the effective principal must show leadership abilities both in the school setting and in the community.

2. Process responsibilities include decision-making/problem-solving, arranging schedules and programs, being able to effectively communicate, which involves active listening,

controlling and appraising and reappraising the situation
to assess success and set goals for improvement.

Effective Leaders/Managers

In a similar manner to the research and studies describing
effective school leaders, Drucker (1967) described five
characteristics of effective executives:

1. Effective executives are able to manage time in order not
to be consumed by routine tasks. They set aside time to concentrate
or to direct their vision and to accomplish results toward the
growth of the organization.

2. Effective executives focus on outward contributions. They
are goal oriented and gear their efforts toward results rather than
work. They understand that "change" is a fact of life and
continually strive to manipulate procedures and personnel toward
doing a better job. They continually communicate with their
employees and constituents in order to find what they can do to
improve the organization, when they should do it, and how it might
best be accomplished.

> Effective work is actually done in and by teams of people of
> diverse knowledges and skills. These people have to work
> together voluntarily and according to the logic of the
> situation and the demands of the task, rather than according to
> a formal jurisdictional structure. (p. 66)

3. Effective executives also concentrate on the strengths of
their employees and concomitantly make their weaknesses irrelevant.
They start with what a person can do, rather than what a job
requires.

4. Effective executives continually look for and eliminate activities and routines that are no longer needed or productive.

> Concentration--that is, the courage to impose on time and events his own decision as to what really matters and comes first--is the executive's only hope of becoming the master of time and events instead of their whipping boy. (p. 112)

5. Effective executives make effective decisions.

> . . . Executives who make effective decisions know that one does not start with facts. One starts with opinions. These are, of course, nothing but untested hypotheses and, as such, worthless unless tested against reality. The effective executive encourages opinions. But he insists that the people who voice them also think through what it is that the "experiment"--that is, the testing of the opinion against reality--would have to show. (p. 44)

> The effective executive does not start out with the assumption that one proposed course of action is right and that all others must be wrong. Nor does he start out with the assumption "I am right and he is wrong." He starts out with the commitment to find out why people disagree. . . . The effective executive is concerned first with understanding. (pp. 153, 154)

In his discussion of the psychology of leadership, DeVille (1984) proposed that:

> Men and women who lead others must capitalize on the innate human needs to have, to do and to become by managing their groups so people consistently feel pleasure rather than pain at the physical level, prestige and esteem rather than devaluation at the psychological level and purpose and performance rather than meaninglessness at the spiritual level. When this view of how and why people are moved to cooperate with people they trust is integrated into the activities and attitudes of managers, great things are possible in an individual's career. (p. 255)

Hersey and Blanchard (1982), in their study of the kind of leadership and organizational behavior that enhances productivity and job satisfaction, reviewed the research on motivation and noted that effective managers do more than just understand and predict behavior. They develop skills in directing, changing, and

controlling behavior. They must have a background in and working knowledge of the behavioral sciences. They must know which motives or needs of people evoke a certain action at a particular time and structure an environment in which appropriate goals are available for need satisfaction. Influencing another person's behavior involves developing a working knowledge of the motives and needs that are most important to that person at that time. Their situational leadership theory suggested that managers become adept at analyzing the maturity level of employees and adjusting their leadership style to fit the needs of individual employees.

For example, highly skilled and motivated persons need little direction and support. They function best when they are given a task and have the latitude to figure out how best to accomplish the assignment. Hersey and Blanchard stated:

> Research indicates that commitment increases when people are involved in their own goal-setting. If individuals are involved, they will tend to engage in much more goal-directed activity before they become frustrated and give up. On the other hand, if their boss sets the goals for them, they are likely to give up more easily because they perceive these as their boss's goals and not as their own. (p. 23)

On the other hand, persons who are neither willing nor skilled need very specific directions and close supervision. Hersey and Blanchard observed:

> People who are both unable and unwilling to take responsibility to do something are not competent or confident. In many cases, their unwillingness is a result of their insecurity regarding the necessary task. Thus, a directive "telling" style . . . that provides clear, specific directions and supervision has the highest probability of being effective with individuals at this maturity level. This style is called "telling" because it is characterized by the leader's defining roles and telling

people what, how, when and where to do various tasks. It emphasizes directive behavior. Too much supportive behavior with people at this maturity level may be seen as permissive, easy and most importantly, as rewarding of poor performance. (p. 53)

They contended that effective managers pay attention to the human aspects of the work environment, as well as the task aspect. They cited the Herzberg and Hawthorne studies as indicators that job satisfaction is highly correlated to workers' feelings of competence, sense of mastery, recognition, and involvement in decision making.

Blanchard and Johnson (1982), in their book The One Minute Manager, focused their attention on the employees of the organization as they suggested that "effective management is accomplished through quick and efficient goal setting, praise and reprimand." The basis of their management theory is that, if people are responsible for results, it certainly makes good sense to invest in people. They believed that goals begin behaviors and that consequences maintain behavior.

Summary

This review highlighted the primary literature sources that formed the basis for identifying roles, functions, and behaviors that are promoted as characteristic of principals/leaders who foster student achievement and make a difference in school effectiveness. In reviewing these sources, the researcher pulled out and noted the primary leadership behaviors, qualities, characteristics, and programs that were identified as having a positive effect on school

organization, effectiveness, or student achievement. Those qualities and behaviors were then grouped under the broad categories of (a) instructional supervision, (b) student relations, (c) curriculum development and implementation, (d) leadership, (e) building management, (f) parent and community relations, and (g) staff development/personnel management. The lists were then scanned to determine behaviors that formed the common thread across the literature sources. Those fell into the four broad categories of (a) instructional supervision, (b) curriculum development and implementation, (c) leadership, and (d) staff development/personnel management.

Instructional supervision. The effective principal is concerned about student achievement. He/she expects all students to learn and is continually involved in promoting effective instruction, setting learning goals, and analyzing outcomes.

Curriculum development and implementation. The effective principal assists teachers in curriculum development, articulation, coordination, and implementation.

Leadership. The effective principal is vision oriented and works with staff toward common goals. He/she has good problem-solving skills, knows how to motivate and develop staff, and communicates so that all feel informed and an integral part of the whole. The effective principal leads all staff toward the mission of the school and regularly monitors their progress toward that end.

Staff development/personnel management. The effective principal builds on the strengths of staff members and becomes

actively involved in staff-development activities that enhance
student achievement.

CHAPTER III

RESEARCH METHODOLOGY

Introduction

The purpose of this research study was to identify what roles/ functions practicing elementary principals perceive to be important to their success, where they received their most valuable source of training for those roles/functions, and for which roles/functions continuing professional development is needed. Chapter III includes a listing of the research questions, a description of the survey instrument development, data-collection procedure, population and sampling design, variables and statistical techniques, independent choices, and statistical analysis.

Research Questions

Responses were sought to the following questions:

1. What do elementary principals perceive to be the degree of importance of the selected administrator roles/functions?

2. What differences exist among elementary principals regarding their perceptions about the importance of administrator roles/functions, comparing the variables of gender, age, length of service as an elementary principal, and size of their school district?

3. What do elementary principals perceive to be their degree of need for further preparation and continuing professional development in each of the selected role functions?

4. What differences exist among elementary principals regarding their degree of need for further professional development, comparing the variables of gender, age, length of service as an elementary principal, and the size of their school district?

5. What do elementary principals identify as their most valuable source of preparation and continuing professional development for each of the selected administrator roles/functions?

Data-Collection Procedure

Data collection through the use of a questionnaire followed a two-step procedure:

1. The questionnaire, an explanatory letter, and a return post card were sent to a stratified, randomly selected sample of 634 Michigan elementary school principals in August 1989 (see Appendix C).

2. In October 1989, a follow-up reminder letter and a second copy of the survey were sent to principals in the sample who had not returned the post card. The post cards each had numbers corresponding to the name of the person in the sample (see Appendix D).

Population and Sampling Design

The population of this study comprised all elementary school principals in Michigan public schools. According to the Michigan

Department of Education's Professional Personnel Register for 1987-88, there were 1,798 elementary school principals in K-12 Michigan public schools. Of these, approximately 70% (1,265) were males and 30% (533) were females. They were distributed in 57 intermediate school districts (ISDs) representing the total geographical area of Michigan. Within the 57 ISDs, there were 564 local school districts, which varied in pupil population size.

For purposes of categorizing school districts by pupil population, the five-code classification system reflecting the pupil population size of school districts, as specified by the Michigan School Code of 1976, was used. The codes are as follows:

1. A school district of the First Class with a pupil population of 120,000 or more.

2. A school district of the Second Class with a pupil population of more than 30,000 and less than 120,000.

3. A school district of the Third Class with a pupil population of more than 2,400 and less than 30,000.

4. A school district of the Fourth Class with a pupil population of more than 75 and less than 2,400.

5. A school district of the Fifth Class with a pupil population of less than 75.

A sample size of 474 elementary principals was determined by the researcher to provide a level of confidence equal to 95% and a sampling error no greater than plus or minus 10%. Based on a presumption of a 75% return rate of mailed questionnaires, 634 elementary school principals were selected to represent a total of 1,798 elementary school principals in the state. Because Michigan school districts vary in pupil population size, a probability sample

proportionate to the pupil population size of the school district was drawn. To maintain the same proportion of the various school districts as in the population, a systematic stratified sampling procedure was used. All schools in the first and second classes were part of the sample, and every other school was included for the third-, fourth, and fifth-class schools.

The four largest urban school districts in the state (codes 1 and 2) were added as certainty selections. These were the Detroit Public Schools, Flint Public Schools, Grand Rapids Public Schools, and Lansing Public Schools. Then 280 local school districts were selected from the pool of the remaining stratified 560 school districts, representing school codes 3 to 5 and using the sampling ratio (the proportion of school districts in the population that were selected) of one-half for each stratified grouping. The first school district on the list of each stratified district grouping was selected; then every second school district following it was selected for the district sample. Table 3.1 shows the distribution of school districts by size of the selected population and sample.

Once the sample of school districts was selected, a list of all elementary school principals in these school districts was prepared. A separate list for males and females was made. Then a sample of 189 female principals and 445 male principals was selected randomly from each list. These numbers formed the same gender ratio as in the population (30% females and 70% males).

Table 3.1.--Distribution of school districts and principals in the sample by school district code.

	School District Code					Total
	First	Second	Third	Fourth	Fifth	
School districts in the population	1	3	132	412	16	564
School districts sampled	1	3	73	201	11	289
Principals sampled	69	68	288	208	1	634

The proportion of these classifications in the sample was designed to reflect the same proportion in the population of the 564 school districts.

The figures in Table 3.2 show the number of principals who responded from each category and the percentage of response compared to those surveyed.

Table 3.2.--Number and percentage of respondents by school district code.

	School District Code					Total
	First	Second	Third	Fourth	Fifth	
Principals sampled	69	68	288	208	1	
Number of respondents	29	19	222	82	0	352
Response percentage	24%	28%	77%	39%	0%	56%

Survey Instrument Development

The survey instrument used in this study was developed from the literature regarding characteristics and behaviors associated with effective principals. The literature on effective schools and effective leadership, other survey instruments, and various principal role descriptors were reviewed and scanned initially to determine broad categories of principal responsibilities. This review included:

1. The effective schools research of Lezotte and Brookover (1979, 1980).

2. Other recent research studies that attempted to identify qualities and behaviors of principals who were perceived to be effective: American Association of School Administrators (1983); Blumberg and Greenfield (1980); Bossart, Dwyer, Rown, & Lee (1981); Bowles (1968); Brandt (1987); Daud (1988); Duke (1987); Geneck (1983); Golanda (1982); Gottfredson (1987); Greenfield (1982); Hoy & Miskel (1982); Hoyle, English, & Steffy (1985); Land & Walberg (1987); Madaus, Airiasian, & Kellagnan (1980); National Association of Elementary School Principals (1986); National Association of Secondary School Principals (1982, 1986); National Commission on Excellence in Educational Administration (1987); National School Public Relations Association (1981); Roe & Drake (1980); Rutherford (1985); Smith (1985); Southern Regional Board (1986); and Talerngsok (1984).

3. Survey instruments that identified roles/functions of effective leadership qualities: the School Instructional Climate

Survey (SICS), developed by Jackson, Logan, and Taylor (1983) and based on school effectiveness research; the Instructional Leadership Survey (ILS), developed by Patterson (1977); and a study on the instructional leadership of high school principals by Smith and Muth (1985), for which were developed the Perception of School Quality Inventory (PSQI) and the Instructional Leadership Behavior Questionnaire (ILBQ).

4. Effective management practices of executive managers: Bennis and Nanus (1985), Blanchard and Johnson (1982), DeVille (1984), Drucker (1985), Hersey and Blanchard (1982), and Herzberg (1988).

5. A review of the publications of both the National Association of Elementary School Principals and the National Association of Secondary School Principals.

From this review, seven broad categories of principal responsibilities were noted: (a) Instructional Supervision, (b) Student Relations, (c) Curriculum Development and Implementation, (d) Leadership, (e) Building Management, (f) Parent and Community Relations, and (g) Staff Development/Personnel Management. Then, when individual roles and responsibilities were identified in the literature as being desirable and effective, they were placed under one of the broad category headings. With an awareness that a survey instrument that addressed all seven functions would be too long and cumbersome to administer and report, it was decided to concentrate only on those broad categories that formed the common thread in the

school effectiveness literature. Those roles/functions fell primarily into the four broad categories of (a) Instructional Supervision, (b) Curriculum Development and Implementation, (c) Leadership, and (d) Staff Development/Personnel Management. Therefore, the broad categories of Student Relations, Building Management, and Parent and Community Relations, while important to the total role of the principal, were not included in this study.

Descriptors under each of these selected four broad categories were worded so as to describe a role or function behavior. They were then screened for duplication, clarity, and consistency with the broad category heading. Where a role/function descriptor fell into two categories, a decision was made, based on the researcher's 12 years of experience as an elementary principal, as to which category was most appropriate. An example of this situation is the role descriptor, "The principal has skills in building upon the strengths of staff members." Throughout the literature this was addressed both as an Instructional Supervision task and as a Leadership role. This role was determined to be more of an everyday Leadership function beyond the scope of Staff Development.

As a result of the initial review and screening, 46 role descriptors were identified for the four categories noted above. These were then formatted into a survey instrument that would allow the researcher to gather information about how principals perceived the importance of each role/function to their success as a principal, the degree to which they still felt a need for continuing

professional development in that role/function, and an indication of where they received their most valuable source of training.

This survey instrument was field tested with 77 elementary and secondary principals across the state. An item analysis of reliability was then conducted, using the Statistical Package for the Social Sciences (SPSS) software program, to insure that each item under each broad category was significant to that category, for both importance and need. As a result of the item analysis, the survey instrument was again revised to include 34 role descriptors and eight demographic questions (Appendix B). The reliability coefficient alpha levels for the revised survey instrument are listed in Table 3.3.

Table 3.3.--Reliability alpha levels for the broad categories of principal role descriptors for importance and need.

Category	Importance	Need
Instructional Supervision	.5256	.7671
Curriculum Development and Implementation	.5463	.8357
Leadership	.6957	.9313
Staff Development/Personnel Management	.9088	.9135
All 34 items	.8823	.9526

Dependent Variables

The perceptions of today's elementary principals regarding the importance of roles/functions, together with principals' need for

further preparation and continuing professional development of the selected roles/functions, formed the dependent variables of the study. These variables were measured by using a questionnaire composed of 34 role/function items divided into four major broad categories: Instructional Supervision, Curriculum Development and Implementation, Leadership, and Staff Development/Personnel Management. A forced-choice scale was used for measuring both the importance and need of these variables, ranging from 5 (very important/high need) to 1 (not part of job/no need).

Independent Variables

Four independent variables were used in this study. These included gender, length of service, age, and size of the school district.

Statistical Analysis

Data analysis proceeded in two main phases. In phase 1, descriptive analyses were used to examine the distributions of the dependent variables in the sample as a whole, as well as within the various categories of the independent variables (gender, length of service, age, and size of school district), for each of the roles/ functions. Specifically, the mean and the standard deviation of the perceived importance and training needs for each of the four role functions were calculated for the sample as a whole and within the categories of the independent variables.

A role/function was judged important or a priority need for training if it received an average rating of at least 3.5. Actually, to determine the range of importance of effective school roles/functions and their perceived training needs, the following scale was used:

1.0 -2.49   Not important/no need
2.5 -3.5   Mildly important/moderate need
3.51-5.0   Very important/high need

The means of the perceived importance and the training needs of the four roles/function were then rank ordered to determine the roles/functions that principals perceived as the most important or the most needed for training. To find the most valuable sources of preparation and training in these roles/functions, the percentage distribution (frequency distribution) was constructed for each of the items of the four broad categories of roles/functions.

In the second phase of the analysis, the computer software program SPSS was used to analyze the perceived importance of the roles/functions and their training needs as compared to the various categories of the independent variables: gender, length of service, age, and size of school district. To do the comparison, a t-test or one-way analysis of variance was used, depending on the number of categories used for the independent variables. If a significant difference was found, a Student-Newman-Keuls post-comparison analysis was also used to identify which two groups of independent variables were contributing to the differences being tested.

Summary

This study was designed to collect data regarding the perceived importance of selected roles/functions associated with effective elementary principals, the need for further training in these roles/functions, and the primary source of that training. To gather this information, a mailed survey was sent to a stratified random sample of all elementary principals in Michigan K-12 public schools. The roles/functions addressed in the survey instrument were developed from the literature, which noted a correlation between certain principal behaviors and school effectiveness. The roles/functions that formed the common thread in the effective schools literature fell into the broad categories of Instructional Supervision, Leadership, Staff Development/Personnel Management, and Curriculum Development and Implementation. The field-tested survey instrument was tested for reliability. A one-way analysis of variance compared the survey responses to the independent variables of gender, age, years of experience as a principal, and size of the school district.

CHAPTER IV

ANALYSIS AND INTERPRETATION OF THE DATA

Introduction

In August 1989, 634 survey questionnaires were mailed to a stratified random sample of elementary principals in Michigan K-12 public school districts, with stratification for the independent variables of school district size and gender. As described in Chapter III, the survey instrument was designed to gather information about various roles/functions of the elementary principalship in the areas of Instructional Supervision, Curriculum Development and Implementation, Leadership, and Staff Development/ Personnel Management. The principals were asked to indicate how important each role/function was to their success as elementary principals, whether they thought that more training was needed, and the most valuable source of preparation for that role/function. The responses were analyzed to answer the five research questions presented in Chapter III.

Demographic Data

Listed in Tables 4.1 through 4.7 are the demographic statistics that describe the participants who returned the survey. In all, 355 responses were received, which constituted a return rate of 56%.

The requested demographic information included gender, age, years of experience as a principal, degree held, student enrollment of the school district in which they were employed, their current primary assignment, and their likelihood of retirement within the next five years.

Gender. The data in Table 4.1 show that 63% of the returned questionnaires were from males and 36% from females.

Table 4.1.--Distribution of participants by gender.

Gender	Number	Percent	Percent of Population
Male	222	63	70
Female	127	36	30
Missing	6	2	
Total	355	100	100

Age. The data in Table 4.2 show that the highest percentage of responses (46%) was from the age group of 41 to 50. The other age groups, 31 to 40 (18%), 51 to 55 (20%), and over 55 (16%) each accounted for about 20% of the participating sample. The percentage of responses of the population shows a 35% response for the age group 31 to 40, a 22% response for the age group 41 to 50, a 19% response for the age group 51 to 55, and an 11% response rate for those over 55. More younger than older principals responded to the survey.

Table 4.2.--Distribution of participants by age.

Age Group	Number	Population Number	Percent of Returns
< 30	--	--	--
31-40	63	180	35
41-50	162	733	22
51-55	72	377	19
> 55	55	508	11
Missing	3		
Total	355	1,798	

Years of experience. The highest percentage of principals (26%) was within the 0 to 5 years category (see Table 4.3). The next category, 6 to 10 years, had 18%; 11 to 15 years, 17%; 16 to 20 years, 18%; and 21+ years, 21%.

Table 4.3.--Distribution of participants by years of experience.

Years of Experience	Number	Percent
0- 5	93	26
6-10	62	18
11-15	60	17
16-20	63	18
21+	74	21
Missing	3	1
Total	355	100

Degree held. Seventy-two percent of the respondents had a master's degree, 16% a specialist degree, 6% an Ed.D., and 5% a Ph.D. degree (see Table 4.4).

Table 4.4.--Distribution of participants by degree held.

Degree Held	Number	Percent
Master's	254	72
Specialist	58	16
Ed.D.	21	6
Ph.D.	18	5
Missing	4	1
Total	355	100

Assignment. As shown in Table 4.5, 93% of the respondents were elementary principals, 4% junior high principals, and 1% senior high principals.

Table 4.5.--Distribution of participants by their current primary assignment as principals.

Current Primary Assignment	Number	Percent
Elementary	330	93
Junior high	14	4
Senior high	4	1
Missing	7	2
Total	355	100

District size. The highest percentage of responses (77%) was
from the districts with a student enrollment of 2,400 to 30,000 (see
Table 4.6). Principals in districts with enrollments over 120,000
had a 24% return rate; those in districts with 30,000 to 120,000
students, a 28% return rate; and those in districts with 75 to 2,400
students, a 39% return rate.

Table 4.6.--Distribution of participants by the size of their school
district (student enrollment).

Student Enrollment	Number	Percent of Response by District Size	Number in Sampled Population
> 120,000	29	42	69
> 30,000; < 120,000	19	28	68
> 2,400; < 30,000	222	77	288
> 75; < 2,400	82	39	208
< 75	9	0	1
Missing	3		
Total	355		634

Likelihood of retirement. According to Table 4.7, 27% of the
principals were "Very Likely" to retire in the next five years.
Combining the "Very Likely" and "Possibly" columns in Table 4.7,
there could be as much as a 37% turnover of elementary principals in
the next five years. This projection is higher than the 32%
projected by the Michigan Department of Education for the five years
between 1986 and 1991. Comparing this retirement projection to age,
the data in Table 4.2 show that more than 36% of the principals were
over 50.

Table 4.7.--Distribution of participants by likelihood of their retiring within the next five years.

Likelihood of Retiring	Number	Percent
Very Likely	96	27
Possibly	37	10
Not Likely	218	61
Missing	4	1
Total	355	100

The figures in Table 4.3 show an almost even distribution of responses among the five categories of years of experience, with the highest percentage of respondents (26%) having five years or less of experience.

According to the statistics in Table 4.4, 99% of the responding principals had at least a master's degree, and 27% had advanced degrees beyond the master's. This points out the predominance of college and university programs as being common to those practicing principals who responded to the survey.

As can be seen in Table 4.6, the highest percentage of returns (77%) was from school district code 3 (more than 2,400 and less than 30,000). Codes 1, 2, and 4 averaged closer to a 30% return rate. There was no response from code 5.

Research Question 1

What do elementary principals perceive to be the importance of the selected administrator roles/functions?

The data in Tables 4.8 through 4.15 show, by broad category and survey question within each category, how elementary principals perceived the importance of the various roles/functions of the elementary principalship listed in the survey instrument.

Although the broad category of Leadership ranked highest according to the mean, there was only a .16-point spread between the mean of the highest- and lowest-ranked categories of importance (see Table 4.8). The three broad categories ranked next were Instructional Supervision, Staff Development/Personnel Management, and Curriculum Development and Implementation. All four broad categories fell within the highest importance range (3.51-5.0), as delineated in Chapter III.

Table 4.8.--Elementary school principals' perceptions of the importance of the four broad categories of roles/ functions of the principalship, in rank order.

Rank	Role/Function	N	Min.	Max.	Mean	SD
1	Leadership	337	3	5	4.66	.29
2	Instructional Supervision	338	3	5	4.63	.32
3	Staff Development/ Personnel Management	335	3	5	4.55	.36
4	Curriculum Development and Implementation	337	3	5	4.50	.43

The figures in Tables 4.9 through 4.12 show a rank-order listing of the roles/functions of importance for each of the four broad categories.

For the broad category of <u>Instructional Supervision</u>, the role/function of "Maintains that all students can learn" ranked highest (see Table 4.9). This role/function was also predominant throughout the literature on effective leadership. Again, there was very little difference in means (.23) between the highest- and lowest-ranked role/function. "Knowledge of latest research" ranked second, followed by "Encouraging teachers to use research-based principles of teaching," "Possessing goal-setting skills," "Bringing instructional issues to the faculty," "Student time on task," and "Using test scores to recommend changes."

For the broad category of <u>Curriculum Development and Implementation</u>, "Helps teachers implement the curriculum" ranked first (see Table 4.10). This was followed by "Has knowledge of curricular research," "Coordinates curriculum development within the building," "Demonstrates skills in curriculum articulation," and "Aids staff in assuring that curriculum is applicable to student needs." "Disaggregating and analyzing test score data" ranked last. There was a .15 point difference between the highest- and lowest-ranked role/function in this category. All roles/function were within the high important range (3.51-5.0).

Table 4.9.--Elementary school principals' perceptions of the importance of roles/functions related to Instructional Supervision, in rank order.

Rank	Item #	Item Content	N	Min.	Max.	Mean	SD
1	6	Maintains that all students can learn and expects them to succeed	346	1	5	4.86	.41
2	1	Has knowledge of latest research related to instruction	350	3	5	4.75	.44
3	5	Encourages teachers to use instructional techniques relevant to curricular objectives and research-based principles of teaching	347	3	5	4.72	.49
4	2	Uses goal setting to improve instruction and the involvement of staff in goal-setting	348	2	5	4.68	.55
5	7	Brings instructional issues to the faculty for discussion	345	2	5	4.52	.58
6	4	Promotes student time on task	344	1	5	4.47	.66
7	3	Uses test scores to recommend changes in instructional program	349	3	5	4.39	.60
		Instructional Supervision (Items Combined)	349	3	5	4.63	.32

Table 4.10.--Elementary school principals' perceptions of the importance of roles/functions related to <u>Curriculum Development and Implementation</u>, in rank order.

Rank	Item #	Item Content	N	Min.	Max.	Mean	SD
1	11	Helps teachers implement the curriculum	346	3	5	4.65	.52
2	8	Has knowledge about thinking/research related to curricular needs of students	351	2	5	4.59	.54
3	9	Coordinates curriculum development within the building	349	1	5	4.55	.66
4	13	Demonstrates skills in curriculum articulation	346	1	5	4.51	.61
5	10	Aids staff in assuring that curriculum applicable to skills and abilities present students need as adults	351	1	5	4.35	.72
6	12	Has the ability to disaggregate and examine test score data to make recommendations for curriculum revision	347	1	5	4.32	.77
		Curriculum Development and Implementation (Items Combined)	337	3	5	4.50	.43

As illustrated in Table 4.11, principals thought it most important among the Leadership roles to be adept at the skills that foster teamwork among staff. "Good written and oral skills" ranked second, followed by "Problem-solving skills," "Decision-making skills," and "Knowing when to delegate." "Conflict management" ranked sixth, followed by "Situation leadership," "Long-range planning," "Keeping abreast of current research," "Gathering and analyzing data," and "Applying research." There was a .15 difference in means between the highest- and lowest-ranked role/function.

The highest-ranked Staff Development/Personnel Management roles/functions related to "Encouraging teachers to try new ideas," "Building upon the strengths of staff," "Taking corrective action on personnel matters," and "Assisting staff in goal setting" (see Table 4.12). The six lowest-ranked roles/functions in this broad category were "Conducting relevant staff meetings," "Encouraging staff leadership," "Arbitrating staff disputes," "Staff-development needs of staff," "Assessing in-service needs," and "Applying adult learning styles." There was a .31 point difference in means between the highest- and lowest-ranked role/function in this category.

Listed in Table 4.13 are the highest- and lowest-ranked roles/ functions of importance for each broad category. There was a wider variation in responses for the lowest-ranked roles/functions for each broad category than for the highest-ranked. In addition to "Maintaining that all students can learn," the highest-ranked roles/functions across the four broad categories mainly emphasized

Table 4.11.--Elementary school principals' perceptions of the importance of roles/functions related to Leadership, in rank order.

Rank	Item #	Item Content	N	Min.	Max.	Mean	SD
1	23	Develops sense of teamwork among the staff	350	3	5	4.81	.40
2	21	Has good written and oral communication skills	349	2	5	4.77	.47
3	16	Is a good problem-solver	349	2	5	4.77	.47
4	22	Involves others appropriately in decision making	351	3	5	4.72	.46
5	14	Knows when to delegate	347	3	5	4.71	.50
6	20	Is adept at conflict management	350	2	5	4.71	.50
7	15	Adjusts leadership style to fit the needs of the situation	348	2	5	4.62	.58
8	18	Is vision-oriented and aids staff in long-range planning	351	2	5	4.62	.53
9	19	Keeps abreast of current research and trends in education	351	3	5	4.62	.50
10	17	Has the ability to gather and analyze data toward cognitive, affective, and climate needs of the building	352	2	5	4.48	.61
11	24	Applies valid research findings to school practice	350	2	5	4.41	.62
		Leadership (Items Combined)	337	3	5	4.66	.29

Table 4.12.--Elementary school principals' perceptions of the importance of roles/functions related to Staff Development/Personnel Management, in rank order.

Rank	Item #	Item Content	N	Min.	Max.	Mean	SD
1	31	Encourages teachers to try new ideas without fear of reprisal or failure	351	3	5	4.76	.46
2	26	Has skills in building upon strengths of staff members	349	3	5	4.68	.50
3	33	Takes corrective action on personnel matters in order to maintain quality and effectiveness	353	1	5	4.67	.57
4	34	Assists staff members in setting realistic and appropriate goals for growth and improvement	353	2	5	4.67	.57
5	32	Conducts staff meetings that teachers perceive to be relevant and informative	353	2	5	4.62	.55
6	29	Encourages leadership by staff and students	353	2	5	4.59	.55
7	27	Is able to arbitrate disputes and agreements	352	3	5	4.55	.58
8	30	Ensures that staff-development programs are based on teachers' needs	348	1	5	4.54	.63
9	28	Assesses in-service needs and seeks resources to fill those needs	353	1	5	4.38	.67
10	25	Is able to understand and apply adult learning motivation theory	346	1	5	4.18	.77
		Staff Development/Personnel Management (Items Combined)	335	3	5	4.55	.36

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Table 4.13.--Highest- and lowest-ranked roles/functions of importance for the four broad categories.

	Item #	Role	Mean	SD
		Instructional Supervision		
Highest Ranked	6	Maintains that students can learn and expects them to succeed	4.86	.41
Lowest Ranked	3	Uses test scores to recommend changes in instructional programs	4.39	.60
		Curriculum Development and Implementation		
Highest Ranked	11	Helps teachers implement the curriculum	4.65	.52
Lowest Ranked	12	Has the ability to disaggregate and examine test score data to make recommendations for curriculum revisions	4.32	.77
		Leadership		
Highest Ranked	23	Develops sense of teamwork among the staff	4.81	.40
Lowest Ranked	24	Applies valid research findings to school practice	4.41	.62
		Staff Development/Personnel Management		
Highest Ranked	31	Encourages teachers to try new ideas without fear of reprisal or failure	4.76	.46
Lowest Ranked	25	Understands and applies adult learning and motivation theory	4.18	.77

the principal's role in "Helping teachers/staff to implement the curriculum," "Develop a sense of teamwork," and "Try new ideas." The lowest-ranked roles/functions were "Use of test scores for curriculum improvement" (Instructional Supervision), "Disaggregating test scores for curriculum improvement" (Curriculum Development and Implementation), "Applying valid research findings" (Leadership), and "Applying adult learning theory" (Staff Development/Personnel Management).

Highlighted in Tables 4.14 and 4.15 are the five highest- and lowest-ranked roles/functions across the 34 roles/functions. Three of the five highest-ranked roles/functions were in the broad category of Leadership--"Developing a sense of teamwork," "Having good written and oral communication skills," and "Being a good problem-solver" (see Table 4.14). The highest-ranked role/function was "Maintaining that all students can learn" (Instructional Supervision). The fifth-ranked role/function was "Encouraging staff to try new ideas" (Staff Development). No role/function for Curriculum Development was in the five top-ranked roles/functions.

Two of the five lowest-ranked roles/functions were in the broad category of Staff Development--"Using adult learning theory" and "Assessing in-service needs of staff" (see Table 4.15). Two were in the broad category of Curriculum Development--"Disaggregating test scores for curriculum development" and "Assuring that curriculum is applicable to student skills." "Using test scores to recommend program changes" (Instructional Supervision) was the fifth

role/function in the lowest-ranked five. There was not a Leadership
role/function among the five lowest-ranked roles/functions.

Table 4.14.--The five highest-ranked roles/functions of importance
across all 34 role descriptors.

HIGH Rank	Category	Item #	Role	Mean	SD
1	Instructional Supervision	6	Maintains that all students can learn and expects them to learn	4.86	.41
2	Leadership	23	Develops a sense of teamwork among the staff	4.81	.40
3	Leadership	21	Has good written and oral communication skills	4.79	.42
4	Leadership	16	Is a good problem solver	4.77	.47
5	Staff Development/ Personnel Management	31	Encourages staff to try new ideas without fear or reprisal or failure	4.76	.46

Table 4.15.--The five lowest-ranked roles/functions of importance
across all 34 role descriptors.

LOW Rank	Category	Item #	Role	Mean	SD
5	Instructional Supervision	3	Uses test scores to recommend changes in instructional program	4.39	.60
4	Staff Development/ Personnel Management	28	Assesses in-service needs to seek resources to fill those needs	4.38	.67
3	Curriculum Development and Implementation	10	Aids staff in assuring that curriculum is applicable to skills and abilities that present students will need as adults	4.35	.72
2	Curriculum Development and Implementation	12	Has the ability to disaggregate and examine test score data to make recommendations for curriculum revision	4.32	.77
1	Staff Development/ Personnel Management	25	Understands and applies adult learning and motivation theory	4.18	.77

Research Question 2

What differences exist among elementary principals regarding their perceptions about the importance of administrator roles/functions, comparing the variables of gender, age, length of service as an elementary principal, and size of their school district?

Gender. The figures in Table 4.16 show the differences in how males and females perceived the importance of roles/functions for the four broad categories. As shown in the table, a statistically significant difference was found (at the .01 level) between males and females in how they rated the importance of roles/functions in all four broad categories addressed in the survey. Females perceived the roles/functions in all four categories to be significantly more important than did their male counterparts.

Table 4.16.--One-way analysis of variance on the importance of the four broad categories of roles/functions and gender.

Role/Function	Gender	N	Mean	SD	F-Ratio	p
Instructional Supervision	Male	210	4.55	.34	35.52	.0000*
	Female	122	4.76	.23		
Curriculum Development and Implementation	Male	209	4.42	.45	24.66	.0000*
	Female	122	4.65	.34		
Leadership	Male	209	4.60	.30	28.55	.0000*
	Female	122	4.77	.24		
Staff Development/Personnel Management	Male	213	4.49	.37	19.66	.0000*
	Female	117	4.66	.30		

*Significant at the .01 level.

Age. The figures in Table 4.17 show the differences in how
responding age groups perceived the importance of the roles/
functions in the four broad categories. There was no significant
difference between age groups for Instructional Supervision,
Curriculum Development and Implementation, or Staff Development/
Personnel Management. A statistically significant difference was
found (at the .05 level) among age groups in the broad category of
Leadership when analyzed by the one-way analysis of variance. A
Student-Newman-Keuls Procedure analysis revealed that there was a
significant difference between respondents in the 41 to 50 age group
and those over 55. The 41 to 50 age group perceived Leadership
roles to be significantly more important at the .05 confidence level
than did those over 55. However, the mean spread between those two
age categories was only .12. It can be observed that all age groups
considereu all four broad categories of roles/functions to be
important (3.51-5.0).

Years of experience. The figures in Table 4.18 show the
differences in how responding principals with different years of
experience perceived the importance of the four broad categories of
roles/functions. No significant difference was found among the five
years-of-experience groups for the broad categories of Curriculum
Development and Implementation and Staff Development/Personnel
Management. A statistically significant difference (at the .05
level) was found in how the five experience groups perceived the

Table 4.17.--One-way analysis of variance on the importance of the four broad categories of roles/functions and age.

Role/Function	Age	N	Mean	SD	F-Ratio	p
Instructional Supervision	30-40	61	4.64	.30		
	41-50	155	4.64	.28	2.41	.0667
	51-55	68	4.54	.36		
	> 55	51	4.68	.38		
Curriculum Development and Implementation	30-40	60	4.47	.47		
	41-50	153	4.49	.37	2.50	.0595
	51-55	71	4.44	.52		
	> 55	50	4.64	.34		
Leadership	30-40	59	4.68	.29		
	41-50	154	4.76	.30	2.70	.0455*
	51-55	70	4.63	.28		
	> 55	51	4.64	.25		
Staff Development/Personnel Management	30-40	59	4.57	.31		
	41-50	152	4.52	.36	2.30	.0771
	51-55	68	4.51	.40		
	> 55	53	4.66	.34		

*Significant at the .05 level.

importance of Instructional Supervision and Leadership roles/ functions. A Student-Newman-Keuls Procedure analysis showed no significant difference between any single experience groups for the broad category of Instructional Supervision. However, for Leadership, those who had been in the principalship for 11 to 15 years perceived leadership roles/functions to be more important than did those who had been principals for 16 to 20 years. Newer principals seemed more concerned with success as a leader.

Table 4.18.--One-way analysis of variance on the importance of the four broad categories of roles/functions and years of experience.

Role/Function	Years of Experience	N	Mean	SD	F-Ratio	p
Instructional	0- 5	90	4.66	.29		
Supervision	6-10	59	4.68	.28		
	11-15	58	4.66	.31	2.41	.0492*
	16-20	60	4.61	.29		
	20+	68	4.53	.40		
Curriculum	0- 5	90	4.57	.41		
Development and	6-10	59	4.44	.45		
Implementation	11-15	56	4.48	.47	.102	.3951
	16-20	60	4.49	.42		
	20+	69	4.48	.38		
Leadership	0- 5	90	4.69	.30		
	6-10	58	4.63	.32		
	11-15	56	4.73	.25	2.41	.0488*
	16-20	61	4.58	.28		
	20+	69	4.67	.27		
Staff Develop-	0- 5	86	4.54	.42		
ment/Personnel	6-10	60	4.57	.31		
Management	11-15	54	4.59	.30	.3654	.8332
	16-20	61	4.52	.32		
	20+	71	4.53	.39		

*Significant at the .05 level.

School district size. The figures in Table 4.19 show the differences in how principals in various sized school districts perceived the importance of the four broad categories of roles/functions. No significant difference was found between responding principals in districts of different student populations for the broad category of Instructional Supervision. A statistically significant difference was found among principals in various sized school districts in how they perceived the importance of Curriculum Development and Implementation, Leadership, and Staff Development/Personnel Management. A Student-Newman-Keuls Procedure analysis revealed that principals in school districts with enrollments over 120,000 considered the Curriculum Development and Implementation roles/functions to be significantly more important (at the .05 level) than did either those in school districts with fewer than 2,400 students or in school districts that had an enrollment between 2,400 and 30,000 students. For Leadership and Staff Development/Personnel Management, principals in districts with enrollments over 120,000 considered those roles/functions to be significantly more important than did those in districts with fewer than 2,400 students.

Table 4.19.--One-way analysis of variance on the importance of the four broad categories of roles/functions and school district size.

Role/Function	School District Size (Student Enrollment)	N	Mean	SD	F-Ratio	p
Instructional Supervision	> 120,000 30,000-120,000 2,400-30,000 < 2,400	29 18 210 78	4.71 4.72 4.63 4.56	.25 .26 .32 .34	2.37	.0708
Curriculum Development and Imple- mentation	> 120,000 30,000-120,000 2,400-30,000 < 2,400	28 18 213 75	4.74 4.58 4.46 4.49	.31 .35 .44 .40	3.85	.0100*
Leadership	> 120,000 30,000-120,000 2,400-30,000 < 2,400	26 19 210 79	4.77 4.79 4.66 4.61	.24 .22 .30 .29	3.55	.0148*
Staff Development/ Personnel Management	> 120,000 30,000-120,000 2,400-30,000 < 2,400	26 19 214 73	4.69 4.63 4.55 4.48	.27 .36 .36 .37	2.75	.0429*

*Significant at the .05 level.

Research Question 3

What do elementary principals perceive to be their degree of need for further preparation and continuing professional development in each of the selected role functions?

The figures in Table 4.20 show the principals' degree of need for the four broad categories of roles/functions, in rank order. Whereas Curriculum Development and Implementation was ranked last in importance, it was ranked first in need. From this information, it appears that, although principals thought that Curriculum

Development was less important than the other broad categories, they perceived more of a need for continuing professional development in this area than in the other three. However, again, it must be pointed out that there was a spread of only .25 in means between the first- and last-ranked categories; all four categories fell into the average range of need for further continuing professional development. Instructional Supervision ranked second, Leadership ranked third, and the broad category of Staff Development/Personnel Management ranked last among the four broad categories for need. It can be observed that there was very little difference between Leadership (2.90) and Staff Development (2.89). However, there was a .19 mean difference between Leadership (2.90) and Instructional Supervision (3.09).

Table 4.20.--Elementary school principals' perceptions of their personal need of further preparation in the four broad categories of roles/functions of the principalship, in rank order.

Rank	Role/Function	N	Min.	Max.	Mean	SD
1	Curriculum Development and Implementation	325	1	5	3.14	.89
2	Instructional Supervision	323	1	5	3.09	.84
3	Leadership	320	1	5	2.90	.87
4	Staff Development/ Personnel Management	322	1	5	2.89	.83

Table 4.21 through 4.24 contain a list of the roles/functions for need for continuing professional development in each of the four broad categories, in rank order.

Instructional Supervision was the second-highest-ranked broad category for both importance and need (see Table 4.21). Within that category, the mean spread between the highest- and lowest-ranked roles/functions was .42. "Has knowledge of latest research" ranked first within this category and among all 34 roles/functions addressed in the survey. It was followed by "Encourages teachers to use research-based instruction," "Uses goal-setting to improve instruction," "Brings instructional issues to the staff," "Uses test scores to recommend instructional changes," and "Promotes student time on task." "Maintains that all students can learn" ranked last in this broad category for need, but it ranked first among all the roles/functions for importance. All roles/functions fell within the average range of need (2.5-3.5).

For the broad category of Curriculum Development and Implementation, "Has knowledge about thinking and research related to curricular needs of students" ranked first, followed by "Coordinates curriculum development within the building," "Aids staff in assuring that curriculum is applicable to skills and abilities that students will need," "Disaggregates test score data for curriculum decision making," "Demonstrates skills in curriculum articulation," and finally "Helps teachers implement the curriculum" (see Table 4.22). There was a difference of .29 between the means of the first- and last-ranked roles/functions. The greatest mean difference was

Table 4.21.--Elementary school principals' perceptions of their personal need of further preparation in the roles/functions related to <u>Instructional Supervision</u>, in rank order.

Rank	Item #	Item Content	N	Min.	Max.	Mean	SD
1	1	Has knowledge of latest research related to instruction	347	1	5	3.51	.95
2	5	Encourages teachers to use instructional techniques relevant to curricular objectives and research-based principles of teaching	340	1	5	3.30	1.09
3	2	Uses goal-setting to improve instruction and the involvement of staff in goal-setting	344	1	5	3.18	1.11
4	7	Brings instructional issues to faculty for discussion	342	1	5	3.09	1.15
5	3	Uses test scores to recommend changes in instructional programs	342	1	5	3.02	1.09
6	4	Promotes student time on task	337	1	5	2.76	1.11
7	6	Maintains that all students can learn and expects them to succeed	340	1	5	2.71	1.33
		Instructional Supervision (Items Combined)	323	1	5	3.09	.84

Table 4.22.--Elementary school principals' perceptions of their personal need of further preparation in the roles/functions related to <u>Curriculum Development and Implementation</u>, in rank order.

Rank	Item #	Item Content	N	Min.	Max.	Mean	SD
1	8	Has knowledge about thinking and research related to curricular needs of students	345	1	5	3.43	.99
2	9	Coordinates curriculum development within the building	344	1	5	3.15	1.12
3	10	Aids staff in assuring that curriculum is applicable to skills and abilities present students will need as adults	344	1	5	3.08	1.10
4	12	Has the ability to disaggregate and examine test score data to make recommendations for curriculum revision	341	1	5	3.08	1.25
5	13	Demonstrates skills in curriculum articulation	342	1	5	3.06	1.12
6	11	Helps teachers implement the curriculum	338	1	5	3.01	1.16
		Curriculum Development and Implementation (Items Combined)	325	1	5	3.14	.89

between the first- and second-ranked roles/functions. All roles/ functions fell within the average range of need (2.5-3.5).

The category of Leadership was ranked highest in importance and third highest for need (see Table 4.23). There was a .31 point difference in means between the highest- and lowest-ranked roles/ functions within this category. All roles/functions fell within the average range of need (2.5-3.5). Within this category, "Being vision-oriented" and "Aiding staff in long-range planning" ranked first, followed by "Keeps abreast of research," "Gathers and analyzes data," "Applies valid research," "Is adept at conflict management," "Develops a sense of teamwork," "Knows when to delegate," "Is a good problem-solver," "Has good written and oral communication skills," "Involves others in decision making," and "Adjusts leadership style to the situation."

Staff Development/Personnel Management ranked last for need and third for importance among the four broad categories (see Table 4.24). Within this category there was a difference in means of .21 between the highest- and lowest-ranked roles/functions. All roles/functions fell within the average range of need (2.5-3.5). "Takes corrective action on personnel matters" ranked first, followed by "Assists staff in goal setting," "Applying adult learning theory," "Assessing in-service needs," "Designing staff development around teachers' perceived needs," "Arbitrating disputes," "Building upon strengths of staff," "Encouraging leadership by staff and students," and "Conducting relevant staff

Table 4.23.--Elementary school principals' perceptions of their personal need of further preparation in the roles/functions related to Leadership, in rank order.

Rank	Item #	Item Content	N	Min.	Max.	Mean	SD
1	18	Is vision-oriented and aids staff in long-range planning	347	1	5	3.21	1.11
2	19	Keeps abreast of current research and trends in education	346	1	5	3.17	1.13
3	17	Has the ability to gather and analyze data toward cognitive, affective, and climate needs of the building	348	1	5	3.14	1.07
4	24	Applies valid research findings to school practice	341	1	5	3.12	1.00
5	20	Is adept at conflict management	348	1	5	3.01	1.13
6	23	Develops a sense of teamwork among the staff	347	1	5	2.77	1.14
7	14	Knows when to delegate	345	1	5	2.25	1.24
8	16	Is a good problem-solver	342	1	5	2.73	1.11
9	21	Has good written and oral communication skills	346	1	5	2.66	1.21
10	22	Involves others appropriately in decision making	346	1	5	2.68	1.14
11	15	Adjusts leadership style to fit the needs of the situation	342	1	5	2.63	1.16
		Leadership (Items Combined)	320	1	5	2.90	.87

Table 4.24.--Elementary school principals' perceptions of their personal need of further preparation in the roles/functions related to Staff Development/Personnel Management, in rank order.

Rank	Item #	Item Content	N	Min.	Max.	Mean	SD
1	33	Takes corrective action on personnel matters in order to maintain quality and effectiveness	347	1	5	3.10	1.10
2	34	Assists staff members in setting realistic and appropriate goals for growth and improvement	349	1	5	3.09	1.10
3	25	Understands and applies adult learning and motivation theory	337	1	5	2.98	1.10
4	29	Assesses in-service needs and seeks resources to fill those needs	350	1	5	2.94	1.09
5	30	Ensures that staff-development programs are based on teachers' needs	345	1	5	2.88	1.09
6	27	Is able to arbitrate disputes and agreements	345	1	5	2.87	1.09
7	26	Has skills in building upon strengths of staff members	344	1	5	2.86	1.10
8	29	Encourages leadership by staff and students	349	1	5	2.84	1.10
9	32	Conducts staff meetings that teachers perceive to be relevant and informative	349	1	5	2.79	1.19
10	31	Encourages teachers to try new ideas without fear of reprisal or failure	346	1	5	2.51	1.20
		Staff Development/Personnel Management (Items Combined)	322	1	5	2.89	.83

this category and last among the 34 roles/functions addressed in this study.

The highest- and lowest-ranked roles/functions of need for each broad category of need are reported in Table 4.25. By broad category, the smallest range of means was within the Curriculum Development and Implementation category, and the greatest range of means was within the Instructional Supervision category. The highest-ranked areas of need across the four broad categories related to "Knowledge of latest research related to curriculum and instruction," "Long-range planning," and "Taking corrective action on personnel matters." The lowest areas of need were "Maintaining that all students can learn," "Encouraging teachers to try new ideas," "Adjusting leadership style to fit the situation," and "Articulating the curriculum."

Highlighted in Tables 4.26 and 4.27 are the five highest- and five lowest-ranked roles/functions in which principals expressed a need for preparation and continuing professional development, across all 34 roles/functions. No role description from Staff Development/ Personnel Management was in the five highest-ranked roles/functions for need (see Table 4.26). Three of the five highest-ranked roles/ functions for need related to research--"Knowledge of research related to instruction," "Knowledge of research related to curriculum," and "Knowledge of current research and trends." The other two were skills in "Long-range planning" and "Goal-setting." There was a difference of .34 between the first- and fifth-ranked roles/functions.

Table 4.25.--Highest- and lowest-ranked roles/functions of need
for the four broad categories.

	Item #	Role	Mean	SD
		Instructional Supervision		
Highest Ranked	1	Has knowledge of latest research related to instruction	3.51	.95
Lowest Ranked	6	Maintains that all students can learn and expects them to learn	2.71	1.33
		Curriculum Development and Implementation		
Highest Ranked	8	Has knowledge about thinking and research related to curricular needs of students	3.43	.99
Lowest Ranked	13	Uses skills in curricular articulation	3.06	1.12
		Leadership		
Highest Ranked	18	Is vision oriented and aids staff in long-range planning	3.21	1.11
Lowest Ranked	15	Adjusts leadership style to fit the needs of the situation	2.63	1.16
		Staff Development/Personnel Management		
Highest Ranked	33	Has the ability to take corrective action on personnel matters in order to maintain quality and effectiveness	3.10	1.10
Lowest Ranked	31	Encourages teachers to try new ideas without fear of reprisal or failure	2.51	1.20

Table 4.26.--The five highest-ranked roles/functions of need for preparation and continuing professional development across all 34 role descriptors.

HIGH Rank	Category	Item #	Role	Mean	SD
1	Instructional Supervision	1	Has knowledge of latest research related to instruction	3.51	.95
2	Curriculum Development and Implementation	8	Has knowledge about thinking and research related to curricular needs of students	3.43	.99
3	Leadership	18	Is vision-oriented and aids staff in long-range planning	3.21	1.11
4	Instructional Supervision	2	Uses goal-setting to improve instruction and the involvement of staff	3.18	1.11
5	Leadership	19	Keeps abreast of current research and trends in education	3.17	1.13

The means for the five lowest-ranked roles/functions fell between 2.51 and 2.71 (see Table 4.27). No role/function for Curriculum Development and Implementation was within the five lowest-ranked roles/functions. The lowest ranked role/function for need was "Encourages staff to try new ideas." The next three were from the Leadership category--"Situational leadership," "Having good communication skills," and "Involving others in decision making."

The fifth was also the highest-ranked role/function for importance--
"Maintains that all students can learn and expects them to learn."
Also in the five highest-ranked roles for importance were "Good com-
munication skills" and "Encourages staff to try new ideas."

Table 4.27.--The five lowest-ranked roles/functions of need for
preparation and continuing professional development
across all 34 role descriptors.

LOW Rank	Category	Item #	Role	Mean	SD
5	Instructional Supervision	6	Maintains that all students can learn and expects them to succeed	2.71	1.33
4	Leadership	22	Involves others appropriately in decision making	2.68	1.14
3	Leadership	21	Has good written and oral communication skills	2.66	1.21
2	Leadership	15	Adjusts leadership style to fit the needs of the situation	2.63	1.16
1	Staff Development/Personnel Management	31	Encourages teachers to try new ideas without fear or reprisal or failure	2.51	1.20

Research Question 4

What differences exist among elementary principals regarding their degree of need for further professional development, comparing the variables of gender, age, length of service as an elementary principal, and the size of their school district?

One-way analysis of variance was used to make this analysis. If a statistically significant difference was found, the Student-Newman-Keuls Procedure analysis was used to identify the differences.

Gender. The figures in Table 4.28 show the differences between males and females in how they perceived the need for continuing professional development in the roles/functions of the four broad categories. No statistically significant difference was found between males and females in how they perceived the need for further professional development in the four categories. However, it can be observed that there was a higher mean of need for males in all four broad categories.

Age. The figures in Table 4.29 show the differences in need according to the age groups for the respondents. A statistically significant difference at the .05 level was found among different age groups for the category of Instructional Supervision and at the .01 level for Curriculum Development, Leadership, and Staff Development. A Student-Newman-Keuls Procedure analysis revealed that principals between the ages of 41 and 50 expressed more of a need for continuing professional development in the roles/functions of Instructional Supervision than did those who were over 55. For

the roles/functions of Curriculum Development and Implementation, Leadership, and Staff Development, principals over 55 perceived a significantly lower need for further training than did those from either the 30 to 40 or the 41 to 50 age group. It can also be observed that the needs decreased as age increased.

Table 4.28.--One-way analysis of variance on the principals' personal need for preparation and continuing professional development in the four broad categories of roles/functions and gender.

Role/Function	Gender	N	Mean	SD	F-Ratio	p
Instructional Supervision	Male	201	3.10	.84	.4250	.5149
	Female	116	3.04	.84		
Curriculum Development and Implementation	Male	201	3.15	.88	.2800	.5970
	Female	118	3.10	.91		
Leadership	Male	200	2.92	.87	.8180	.3665
	Female	114	2.83	.85		
Staff Development/Personnel Management	Male	206	2.94	.81	2.6299	.1064
	Female	111	2.78	.83		

Table 4.29.--One-way analysis of variance on the principals'
personal need for preparation and continuing profes-
sional development in the four broad categories of
roles/functions and age.

Role/Function	Age	N	Mean	SD	F-Ratio	p
Instructional Supervision	30-40	59	3.18	.79		
	41-50	149	3.17	.83	3.26	.0219*
	51-55	65	2.99	.80		
	> 55	47	2.78	.87		
Curriculum Development and Implementation	30-40	58	3.32	.85		
	41-50	148	3.21	.88	4.17	.0064**
	51-55	71	3.05	.90		
	> 55	45	2.77	.85		
Leadership	30-40	51	3.03	.90		
	41-50	150	2.99	.80	4.00	.0081**
	51-55	66	2.80	.92		
	> 55	50	2.56	.83		
Staff Develop- ment/Personnel Management	30-40	55	3.04	.82		
	41-50	149	2.98	.81	4.15	.0067**
	51-55	65	2.79	.84		
	> 55	50	2.57	.76		

*Significant at the .05 level.

**Significant at the .01 level.

Years of experience. The figures in Table 4.30 show the
differences in how responding principals in the years-of-experience
groups perceived the need for continuing professional development.
There was no significant difference between years-of-experience
groups for Instructional Supervision, Curriculum Development and
Implementation, or Staff Develpment/Personnel Management. Although
the figures in the table show a statistically significant difference

at the .05 level in the area of Leadership, the Student-Newman-Keuls

Procedure analysis revealed no difference between any two

categories.

Table 4.30.--One-way analysis of variance on the principals'
personal need for preparation and continuing profes-
sional development in the four broad categories of
roles/functions and years of experience.

Role/Function	Years of Experience	N	Mean	SD	F-Ratio	p
Instructional Supervision	0- 5	85	3.10	.78		
	6-10	58	3.18	.81		
	11-15	54	3.19	.84	1.22	.3039
	16-20	60	3.03	.89		
	20+	63	2.90	.87		
Curriculum Development and Implementation	0- 5	85	3.25	.85		
	6-10	59	3.21	.83		
	11-15	54	3.08	.84	1.39	.2358
	16-20	59	3.16	1.01		
	20+	65	2.93	.89		
Leadership	0- 5	84	2.95	.75		
	6-10	55	3.14	.92		
	11-15	52	2.80	.77	2.49	.0435*
	16-20	60	2.91	.93		
	20+	66	2.67	.90		
Staff Development/Personnel Management	0- 5	84	2.93	.75		
	6-10	58	3.03	.88		
	11-15	49	2.86	.68	1.05	.3796
	16-20	59	2.86	.91		
	20+	69	2.74	.87		

*Significant at the .05 level.

School district size. The figures in Table 4.31 show differences in need for further staff development among principals in districts of various sizes of student population. The results of the one-way analysis of variance showed no statistically significant difference at the .05 or .01 level of confidence between any school-size categories for all four broad categories of roles/functions. However, principals in districts with student populations less than 30,000 generally perceived more of a need for continuing professional development in all broad categories than did those in larger districts. It should be noted that, with one exception, need increased as size of district decreased. The exception was within the Curriculum Development and Implementation category. That category showed a higher mean for need within the 2,400 to 30,000 category than within the 30,000 to 120,000 category.

Research Question 5

What do elementary principals identify as their most valuable source of preparation and continuing professional development for each of the selected administrator roles/functions?

The figures in Tables 4.32 through 4.36 show the percentages of responses for each source of training of those responding to the survey. Missing responses in this section were similar to those in other sections, ranging from 1.7% for Question 1 to 4.8% for Question 6.

Table 4.31.--One-way analysis of variance on the principals'
personal need for preparation and continuing profes-
sional development in the four broad categories of
roles/functions and school district size.

Role/Function	School District Size (Student Enrollment)	N	Mean	SD	F-Ratio	p
Instructional Supervision	> 120,000	26	2.80	.95		
	30,000-120,000	17	2.88	.88	1.66	.1753
	2,400-30,000	198	3.09	.83		
	< 2,400	79	3.17	.78		
Curriculum Development and Imple- mentation	> 120,000	26	2.92	1.09		
	30,000-120,000	16	2.67	.85	2.56	.0552
	2,400-30,000	205	3.15	.87		
	< 2,400	75	3.26	.83		
Leadership	> 120,000	27	2.56	.95		
	30,000-120,000	17	2.64	1.03	2.51	.0590
	2,400-30,000	198	2.91	.87		
	< 2,400	75	3.03	.72		
Staff Development/ Personnel Management	> 120,000	25	2.64	.88		
	30,000-120,000	16	2.76	1.82	.9372	.4056
	2,400-30,000	205	2.92	.84		
	< 2,400	73	2.90	.73		

Instructional Supervision. For the broad category of
Instructional Supervision, workshop/conference received the highest
percentage of responses as the most valuable source of preparation
for four of the seven roles/functions, and it received more than a
50% response rate for two of those four (see Table 4.32). Thirty-
seven percent of the respondents selected On-the-Job Experience for
the role/function "Promotes student time on task." Similarly, the
highest response category for "Maintains that all students can
learn" was also On-the-Job Experience. Mentor/Collegial Relations

Table 4.32.--Percentage distribution of the most valuable source of preparation and continuing professional development for Instructional Supervision.

Item Content	On-the-Job Experience	Mentor/ Collegial Relations	Professional Readings/ Self-Study	Workshop/ Conference	University/ College
1. Has knowledge of latest research related to instruction	3	2	33	59	3
2. Uses goal-setting to improve instruction and the involvement of staff in goal-setting	23	10	13	50	5
3. Uses test scores to recommend changes in instructional program	25	8	16	41	10
4. Promotes student time on task	37	10	19	33	2
5. Encourages teachers to use instructional techniques relevant to curricular objectives and research-based principles of teaching	13	9	15	55	8
6. Maintains that all students can learn and expects them to succeed	35	7	24	31	4
7. Brings instructional issues to staff for discussion	19	7	43	29	3

and University/ College received a 10% or lower response rate for all seven of the roles/functions.

Curriculum Development and Implementation. The most frequently selected response of most valuable source of preparation and continuing professional development for the Curriculum Development and Implementation category was Workshop/Conference for four of the six roles/functions (see Table 4.33). On-the-Job Experience received the highest response rate for the role/function "Helps teachers implement the curriculum." University/College received the highest response rate for "Aids staff in assuring that curriculum is applicable to skills and abilities present students will need as adults." The responses, in general, were more spread among the five source of preparation for Curriculum Development than for Instructional Supervision or Staff Development/Personnel Management.

Leadership. On-the-Job Experience and Workshop/Conference were the two top choices of most valuable preparation source for 8 of the 11 roles/functions in the broad category of Leadership (see Table 4.34). Professional Readings received a 65% response rate for the role/function of "Keeps abreast of current research and trends in education." This was the highest response percentage in any of the five categories for all 34 roles/functions. Both University/College and On-the-Job Experience received 33% of the responses for "Has good written and oral communication skills."

Table 4.33.--Percentage distribution of the most valuable source of preparation and continuing professional development for <u>Curriculum Development and Implementation</u>.

Item Content	On-the-Job Experience	Mentor/ Collegial Relations	Professional Readings/ Self-Study	Workshop/ Conference	University/ College
8. Has knowledge about thinking and research related to curricular needs of students	4	2	34	46	15
9. Coordinates curriculum development within the building	28	14	11	38	8
10. Aids staff in assuring that curriculum is applicable to skills and abilities present students will need as adults	24	16	10	28	34
11. Helps teachers implement the curriculum	38	16	10	32	4
12. Disaggregates and examines test score data to make recomdations for curriculum revision	21	8	10	46	16
13. Has skills in curriculum articulation	21	8	19	35	17

Table 4.34.--Percentage distribution of the most valuable source of preparation and continuing professional development for <u>Leadership</u>.

Item Content	On-the-Job Experience	Mentor/ Collegial Relations	Professional Readings/ Self-Study	Workshop/ Conference	University/ College
14. Knows when to delegate	54	16	7	20	4
15. Adjusts leadership style to fit the needs of the situation	50	11	11	21	6
16. Is a good problem-solver	48	16	7	25	4
17. Has the ability to gather and analyze data toward the cognitive, affective, and climate needs of the building	21	7	15	46	12
18. Is vision-oriented and aids staff in long-range planning	21	11	18	43	8
19. Keeps abreast of current research and trends in education	3	2	65	26	5

Table 4.34.--Continued.

Item Content	On-the-Job Experience	Mentor/ Collegial Relations	Professional Readings/ Self-Study	Workshop/ Conference	University/ College
20. Is adept at conflict management	39	13	7	33	8
21. Has good written and oral communication skills	33	4	10	20	33
22. Involves others appropriately in decision making	47	12	6	29	5
23. Develops a sense of teamwork among the staff	49	12	8	28	5
24. Applies valid research findings to school practice	10	5	39	36	11

Staff Development/Personnel Management. On-the-Job Experience and Workshop/Conference were again the two most frequently selected sources of preparation for 9 of the 10 roles/functions in the broad category of Staff Development/Personnel Management (see Table 4.35). Professional Readings was the second highest response category for the role/function of "Is able to understand and apply adult learning and motivation theory." Overall, Workshop/Conference was the most frequently selected category. University/College was the least frequently selected category for 9 of the 10 roles/functions.

The figures in Table 4.36 show the percentage ranges for each broad category and the mean percentages for each category. When the percentages of responses were averaged for each course category by broad role/function category, Workshop/Conference received the highest response rate for the broad categories of Instructional Supervision and Curriculum Development and Implementation. On-the-Job Experience was the most frequently selected source for Leadership and Staff Development/Personnel Management. Overall, the next highest response rate was in the broad category of Professional Readings/Self-Study.

A comparison of the five roles/functions ranked highest in terms of importance and the five roles/functions ranked highest with regard to need for the most valuable source of training are shown in Tables 4.37 and 4.38, respectively.

As shown in Table 4.37, On-the-Job Experience was the most frequently selected source of preparation for the roles/functions perceived as most important, and College/University was the least

Table 4.35.--Percentage distribution of the most valuable source of preparation and continuing professional development for Staff Development/Personnel Management.

Item Content	On-the-Job Experience	Mentor/ Collegial Relations	Professional Readings/ Self-Study	Workshop/ Conference	University/ College
25. Is able to understand and apply adult learning and motivation theory	16	7	20	38	18
26. Has skills in building upon strengths of staff members	49	13	8	28	2
27. Ability to arbitrate disputes and agreements	52	12	6	28	3
28. Ability to assess in-service needs and seeks resources to fill those needs	32	20	8	38	2
29. Encourages leadership by staff and students	48	13	9	28	2

Table 4.35.--Continued.

Item Content	On-the-Job Experience	Mentor/ Collegial Relations	Professional Readings/ Self-Study	Workshop/ Conference	University/ College
30. Ensures that staff-development programs are based on teachers' need	48	16	11	30	2
31. Encourages teachers to try new ideas without fear of reprisal or failure	48	15	12	23	2
32. Conducts staff meetings that teachers perceive as relevant and informative	54	13	10	21	2
33. Takes corrective action on personnel matters to maintain quality and effectiveness	31	12	9	41	7
34. Assists staff members in setting realistic and appropriate goals for growth and improvement	31	12	9	41	7

Table 4.36.--Percentage ranges and mean percentages by role category for most valuable sources of preparation.

Category		On-the-Job Experience	Mentor/ Collegial Relations	Professional Readings/ Self-Study	Workshop/ Conference	University/ College
Instructional Supervision	% Range	3-37	2-10	13-43	29-59	2-10
	Mean %	22	7	23	41	5
Curriculum Development and Implementation	% Range	4-38	2-16	10-34	32-46	4-17
	Mean %	23	10	19	39	11
Leadership	% Range	3-54	2-16	6-65	20-46	4-33
	Mean %	45	9	18	30	9
Staff Development/Personnel management	% Range	16-54	7-20	6-20	21-41	2-18
	Mean %	41	14	10	31	5

Table 4.37.--Comparison of the five roles/functions ranked highest in terms of importance with their most valuable sources of training.

Role/Function	Rank	N	On-the-Job Experience	Mentor/ Collegial Relations	Professional Readings/ Self-Study	Workshop/ Conference	University/ College
Maintains that all students can learn	1	6	35%	7%	24%	31%	4%
Develops sense of teamwork	2	23	49%	12%	8%	28%	5%
Has good communication skills	3	21	33%	4%	10%	20%	33%
Is a good problem-solver	4	16	48%	16%	7%	25%	4%
Encourages staff to try new ideas	5	31	48%	15%	12%	23%	2%

frequently selected, except for "Has good communication skills," where respondents split their preference at 33% for both College/University and On-the-Job Experience.

Workshops/Conferences was the most valuable source of training for the five highest-ranked need areas except for the role/function of "Uses research and trends" (see Table 4.38). Professional Readings received 65% of the responses for "Uses research and trends." The least frequently selected sources of preparation for the highest need areas were Mentor/Collegial Relations and College/University.

Table 4.39 shows the roles/functions for which there was a 50% or more response agreement on training source. Workshops/Conferences and On-the-Job Experience received more than 50% of the responses on seven roles/functions. Workshops/Conferences received a 50% or more response for "Knowledge of latest research for instruction," "Goal-setting," and "Encourages teachers to use instructional techniques relevant to curricular objectives." On-the-Job Experience received a 50% or more response for "Knows when to delegate," "Adjusts leadership style," "Ability to arbitrate disputes," and "Conducts relevant staff meetings." Professional Readings/Self-Study received a 65% response for "Keeps abreast of current research and trends. Two of these roles/functions, "Knowledge of latest research for instruction" and "Keeps abreast of current research and trends," were among the five highest-ranked roles/functions for need.

Table 4.38.--Comparison of the five roles/functions ranked highest in terms of need for further training with their most valuable sources of training.

Role/Function	Rank	N	On-the-Job Experience	Mentor/ Collegial Relations	Professional Readings/ Self-Study	Workshop/ Conference	University/ College
Has knowledge of the latest research for instruction	1	1	3%	2%	33%	59%	3%
Uses thinking and research curricular needs	2	8	4%	2%	34%	46%	15%
Uses long-range planning	3	18	21%	11%	18%	43%	8%
Uses goal-setting	4	2	23%	10%	13%	50%	5%
Keeps abreast of research and trends	5	19	3%	2%	65%	26%	5%

Table 4.39.--Training sources that received 50% or more of the responses.

Role	N	Training Source	%
Knowledge of latest research for instruction	1	Workshop/Conference	59
Goal setting	2	Workshop/Conference	50
Encourages teachers to use instructional techniques relevant to curricular objectives and research related to principles of teaching	5	Workshop/Conference	55
Knows when to delegate	14	On-the-Job Experience	54
Adjusts leadership to the situation	15	On-the-Job Experience	50
Keeps abreast of current research and trends	19	Professional Readings/ Self-Study	65
Ability to arbitrate disputes	27	On-the-Job Experience	52
Conducts relevant staff meetings	32	On-the-Job Experience	54

The figures in Table 4.40 show the sources of training that received a 5% or less response rate as the most valuable source of professional development for all of the roles/functions. University/College received less than 6% of the responses on 20 of the 39 roles/functions; On-the-Job Experience, on three of the roles/functions; and Mentor/Collegial Relations, on five of the roles/functions. Four of the five highest-ranked roles/functions for importance--"Maintains that all students can learn" (6),

Table 4.40.--Sources of training that received 5% or less of the responses.

Item Content	On-the-Job Experience	Mentor/ Collegial Relations	Professional Readings/ Self-Study	Workshop/ Conference	University/ College
1. Has knowledge of research	3%	2%			3%
2. Uses goal-setting					5%
4. Promotes student time on task					2%
6. Maintains that all students can learn and expects them to learn					4%
7. Brings instructional issues					3%
8. Uses research related to curricular issues	4%	2%			
10. Applies curriculum to skills of students					5%
11. Implements curriculum					4%
12. Delegates					4%
16. Is a problem-solver					4%
19. Keeps abreast of research	3%	2%			

Table 4.40.--Continued.

Item Content	On-the-Job Experience	Mentor/ Collegial Relations	Professional Readings/ Self-Study	Workshop/ Conference	University/ College
21. Has communication skills		4%			
22. Decision making					5%
23. Sense of teamwork					5%
24. Application of research		5%			
26. Strengths of staff					2%
27. Arbitrates disputes					3%
28. Staff in-service					2%
29. Staff and student leadership					2%
30. Staff development					2%
31. New ideas					2%
32. Relevant staff meetings					2%
33. Handles personnel matters					5%

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"Develops a sense of teamwork" (23), "Is a good problem-solver" (16), and "Encourages staff to try new ideas" (31) received a 5% or less response for University/College. Three of the five highest-ranked roles/functions for need received a 5% or less response for University/College. They are "Has knowledge of the latest research for instruction" (1), "Uses goal-setting" (2), and "Keeps abreast of latest research" (19).

Summary

Results of the data analysis provided demographic information about the respondents and answers to the five research questions. Tables were used to present the data that were used in answering the research questions.

Research Question 1 asked, What do elementary principals perceive to be the importance of the selected administrator roles/functions? In summary, elementary principals perceived all four broad categories of roles/functions to be in the high importance category (3.51-5.0). The means ranged from 4.18 to 4.86. The broad category of Leadership (mean = 4.66) was ranked first, followed by Instructional Supervision (mean = 4.65), Staff Development/Personnel Management (mean = 4.55), and Curriculum Development and Implementation (mean = 4.30).

Research Question 2 asked, What differences exist among elementary principals regarding their perceptions about the importance of administrator roles/functions, comparing the variables of gender, age, length of service as an elementary principal, and size of their

school district? In summary, females considered all four broad categories to be significantly more important than did males. For age, the age group of 41 to 50 perceived Leadership roles/functions to be more important than did those over 50. No significant difference was found for years of experience. For school district size, principals in districts with a student population over 120,000 considered Curriculum Development and Implementation, Leadership, and Staff Development/Personnel Management to be more important than did those in districts with fewer than 2,400 students.

Research Question 3 asked, What do elementary principals perceive to be their degree of need for further preparation and continuing professional development in each of the selected role functions? The degree of need across all four broad categories fell into the average range for need (2.5-3.5). Curriculum Development and Implementation (3.14) ranked first, followed by Instructional Supervision (3.09), Leadership (2.90), and Staff Development/Personnel Management (2.89).

Research Question 4 asked, What differences exist among elementary principals regarding their degree of need for further professional development, comparing the variables of gender, age, length of service as an elementary principal, and the size of their school district? No significant differences were found for gender, years of experience, or school district size. For age, principals between the ages of 41 and 50 expressed more of a need for Instructional Supervision than did those over 55. For Curriculum Development and

Implementation, Leadership, and Staff Development/Personnel Management, those over 55 perceived a significantly lower need than did either those between 30 and 40 or those between 41 and 50.

Research Question 5 asked, What do elementary principals identify as their most valuable source of preparation and continuing professional development for each of the selected administrator roles/functions? Workshops/Conferences received the highest response rate for the broad categories of Instructional Supervision and Curriculum Development and Implementation. On-the-Job Experience was the most frequently selected source for Leadership and Staff Development/Personnel Management.

A summary of the major findings and conclusions drawn from those findings are presented in Chapter V.

CHAPTER V

SUMMARY, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was to gather data that will be useful to policymakers, colleges and universities, professional organizations, school administrators, and school districts about a selected group of proficiencies and skills that elementary principals perceived as important to their success as a principal, where they received their most valuable source of preparation for these roles/functions, and where more training is needed. The study was prompted by recent demographic surveys conducted by the Michigan Department of Education, which revealed that there could be as much as a 50% turnover of current elementary principals over the next ten years, and by recent effective schools research, which cited the principal as a key to school success.

In 1986, the Michigan Legislature enacted Public Act 163, requiring certification of school administrators. The questions then become, What criteria should the State of Michigan use in certifying prospective principals for principalship positions, and how should colleges, universities, and other organizations that offer training to prepare candidates for these positions structure their curriculum to ensure that principals have the necessary

information and skills to meet the challenge of a leadership role in today's and tomorrow's schools?   A second concern was for the continual updating of practicing principals in order for them to adjust their practices to meet new demands of a rapidly changing society.   In addition, the results of the study will be useful to school districts as they seek new administrators to fill vacant positions. The importance of this study comes from the plethora of research regarding effective and successful schools, which has cited the principal as one of the single most important contributors to school success, especially when school success is measured by student achievement.

Given the importance of the principalship in fostering school success and student achievement (Brookover, 1979; Doud, 1989; Goodlad, 1984; Hoyle, 1985; Lezotte, 1978), it behooves colleges, universities, professional organizations, and school districts to be concerned about the kinds of leadership skills that principals have and practice.   Those institutions and organizations that prepare aspiring principals for that role should be especially eager to coordinate their curriculum and experiences with what research has suggested about leadership that makes a difference in how and what students learn. Those who offer continuing professional-development programs for practicing principals should not only be addressing skills for effective leadership, but also become knowledgeable about the areas in which more training is needed.

The findings in this study will be most important to all of the organizations and agencies that offer preparation programs for

aspiring and practicing school administrators. The findings will also be helpful to school districts as they look for desirable qualities and characteristics of principal candidates.

Demographic Information

The respondents represented a cross-section of the sampled groups by school district size and gender. By age group, almost 50% of the principals were between 41 and 50, 36% were over 50, and only 18% were 40 or under. There was a higher response rate among younger principals as compared to the population. A higher percentage of females than males responded to the survey request, as compared to the population size. A higher percentage of principals responded from school districts with student populations between 2,400 and 30,000 than from school districts in the other four codes.

It must be noted that the population was not stratified by age or years of experience as a principal. Those who responded to the survey may not have been representative, proportionately, of the population for those two categories.

The likelihood-of-retiring data supported the studies by the Michigan Department of Education (cited in Chapter I), which projected a 34% retirement rate between 1986 and 1991. The results of this study revealed that 27% of the principals were "very likely" to retire in the next five years and that there could "possibly" be a 37% turnover of elementary principals due just to retirement within that same five-year period. Those figures, combined with a 26% rate of new principals within the last five years, would

indicate that, between 1981 and 1991, 53% of the principals probably will be new to their position. This situation suggests a critical need to be aware of how closely aligned professional-development and preparation activities/programs are to the actual job responsibilities that new principals will face in their new positions. The focus for this preparation should be primarily toward the university/college master's degree programs as 99% of the present principals had at least a master's degree.

Research Questions

Research Question 1. What do elementary principals perceive to be the importance of the selected administrator roles/functions?

As perceived by principals, the highest-ranked broad categories of roles/functions were Leadership and Instructional Supervision. Ranked as less important were Staff Development/Personnel Management and Curriculum Development and Implementation. This supports the effective schools literature, in which the principal has been identified as first and foremost an instructional leader (Lezotte, 1978). If principals are to influence student achievement, they must know and have an influence on the teaching strategies that enhance learning. They must frequently monitor student progress and help teachers make adjustments when achievement does not meet expected outcomes. Although curriculum development and implementation are important to this process, about one-third of the districts have central office support for curriculum development or look at it as a districtwide rather than a building-level process.

In reviewing the five singularly most important roles/ functions, it was found that four of the five also fell into the categories of Instructional Supervision and Leadership. The highest individual role/function area of importance was "Maintains and expects that all students can learn." This is probably the most challenging role expectation emerging from the effective schools research. To influence student achievement, principals must work together with staff members toward this end. Developing a sense of teamwork among staff is a leadership skill that ranked second in importance among the 34 roles/functions addressed in this survey. The other three roles in the five highest-ranked most important roles/functions were good communication and problem-solving skills and encouraging staff to try new ideas. Today's principal must be able to lead and support the changes needed for increased student achievement through staff support, communication, and problem solving.

On the other hand, the roles/functions that ranked among the last five for importance were ability to apply adult learning and motivation theory, use of test scores for curriculum and instruc- tional improvement, staff in-service, and curriculum development. Ability to apply adult learning theory and to disaggregate test scores are both areas that have been promoted in the literature over the last three to five years. Principals probably are not yet fully knowledgeable about how these areas are implemented and how they affect school success.

In comparing the highest- and lowest-ranked role/function areas for importance, it must be kept in mind that there was a difference in means of only .68 between the mean of the highest-ranked role/function (No. 6: Maintains that all students can learn, mean = 4.86) and the lowest-ranked role/function (No. 25: Is able to understand and apply adult learning theory, mean = 4.18). All roles/functions addressed in the survey instrument were in the "highly important" category, scoring above 3.5.

> Research Question 2. What differences exist among elementary principals regarding their perceptions about the importance of administrator roles/functions, comparing the variables of gender, age, length of service as an elementary principal, and size of their school district?

In all four broad categories of Instructional Supervision, Curriculum Development and Implementation, Leadership, and Staff Development/Personnel Management, females considered the roles/ functions to be significantly more important than did their male counterparts. Although statistics show that there are approximately two males for every female elementary principal, the female principals appeared to feel more of a sense of importance about these assigned responsibilities than did males.

No statistically significant difference was found in how respondents in the four age groups perceived the importance of Instructional Supervision, Curriculum Development and Implementation, and Staff Development/Personnel Management. However, the 41 to 50 age group perceived the Leadership roles/functions to be more important than did those over 55. The 41 to 50 age group contained the greatest number of principals, and they probably felt

the heaviest responsibility toward the challenges of the effective schools research. More than likely, they had been in education as this research was initiated and developed. They are building their careers and trying to "make their mark" in their profession.

Years of experience did not make a difference in how principals perceived the importance of roles/functions for Instructional Supervision, Curriculum Development and Implementation, and Staff Development/Personnel Management. However, for Leadership, those who had been principals for 11 to 15 years thought the roles/ functions were more important than respondents who had been principals for 16 to 20 years. Perhaps those principals who had been on the job longer than 15 years felt more content with how and what they were doing.

It is interesting to note that the principals in larger school districts (120,000 students or more) perceived the roles/functions of Curriculum Development and Implementation to be more important than did those in school districts of 30,000 students or less. For Leadership and Staff Development/Personnel Management, principals in districts with more than 120,000 students considered those roles/ functions to be significantly more important than did respondents in districts with fewer than 2,400 students. An overall observation was that principals in the larger districts considered the roles/functions in all four broad categories to be more important than did those in districts with a student population of 30,000 or less. This could be due to the effect of more support staff and

specialists, more school-to-school competition, and more community pressure within larger districts.

Research Question 3. What do elementary principals perceive to be their degree of need for further preparation and continuing professional development in each of the selected role functions?

Although Curriculum Development and Implementation was the lowest-ranked broad category in importance, it was the highest-ranked area of need for further training and professional development. Again, principals may not have felt as adequate in this area as in those related to Instruction and Leadership. The primary responsibility for curriculum development is often considered more of a district than a building responsibility. Principals usually do not have as much individual control over curriculum development as they do instruction within their buildings. However, those who participated in this study apparently felt the need to be more informed. Staff Development/Personnel Management was not ranked at the top for either importance or need. Generally, principals look to outside consultants, universities, and professional organizations to design staff-development opportunities.

The highest-ranked single role/function need areas were understanding and applying research to curriculum and instruction, especially when it comes to using that research in goal setting and planning. Principals generally do not have the time or research skills to keep up with the importance and application of the wealth of educational research that is being conducted on an on-going

basis. The five lowest-ranking role/function need areas related primarily to Instructional Supervision and Leadership. Principals seemed to have less of a need for further training in supporting teachers to try new ideas and in fitting their leadership style to the situation. They also perceived less of a need for continuing preparation in their communication and decision-making skills, as well as in maintaining that all students can learn. Three of the highest-ranked areas of importance (encouraging teachers to try new ideas, good communication skills, and maintaining that all students can learn) were also three of the five lowest-ranked need areas. This could indicate that principals might be feeling confident in some of the areas that they are also perceiving as important to their success.

As with importance, it must be noted that there was only a one-point difference in means between the role/function ranked highest in terms of need (No. 1: Knowledge of latest research related to instruction, mean = 3.51) and the role/function ranked lowest in terms of need (No. 31: Encourages teachers to try new ideas without fear of reprisal or failure, mean = 2.51). Generally, all roles/functions addressed in the survey instrument fell within the "moderate need" category.

> Research Question 4. What differences exist among elementary principals regarding their degree of need for further professional development, comparing the variables of gender, age, length of service as an elementary principal, and the size of their school district?

No statistically significant differences were found between males and females in terms of need for further training. However,

the mean was higher for males than for females in all four broad
categories. Age was a significant factor in this area. Principals
between the ages of 41 and 50 expressed significantly more of a need
for training and continuing professional development in the role of
Instructional Supervision than did those who were over 55. For the
broad categories of Curriculum Development and Implementation,
Leadership, and Staff Development/Personnel Management, principals
who were over 55 perceived a significantly lower need for further
training than did those from either the 30 to 40 or the 41 to 50 age
group. The younger principals are usually less experienced and
probably have had fewer opportunities for workshops and mentor/
collegial relationships. Without exception, the means for needs
decreased as age increased.

No statistically significant difference in need was found among
principals in various sized school districts or across experience
categories for any of the four broad categories of roles/functions.
It is interesting that principals in larger school districts
perceived many of the roles/functions to be significantly more
important and, as an observation, perceived less of a need for
further preparation than those in smaller districts.

As observed, principals in districts with student enrollments
under 30,000 perceived more of a need for further professional
development than did those in larger districts. Principals in
larger districts usually have more resources for professional
development.

Research Question 5. **What do elementary principals identify as their most valuable source of preparation and continuing professional development for each of the selected administrator roles/functions?**

The most revealing responses came in the category of sources of preparation. University/College received an average of less than 12% of the responses for all four broad categories of roles/ functions. It received 5% or less of the responses for four of the five areas ranked highest in terms of importance and 8% or less of the responses for four of the five areas ranked highest in terms of need. University/College preparation received less than a 6% response for 20 of the 34 roles/functions. The highest response in the University/College category was 34% for Item 10 (Aids staff in assuring that curriculum is applicable to skills and abilities present students will need as adults).

The highest response category for Instructional Supervision and Curriculum Development and Implementation was Workshop/Conference. The highest response category for Leadership and for Staff Development/Personnel Management was On-the-Job Experience.

Achilles (1987), Finn (1985), Pitner (1987), and Hawley (1987) contended that there are contradictions between (college) course work and practice in educational administration. The results of this study would lead one to conclude further that there are few linkages between master's degree programs and the roles/functions perceived to be important to today's practicing principal. It must be noted that demographic information regarding the major and minor emphasis for the master's degree program was not solicited.

Therefore, a correlation between administrator-preparation programs and this research cannot be drawn. One might also conclude that the college/university programs are not addressing those roles/functions from this study for which principals perceive more of a need for continuing professional development. The extreme percentage of only a 10% response for University/College preparation as the primary source of preparation for most roles/functions would indicate that formal master's degree programs were not viewed as relevant to what is being supported as desirable for effective elementary school leadership. This may be because many college professors have not had recent administrative experience and do not regularly visit schools in order to keep pace with the changing role of the principal.

Comparison Across Independent Variables

A look at the data resulting from a comparison of importance and need to the independent variables shows some interesting findings.

Gender. While women perceived all four broad categories to be significantly more important than did men, the men, by observation, perceived a higher degree of need for further professional development in all four categories. It is difficult to know what to conclude from this. Perhaps, because women felt these to be more important, they had taken more effort to seek and participate in continuing professional development and therefore perceived less need.

Age. In comparing various age groups, the age group of 41 to 50, by observation, perceived Instructional Supervision, Curriculum Development and Implementation, and Leadership to be more important than did the other age groups. They also perceived a significantly greater degree of need for further professional development than did older groups. However, in general, the age group of 30 to 40 perceived the greatest need for further professional development. This could be related to their lack of experience or could support the researcher's premise that their university/college training did not sufficiently prepare them for these particular roles/functions.

Years of experience. It was difficult to draw any generalizations from the data regarding years of experience for importance. For Leadership, those with 11 to 15 years of experience perceived more importance in these roles/functions than did those with 16 to 20 years of experience. For need, however, the mean was lower for the group with 11 to 15 years of experience than for the group with 16 to 20 years of experience. Those with 10 years of experience or less perceived more of a need for Staff Development/Personnel Management, Curriculum Development and Implementation, and Leadership.

Size of district. By observation, those principals in districts with 30,000 students or more perceived all four broad categories of roles/functions to be more important than did those in districts with fewer than 30,000 students. Conversely, those in the larger districts felt less of a need for continuing professional development. With one exception (Curriculum Development and

Implementation), need increased as the size of the district decreased. Usually, larger districts have greater budgets for staff development and are able to offer more in-district training in areas that are considered important to that district. Also, location might make a difference. Staff development offered through consultant groups usually takes place in the more highly populated and easy-access areas. There is, by observation, more of a need for continuing professional development for principals in smaller districts. From the writer's own experience, it is thought that in larger districts there is more pressure on principals for student achievement and accountability. There is also more pressure from school-to-school comparisons within larger districts.

Comparison of Importance and Need Responses

According to the perceptions of the principals who were surveyed, the survey instrument targeted those roles that are important to their success as an elementary principal. On a five-point scale, the means of importance for the four broad categories ranged from 4.50 to 4.66. The surveyed principals also felt a moderate need for further preparation and continuing professional development in all four categories, with those means ranging from 2.89 to 3.14.

The range of scores within the four role/function categories of importance was smaller (4.18 to 4.86) than the range of scores within the four role/function categories of need (2.51 to 3.51). Principals seemed to be more in agreement about the importance of

these roles than they were about the need for further preparation and training.

There was little similarity in rankings for the four broad categories between importance and need. In fact, Curriculum Development and Implementation was the lowest in importance but the highest in need.

In comparing importance and need for the highest- and lowest-ranked individual roles/functions, there was also very little similarity. None of the five roles/functions ranked highest in importance were in the five roles/functions ranked highest in terms of need. Similarly, none of the five roles/functions ranked lowest in importance were among the five roles/functions ranked lowest in terms of need. However, three of the roles/functions (Nos. 6, 21, and 31) ranked highest in importance were among the five areas ranked lowest in terms of need. Going one step further to find out where principals received their training for these three roles/ functions revealed that On-the-Job Experience was the highest response for No. 6 (Maintains that all students can learn) and No. 31 (Encourages teachers to try new ideas); for No. 21 (Has good written and oral communication skills), the highest response was split between On-the-Job Experience and University/College. Across the four broad categories of roles/functions, principals received their most valuable training either from Workshops/Conferences or On-the-Job Experience. Conversely, very few principals received their most valuable training at the University/College level.

Although a statistical analysis was not made of the differences in responses by length of time in the principalship, the percentages of responses for University/College was much less for most of the roles/functions (5% to 10%) than the percentage of principals who had been in the job five years or less (26%) and probably closest in time to their university or college preparation.

Conclusions

First of all, it is important for all educational institutions to keep abreast of the roles and functions that are perceived as being important to the elementary principal and that research has supported as being effective. In responding to the questions posed in Chapter I, the researcher suggests that colleges and universities, especially, need to continually update and revise their content and course structure to address current roles of importance and effectiveness as perceived by principals on the job and to insure that their teaching methods help principals develop skills and competencies in these areas. Implied from the data herein is the notion that formal education and degree training is falling far short of being relevant to the roles/functions of importance for today's practicing principal.

Second, it is important that professional organizations, educational consultants, and school districts structure their staff-development offerings to be more relevant to the important roles/ functions that are also perceived to enhance school success.

Third, it is critical for the Michigan State Department of Education to review carefully the criteria for all administrator certification categories and consider other sources of preparation that might focus more on job proficiencies and intern (on-the-job) experiences, as well as classroom courses. The awarding of Continuing Education Units (CEUs) should, in part, be focused toward roles/functions that are supported in the effective schools research and in this study.

Fourth, school districts should begin to think about internship opportunities for prospective principals, which would allow candidates to have experiences with building-level Leadership, Curriculum Development and Implementation, Instructional Supervision, and Staff Development/Personnel Management. In addition, boards of education and superintendents should seek to hire persons who show evidence of competency in the administrator roles/functions described in this study.

Fifth, school districts, professional organizations, and the Michigan State Department of Education should all combine their resources to develop a formal support process for beginning principals that focuses on effective leadership skills. Holcomb (1989) conducted a study of the types of support that new principals need and solicited recommendations for the types of orientation, in-service, and support that new principals thought would be most effective. First-year principals expressed a high need for discussion/support groups, workshops, university/college courses, and district training/orientation.

Recommendations

The primary recommendation that this researcher would make, based on the results of this study and those that were reviewed in preparation for this study, is that preparation and staff-development activity for the elementary principalship be focused more toward roles that are perceived by the elementary principal to be important to the principalship and to those roles that are associated with effective schools. It would also be suggested that staff-development design be, in part, experientially based. Staff development includes programs designed to prepare nonprincipals for the principalship role, as well as those planned to update and refresh current practicing principals. A vision would be that both certification and employment be based, in part, on the demonstration of proficiencies in the areas/roles of importance to the practicing principals and effective schools. Butler University has been piloting such a program, in which all master's degree graduates would develop a portfolio that contains examples of key leadership skills (Smith, 1989). According to research by Joyce and Showers (1989), content information and awareness, such as most college courses emphasize, have only a 5% to 10% transfer rate. For teachers or administrators to be able to use the skills and abilities addressed as roles/functions in this study effectively, the learners must not only understand the theory and content, but they must also have an opportunity to observe demonstrations and be able to practice the desired skills with feedback and support. It is

imperative that all college/university faculty who offer staff development have a strong background in how adults learn and process information for transfer (Krupp, 1988). It is also recommended that school administrators work closely with college faculty toward this end. Practicing administrators should be used as resource persons in college/university classrooms, and college/university professors should spend time in schools as part of their emphasis on relevance. It is also recommended that those organizations and institutions that fund and provide continuing professional-development opportunities do more to include principals from districts with student populations of 30,000 or less.

Recommendations related to further study are:

1. That a comparison be made of the results of this study and the parallel secondary principalship study conducted by C. Danford Austin.

2. That an on-going effort be made to continually update the important roles and functions of the elementary principalship.

3. That a similar study be conducted in other states with comparison data.

4. That a similar study be conducted to include other roles and responsibilities of the elementary principalship related to building management, community relations, student and parent relations, and board of education support.

5. That demographic data be collected to show principals' graduate-degree majors, in any further study of preparation and professional-development needs.

Reflections

The findings in this study reflected what the researcher experienced in her preparation and term as a practicing principal. The researcher did complete a master's degree in administration, which offered very little correlation between the coursework and the routines of the job. There are so many demands on the elementary principal for all of the roles addressed in this study. Somewhere along the line, prospective principals must understand those roles and how to organize and prioritize toward "effectiveness." It is easy to become a victim of paperwork, building management, and responding to crisis situations. Today's and tomorrow's principals must be skilled and deliberate in their decisions and behaviors.

The experience of designing and conducting a study that would result in usable information was most rewarding. The researcher intends to share these results with those who organize and approve training and continuing professional-development programs for elementary principals.

It is the hope of this researcher that training programs such as the experiential-based program at Butler University will have an impact. It is critical to bridge the gap between the needs of current principals and university courses.

APPENDICES

APPENDIX A

SKILLS LIST FROM <u>PROFICIENCIES FOR PRINCIPALS</u> (1986)

Skills List from <u>Proficiencies for Principals</u> (1986)

<u>LEADERSHIP SKILLS</u> include:

LEADERSHIP BEHAVIOR

* Inspire all concerned to join in accomplishing the school's mission.
* Apply effective human relations skills.
* Encourage the leadership of others.
* Analyze information relative to problems, make decisions, and delegate responsibility as appropriate.
* Create a powerful esprit de corps, a strong sense of togetherness, through effective human relations techniques.
* Identify and creatively utilize human, material, and financial resources to achieve the school's goals.
* Apply established principles and strategies of effective leadership.
* Exercise vision in defining and accomplishing the mission of the school.
* Participate as a member of local, state, and national professional groups.

COMMUNICATION SKILLS

* Persuasively articulate their beliefs and effectively defend their decisions.
* Write clearly and concisely so that the message is understood by the intended audience.
* Apply facts and data to determine priorities.
* Understand the impact of their personal image and how to make that image an effective and useful one.
* Know their verbal and nonverbal communications strengths and weaknesses and their implications.
* Use current communication technology to communicate the school's philosophy, needs, and accomplishments.
* Understand the philosophy, functioning, and practices of the mass media.
* Be an active listener so as to truly hear others.
* Be able to forthrightly disagree without being disagreeable.
* Promote and use higher-level thinking skills.
* Model the behavior expected of others.

GROUP PROCESSES

* Involve others in setting short- and long-term goals.
* Apply validated principles of group dynamics and facilitation skills.
* Understand how to resolve difficult situations by use of conflict-resolution methods.

* Be aware of various decision-making techniques and be able to match the appropriate techniques to the particular situation.
* Identify--with staff--the decision-making procedures the school will follow.
* Understand the process of consensus building and apply that process both as a leader and as a member of a group.
* Achieve intended outcomes through the use of principles of motivation.

SUPERVISORY PROFICIENCIES include:

CURRICULUM

* They develop a strong foundation in the fundamentals of reading, writing, and mathematics; and they acquire basic knowledge and understanding in science, social studies, fine arts, health, and physical education.
* They become competent verbal and nonverbal communicators-- learning to express themselves well in speaking, reading, and writing; to be attentive listeners; and to be at home with information technology.
* Students work in an environment of excellence marked by high expectations and persistent striving toward mastery levels of achievement.
* They become self-motivated, learn to take advantage of opportunities for personal development, and emerge with a lasting zest for learning.
* They respect and demonstrate appreciation for their peers, their teachers, the staff, and the educational process itself; they practice tolerance, flexibility, empathy, and equality.
* Students develop positive self-concepts, recognize and value their own uniqueness, and accept both their capabilities and their limitations.

To be proficient in supervising the development and implementation of the curriculum, the principal must:

* Understand the community's values and goals and what it wants the curriculum to achieve.
* Set forth, as a continuum, the skills and concepts the curriculum is designed to provide.
* Monitor the curriculum to ensure that the appropriate content and sequence are followed.
* Be familiar with curriculum materials and their relationship to program goals and objectives.
* Seek appropriate resources of time, money, and materials to support the curriculum.

INSTRUCTION

* Understand and apply the principles of child growth and development.
* Regularly assess the teaching methods and strategies being used at the school to ensure that they are appropriate and varied.
* Understand and apply validated principles of teaching and learning.
* Apply grouping practices that most effectively meet student needs.
* Understand and apply effective observation and conferencing skills.

PERFORMANCE

* Set high expectations for students, staff, parents, and self.
* Appropriately match particular learning styles with particular teaching styles.
* Enhance student and staff strengths and remediate weaknesses.
* Implement validated principles of behavior management.
* Recognize and show concern for personal goals of students and staff.
* Design effective staff and professional development programs that match the goals of both the school and the participating individuals.
* Identify and utilize appropriate instructional support services.
* Engage in a program of continuing professional development.

EVALUATION

* Use a variety of techniques and strategies to assess:
    Student performance.
    Individual teacher and staff performance.
    The achievement of curriculum goals.
    The effectiveness of the total instructional program.
* Assess progress toward achieving goals established for students, teachers, the principalship, and the involvement of parents and the community at large.
* Seek and encourage input from a variety of sources to improve the school's program.
* Use due process procedures and legal assistance in dealing with disciplinary and dismissal cases.
* Develop assistance plans and remediation efforts to improve teaching performance.
* Inspire even the most excellent teachers to acquire new competencies and experiences.
* Demonstrate a level of human relations skills that makes the evaluation process helpful rather than destructive.

* Bring about the kind of rapport among students, teachers, staff, parents, and the community that fosters constructive suggestions for making the school program even stronger.

ADMINISTRATIVE PROFICIENCIES include:

ORGANIZATION

* Comprehend and employ validated principles of effective time management.
* Capitalize on the findings of research in making program decisions.
* Develop and implement equitable and effective schedules.
* Collect and appropriately use--with proper respect for confidentiality--school and student data.
* Allocate and organize staff in such a way as to assure accomplishment of the school's mission.
* Develop and use effective, unbiased interviewing skills.
* Attract volunteers and be adept in training and assigning them.
* Manage the operation and maintenance of the physical plant.
* Know education law, including the implications of liability, and keep abreast of developments.
* Develop and implement administrative procedures consistent with board policy and contractual agreements.
* Use strategic planning to implement long-range goals.

FISCAL

* Understand the school district budget and its specific implications for the school.
* Plan, prepare, justify, and defend the school budget.
* Manage the school within the allocated resources.
* Use cost control procedures and institute cost-effective practices.
* Interpret budget priorities and constraints to the staff and the community.

POLITICAL

* Understand the dynamics of local, state and national politics.
* Develop plans and strategies for helping to attract appropriate financial support of education.
* Involve the community's movers and shakers in the development and support of the school's programs.
* Identify and apply effective strategies for dealing with political forces that impinge on the school's operation.
* Participate in local, state, and federal legislative action program.

APPENDIX B

SURVEY INSTRUMENT USED IN THIS STUDY

QUESTIONNAIRE

PREPARATION AND CONTINUING PROFESSIONAL DEVELOPMENT NEEDS OF MICHIGAN ELEMENTARY PRINCIPALS

DIRECTIONS: Listed in the questionnaire are various roles/functions associated with the principalship. The major headings for these are: 1) INSTRUCTIONAL SUPERVISION; 2) CURRICULUM DEVELOPMENT AND IMPLEMENTATION; 3) LEADERSHIP; and 4) STAFF DEVELOPMENT/PERSONNEL MANAGEMENT. For each role descriptor, please provide three pieces of information: 1) IMPORTANCE TO YOUR ROLE AS PRINCIPAL (Please indicate how important this role/function is to your success as a principal. Please remember that we are looking for perceptions based on individual situations); 2) YOUR PERSONAL NEED FOR FURTHER PREPARATION AND CONTINUING PROFESSIONAL DEVELOPMENT (Please indicate the degree to which you feel a need for further continuing professional development in order to be as effective as you would like to be in each of the role/functions listed); and 3) MOST VALUABLE SOURCE OF PREPARATION AND CONTINUING PROFESSIONAL DEVELOPMENT (Please indicate where you received the greatest amount or the most valuable kind of information/continuing professional development to be successful in each role/function). Circle only one response from each heading. PLEASE USE A #2 LEAD PENCIL AND CIRCLE ONLY ONE RESPONSE IN EACH CATEGORY.

SAMPLE QUESTION

CATEGORY AND QUESTIONS	IMPORTANCE TO YOUR ROLE AS PRINCIPAL					YOUR PERSONAL NEED FOR FURTHER PREPARATION AND CONTINUING PROFESSIONAL DEVELOPMENT					MOST VALUABLE SOURCE OF PREPARATION AND CONTINUING PROFESSIONAL DEVELOPMENT				
	(Circle only one response)					(Circle only one response)					(Circle only one response)				
	Very Important	Moderately Important	Little Importance	Not Important	Not Part of My Job/ Never Do It	High Need		Moderate Need		No Need	College/ University Course	Workshop Conference	Professional Readings/ Self-Study	Mentor Collegial Relations	On the Job Work Experience
	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
INSTRUCTIONAL SUPERVISION 1. The principal regularly evaluates the instruction program.	(5)	4	3	2	1	5	(4)	3	2	1	5	4	3	2	(1)

CATEGORY AND QUESTIONS	IMPORTANCE TO YOUR ROLE AS PRINCIPAL					YOUR PERSONAL NEED FOR FURTHER PREPARATION AND CONTINUING PROFESSIONAL DEVELOPMENT			MOST VALUABLE SOURCE OF PREPARATION AND CONTINUING PROFESSIONAL DEVELOPMENT				
	(Circle only one response)					(Circle only one response)			(Circle only one response)				
	Very Important	Moderately Important	Little Importance	Not Important	Not Part of My Job/ Never Do It	High Need	Moderate Need	No Need	College/ University Course	Workshop Conference	Professional Readings/ Self-Study	Mentor Collegial Relations	On the Job Work Experience
	9	6	3	2	1	5 4 3		2 1	5	4	3	2	1
INSTRUCTIONAL SUPERVISION													
1. The principal is knowledgeable of the latest research related to instruction which enhances learning.	5	4	3	2	1	5 4 3		2 1	5	4	3	2	1
2. The principal uses goal-setting to improve instruction and involves staff members in goal-setting toward more effective schools.	5	4	3	2	1	5 4 3		2 1	5	4	3	2	1
3. The principal uses test scores and other outcome-based data in order to recommend modification/changes in the instructional program.	5	4	3	2	1	5 4 3		2 1	5	4	3	2	1
4. The principal ensures student time on task.	5	4	3	2	1	5 4 3		2 1	5	4	3	2	1
5. The principal encourages teachers to use instructional techniques and strategies which are relevant to the curricular objectives and to research-based principles of learning.	5	4	3	2	1	5 4 3		2 1	5	4	3	2	1
6. The principal maintains that all students can learn and expects them to succeed.	5	4	3	2	1	5 4 3		2 1	5	4	3	2	1
7. The principal regularly brings instructional issues to the faculty for discussion.	5	4	3	2	1	5 4 3		2 1	5	4	3	2	1

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CATEGORY AND QUESTIONS	IMPORTANCE TO YOUR ROLE AS PRINCIPAL					YOUR PERSONAL NEED FOR FURTHER PREPARATION AND CONTINUING PROFESSIONAL DEVELOPMENT					MOST VALUABLE SOURCE OF PREPARATION AND CONTINUING PROFESSIONAL DEVELOPMENT				
	(Circle only one response)					(Circle only one response)					(Circle only one response)				
	Very Important	Moderately Important	Little Importance	Not Important	Not Part of My Job/ Never Do It	High Need	Moderate Need			No Need	College/ University Course	Workshop Conference	Professional Readings/ Self-Study	Mentor Collegial Relations	On the Job Work Experience
	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
CURRICULUM DEVELOPMENT AND IMPLEMENTATION															
8. The principal is knowledgeable about thinking and research related to the curricular needs of his/her students.	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
9. The principal coordinates curriculum development within the building.	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
10. The principal aids the staff in assuring that the curriculum is applicable to the skills and abilities that present students will need as adults.	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
11. The principal helps teachers to implement the curriculum.	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
12. The principal is able to disaggregate and examine test score data in order to make recommendations for curriculum revision.	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
13. The principal has skills in curriculum articulation.	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
LEADERSHIP															
14. The principal knows when to delegate.	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
15. The principal adjusts his/her leadership style to fit the needs of the situation.	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
16. The principal is a good problem-solver.	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1

CATEGORY AND QUESTIONS	IMPORTANCE TO YOUR ROLE AS PRINCIPAL					YOUR PERSONAL NEED FOR FURTHER PREPARATION AND CONTINUING PROFESSIONAL DEVELOPMENT					MOST VALUABLE SOURCE OF PREPARATION AND CONTINUING PROFESSIONAL DEVELOPMENT				
	(Circle only one response)					(Circle only one response)					(Circle only one response)				
	Very Important	Moderately Important	Little Importance	Not Important	Not Part of My Job/ Never Do It	High Need	Moderate Need	No Need			College/ University Course	Workshop Conference	Professional Readings/ Self-Study	Mentor Collegial Relations	On the Job Work Experience
	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
17. The principal is able to gather and analyze data related to the cognitive, affective and climate needs of the building.	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
18. The principal is vision-oriented and aids staff in long-range planning.	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
19. The principal keeps abreast of current research and trends in education.	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
20. The principal is adept at conflict management.	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
21. The principal has good written and oral communication skills.	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
22. The principal involves others appropriately in decision-making.	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
23. The principal develops a sense of teamwork among the staff.	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
24. The principal applies valid research findings to school practice.	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
25. The principal understands and is able to apply adult learning and motivation theory.	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
26. The principal has skills in building upon strengths of staff members.	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
27. The principal is able to arbitrate disputes and agreements.	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1

CATEGORY AND QUESTIONS	IMPORTANCE TO YOUR ROLE AS PRINCIPAL					YOUR PERSONAL NEED FOR FURTHER PREPARATION AND CONTINUING PROFESSIONAL DEVELOPMENT					MOST VALUABLE SOURCE OF PREPARATION AND CONTINUING PROFESSIONAL DEVELOPMENT				
	(Circle only one response)					(Circle only one response)					(Circle only one response)				
	Very Important	Moderately Important	Little Importance	Not Important	Not Part of My Job/ Never Do It	High Need		Moderate Need		No Need	College/ University Course	Workshop Conference	Professional Readings/ Self-Study	Mentor Collegial Relations	On the Job Work Experience
	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
28. The principal is able to assess in-service needs and seek resources to fill those needs.	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
29. The principal encourages leadership by staff and students.	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
30. The principal ensures that staff development programs are based on teachers' needs.	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
31. The principal encourages teachers to try new ideas without fear of reprisal for failure.	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
32. The principal conducts staff meetings which the teachers perceive to be relevant and informative.	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
33. The principal is able to take corrective action on personnel matters in order to maintain quality and effectiveness.	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
34. The principal is able to assist staff members in setting realistic and appropriate goals for growth and improvement.	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1

35. What is your age group?

    a. ____ Less than 30 Years of Age
    b. ____ 30 to 40 Years of Age
    c. ____ 41 to 50 Years of Age
    d. ____ 51 to 55 Years of Age
    e. ____ Over 55 Years of Age

36. How many years have you been a principal (including assistant principal)?

    a. ____ 0-5 Years
    b. ____ 6-10 Years
    c. ____ 11-15 Years
    d. ____ 16-20 Years
    e. ____ Over 20 Years

37. What is your current and primary assignment as a principal?

    a. ____ Elementary (1-6 or 1-8)
    b. ____ Jr. High (7-8 or 7-9)
    c. ____ Sr. High (9-12 or 10-12)
    d. ____ Jr.-Sr. High

38. What is the student enrollment at the school district in which you are currently employed?

    a. ____ 1st Class (more than 120,000 students)
    b. ____ 2nd Class (more than 30,000, less than 120,000 students)
    c. ____ 3rd Class (more than 2,400, less than 30,000 students)
    d. ____ 4th Class (more than 75, less than 2,400 students)

39. What is the highest degree you have earned?

    a. ____ Master's
    b. ____ Specialist's Degree
    c. ____ Ed.D.
    d. ____ Ph.D.

40. What is your gender? ____ Male ____ Female

41. How likely is it that you will retire within the next five years?

    a. ____ Very likely
    b. ____ Possibly
    c. ____ Not likely

42. If your response to #41 is "Very likely", please indicate the year you are most likely to retire:

    a. ____ 1989
    b. ____ 1990
    c. ____ 1991
    d. ____ 1992
    e. ____ 1993

APPENDIX C

INITIAL LETTER AND POST CARD SENT TO THE SELECTED

SAMPLE OF ELEMENTARY PRINCIPALS

August 21, 1989

Dear Colleague:

You have been selected as part of a sample of currently employed
Michigan elementary principals to participate in a research study I am
conducting to help better understand three important areas related to
the Michigan elementary school principalship.

The three areas of the elementary school principalship which form the
focus of this study are: 1) the range of job roles and their
importance as perceived by principals; 2) needs principals identify
for further preparation and continuing professional development to
respond to their job roles; and 3) what principals identify as the
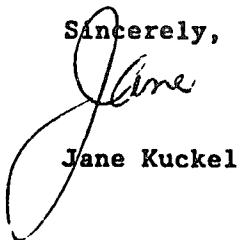primary source of their preparation and continuing professional
development.

Currently, there is limited knowledge to assist state policymakers,
college and university school administrator preparation programs,
professional organizations of school administrators and other school
administrators, and local school district leaders to respond to the
preparation and continuing professional development needs of building
principals. Also, a Michigan Department of Education study projects a
turnover of up to 60 percent of currently employed building principals
by 1993. The results of this study may be useful in building
administrator preparation programs for the candidates who aspire to the
principalship.

Your individual responses to this survey will remain strictly
confidential. The survey methodology does not identify survey
responses with an individual. Please do not sign your survey. All
data will be reported in aggregate form. Your participation in this
study is voluntary. A postcard is enclosed with the survey for you to
mail at the same time that you mail your completed survey instrument,
so that I will know that your survey has been returned and therefore, I
will not send you follow-up letters.

The validity of this study depends on the number of responses returned
by the sample population. So, please set aside 20-30 minutes of
uninterrupted time during the next week to respond to the survey
instrument.

Please return the survey instrument by September 1, 1989. If you wish
to discuss this study with me, I can be reached at my office at (313)
878-3115, or at my home at (517) 279-7130. Thank you for your
cooperation.

Sincerely,

Jane Kuckel

№ 140

Please mail this postcard when you
have completed and returned your
survey. That way, a follow-up
reminder letter will not be sent to
you.

Again, thanks for your assistance.

Jane Kuckel

APPENDIX D

FOLLOW-UP LETTER SENT TO NONRESPONDENTS

October 2, 1989

Dear Colleague:

A few weeks ago you received a letter from me asking you to respond to a survey and research study related to the roles and responsibilities of the principalship.

My records show that I have not received a response from you. If you have completed an mailed it, please disregard this letter. If you have not or have misplaced the original copy, I have enclosed another for your convenience.

This study is prompted by the recent demographic surveys which indicate that Michigan schools may be hiring up to 500 new principals over the next five years. The purpose of this study is to look at the important roles and responsibilities of the principals and the major sources of preparation for those roles. While the study is part of my dissertation research for a PH.D. at Michigan State University, the results will be shared with the State Department of Education and the major administrator preparations programs across the state to use as they adjust their programs to meet the demands of education for the 21st century. It is critical that prospective principal candidates have the opportunity for experiences and instruction in the kinds of skills which they will need to maintain and continue the progress that has taken place in Michigan schools over the last few years.

The validity of this study depends on the number of responses returned by the sample population. So, please assist me in gathering this important data by taking 15-20 minutes over the next few weeks to share your valuable insights about your role as principal. Hopefully, the content of the survey will also be valuable to you as you develop your vision and goals for this school year.

I thank you, in advance, for your assistance. If you have any questions or would like a copy of the results of this study, please call me at home, (313) 231-0068 or work (313) 878-3115.

Respectfully,

Jane E. Kuckel

jms\ad\demo

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BIBLIOGRAPHY

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