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

Austin, C. Danford, Ph.D.

Michigan State University, 1990

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SELECTED ROLES/FUNCTIONS OF MICHIGAN SECONDARY PRINCIPALS:

A STUDY OF PERCEIVED NEEDS FOR PREPARATION AND

CONTINUING PROFESSIONAL DEVELOPMENT

By

C. Danford Austin

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ABSTRACT

SELECTED ROLES/FUNCTIONS OF MICHIGAN SECONDARY PRINCIPALS:
A STUDY OF PERCEIVED NEEDS FOR PREPARATION AND
CONTINUING PROFESSIONAL DEVELOPMENT

By

C. Danford Austin

The researcher's purpose was to better understand three important areas related to the Michigan secondary school principalship: (a) principals' perceptions about the range and importance of their job roles, (b) needs principals identify for further preparation and continuing professional development to respond to their job roles, and (c) what principals identify as the primary source of their preparation and continuing professional development.

Proportionate stratified systematic sampling was used to select the sample of 504 Michigan secondary school principals. Participants reflected the distribution of school districts in Michigan, using the school district code that categorizes school districts by student enrollment. Principals responded to a 34-item questionnaire listing role descriptors associated with the principalship under four categories: Instructional Supervision, Curriculum Development and Implementation, Leadership, and Staff Development/Personnel Management. For each role descriptor,

respondents were asked to indicate how important it was to their success as a principal, their personal need for further preparation and continuing professional development, and their primary source of preparation and continuing professional development.

The four major roles/functions were perceived to be very important to the principals' job. However, Leadership and Instructional Supervision were perceived as relatively more important than Curriculum Development and Staff Development/Personnel Management. Females perceived the roles/functions to be more important than did males. However, significant differences were noted only for Instructional Supervision and Curriculum Development and Implementation. No significant differences were found in principals' perceptions of the importance of the four major roles/functions according to age group. Differences in the importance of the roles/functions emerged for principals who had been employed for 11 to 15 years as compared to those in other experience categories. Similarly, those who had earned Ed.D. or Ph.D. degrees perceived the roles/functions to be more important than did those who held the specialist or master's degrees. These differences were significant for the roles/functions of Curriculum Development and Implementation and Staff Development/Personnel Management. Secondary principals identified university/college course preparation as a primary source of preparation and continuing professional development in less than 10% of the responses for 27 of the 34 roles/functions of the principalship.

Dedicated to Randi and Ashley.

ACKNOWLEDGMENTS

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CHAPTER I

STATEMENT OF THE PROBLEM

Introduction

Current literature about school effectiveness consistently cites the principal 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 a feeling for how the community perceives the role of the school in order for that principal to develop a sense of mission and direction.

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

appropriate school learning climates 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 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 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:

> Successful principals command attention, inspire respect, set high goals, and motivate teachers and students to meet them. Such principals have a compelling vision of what the school should be and they articulate it clearly and repeatedly to students, teachers, parents and members of the community. (p. 1)

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 research, they reviewed

more than a decade of research and writings related to the characteristics associated with "effective schools." Their research overwhelmingly cited the principal 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).

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 community relations expert, personnel specialist, finance director, curriculum planner, and instructional leader. "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 elementary principals (grades K-8). In this study, the NAESP attempted to set forth, in a position paper, the skills, traits, and capabilities that make for the types of principals who develop elementary schools (grades K-8) of outstanding quality. Like Goodlad's research, the NAESP study revealed that "as the school's leader, the building

principal is the single most important figure in determining the effectiveness of those years." The NAESP stressed that effective principals possess appropriate personal characteristics and aptitudes and that this professional preparation must be relevant and effective.

The National Association of Secondary School Principals (NASSP) developed an assessment model for secondary school principals. The model assesses principals on 12 skill categories and provides diagnostic data designed to develop a customized training program for the examinee to improve performance. The model is used in 40 states, including Michigan.

Problem Statement

The problem addressed in this study is the limited information available on the preparation and continuing professional-development needs of Michigan secondary principals. Given the fact that Michigan is implementing a new administrator certification and preparation program and that it is expected that approximately 32% of all currently employed secondary principals will retire by 1991, it is critical that information exist on the preparation and continuing professional-development needs of secondary principals. Without current information on the preparation needs of principals, it will be more difficult for State policy makers, 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 design and implement effective preparation and continuing professional-development programs for principals.

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. Finn 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)

In 1986, Public Act 163, requiring the certification of school administrators, was passed by the Michigan Legislature and signed into law by Governor James J. Blanchard. On July 1, 1988, Public

Act 163 became effective, as did emergency rules promulgated by the State Board of Education. The administrator-certification rules became final on January 14, 1989. These 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 public comment 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 colleges and universities. These programs have generally operated independently from any statewide policy direction, with little coordination among institutions and minimum linkages with practicing school administrators. As Finn (1985) observed, college and university programs have been criticized for offering "Mickey Mouse" courses, providing poor clinical preparation, and being out of touch with the needs of today's principals. Finn stated further that "with rare exceptions, a graduate program in education

administration resembles an arts and science program more closely than anything else and has very little about it that implies the nature of the task awaiting its alumni" (p. 97).

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 influence on the practices and quality of schools in Michigan.

Also, major changes in the supply and demand of experienced school principals are a second factor to be considered in any effort to improve the preparation of school principals and to provide for their continuing professional development. In his study on administrator supply-demand commissioned by the National Commission on Excellence in Educational Administration, Bliss (1986) observed that the "supply of school administrators will have an impact on the willingness of university chairpersons and deans to promote appropriate voluntary adjustments in their admission standards, curricula and teaching strategies" (p. 193).

Two recent studies conducted by the Michigan Department of Education (1986, 1987) on the eligibility and plans for retirement of currently employed school principals found that approximately 97% of the secondary school principals eligible for retirement actually plan to retire from service in Michigan public schools by 1991. This represents 32% of all currently employed secondary 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 who are employed over the next ten years will be new to their position as a building principal.

Purpose of the Study

The researcher's purpose in this study was to collect and analyze data to better understand three important areas related to the Michigan secondary school principalship. These areas are (a) the perceptions of principals about the range of perceptions and importance of selected job roles, (b) the needs principals identify for further preparation and continuing professional development to respond to their job roles, and (c) what principals identify as the primary source of their preparation and continuing professional development. The categories of inquiry used in the survey instrument were selected because they form the common thread in effective schools literature regarding the roles/functions of school principals. This information may help State policy makers, faculty of college and university school administrator preparation programs, professional organizations of school principals and other school administrators, and school district leaders to design and implement effective preparation and continuing professional-development programs for principals.

Significance of the Study

New expectations for school principal preparation related to the changing roles of principals, and the expected retirement of large numbers of currently practicing school administrators, suggest that the findings and analysis from this study will be useful in providing answers to several important questions, such as:

1. How should colleges and universities modify the curriculum of their administrator preparation programs so as to assist prospective administrators in becoming more effective in the variety of roles required of a building principal?

2. How can current administrator preparation programs be redesigned so as to be more consistent with the findings of research on the role of the principal in an effective school?

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

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

Although the focus in this study was primarily on the last two of these questions, it is hoped that the results will prove helpful, in some measure, as all of these questions are addressed.

At present, limited information is available to assist state policy makers, those providing directions 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 secondary principals.
Comparing the research citing the qualities, characteristics, and
practices of principals who can and do make a difference in student
achievement with the Michigan State Board of Education's 1986
Michigan Public School Retirement Report and 1987 Report on Survey
of Michigan School Staff Eligible to Retire (which showed that 32.2%
of secondary principals were eligible to retire in 1986, 41.3% were
eligible to retire between 1986 and 1988, and 86% of those eligible
indicated a desire to retire by 1991), it seems most critical to
examine how practicing principals perceive their role/function,
where training for various roles/functions has been obtained, and
where more training is needed.

The new Michigan certification requirements (Public Act 163)
for school administrators, preparation standards for administration
preparation programs at state colleges and universities, continuing
professional-development requirements for school administrators, and
the anticipated retirement of many secondary principals by 1991 have
significant implications for the initial preparation, training, and
continuing professional development of persons who will be selected
to fill new roles as secondary building principals.   Former U.S.
Secretary of Education William J. Bennett 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. (U.S. Department of Education, 1987, p. iii).

Limitations

This study was limited to a representative sample of secondary school principals employed during 1989-90 from a stratified sample of public school districts across the state of Michigan. The resulting data were limited by the method of data collection--a mailed questionnaire. Nonresponse is uncontrollable in a mailed survey.

The data from this study were based on the responses of individual principals regarding their perceptions about the range and importance of their job roles/functions in relation to their need for further preparation and continuing professional development.

Delimitations

The study was limited specifically to secondary principals employed in Michigan secondary schools in grades 7 through 12 during the 1989-90 school year. The participants in the study were asked to select the range and importance of selected job roles/functions and to identify their individual need for further preparation and continuing professional development in each job role/function. The content of the survey was limited to four roles/functions that have been identified in the literature as being associated with effective schools.

The data generated in the study were collected by use of a written questionnaire in which respondents were asked for their individual perceptual responses, in contrast to responses being determined by the researcher as a result of external observation and analysis.

The survey instrument used in this study was not meant to be comprehensive in addressing all the roles/functions of the secondary principal.

The study was focused on only four main roles/functions of the principalship. These roles/functions are (a) Instructional Supervision, (b) Curriculum Development and Implementation, (c) Leadership, and (d) Staff Development/Personnel Management.

Research Questions

Responses were sought to determine what degree of importance secondary school principals attached to issues addressed in each of the following five questions:

1. What is the range of secondary principals' perceptions of the importance of selected administrator roles/functions?

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

3. What do secondary 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 secondary principals regarding their professional-development needs, comparing the variables of gender, age, length of service as a secondary principal, and size and location of their school?

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

Summary

In this study the researcher examined the perceptions of Michigan secondary school principals in three areas: (a) the range and importance of their job roles, (b) the needs identified for further preparation and continuing professional development to respond to their job roles, and (c) the primary source of their preparation and continuing professional development. The study was focused on only four main roles/functions of the principalship. These are (a) Instructional Supervision, (b) Curriculum Development and Implementation, (c) Leadership, and (d) Staff Development/ Personnel Management.

CHAPTER II

REVIEW OF LITERATURE

In this study of building principals' perceptions regarding their roles in instructional supervision, curriculum development and implementation, leadership, and staff development/personnel management, the researcher sought to identify the personal needs of principals for continuing professional development related to each role category and each individual principal's perceptions of his/her most valuable source of preparation and continuing professional development. As shown in this review of the literature, considerable attention has been given to the roles served by school administrators in providing effective instructional programs for the nation's schools. Also, educational policy makers, researchers, school administrators, teachers, and higher education faculty who provide administrator preparation programs have all expressed concerns about the content and quality of administrator preparation programs. Although there has been significant research on the roles of school administrators, insufficient attention has been given to their preparation needs in relation to their roles.

In this review of the literature, an overview of the reform effort in administrator preparation is provided. This is followed by a discussion of changes in Michigan educational policies related

to administrator preparation, a review of the influence of effective schools research on the roles of administrators, and a review of research focusing on identifiable roles for school administrators.

The Reform Effort in Administrator Preparation

Since the release of the U.S. Department of Education's report A Nation at Risk in 1983, many reports have focused on the status and future directions 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 roles and functions 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 adminis- trators by suggesting that school administrators are just not as competent as administrators in other fields (Griffiths, Stout, & Forsyth, 1987).

In writing for the Education Commission of the States, Green observed that the second round of reforms must address omissions in the initial efforts. A focus of a second wave of reform reports has been on local schools and their leaders--the school principal. 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).

Synonymous with the preparation of principals is graduate study in educational administration.   In writing for the report of the National Commission on Excellence in Educational Administration, Pitner (1987) observed that, in general, the complaints of practitioners are that faculty have not had experience as line administrators in public schools, that 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. 369)

In several studies, researchers 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). In a review of the practice of school administrators--what administrators really do--Pitner (1982) found that although preparation programs offered many courses on such topics as finance and politics of education, principals spent much of their on-the-job

time on discipline, extracurricular activities, service, pupil control, organizational maintenance, and noninstructional matters.

Peterson and Finn (1985) disparaged administrator preparation programs for what they described as their "Mickey Mouse" courses, for following an arts and sciences model rather than a professional school model, for low admission 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.

Griffiths et al. (1987), in writing for the report of the National Commission on Excellence in Educational Administration, charged that:

> Perhaps the single most destructive trend affecting professional preparation in school administration during the last thirty years has been domination by an arts and sciences model rather than a professional school model of education. The consequent failure to develop a sophisticated knowledge base for practice and divorce of preparation from the school setting are at least partly the result of this domination. (p. 299)

Griffiths et al. further contended that the pursuit of publication required for faculty tenure has displaced faculty concerns for (a) review and renewal of the preparation program, (b) development and supervision of the clinical aspects of administrator preparation, (c) overseeing recruitment and selection, (d) instructional development and innovation, and (e) providing liaison with professional practice groups.

In summary reports, Hawley (1987), Pitner (1982), and McCarthy (1987) described a collection of serious difficulties in the

preparation of school administrators in the United States. Hawley suggested several problems that must be addressed to improve administrator preparation programs. The problems are:

1. Most faculty are only marginally more knowledgeable than their students.

2. Few persons teaching in doctoral programs have ever been involved in research and are not qualified to supervise research.

3. Admission standards are weak and performance criteria ill defined.

4. Professors of educational administration often bear much heavier teaching and advising loads than do doctoral professors in other fields.

5. Uncertainty of purpose and lack of self-esteem among educational administration professors contribute to and are fostered by low status not only within universities but within schools of education.

6. There is virtually no investment in targeted and systematic professional upgrading of college faculty.

7. Linkages to practitioners are typically weak and are more often based on personal relationships than on the identification of interdependent but distinct capabilities.

Pitner (1982) observed that the studies of what principals do on the job have presented an additional dilemma to reform of preparation programs. Pitner concluded:

> While we know to the minutest detail the length of every phone call made and meetings attended by the administrator, the people with whom he or she interacted, and the locations of these encounters, we know very little about what impact these activities have on the school organization and, specifically, on student achievement. (p. 287)

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

> The contradictions between course work and practice should be given serious attention since current research suggests that student outcomes seem related to administrative behaviors that are not commonly identified through observational studies in school or taught in preparation programs. (p. 44)

Michigan Policies Related to Administrator Preparation

Since 1986, Michigan has experienced significant change in its educational policies related to the preparation of school administrators. Public Act 163 of 1986, requiring the certification of school administrators, was passed by the Michigan Legislature and signed into law by Governor James J. Blanchard. On July 1, 1988, Public Act 163 became effective, as did emergency certification rules promulgated by the State Board of Education. The State Board of Education's rules governing administrator certification became final on January 14, 1989.

Public Act 163 defined minimum qualifications for superintendents and other administrators of local and intermediate school districts. Those requirements included (a) possession of a valid Michigan teacher's certificate; (b) possession of a valid

Michigan school administrator's certificate for all persons employed as a superintendent, principal, assistant principal, or central office administrator whose primary responsibility is administering instructional programs or serving as the chief business official; and (c) renewal of the administrator certificate every five years upon completion of renewal units, as determined by the State Board of Education.

The final State Board of Education rules governing administrator certificates provided further detail to Public Act 163 with respect to the process and requirements for administrator certification. The rules included requirements for (a) initial administrator preparation, (b) continuing professional development resulting from the required renewal of the administrator certificate every five years, and (c) state approval of school administrator preparation programs at state colleges and universities, based on State Board Standards of Quality for Administrator Preparation Programs.

The requirements of Michigan's Public Act 163 and the rules governing administrator certification establish a framework for developing state policy for administrator preparation and continuing professional-development programs. The Standards of Quality for Administrator Preparation Programs, as adopted by the State Board of Education on August 9, 1989, give further definition to these requirements.

The State Board's certification rules for school administrators require that prospective superintendents, central office administrators, and elementary and secondary principals all complete a preparation program that includes the following components:

1. Leadership theory and practice

2. Management of educational systems

3. Instructional supervision and evaluation

4. Curriculum development

5. Methods and processes for school improvement.

6. School finance

7. School law

8. Personnel management

9. Community relations

10. Adult and community education

The preparation program for a chief school business official shall include all of the following components:

1. Business management, including all of the following:

    a. School finance

    b. Accounting

    c. School law

    d. Budgeting

    e. Purchasing

    f. Facilities planning

    g. Investment and risk management

    h. School maintenance and operation

    i. Basic data processing

2. Personnel management, including:

    a. Labor relations

    b. Personnel supervision, motivation, and appraisal

3. Professional education, including:

    a. Educational leadership

    b. School improvement

    c. Curriculum development

The State Board's Standards of Quality of Administrator Preparation Programs are based on the requirements of the administrator certification code and will be used by the State Board of Education to review and approve all administrator preparation programs proposed by Michigan colleges and universities.

Effective Schools Research and Administrator Roles

In 1966, a report entitled _Equality of Educational Opportunity_ was released by the U.S. Office of Education. That report, which became known as the Coleman report, after its principal author, James S. Coleman, advanced the policy that students' academic achievement is a measure of an effective school. Before the Coleman report, most studies on school improvement had focused on pupils' access to educational resources. The public policy belief before the Coleman report generally suggested that the wealth of a school district determined students' academic achievement. It was commonly believed that students from rich school districts achieved more than students from poor school districts.

The Coleman report helped focus educational research on the schools themselves. It provided an impetus to examine the question of why some schools were effective regardless of wealth. A study by Weber (1971) suggested that there were school characteristics that were the principal determinants of instructional effectiveness. Weber found that effective schools are characterized by strong leadership; high expectations; an orderly, quiet, pleasant atmosphere; major emphasis on pupil acquisition of reading skills; additional reading personnel; emphasis on phonics; and individualization of instruction.

A 1974 report by the Office of Education Performance of the State of New York on two inner-city New York public schools supported many of the conclusions of Weber's research. The New York study found that the differences between high-achieving schools and low-achieving schools were attributable to administrator behavior, school policies and practices, an administrator team that balanced instructional and management skills, and teachers who believed they had a positive influence on the learning of their students.

Brookover and Lezotte (1977) found the following characteristics in their study of effective schools in Michigan: (a) an emphasis on reading and math objectives, (b) a belief by the staff that all students can learn and master instructional objectives, (c) a climate of high expectations, (d) teachers who assumed the responsibility for teaching basic skills, (e) more time spent on reading instruction, (f) a principal who was an instructional leader and a disciplinarian, (g) a principal who assumed the responsibility for

evaluating the achievement of basic objectives, (h) a staff who accepted their accountability, (i) teachers who were less satisfied with the status quo, (j) parent-initiated involvement, and (k) less emphasis on paraprofessional or compensatory education programs.

In his efforts to identify the characteristics that distinguish effective schools from noneffective schools, Edmonds (1978) found broad categories common to effective schools. In the Model Cities Neighborhood Study, he found that students' family background neither caused nor precluded a school's instructional effectiveness. Edmonds identified seven correlates of effective schools that have commonly been accepted in the literature on effective schools. These correlates are (a) a safe and orderly environment, (b) a climate of high expectations for success, (c) instructional leadership, (d) a clear and focused mission, (e) the opportunity to learn and student time on task, (f) frequent monitoring of student progress, and (g) home-school relations. A key finding of Edmonds' research was that one of the primary roles served by the principal in an effective school is that of instructional leader.

The American Association of School Administrators (1983), in their study entitled The Role of the Principal in Effective Schools, also cited the principal as the key to a successful educational program. They supported the concept that principals must be trained in the knowledge and practices that will enhance the conditions of learning. They concluded that principals must (a) know how to organize and sustain an effective instructional program; (b)

understand the nature of the learning process and curriculum practices; (c) be able to organize and carry out staff development; (d) understand and apply principles of change; (e) provide for continuity and stability in schools; (f) coordinate, discuss, and advise on instruction; (g) manage time efficiently and effectively; (h) make sound decisions; (i) allocate resources wisely; (j) carry out school and district policies; and (k) offer the kind of leadership that motivates staff toward common goals.

In an effort to translate valid studies on school effectiveness into practice, the Michigan State Department of Education, in conjunction with the Educational Testing Service, published a booklet in 1985 called School Effectiveness, Eight Variables That Make a Difference. In this booklet, they combined the research of many leading authorities in the area of school research (Edmonds, Lieberman, Brookover, Bloom, Brophy, Stallings, and others) 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) parent involvement.

Mortimer and Simmons (1987) conducted a four-year study to identify what factors contributed to the positive influences of schools that are more effective in promoting students' learning and development. They followed a class of students in 50 schools over a four-year period, through their entire secondary experience. Taking into account the findings from the Coleman report, they did

extensive research on student backgrounds and attempted to control

for socioeconomic status and personal background. They found that:

> From detailed examination of our data, we found that much of
> the variation between schools can be accounted for by
> differences in school policies and practices within control of
> the principal and teachers. . . . Schools which are effective
> in promoting the progress of one group are also effective for
> other groups and those that are less effective for one group
> are also less effective for others. An effective school tends
> to "jack" up the performance of all students irrespective of
> their sex, social class, origins or race.

Mortimer and Simmons found 12 key factors that, when combined,

form a picture of what constitutes effective secondary education.

All of these policies and processes are within the control of the

principal and teachers. They are (a) purposeful leadership of the

staff by the principal, (b) involvement of the assistant principal,

(c) involvement of teachers in curriculum planning, (d) consistency

among teachers, (e) structured lessons, (f) intellectually

challenging teachers, (g) work-centered environment, (h) maximum

communication between teachers and students, (i) limited focus

within sessions, (j) record keeping, (k) parental involvement, and

(l) positive climate.

Roles of School Administrators

Greenfield (1982) observed that while "leadership" may be what

is desired of school principals, research emphasizing only this

dimension of the role may obscure many other dimensions of what it

is that principals do. A wide range of personal, organizational,

group, and environmental factors influence the principal, and most

researchers have not examined such variables.

Greenfield also observed that educational researchers in recent years have begun to observe and record systematically the day-to-day behavior of principals. The bulk of this effort has been focused on elementary principals. Greenfield suggested that much more research is needed on the daily roles of principals, particularly at the secondary level. He also advocated that inservice training and staff development for school principals could be instrumental in introducing new practices and developing the skills needed for the job if those activities are well informed by an understanding of the actual problems principals face.

A study by McPherson and Buehr (1979) resulted in the development of the Job Function Inventory for School Principals. The researchers found that the single largest job category involved the principal's relationships with people and groups. Their research revealed four basic patterns used by principals in response to their work: (a) emphasizing the involvement and support of groups, (b) focusing on the evaluation and improvement of academic performance, (c) developing qualified staff through personal effort, and (d) emphasizing fiscal control and close relationships with the central office. They concluded that the job is defined by principals in terms of administrative rather than instructional functions and that traditional conceptions of the principal as an instructional leader increasingly conflict with pressures to be a production manager.

In a study of 60 "effective" senior high school principals by the National Association of Secondary School Principals (1979), it

was found that the majority of principals thought their top priorities should be program development (curriculum, instructional leadership), personnel (evaluation, advising, conferencing, recruiting), and school management, in that order.

Descriptions of the structure and content of the daily work of school administrators have been provided in several observational studies of principals and assistant principals (Crowson & Porter-Gehrie, 1980; Morris, 1981; Peterson, 1978; Wolcott, 1973). 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 workflow 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 building principal should be the "instructional leader" of the school (Jacobsen, Logsdon, & Wiegman, 1973; Lezotte, 1980; Lipham & Hoeh, 1974; Roe & Drake, 1980).

Faber and Shearron (1970) looked at the role of the principal from two perspectives: tasks and process. Task responsibilities fell into six areas: (a) instruction and curriculum development,

(b) pupil personnel, (c) staff personnel, (d) community-school leadership, (e) school plant and school transportation, and (f) school finance and business management. Principals' process responsibilities fell into five areas: (a) decision making, (b) programming, (c) communication, (d) controlling, and (e) reappraising.

Smythe (1980) observed that the principal needs considerable technical skill. He suggested that the principal does not need to have as much specialized academic knowledge as individual teachers, but the principal should be an expert in pedagogical practices, curriculum planning, analysis of learning processes, and program implementation.

Genck (1983) studied the practices of nearly 1,000 schools over a period of ten years. From his studies he concluded that "the cause of declining performance lies in challenging circumstances combined with inadequate management" (p. 3) and that "the real cause of decline in educational performances over the last decade or two lies in inadequate school management" (p. 13).

In writing for The Effective Principal: A Research Summary, compiled and distributed by the National Association of Secondary School Principals, Manasse (1982) observed that as the growing research base on effective schools consistently has highlighted the principal as the key to success, school districts and other state agencies have begun to reexamine their criteria for certifying, selecting, and evaluating principals and to develop a wide range of new preservice and inservice training approaches. Manasse also

noted that recent research has focused specifically on what it is that principals do and has begun to establish links between the management and leadership of schools and the learning that takes place in them.

Summary

In this review of the literature, the researcher discussed factors affecting the preparation and continuing professional development of school administrators. Considerable attention has been focused on the roles served by school administrators in providing effective instructional programs for the nation's schools. The review provided an overview of the reform effort in administrator preparation. Also discussed were changes in Michigan educational policies related to administrator preparation, the influence of effective schools research on the roles of administrators, and research focusing on identifiable roles for school administrators.

In the review of the literature on administrator preparation, the researcher described the first wave of educational reform efforts, which called for reform in the delivery of instruction, standards of quality in student achievement, tougher teacher preparation and certification, and strengthening of roles and functions of parents and citizens in educational decision making. The first wave of reform reports led to a second wave of educational reform reports that focused on the leader of the local school--the principal.

The researcher described the disparities between the actual practice of school administrators--what they really do--and the preparation they receive. In this study, the researcher looked at the roles of secondary principals, their degree of need for additional preparation to meet the responsibilities of their roles, and the primary source of their administrator preparation.

The review included a discussion of Michigan policies related to administrator preparation, including an extensive discussion of Public Act 163, requiring the certification of school administrators. Public Act 163 defined minimum qualifications for superintendents and other administrators of local and intermediate school districts. The requirements and implications of new Michigan State Board of Education rules governing the certification of school administrators and the State-Board-adopted Standards of Quality for Administrator Preparation Programs were also discussed. All of these new requirements for administrator preparation have provided a framework for developing a Michigan State policy for administrator preparation and continuing professional-development programs.

The history of effective schools research was reviewed. This included a review of the implications of effective schools research for the roles of administrators. This body of research has suggested that one of the characteristics that distinguishes effective schools from noneffective schools is a principal who serves as an instructional leader.

CHAPTER III

RESEARCH DESIGN AND PROCEDURE

This study was designed as descriptive research. Borg and Gall (1983) defined the purpose of descriptive research as to "characterize a sample . . . on one or more categories" (p. 30). This study is one of a pair of studies on the preparation and continuing professional-development needs of elementary and secondary school principals in relation to their perceptions about the range and importance of their job roles. In this study the researcher focused on the preparation and continuing professional development of secondary school principals. The other study was focused on elementary principals. No attempt was made to compare the results of the two studies. Such comparisons could be the focus of a future study.

This study comprised five phases. The first phase of the study was to identify primary role descriptors for secondary principals that have some basis in effective schools research and a high correlation to the actual job roles as perceived by secondary principals. The second phase was development of the survey instrument. In the third phase, a pilot study of the survey questionnaire was conducted to test the instrument itself. The fourth phase consisted of identifying and implementing a

data-collection procedure and selecting a random sample of secondary school principals from a stratified sample of Michigan public schools. In phase five, the data from the surveys were analyzed statistically.

Phase 1: Identification of Role Descriptors for Secondary School Principals

The first phase of this study was to identify primary role descriptors for secondary school principals that have some basis in effective schools research and a high correlation to the actual job roles as perceived by 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 Thinking About School Leadership, 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.

In identifying the role descriptors to be included in the survey instrument to meet the purpose of this study, the researcher reviewed the literature on school effectiveness, roles of principals, professional-development needs of principals, and the preparation of principals. The researcher examined several survey instruments to assess school climate and leadership roles, and the roles of the principals in effective schools were also reviewed; these included (a) the School Instructional Climate Survey (SICS), developed by Jackson, Logsdan, and Taylor (1983) and based on school

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

In addition, the researcher reviewed publications of the American Association of School Administrators, the National Association of Elementary School Principals, and the National Association of Secondary School Principals related to initial principal preparation and continuing professional development.

Role descriptors for the four broad categories of Instructional Supervision, Curriculum Development and Implementation, Leadership, and Staff Development/Personnel Management were taken from the literature described above and from other survey instruments that have been used to assess these roles/functions. As a result of the literature review, role descriptors were identified for each of the four categories. Then the descriptors were screened for duplication and items that did not precisely relate to the category heading. The four categories were then reviewed by colleagues of the researcher, university professors, and associates in the Michigan Association of Secondary School Principals. This process produced a list of role descriptors that was compiled as a survey instrument.

Phase 2: Development of the Survey Instrument

In the second phase, the researcher developed an initial survey instrument with 54 questions. The survey questionnaire included 46 questions listing various role descriptors associated with the principalship under the major categories of (a) Instructional Supervision, (b) Curriculum Development and Implementation, (c) Leadership, and (d) Staff Development/Personnel Management. For each role descriptor, respondents were asked to indicate (a) how important the role/function is 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 in each of the roles/functions listed, and (c) their primary source of preparation and professional development.

The survey questionnaire also included eight questions that provided demographic descriptors about each respondent, such as age, years of service as a principal, current assignment, student enrollment of the district in which the principal was currently employed, highest degree earned, gender, and likelihood of retirement in the next five years. A copy of the survey instrument is provided in Appendix A.

The survey instrument was not meant to be comprehensive in addressing all the roles/functions of the secondary principal. Such an instrument would be too cumbersome to administer and analyze. The categories listed above were selected for the survey because they form a common thread that can be found in the literature on effective schools regarding the roles of school principals.

Phase 3:   Pilot Study

To test the survey instrument, the researcher randomly selected a population of 40 currently employed secondary principals in Michigan public schools.   Each principal was sent a copy of the survey instrument and asked to complete and return it to the researcher.   In conducting the pilot study, the researcher was seeking to determine whether the survey directions were clear, to discover approximately how long the survey took to complete, and to generate data with which to do an item analysis of reliability to ensure that each item under each category was significant to that category.

The principals who participated in the pilot study stated that the directions and survey were very clear.   They were able to complete the survey in about 20 minutes.

After the pilot field test, an item analysis of reliability was conducted to ensure that each item under each category was significant to that category.   A Cronbach alpha analysis of reliability was used.   Table 3.1 contains the values of the Cronbach alpha analysis for the different categories of the survey questionnaire.   For the importance of the roles/functions, the alpha values were: Instructional Supervision, alpha = .5256; Curriculum Development and Implementation, alpha = .5463; Leadership, alpha = .6957; Staff Development/Personnel Management, alpha = .9088.   For the need for further preparation, the alpha values were: Instructional Supervision, alpha = .7671; Curriculum Development and Implementation, alpha = .8357; Leadership, alpha = .9313; Staff

Development/Personnel Management, alpha = .9135. The alpha for all items combined under the importance of the roles/functions was .8823. The alpha for the need for further preparation for all items combined was .9526.

Table 3.1.--Cronbach alpha for the different categories of the survey questionnaire.

Role/Function	Importance of the Role/Function	Need for Further Preparation
Instructional Supervision	.5256	.7671
Curriculum Development and Implementation	.5463	.8357
Leadership	.6957	.9313
Staff Development/ Personnel Management	.9088	.9135
All items combined	.8823	.9526

As a result of the item analysis, the survey instrument was reduced from 46 role descriptors to 34. To determine the survey items that best measured each role function of the principalship defined in the study, each item was deleted systematically, and a new Cronbach alpha was computed for the balance of the items in the role/function category, using the program SPSS. Based on the value of the resulting Cronbach alpha, the researcher decided to remove from each role/function category the items that increased alpha significantly when deleted and that were judged not to be

detrimental to the measuring of that role/function category of the principalship. Appendix B shows the grouping of the scale items used in the survey instrument.

Phase 4: Data-Collection Procedure and Sample Selection

The fourth phase of this study was to ask a sample of Michigan secondary public school principals employed during the 1989-90 school year to complete the survey. The data collection followed a two-step procedure. Step one involved mailing the questionnaire and an explanatory cover letter to a randomly selected sample of school principals drawn from a systematic stratified sample of Michigan public schools. This initial mailing included a stamped, return-addressed envelope for the survey. It also included a numbered post card that was return-addressed and stamped. The number on the post card corresponded to a number that was given to the respondent in the initial sample. This procedure was followed so as to identify those in the sample who had returned the survey and to avoid duplication in a follow-up mailing. Step two of the procedure involved sending a second copy of the questionnaire and an appropriate cover letter with a stamped, return-addressed envelope to those persons who had not returned the original survey within six weeks.

The population for this study consisted of all secondary school principals in Michigan public schools. According to the Michigan Department of Education's Professional Personnel Register data for the year 1987-88, there were 1,033 secondary school principals in

Michigan public schools. Of these, 931 (90%) were males and 102 (10%) were females. They were distributed in 57 intermediate school districts (ISDs) representing the total geographical area of Michigan. Within the 57 ISDs, there are 564 local school districts that vary in pupil population size. However, only 524 of these districts provided a full K-12 program and had at least one high school.

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.

Table 3.2 shows the distribution of local public school districts, using the school district codes 1 to 5 in the population of local school districts.

Table 3.2.--Distribution of school districts in the population by
school district code.

	First	Second	Third	Fourth	Fifth	Total
Frequency	1	3	132	412	16	564

A sample size of 384 secondary 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, approximately 508 secondary school principals were selected to represent a total of 1,033 secondary school principals in the state. To select a sample that was representative of the population of all secondary school principals in Michigan, a proportionate stratified systematic sampling procedure was followed. To represent the diversity of the geographical areas in all of Michigan, school districts were drawn from each ISD in the state. Because Michigan school districts vary in population size, a probability sample of school districts proportionate to pupil population size of school districts was drawn. The local school districts within each ISD were stratified according to the school district codes (1 to 5), which reflect the pupil population size of that district.

The four largest urban school districts in the state (codes 1 and 2) were added as certainty selections. These are the Detroit Public Schools, Flint Public Schools, Grand Rapids Public Schools, and Lansing Public Schools. Then 285 local school districts were

selected systematically 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 systematically; then every second district following was selected for the local school district sample. Table 3.3 shows the distribution of school districts by size in the selected sample. The proportion of these classifications in the sample was designed to reflect the same proportion in the population of the 564 school districts.

Table 3.3.--Distribution of school districts in the sample by school district code.

	First	Second	Third	Fourth	Fifth	Total
Frequency	1	3	73	201	11	289

Once the sample of school districts had been selected, a list of all secondary school principals in these districts was prepared to give a total of 508 names. Of these, 47 (9.3%) were females and 461 (90.75%) were males. These numbers are consistent with the actual percentages of males and females in the population of the 1,033 secondary school principals in Michigan (see Table 4.1 in Chapter IV). Also, the age distribution of the respondents corresponded to the age distribution of the population of secondary

principals in Michigan for the year 1987-88 (see Table 4.2 in Chapter IV).

Phase 5: Data Analysis

In analyzing the data, the researcher proceeded in two main phases. In phase one, 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 demographics of schools), for each of the roles/functions. Specifically, the mean and standard deviation of the perceived importance and training needs for each of the four roles/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. To determine the range of importance of a given role/function and its perceived training needs, the following scale was used:

    1.0-2.49 = Not important/no need
    2.5-3.49 = Little importance/moderate need
    3.5+   = Very important/high need

The means of the perceived importance and the training needs of the four roles/functions 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 previous primary sources of preparation and training in these roles/functions, the percentage distribution

(frequency distribution) was constructed for the items within the four roles/functions for the sample population.

In the second phase of the analysis, the perceived importance of the roles/functions and their training needs of the sample were compared among various categories of the independent variables: gender, length of service, age, and demographics of the schools. To do the comparison between the sample means, one-way analysis of variance with posteriori contrasts was used.

The following research questions will be answered as a result of this study:

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

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

3. What do secondary 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 secondary principals regarding their professional-development needs, comparing the variables of gender, age, length of service as a secondary principal, and size and location of their school?

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

Summary

The work of this chapter consisted of four phases. The first phase was to identify primary role descriptors for secondary school principals that have some basis in effective schools research and a high correlation to the actual job roles as perceived by secondary school principals. In the second phase, the researcher developed an initial survey instrument with 54 questions that included eight questions on demographic descriptors about each respondent and 46 questions listing various role descriptors associated with the principalship under the major categories of (a) Instructional Supervision, (b) Curriculum Development and Implementation, (c) Leadership, and (d) Staff Development/Personnel Management. Phase three involved a pilot test of the survey instrument with 40 currently employed secondary principals in Michigan public schools. After the pilot field test, an item analysis of reliability was conducted to ensure that each item under each category was significant to that category. A Cronbach alpha analysis of reliability was used. As a result, the instrument was reduced to 34 questions, plus the eight questions on demographics. The fourth phase was to ask a sample of 508 Michigan secondary public school principals employed during the 1989-90 school year to complete the survey.

CHAPTER IV

ANALYSIS AND INTERPRETATION OF THE DATA

Presented in this chapter are the analyses and interpretation of the data gathered from the responses of 312 secondary school principals to the instrument that was developed for the study. The instrument included a 34-item scale describing various roles/ functions associated with the principalship, assessing three areas: the importance of these roles/functions as perceived by the principals, the principals' personal needs for further preparation and continuing professional development, and the most valuable source of preparation and continuing professional development. In addition, the instrument included an eight-item background section.

Characteristics of the Survey Sample

Five hundred four building principals were sent the survey instrument in September 1989. Of that number, 312 returned surveys for a response rate of 61%.

In Tables 4.1 through 4.7 the sample of secondary school principals is described in terms of gender, age, degree held, their current and primary assignment, years of experience, student enrollment of the school district in which they were employed, and the likelihood of their retiring within the next five years.

Ninety-three percent (286) of the respondents were males, and 7% (23) were females (see Table 4.1). The corresponding percentages in the population of all secondary school principals in Michigan for the year 1987-88 were 90% for males and 10% for females.

Table 4.1.--Distribution of participants by gender.

Gender	Sample		Population	
	N	%	N	%
Male	286	92	931	90
Female	23	7	102	10
Total	312[a]	100	1,033	100

[a]Three of the participants did not report their gender.

The majority of respondents, 52%, identified themselves in the range of 41 to 50 years of age. Thirty-three percent of the respondents were 51 years of age or older, and 15% were less than 40 years of age (see Table 4.2).

Two hundred three (65%) respondents held a master's degree. An additional 22% held a specialist degree. Only 12% of the respondents held either an Ed.D. (7%) or a Ph.D. (5%) degree (see Table 4.3).

Table 4.2.--Distribution of participants by age.

Age Group	Sample		Population	
	N	%	N	%
< 30	2	1	1	0
30-40	43	14	104	10
41-50	163	52	468	46
51-55	65	21	231	22
> 55	38	12	239	22
Total	312[a]	100	1,033	100

[a]One of the participants did not report age group.

Table 4.3.--Distribution of participants by degree held.

Degree Held	Sample		Population	
	N	%	N	%
Bachelor's	0	0	48	5
Master's	203	65	793	77
Specialist	67	22	72	7
Ed.D.	23	7	70	7
Ph.D.	17	5	50	5
Total	312[a]	100	1,033	100

[a]Two of the participants did not report degree held.

One hundred fifty-seven respondents (50%) were currently assigned to the senior high as principals. An additional 35 respondents (11%) had split junior/senior high assignments. Thus, 190 respondents (61%) had a senior high principal assignment.

Thirty-six percent (111) of the respondents reported being assigned to the junior high (see Table 4.4).

Table 4.4.--Distribution of participants by their current primary assignment as principals.

Primary Assignment	Sample		Population	
	N	%	N	%
Elementary	8	3	20	2
Junior high	111	36	373	36
Senior high	157	50	435	42
Junior/senior high	35	11	120	12
Other	0	0	85	8
Total	312[a]	100	1,033	100

[a]One of the participants did not report a primary assignment.

Thirty-nine percent of the respondents had ten years or less experience as a principal. Twenty-two percent had five years or less experience, and 22% had 20 years or more experience as a principal (see Table 4.5).

Table 4.5.--Distribution of participants by years of experience.

Years of Experience	N	%
0- 5	70	22
6-10	53	17
11-15	55	18
16-20	65	21
20+	68	22
Total	312[a]	100

[a]One of the participants did not report the years of experience.

Ten respondents (3%) were employed in Michigan's only Class 1 public school district--Detroit. Another ten respondents (3%) were from the three Class 2 public school districts in Michigan--Grand Rapids, Flint, and Lansing. One hundred sixty respondents (51%) were employed in Class 3 public school districts, and 131 respondents (42%) reported being employed in Class 4 public school districts (see Table 4.6).

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

Student Enrollment	Number	Percent
More than 120,000 (Class 1)	10	3
More than 30,000; less than 120,000 (Class 2)	10	3
More than 2,400; less than 30,000 (Class 3)	160	52
More than 75; less than 2,400 (Class 4)	131	42
Less than 75	0	0
Total	312[a]	100

[a]One of the participants did not report student enrollment.

Thirty-six percent of the respondents indicated they would be retiring in the next five years (see Table 4.7). Of the number retiring, 44% selected 1993 as the year they would likely or possibly retire.

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

Likelihood of Retiring	Number	Percent
Very likely	66[a]	21
Possibly	46[a]	15
Not likely	197	63
Total	312[b]	100

[a]The majority of those retiring (44%) indicated that they would be very likely or possibly retiring in 1993.

[b]Three of the participants did not report this item.

Results for the Research Questions

Five research questions were formulated to serve the purpose of the study. In the following pages, each research question is restated, followed by a report of the data pertaining to that question.

Research Question 1

What is the range of secondary principals' perceptions of the importance of selected administrator roles/functions?

The secondary school principals' perceptions of the importance of the roles/functions of the principalship are shown in Tables 4.8 through 4.12.

As shown in Table 4.8, secondary school principals' perceptions of the importance of these roles/functions ranged from Little Importance (3 on the scale) to Very Important (5 on the scale). Leadership, with a mean score of 4.65, was identified as the most

important role, followed by Instructional Supervision with a mean score of 4.54, Staff Development/Personnel Management with a mean score of 4.53, and Curriculum Development and Implementation with a mean score of 4.46.

Table 4.8.--Secondary school principals' perceptions of the importance of the four roles/functions of the principalship.

Role/Function	N	Min.	Max.	$\bar{X}$	SD
Instructional Supervision	301	3	5	4.54	0.35
Curriculum Development and Implementation	295	3	5	4.46	0.42
Leadership	296	3	5	4.65	0.29
Staff Development/ Personnel Management	304	3	5	4.53	0.37

As shown in Table 4.9, in the category of Instructional Supervision, the most important individual role as perceived by secondary school principals was Item 6, Maintain that all students can learn and expect them to succeed. This category had a mean score of 4.80. It was followed in second place by Item 1, Knowledge of latest research related to instruction, with a mean score of 4.69; in third place, with a mean score of 4.65, was Item 5, Encourage teachers to use instructional techniques relevant to curriculum objectives and research-based principles of teaching. Viewed as the least important individual role in this area was Item 3, Use of test scores to recommend changes in instructional

program, with a mean score of 4.23. Seen as the next least important role in rank order was Item 7, Bring instructional issues to the faculty for discussion, with a mean score of 4.37.

Table 4.9.--Secondary school principals' perceptions of the importance of Instructional Supervision.

Item Content	N	Min.	Max.	$\bar{X}$	SD
1. Knowledge of latest research related to instruction	311	3	5	4.69	0.48
2. Use of goal-setting to improve instruction and involvement of staff in goal setting toward more effective schools	312	2	5	4.54	0.57
3. Use of test scores to recommend changes in instructional program	311	2	5	4.23	0.68
4. Student time on task is encouraged	308	1	5	4.48	0.66
5. Encourage teachers to use instructional techniques relevant to curricular objectives and research-based principles of learning	312	1	5	4.65	0.51
6. Maintain that all students can learn and expect them to succeed	310	1	5	4.80	0.47
7. Bring instructional issues to faculty for discussion	311	2	5	4.37	0.62
Instructional Supervision (items combined)	301	3	5	4.54	0.35

For the category of Curriculum Development and Implementation, the individual role with the highest ranking, as perceived by secondary school principals, was Item 9, Coordinate curriculum development within the building, with a mean score of 4.68 (see Table 4.10). It was followed by Item 8, Knowledge about thinking and research related to curricular needs of students, with a mean score of 4.54; and Item 11, Help teachers implement the curriculum, with a mean score of 4.52. Consistent with the results for Item 3, the least important individual role in this area was Item 12, Ability to disaggregate and examine test score data to make recommendations for curriculum revision, with a mean score of 4.10.

As shown in Table 4.11, for the category of Leadership, the most important individual role as perceived by secondary school principals was Item 23, Develop sense of teamwork among staff, with a high mean score of 4.82. This was followed by Item 16, Be a good problem solver, with a mean score of 4.80; Item 21, Have good written and oral communication skills, with a mean score of 4.78; and Item 14, Knowing when to delegate, with a mean score of 4.77. The least important individual role in this area was Item 24, Apply valid research findings to school practice, with a mean score of 4.32. The next least important role was Item 17, Ability to gather and analyze data re: cognitive, affective, and climate needs of the building, with a mean score of 4.36.

Table 4.10.--Secondary school principals' perceptions of the importance of Curriculum Development and Implementation.

Item Content	N	Min.	Max.	$\bar{X}$	SD
8. Knowledge about thinking and research related to curricular needs of students	309	3	5	4.54	0.58
9. Coordinate curriculum development within the building	309	1	5	4.68	0.57
10. Aid staff in assuring curriculum is applicable to skills and abilities present students will need as adults	309	3	5	4.49	0.58
11. Help teachers implement the curriculum	302	3	5	4.52	0.61
12. Ability to disaggregate and examine test score data to make recommendations for curriculum revision	304	1	5	4.10	0.81
13. Skills in curriculum articulation	304	1	5	4.46	0.57
Curriculum Development and Implementation (items combined)	295	3	5	4.46	0.42

Table 4.11.--Secondary school principals' perceptions of the impor-
tance of Leadership.

Item Content	N	Min.	Max.	$\bar{X}$	SD
14. Know when to delegate	307	3	5	4.77	0.44
15. Adjust leadership style to fit the needs of the situation	307	2	5	4.61	0.54
16. Be a good problem solver	308	3	5	4.80	0.42
17. Ability to gather and analyze data re: cognitive, affective, and climate needs of the building	310	1	5	4.36	0.70
18. Be vision oriented and aid staff in long-range planning	308	3	5	4.65	0.50
19. Keep abreast of current research and trends in education	309	1	5	4.55	0.59
20. Be adept at conflict management	308	3	5	4.73	0.46
21. Have good written and oral communication skills	308	3	5	4.78	0.43
22. Involve others appropriately in decision making	310	3	5	4.73	0.46
23. Develop sense of teamwork among staff	308	3	5	4.82	0.39
24. Apply valid research findings to school practice	308	2	5	4.32	0.62
Leadership (items combined)	296	3	5	4.65	0.29

For the category of Staff Development/Personnel Management, the most important individual role identified by secondary principals was Item 33, Ability to take corrective action on personnel matters to maintain quality and effectiveness, with a mean score of 4.74 (see Table 4.12). This was followed by Item 31, Encourage teachers to try new ideas without fear of reprisal for failure, with a mean score of 4.73; and Item 26, Skills in building upon strengths of staff members, with a mean score of 4.68. The least important individual role was Item 25, Be able to understand and apply adult learning and motivation theory, with a mean score of 4.03. The next least important individual role was Item 28, Ability to assess in-service needs and seek resources to fill those needs, with a mean score of 4.29.

Research Question 2

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

To answer this research question, several statistical hypotheses were tested. Each one is stated, followed by the results of the statistical analyses for that hypothesis.

Hypothesis 1: There are no differences between male and female secondary school principals' perceptions of the importance of the roles/functions of the principalship.

To test whether there were any differences, a one-way analysis of variance was performed, followed by a Student-Newman-Keuls posteriori contrast test for comparisons of all available pairs of means, when found necessary.

Table 4.12.--Secondary school principals' perceptions of the impor-
tance of Staff Development/Personnel Management.

Item Content	N	Min.	Max.	$\bar{X}$	SD
25. Be able to understand and apply adult learning and motivation theory	308	1	5	4.03	0.84
26. Skills in building upon strengths of staff members	309	1	5	4.68	0.53
27. Ability to arbitrate disputes and agreements	310	3	5	4.62	0.56
28. Ability to assess in-service needs and seek resources to fill those needs	311	1	5	4.29	0.69
29. Encourage leadership by staff and students	311	3	5	4.67	0.50
30. Ensure that staff-development programs are based on teachers' needs	311	1	5	4.47	0.70
31. Encourage teachers to try new ideas without fear of reprisal for failure	310	3	5	4.73	0.48
32. Conduct staff meeting which teachers perceive relevant and informative	310	2	5	4.56	0.57
33. Ability to take corrective action on personnel matters to maintain quality and effectiveness	311	3	5	4.74	0.46
34. Ability to assist staff members in setting realistic and appropriate goals for growth and improvement	311	3	5	4.53	0.55
Staff Development/ Personnel Management (items combined)	304	3	5	4.53	0.37

Table 4.13 shows the results of the one-way analysis of variance for gender differences. Some gender differences emerged. Female principals scored higher than males in all four roles/functions. However, on the basis of the computed statistic, the null hypothesis was rejected for two roles/functions: Instructional Supervision (p < .01) and Curriculum Development and Implementation (p < .01). Females tended to perceive these two roles as significantly more important than did males.

Table 4.13.--One-way analysis of variance on the importance of the roles/functions of the principalship and gender.

Role/Function	Gender	N	$\bar{X}$	SD	F-Ratio	p
Instructional Supervision	Male	277	4.52	0.35	10.55	.0013*
	Female	22	4.77	0.24		
Curriculum Development and Implementation	Male	269	4.44	0.42	9.90	.0018*
	Female	23	4.72	0.30		
Leadership	Male	270	4.64	0.29	2.64	.1050
	Female	23	4.74	0.25		
Staff Development/ Personnel Management	Male	278	4.52	0.36	3.38	.0670
	Female	23	4.67	0.42		

*Significant at the .01 level.

Hypothesis 2: There are no differences among the different age groups with regard to their perceptions of the importance of the roles/functions of the principalship.

As shown in Table 4.14, the one-way analysis of variance showed no statistically significant differences among the four age groups

(p > .05) with regard to their perceptions of the importance of the roles/functions. Thus, the null hypothesis of no significant differences was not rejected at the .05 significance level.

Table 4.14.--One-way analysis of variance on the importance of the roles/functions of the principalship and age.

Role/Function	Age	N	$\bar{X}$	SD	F-Ratio	p
Instructional Supervision	< 40	43	4.48	0.36		
	41-50	162	4.58	0.34	0.54	.2036
	51-55	58	4.50	0.33		
	> 55	37	4.51	0.36		
Curriculum Development and Implementation	< 40	43	4.40	0.44		
	41-50	154	4.48	0.43	1.06	.3675
	51-55	58	4.48	0.42		
	> 55	38	4.53	0.37		
Leadership	< 40	43	4.68	0.24		
	41-50	155	4.63	0.32	0.81	.4916
	51-55	60	4.64	0.26		
	> 55	37	4.70	0.28		
Staff Development/ Personnel Management	< 40	45	4.60	0.33		
	41-50	158	4.49	0.39	2.54	.0568
	51-55	62	4.52	0.37		
	> 55	38	4.64	0.29		

Hypothesis 3: There are no differences among the groups with different years of experience with regard to their perceptions of the importance of the roles/functions of the principalship.

Statistically significant differences were found among the five groups for all the roles/functions of the principalship (see Table 4.15). The null hypothesis of no significant differences was rejected at the .01 level for Instructional Supervision, Curriculum

Development and Implementation, and Leadership; it was rejected at the .05 level for Staff Development/Personnel Management.

Table 4.15.--One-way analysis of variance on the importance of the roles/functions of the principalship and years of experience.

Role/Function	Years of Exper.	N	$\bar{X}$	SD	F-Ratio	p
Instructional Supervision	0- 5	68	4.55	0.35		
	6-10	53	4.54	0.33		
	11-15	52	4.69	0.28	3.95	.0039**
	16-20	64	4.44	0.38		
	20+	63	4.50	0.33		
Curriculum Development and Implementation	0- 5	68	4.50	0.42		
	6-10	51	4.47	0.44		
	11-15	49	4.62	0.34	3.74	.0055*
	16-20	62	4.33	0.37		
	20+	64	4.43	0.37		
Leadership	0- 5	69	4.66	0.26		
	6-10	50	4.63	0.37		
	11-15	54	4.76	0.24	3.53	.0079**
	16-20	58	4.56	0.29		
	20+	64	4.63	0.28		
Staff Development/ Personnel Management	0- 5	69	4.54	0.37		
	6-10	51	4.49	0.42		
	11-15	54	4.66	0.28	2.78	.0270*
	16-20	62	4.44	0.38		
	20+	67	4.53	0.35		

*Significant at the .05 level.

**Significant at the .01 level.

To test which two groups were contributing to the overall difference, Student-Newman-Kurls comparison tests were conducted.

For Instructional Supervision, the pairs of groups that were significantly different at the .05 level were the groups with 11-15 years of principalship experience and 0-5 years of principalship experience, with the first scoring higher; the groups with 11-15 years of principalship experience and 16-20 years of principalship experience, with the first group scoring higher; and the groups with 11-15 years of principalship experience and 20 or more years of principalship experience, with the first scoring higher.

For Curriculum Development and Implementation, the only groups that differed significantly at the .05 level were those with 11-15 years of principalship experience and 16-20 years of principalship experience, with the first scoring higher.

For Leadership, the pairs of groups that were significantly different were the group with 11-15 years of principalship experience and the group with 16-20 years of principalship experience (p < .05), and the group with 11-15 years of principalship experience and the group with 20 or more years of principalship experience (p < .05). Again, the group with 11-15 years of principalship experience scored higher.

For Staff Development/Personnel Management, the only pair that showed a significant difference was the group with 11-15 years of principalship experience and the group with 16-20 years of principalship experience, with the first scoring higher (see Table 4.15).

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Table 4.17.--One-way analysis of variance on the importance of the roles/functions of the principalship and assignment level.

Role/Function	Assignment	N	$\bar{X}$	SD	F-Ratio	p
Instructional Supervision	Jr. high	113	4.50	0.38		
	Sr. high	152	4.57	0.30	1.51	.2224
	Jr./sr. high	35	4.51	0.36		
Curriculum Development & Implementation	Jr. high	114	4.46	0.43		
	Sr. high	146	4.48	0.41	0.21	.8141
	Jr./sr. high	34	4.43	0.42		
Leadership	Jr. high	109	4.61	0.32		
	Sr. high	152	4.68	0.26	2.51	.0832
	Jr./sr. high	34	4.60	0.33		
Staff Development/Personnel Management	Jr. high	114	4.47	0.41		
	Sr. high	154	4.58	0.38	3.21	.0419*
	Jr./sr. high	35	4.52	0.36		

*Significant at the .05 level.

Hypothesis 6: There are no differences among the groups of secondary school principals who are employed in school districts of different student enrollments with regard to their perceptions of the importance of the roles/functions of the principalship.

The analysis of variance showed that none of the overall differences among groups of principals from school districts of different student enrollments was significant with regard to the four roles/functions of the principalship (see Table 4.18). The null hypothesis of no significant differences was retained.

Table 4.18.--One-way analysis of variance on the importance of
the roles/functions of the principalship and school
district size in terms of student enrollment.

Role/Function	District Size (Enrollment)	N	$\bar{X}$	SD	F-Ratio	p
Instructional Supervision	> 30,000	20	4.64	0.41		
	2,400-30,000	150	4.55	0.35	1.31	.2722
	< 2,400	150	4.51	0.33		
Curriculum Development & Implementation	> 30,000	18	4.62	0.53		
	2,400-30,000	152	4.44	0.43	1.41	.2451
	< 2,400	124	4.46	0.40		
Leadership	> 30,000	20	4.65	0.40		
	2,400-30,000	151	4.66	0.30	0.51	.6016
	< 2,400	124	4.63	0.26		
Staff Development/Personnel Management	> 30,000	20	4.60	0.40		
	2,400-30,000	155	4.54	0.38	0.61	.5453
	< 2,400	128	4.51	0.36		

To test whether there were differences in secondary school principals' perceptions of the importance of the roles/functions of the principalship and the likelihood of their retiring within the next five years, a one-way analysis of variance was performed. Table 4.19 shows the results of this analysis. As shown in the table, no statistically significant differences were found for any of the roles/functions and the likelihood of retiring within the next five years. However, the group who were not likely to retire within the next five years had the highest scores on most of the roles/functions.

Table 4.19.--One-way analysis of variance on the importance of
the roles/functions of the principalship and the
likelihood of retiring within the next five years.

Role/Function	Likelihood of Retiring	N	$\bar{X}$	SD	F-Ratio	p
Instructional Supervision	Very likely	62	4.53	0.37		
	Possibly	45	4.46	0.37	1.60	.2040
	Not likely	191	4.56	0.33		
Curriculum Development & Implementation	Very likely	62	4.46	0.45		
	Possibly	41	4.38	0.44	0.96	.3846
	Not likely	189	4.48	0.41		
Leadership	Very likely	62	4.65	0.30		
	Possibly	43	4.64	0.27	0.01	.9935
	Not likely	188	4.65	0.30		
Staff Development/Personnel Management	Very likely	63	4.55	0.37		
	Possibly	45	4.52	0.33	0.13	.8753
	Not likely	193	4.52	0.38		

Research Question 3

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

As shown in Table 4.20, secondary school principals, on the average, expressed moderate need for further preparation in the selected roles/functions. The need for further preparation for the role/function ranged from a score of 1, indicating no need, to a score of 5, indicating a high need, with a mean score of less than 3.5. Comparing the four categories of roles/functions, Curriculum Development and Implementation was identified as the category in which the principals had the highest need for further preparation, with a mean score of 3.36. Instructional Supervision was ranked

second, with a mean score of 3.24. Leadership was ranked third, with a mean score of 3.02. Last was Staff Development/Personnel Management, with a mean score of 3.01.

Table 4.20.--Secondary school principals' perceptions of their personal needs for further preparation in the roles/ functions of the principalship.

Role/Function	N	Min.	Max.	$\bar{X}$	SD
Instructional Supervision	292	1	5	3.24	0.80
Curriculum Development and Implementation	285	1	5	3.36	0.84
Leadership	280	1	5	3.02	0.89
Staff Development/Personnel Management	297	1	5	3.01	0.89

As shown in Table 4.21, in the category of Instructional Supervision, the area of highest need for further preparation was Item 1, Knowledge of latest research related to instruction, with a mean score of 3.69, followed by Item 5, Encourage teachers to use instructional techniques relevant to curricular objectives and research-based principles of teaching, with a mean score of 3.48, and Item 2, Use of goal-setting to improve instruction and the involvement of staff in goal-setting toward more effective scores, with a mean score of 3.33. In this category, the individual roles in which principals perceived that they needed the least additional preparation were Item 4, Student time on task is encouraged, with a

mean score of 2.82, and Item 6, Maintain that all students can learn
and expect them to succeed, with a mean score of 2.97.

Table 4.21.--Secondary school principals' perceptions of their
personal needs for further preparation with regard to
roles in the category of Instructional Supervision.

Item Content	N	Min.	Max.	$\bar{X}$	SD
1. Knowledge of latest research related to instruction	310	1	5	3.69	0.90
2. Use of goal-setting to improve instruction and the involvement of staff in goal-setting toward more effective schools	310	1	5	3.33	1.08
3. Use of test scores to recomment changes in instructional program	306	1	5	3.28	1.07
4. Student time on task is encouraged	303	1	5	2.82	1.18
5. Encourage teachers to use instructional techniques relevant to curricular objectives and research-based principles of learning	306	1	5	3.48	1.09
6. Maintain that all students can learn and expect them to succeed	305	1	5	2.97	1.28
7. Brings instructional issues to the faculty for discussion	308	1	5	3.15	1.09
Instructional Supervision (items combined)	292	1	5	3.24	0.80

Table 4.22.--Secondary school principals' perceptions of their personal needs for further preparation with regard to roles in the category of Curriculum Development and Implementation.

Item Content	N	Min.	Max.	$\bar{X}$	SD
8. Knowledge about thinking and research related to curricular needs of students	207	1	5	3.58	0.98
9. Coordinate curriculum development within the building	307	1	5	3.39	1.09
10. Aid staff in assuring curriculum is applicable to skills and abilities present students will need as adults	304	1	5	3.42	1.01
11. Help teachers implement the curriculum	300	1	5	3.21	1.05
12. Ability to disaggregate and examine test score data to make recommendations for curriculum revision	300	1	5	3.29	1.16
13. Skills in curriculum articulation	302	1	5	3.27	1.11
Curriculum Development and Implementation (items combined)	285	1	5	3.36	0.84

Table 4.23.--Secondary school principals' perceptions of their personal needs for further preparation with regard to roles in the category of Leadership.

Item Content	N	Min.	Max.	$\bar{X}$	SD
14. Know when to delegate	304	1	5	2.72	1.30
15. Adjust leadership style to fit the needs of the situation	301	1	5	2.72	1.17
16. Be a good problem solver	301	1	5	2.80	1.20
17. Ability to gather and analyze data re: cognitive, affective, and climate needs of the building	308	1	5	3.29	1.06
18. Be vision oriented and aid staff in long-range planning	303	1	5	3.43	1.05
19. Keep abreast of current research and trends in education	306	1	5	3.41	1.05
20. Be adept at conflict management	305	1	5	2.99	1.13
21. Have good written and oral communication skills	304	1	5	2.71	1.24
22. Involve others appropriately in decision making	308	1	5	2.84	1.20
23. Develop sense of teamwork among staff	305	1	5	2.96	1.21
24. Apply valid research findings to school practice	304	1	5	3.27	1.00
Leadership (items combined)	280	1	5	3.02	0.89

was Item 14, Know when to delegate, with a mean score of 2.72, followed by Item 15, Adjust leadership style to fit the needs of the situation, with a mean score of 2.72.

As shown in Table 4.24, for the category of Staff Development/ Personnel Management, the individual roles in which principals perceived the most need for further preparation were Item 34, Ability to assist staff members in setting realistic and appropriate goals for growth and improvement, with a mean score of 3.22; Item 28, Ability to assess inservice needs and seek resources to fill those needs, with a mean score of 3.19; Item 25, Be able to understand and apply adult learning and motivation theory, with a mean score of 3.10; and Item 33, Ability to take corrective action on personnel matters to maintain quality and effectiveness, with a mean score of 3.07. The individual role in which principals expressed the least need for further preparation was Item 31, Encourage teachers to try new ideas without fear of reprisal for failure, with a mean score of 2.70, followed in ascending order by Item 27, Ability to arbitrate disputes and agreements, with a mean score of 2.83; Item 32, Conduct staff meetings which teachers perceive to be relevant and informative, with a mean score of 2.88; and Item 29, Encourage leadership by staff and students, with a mean score of 2.92.

Table 4.24.--Secondary school principals' perceptions of their
personal needs for further preparation with regard
to roles in the category of Staff Development/
Personnel Management.

Item Content	N	Min.	Max.	$\bar{X}$	SD
25. Be able to understand and apply adult learning and motivation theory	304	1	5	3.10	1.00
26. Skills in building upon strengths of staff members	308	1	5	3.02	1.15
27. Ability to arbitrate disputes and agreements	306	1	5	2.83	1.14
28. Ability to assess in-service needs and seek resources to fill those needs	310	1	5	3.19	1.08
29. Encourage leadership by staff and students	310	1	5	2.92	1.10
30. Ensure that staff-development programs are based on teachers' needs	308	1	5	3.00	1.09
31. Encourage teachers to try new ideas without fear of reprisal for failure	309	1	5	2.70	1.28
32. Conduct staff meeting which teachers perceive relevant and informative	309	1	5	2.88	1.22
33. Ability to take corrective action on personnel matters to maintain quality and effectiveness	310	1	5	3.07	1.18
34. Ability to assist staff members in setting realistic and appropriate goals for growth and improvement	310	1	5	3.22	1.07
Staff Development/ Personnel Management (items combined)	297	1	5	3.01	0.89

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Table 4.25.--One-way analysis of variance on the principals'
personal need for further preparation and continuing
development in each of the role/function categories
and gender.

Role/Function	Gender	N	$\bar{X}$	SD	F-Ratio	p
Instructional Supervision	Male	269	3.26	0.80	2.66	.1040
	Female	21	3.97	0.86		
Curriculum Development and Implementation	Male	261	3.38	0.82	1.25	.2654
	Female	23	4.72	0.30		
Leadership	Male	256	3.04	0.89	0.25	.6146
	Female	21	2.94	0.98		
Staff Development/ Personnel Management	Male	271	3.03	0.88	1.09	.2968
	Female	23	2.83	1.03		

Hypothesis 2: There are no differences among principals in the
different age groups with regard to their perceptions of their
needs for further professional development in the selected
roles/functions of the principalship.

As shown in Table 4.26, the results of the one-way analysis of
variance indicated that there were no significant overall differ-
ences (p > .05) among the different age groups for all the roles/
functions of the principalship. However, the younger age groups
expressed relatively higher needs for further professional
development in the roles of Instructional Supervision, Curriculum
Development and Implementation, and Leadership. The null hypothesis
of no significant difference was not rejected at the .05 level.

Table 4.26.--One-way analysis of variance on the principals'
personal need for further preparation and continuing
development in each of the role/function categories
and age.

Role/Function	Age	N	$\bar{X}$	SD	F-Ratio	p
Instructional Supervision	< 40	43	3.45	0.71	1.31	.2709
	41-50	152	3.21	0.83		
	51-55	59	3.16	0.77		
	> 55	36	3.22	0.83		
Curriculum Development and Implementation	< 40	41	3.53	0.68	1.69	.1699
	41-50	151	3.38	0.85		
	51-55	56	3.16	0.83		
	> 55	36	3.38	0.93		
Leadership	< 40	39	3.17	0.92	0.62	.6018
	41-50	145	2.98	0.83		
	51-55	59	2.99	0.89		
	> 55	36	3.11	1.10		
Staff Development/ Personnel Management	< 40	44	3.09	0.81	0.90	.4436
	41-50	152	2.93	0.85		
	51-55	62	3.07	0.89		
	> 55	38	3.15	1.15		

Hypothesis 3: There are no differences among the groups of principals with different years of experience, with regard to their perceptions of their needs for further professional development in the selected roles/ functions of the principalship.

As shown in Table 4.27, principals with fewer than ten years of experience expressed relatively higher needs for further professional development in the roles of Instructional Supervision and Curriculum Development and Implementation than did their counterparts with more experience. However, the one-way analysis of variance indicated that none of the overall differences among the

five groups considered was statistically significant (p > .05).

Thus, the null hypothesis of no significant difference was not

rejected at the .05 level.

Table 4.27.--One-way analysis of variance on the principals'
personal need for further preparation and continuing
development in each of the role/function categories
and years of experience.

Role/Function	Years of Exper.	N	$\bar{X}$	SD	F-Ratio	p
Instructional	0- 5	64	3.27	0.91		
Supervision	6-10	49	3.34	0.71		
	11-15	51	3.13	0.78	0.56	.6884
	16-20	63	3.18	0.83		
	20+	64	3.37	0.77		
Curriculum Development	0- 5	66	3.41	0.92		
and Implementation	6-10	48	3.53	0.78		
	11-15	49	3.27	0.74	1.00	.4097
	16-20	58	3.24	0.90		
	20+	63	3.35	0.81		
Leadership	0- 5	63	3.03	0.93		
	6-10	46	3.09	0.85		
	11-15	51	3.04	0.82	0.28	.8937
	16-20	58	2.92	0.93		
	20+	61	3.07	0.92		
Staff Development/	0- 5	67	2.98	0.87		
Personnel Management	6-10	47	3.15	0.90		
	11-15	54	2.94	0.88	0.77	.5429
	16-20	61	2.91	0.90		
	20+	67	3.10	0.93		

<u>Hypothesis 4</u>: There are no differences among secondary school principals with regard to their perceptions of their needs for further professional preparation in the selected roles/functions of the principalship, based on differences in earned degrees.

As shown in Table 4.28, the results of the one-way analysis showed that for all the roles/functions of the principalship, none of the overall differences among the four groups was statistically significant (p > .05). Thus, the null hypothesis of no significant difference among the various groups with regard to their perceptions of their needs for further professional preparation was not rejected at the .05 level.

Table 4.28.--One-way analysis of variance on the principals' personal need for further preparation and continuing development in each of the role/function categories and degree held.

Role/Function	Degree	N	$\bar{X}$	SD	F-Ratio	p
Instructional Supervision	Master's	191	3.25	0.79	0.14	.9348
	Spec.	63	3.24	0.84		
	Ed.D.	21	3.14	0.80		
	Ph.D.	15	3.19	0.90		
Curriculum Development and Implementation	Master's	188	3.38	0.83	0.82	.4860
	Spec.	58	3.36	0.84		
	Ed.D.	21	3.29	0.82		
	Ph.D.	16	3.50	0.93		
Leadership	Master's	186	3.02	0.86	0.31	.8196
	Spec.	58	3.10	0.94		
	Ed.D.	19	2.90	0.90		
	Ph.D.	15	2.96	1.14		
Staff Development/ Personnel Management	Master's	195	2.99	0.87	0.50	.6814
	Spec.	61	3.13	0.96		
	Ed.D.	22	2.98	0.83		
	Ph.D.	17	2.92	1.03		

<u>Hypothesis 5</u>:   There are no differences among the groups of
secondary school principals with different current and primary
assignments with regard to their perceptions of their need for
further professional development in the selected roles/
functions of the principalship.

As shown in Table 4.29, the results of the one-way analysis of

variance demonstrated no overall statistically significant differ-

ence (p > .05) among the three groups with different assignment

levels with regard to their need for further professional develop-

ment.   Thus, the null hypothesis of no significant difference was

not rejected at the .05 level.

Table 4.29.--One-way analysis of variance on the principals'
            personal need for further preparation and continuing
            development in each of the role/function categories
            and assignment level.

Role/Function	Assignment	N	$\bar{X}$	SD	F-Ratio	p
Instructional	Jr. high	117	3.15	0.84		
Supervision	Sr. high	147	3.27	0.76	1.69	.1858
	Jr./sr. high	33	3.42	0.86		
Curriculum	Jr. high	112	3.24	0.85		
Development &	Sr. high	140	3.40	0.81	2.23	.1091
Implementation	Jr./sr. high	32	3.56	0.85		
Leadership	Jr. high	103	3.01	0.94		
	Sr. high	143	3.03	0.87	0.04	.9630
	Jr./sr. high	33	3.06	0.87		
Staff Develop-	Jr. high	113	2.94	0.90		
ment/Personnel	Sr. high	150	3.04	0.87	0.80	.4504
Management	Jr./sr. high	33	3.14	0.95		

Hypothesis 6: There are no differences among the groups of secondary principals who are employed in school districts with different student enrollments with regard to their perceptions of their needs for further professional development in the selected roles/functions of the principalship.

The results of the one-way analysis of variance showed that none of the overall differences among the three groups was statistically significant (p > .05) (see Table 4.30). Thus, the null hypothesis of no significant differences was not rejected at the .05 level.

Table 4.30.--One-way analysis of variance on the principals' personal need for further preparation and continuing development in each of the role/function categories and school district size in terms of student enrollment.

Role/Function	District Size (Enrollment)	N	$\bar{X}$	SD	F-Ratio	p
Instructional Supervision	> 30,000 2,400-30,000 < 2,400	18 150 130	3.25 3.18 3.30	1.13 0.76 0.80	0.75	.4721
Curriculum Development & Implementation	> 30,000 2,400-30,000 < 2,400	15 152 124	3.30 3.25 3.49	1.14 0.78 0.85	2.75	.0654
Leadership	> 30,000 2,400-30,000 < 2,400	17 142 120	3.29 2.94 3.09	1.28 0.85 0.87	1.76	.1737
Staff Development/Personnel Management	> 30,000 2,400-30,000 < 2,400	18 153 125	3.21 2.93 3.08	1.19 0.86 0.89	1.35	.2615

To test whether there were differences in secondary school principals' perceptions of their needs for further professional development in the selected roles/functions of the principalship and the likelihood of their retiring in the next five years, a one-way analysis of variance was performed. Table 4.31 contains the results of this analysis.

Table 4.31.--One-way analysis of variance on the principals' personal need for further preparation and continuing development in each of the role/function categories and likelihood of retiring within the next five years.

Role/Function	Likelihood of Retiring	N	$\bar{X}$	SD	F-Ratio	p
Instructional Supervision	Very likely	61	3.21	0.82		
	Possibly	44	3.07	0.81	1.39	.2497
	Not likely	184	3.29	0.80		
Curriculum Development & Implementation	Very likely	60	3.29	0.87		
	Possibly	41	3.25	0.78	0.88	.4163
	Not likely	181	3.41	0.84		
Leadership	Very likely	59	2.90	1.00		
	Possibly	44	3.08	0.90	0.80	.4508
	Not likely	175	3.06	0.85		
Staff Development/Personnel Management	Very likely	62	3.08	1.04		
	Possibly	43	3.09	0.82	0.50	.6062
	Not likely	189	2.98	0.86		

Research Question 5

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

The percentage distributions of the primary source of preparation and continuing professional development as perceived by secondary school principals for each of the identified roles/functions of the principalship are shown in Tables 4.32 through 4.35.

As shown in Table 4.32, for the role/function category of Instructional Supervision, the primary sources of preparation for principals were Workshops/Conferences (percentages ranged from 29% to 60%), Professional Readings/Self-Study (percentages ranged from 17% to 35%), and On-the-Job Experience (percentages ranged from 2% to 40%).

For the role/function category of Curriculum Development and Implementation, the primary sources of preparation for principals were Workshop/Conference (percentages ranged from 28% to 46%), Professional Readings/Self-Study (percentages ranged from 14% to 31%), and On-the-Job Experiences (percentages ranged from 5% to 33%) (see Table 4.33).

As shown in Table 4.34, for the role category of Leadership, the primary sources of preparation for principals were On-the-Job Experience (percentages ranged from 2% to 56%), Workshop/Conference (percentages ranged from 19% to 46%), and Professional Readings/ Self-Study (percentages ranged from 7% to 59%).

Table 4.32.--Percentage distribution of the primary source of preparation and continuing professional development: Instructional Supervision.

Item Content	On-the-Job Work Experience	Mentor/ Collegial Relations	Professional Readings/ Self-Study	Workshop/ Conference	University Course
1. Knowledge of latest research related to instruction	2	1	30	60	6
2. Use of goal-setting to improve instruction and the involvement of staff in goal-setting toward more effective schools	23	6	17	47	5
3. Use of test scores to recommend changes in instructional program	40	6	23	39	8
4. Student time on task is encouraged	40	7	17	29	3
5. Encourage teachers to use instructional techniques relevant to curricular objectives and research-based principles of learning	10	3	21	56	9
6. Maintain that all students can learn and expect them to succeed	29	6	23	34	4
7. Bring instructional issues to faculty for for discussion	20	9	35	31	3

Table 4.33.--Percentage distribution of the primary source of preparation and continuing professional development: Curriculum Development and Implementation.

Item Content	On-the-Job Work Experience	Mentor/ Collegial Relations	Professional Readings/ Self-Study	Workshop/ Conference	University Course
8. Knowledge about thinking and research related to curricular needs of students	5	4	31	46	13
9. Coordinate curriculum development within the building	27	11	18	33	9
10. Aid staff in assuring curriculum is applicable to skills and abilities present students will need as adults	20	7	25	40	7
11. Help teachers implement the curriculum	33	14	14	28	6
12. Ability to disaggregate and examine test score data to make recommendations for curriculum revision	19	6	15	42	14
13. Skills in curriculum articulation	17	7	15	38	21

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Table 4.34.--Percentage distribution of the primary source of preparation and continuing professional development: Leadership.

Item Content	On-the-Job Work Experience	Mentor/ Collegial Relations	Professional Readings/ Self-Study	Workshop/ Conference	University Course
14. Knowing when to delegate	56	8	10	20	3
15. Adjust leadership style to fit the needs of the situation	52	11	9	22	3
16. Be a good problem solver	53	9	9	24	4
17. Ability to gather and analyze data re: cognitive, affective and climate needs of the building	26	6	15	41	11
18. Be vision oriented and aid staff in long-range planning	17	8	19	46	7
19. Keep abreast of current research and trends in education	2	1	59	33	4
20. Be adept at conflict management	47	7	8	30	5
21. Have good written and oral communication skills	32	3	13	19	30
22. Involve others appropriately in decision making	50	11	8	25	4
23. Develop sense of teamwork among the staff	49	14	7	24	3
24. Apply valid research findings to school practice	12	2	39	32	12

For the role category of Staff Development/Personnel Management, the principal sources of preparation were On-the-Job Experience (percentages ranged from 14% to 55%), Workshop/Conference (percentages ranged from 20% to 39%), and Professional Readings/ Self-Study (percentages ranged from 5% to 28%) (see Table 4.35).

Summary

In this chapter data were presented on characteristics of the sample of secondary school principals, including gender, age, degree held, current and primary assignment, years of experience, student enrollment of the school district in which they were employed, and the likelihood of their retiring within the next five years. A description of background of respondents in the study was presented.

Data for each of the five research questions were reported. The research questions for which data were reported are:

1. What is the range of secondary principals' perceptions of the importance of selected administrator roles/functions?

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

Six research hypotheses were tested to determine what differences existed among secondary principals regarding their perceptions comparing the related variables.

Table 4.35.--Percentage distribution of the primary source of preparation and continuing professional development: Staff Development/Personnel Management.

Item Content	On-the-Job Work Experience	Mentor/ Collegial Relations	Professional Readings/ Self-Study	Workshop/ Conference	University Course
25. Be able to understand and apply adult learning and motivation theory	14	4	28	35	15
26. Skills in building upon strengths of staff members	48	14	9	22	5
27. Ability to arbitrate disputes and agreements	59	10	5	22	3
28. Ability to assess in-service needs and seek resources to fill those needs	23	16	17	39	3
29. Encourage leadership by staff and students	48	11	12	25	3
30. Ensure that staff-development programs are based on teachers' needs	37	10	17	31	3
31. Encourage teachers to try new ideas without fear of reprisal for failure	55	10	12	20	1
32. Conduct staff meeting which teachers perceive to be relevant and informative	55	11	10	20	1
33. Ability to take corrective action on personnel matters to maintain quality and effectiveness	43	13	9	29	5
34. Ability to assist staff members in setting realistic and appropriate goals for growth and improvement	33	10	10	38	6

3. What do secondary 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 secondary principals regarding their professional-development needs, comparing the variables of gender, age, length of service as a secondary principal, and size and location of their school?

Six research hypotheses were tested to determine what differences existed among secondary principals regarding their perceptions comparing the related variables.

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

CHAPTER V

SUMMARY, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

This chapter comprises four major sections: (a) summary of purpose and methods, (b) major findings and discussion, (c) conclusions, and (d) educational implications and recommendations. Major findings and their relationship to findings from previous studies are also discussed in this chapter.

Summary of Purpose and Methods

Purpose

The researcher's purposes in this study were to (a) examine the perceptions and needs of secondary school principals with regard to a selected group of proficiencies and skills of the principalship; (b) examine the relationships between these perceptions and needs and selected factors such as gender, age, years of experience as a principal, degree held, assignment level, and size of the school district, measured in terms of pupil population size; and (c) identify the most valuable source of preparation and continuing professional development for each of the selected roles/functions, as perceived by secondary school principals. The study was designed to improve the understanding of the perceived needs of Michigan

secondary principals for preparation and continuing professional development, to respond to their roles/functions as principals.

The significance of the study comes as a consequence of Public Act 163, which requires the certification of school administrators in Michigan. It is anticipated that the results of the study will help policy makers identify the standards of quality needed for administrator preparation programs, taking into account the perceptions of the practitioners. These standards, in turn, will influence college and university school administrator preparation programs to modify programs to better prepare prospective administrators for the variety of roles required of a secondary school principal.

A questionnaire composed of four major roles/functions of the principalship, drawn from a review of the literature and discussions with practicing secondary school principals, was constructed. The roles/functions of the principalship included in the questionnaire were: (a) Instructional Supervision, (b) Curriculum Development and Implementation, (c) Leadership, and (d) Staff Development/Personnel Management.

Subjects

Three hundred twelve high school principals responded to the questionnaire. These respondents represented approximately 30% of all public secondary school principals in Michigan employed for the year 1987-88. The sample was systematically selected through a two-stage proportionate stratified sampling procedure. School districts

within each intermediate school district were selected first to represent the diversity of geographical areas and the various sizes of school districts in Michigan. Secondary school principals were then drawn from each selected school district to form the sample of the study.

Ninety-two percent (286) of the respondents were males and 7% (23) were females. Of these respondents, 66% were between 30 and 50 years of age. The corresponding percentages in the total population of Michigan secondary school principals were 90% for males and 10% for females, with an overall average age of 48 years. As for their academic preparation and years of experience on the job, the majority of respondents (65%) held a master's degree, whereas 22% had a specialist degree and 12% had either an Ed.D. or a Ph.D. degree. The average years of experience of the sample of secondary school principals ranged from 0-5 years to 20 or more years.

As for assignment level, 86% of the sample of secondary principals had their current and primary assignment at the junior and senior high levels, and 54% came from school districts with student populations ranging between 2,400 and 120,000; 42% came from school districts with student populations ranging between 75 and 2,400. As for the likelihood of retiring, the results of this study revealed that 21% of the secondary principals were "very likely" to retire in the next five years and that 15% could "possibly" be retiring within that same five-year period. Those figures combined (36%) suggest that a significant proportion of secondary school principals (one of three) will be "new" to the principalship.

Measures

The instrument developed for this study included 34 questions describing four major roles/functions associated with the principalship: (a) Instructional Supervision, (b) Curriculum Development, (c) Leadership, and (d) Staff Development/Personnel Management. Each of the questions under the roles/functions required a three-part response that included the importance of the roles/functions as perceived by principals, the principals' personal needs for further preparation and continuing professional development, and the most valuable source of preparation. In addition, the instrument included an eight-item background section identifying the gender, age, years of experience, degree held, assignment level, school district size, and the secondary principals' likelihood of retirement within the next five years.

Procedures

The questionnaire, together with an explanatory letter and return post card, was mailed to the selected sample of secondary school principals. A follow-up reminder letter and a second copy of the survey were mailed to the principals who had not returned the post card. The data-collection process was completed in about three months.

Data Analysis

The data gathered from the instrument were analyzed mainly by using the Statistical Package for the Social Sciences (SPSS/PC)

data-analysis system. Specifically, subprograms in descriptive statistics and one-way analysis of variance with posteriori contrasts, namely Student-Newman-Keuls, were used. Also, the reliability program from SPSS/X was used to examine the reliability of the scales. The program yields Cronbach alpha coefficients for each scale, and the coefficients were used to judge the quality of the scales.

Major Findings and Discussion

In this section, major findings regarding the issues of this study, in accordance with the questions and hypotheses stated in Chapters I and IV, are discussed and compared, where appropriate, to previous relevant research findings. The findings of this study are the results of two types of analyses: descriptive and comparisons between sample means.

Research Question 1

What is the range of secondary principals' perceptions of the importance of selected administrator roles/functions?

The descriptive analysis of the data showed that all roles/functions considered in this study were perceived by secondary school principals as very important to their jobs (mean score on each scale was greater than 4.0). However, comparing these major roles/functions, the analysis revealed that Leadership and Instructional Supervision were relatively perceived as more important than Curriculum Development and Implementation and Staff Development/Personnel Management. This finding was consistent with

the effective schools literature, which has emphasized the role of the principal as an instructional leader in effective schools. Weber (1971), Brookover and Lezotte (1977), Edmonds (1978), and Mortimer and Sammons (1987), for example, found that effective schools are characterized by strong principal leadership and high expectations. If principals are to influence student achievement, they must 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.

While preparation in Leadership and Instructional Supervision skills and concepts seems to be what is more consistent with role expectations of secondary school principals, the results of this study suggest that consideration should also be given to preparation in Staff Development/Personnel Management and Curriculum Development and Implementation (mean score was greater than 4.0). This supports the findings of Greenfield (1982), McPherson and Buehr (1979), and Faber and Shearron (1970), who also included identified responsibilities of principals to include instruction and curriculum development and staff/personnel functions. Similarly, in the study of 60 "effective" senior high school principals by the National Association of Secondary School Principals (1979), it was found that principals prioritized their role responsibilities as follows: (a) program development, including instructional leadership and curriculum; (b) personnel, including staff development, recruiting, and evaluation; and (c) school management.

The finding that secondary school principals identified the roles/functions of Curriculum Development and Implementation as important but to a lesser degree than the roles/functions of Leadership and Instructional Supervision may be explained partly by the fact that many larger Michigan school districts have full-time curriculum directors who either assume the entire responsibility for this role or support and assist the principal in this area.

In reviewing the specific items within each of the Instructional Supervision and Leadership roles, the descriptive analysis showed that the highest-ranked individual role areas of importance were:

1. Develop sense of teamwork among staff.

2. Be a good problem solver.

3. Maintain that all students can learn and expect them to succeed.

4. Have good written and oral communication skills.

5. Know when to delegate.

6. Be adept at conflict management.

7. Involve others appropriately in decision making.

8. Knowledge of latest research related to instruction.

9. Be vision oriented and aid staff in long-range planning.

10. Encourage teachers to use instructional techniques relevant to curricular objectives and research-based principles of learning.

11. Use of goal setting to improve instruction and the involvement of staff.

.Again, these results supported the effective schools literature, which has suggested that, to influence student achievement, principals should take an instructional leadership role. The development of a sense of teamwork among staff is a leadership skill that ranked first in importance among the 34 roles/functions of principalships addressed in this study. To influence student achievement, principals must work together with staff members toward this end. Communication, problem-solving skills, delegation, and staff support were also identified as important roles perceived by the secondary school principals in this study.

Also, to influence students' achievement, today's principals must be able to lead and support the changes needed through staff support, communication, and problem solving. However, the roles/ functions that ranked relatively the least important among the 34 roles/functions considered were:

1. The ability to understand and apply adult learning and motivation theory.

2. Ability to disaggregate and examine test score data to make recommendations for curriculum revision.

3. Use of test scores to recommend changes in instructional program.

4. Apply valid research findings to school practice.

5. Ability to assess in-service needs and seek resources to fill those needs.

6. Ability to gather and analyze data re: cognitive, affective and climate needs of the building.

The need for principals to be knowledgeable and skilled to apply adult learning and motivation theory and research findings to school practice, use of test scores for curriculum revision and instructional development, and staff inservice are among the areas that have been promoted in the literature. It appeared in this study that secondary school principals were not yet fully realizing how to function in these areas or how they affect school success when analyzing their perceptions of the importance of instructional supervision and leadership skills of the principalship. In comparing the highest- and lowest-ranked individual roles/functions of the principalship, it must be kept in mind that all roles/functions were perceived to be important (mean score greater than 4.0) and that there was a difference of only .79 between the mean of the highest-ranked individual role/function (No. 23: Develop sense of teamwork among staff; mean = 4.87) and the lowest-ranked individual role/function (No. 25: Be able to understand and apply adult learning and motivation theory; mean = 4.03).

Research Question 2

> What differences exist among secondary principals regarding their perceptions about administrator roles/functions, comparing the variables of gender, age, length of service as a secondary principal, and the size and location of their school?

In all four major roles/functions of the principalship addressed in this study, females considered the roles/functions to be more important than did their male counterparts. However,

significant differences were found only for the two major roles/ functions of Instructional Supervision and Curriculum Development and Implementation. These differences can be explained partly by the fact that a higher percentage of females (30%) than males (11%) had earned either a Ph.D. or an Ed.D. degree. The data collected in this study also suggest that the level of degree held influenced, to a certain extent, the principals' perceptions of the importance of the roles/functions.

As for age, no significant differences were found in the perceptions of secondary school principals regarding the importance of the four major roles/functions among the four age groups considered in this study. This may be explained by the effect of other interacting factors, such as degree held and/or years of experience as a secondary school principal. When considering the years of experience as a principal, differences in how secondary principals perceived the importance of the roles/functions of the principalship emerged for principals who had been employed as secondary school principals for 11 to 15 years. Principals in this category of experience perceived the roles/functions were more important than did respondents who were in the categories of higher or lower years of experience. Similarly, when examining the effect of the degree held, secondary school principals who had earned either an Ed.D. or a Ph.D. degree perceived the roles/functions to be more important than did those who held a specialist or a master's degree. These differences were significant for the roles/functions

of Curriculum Development and Implementation and Staff Development/Personnel Management.

It is also interesting that principals whose current and primary assignment was at the senior high level perceived the roles/functions of the principalship to be more important than did those at other assignment levels. However, the difference was significant only for the role/function of Staff Development/ Personnel Management. It is interesting also that the principals in larger school districts (30,000 students or more) perceived the roles/functions of Instructional Supervision, Curriculum Development and Implementation, and Staff Development/Personnel Management to be more important than did those in school districts of less than 30,000 students. This difference can be explained by the fact that, within larger districts, there are more support staff, specialists, and community pressure than there are in smaller school districts. However, none of these differences was statistically significant.

Research Question 3

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

Secondary school principals, on the average, identified a moderate need for further preparation and continuing professional development in all the selected roles/functions of the principalship (mean score on most scales was less than 3.5). Curriculum Development and Implementation was the highest-ranked area of need for further training and professional development, although it was

perceived as having the relatively least importance as a role/ function of the principalship.

The data suggest that secondary school principals might not have felt as adequate in this area as in the other areas, such as Leadership, Instructional Supervision, and Staff Development/ Personnel Management. Perhaps this is because principals do not have as much individual control over curriculum development as they do over instruction and the other roles of the principalship. The next-highest-ranked need for further training and professional development was in the area of Instructional Supervision. Principals ranked this role/function as very important and relatively more needed than other roles. As for Staff Development/ Personnel Management, this role was not ranked as having either high importance or need for further preparation. It may be that secondary school principals depend on outside sources such as universities and professional organizations to design staff-development opportunities.

When examining the individual roles/functions of the principalship addressed in this study, the highest-ranked roles in terms of need for further preparation were:

1. Knowledge of latest research related to instruction.

2. Knowledge about thinking and research related to curricular needs of student.

3. Encourage teachers to use instructional techniques relevant to curricular objectives and research-based principles of learning.

4. Aid staff in assuring curriculum is applicable to skills and abilities present students will need as adults.

5. Coordinate curriculum development within the building.

Principals may not have the time or necessary access to research to keep current with the importance and applications of the on-going educational research related to curriculum development and instruction.

It is interesting to note further that the five lowest-ranked roles in terms of needs were related primarily to Leadership and Staff Development/Personnel Management. They were:

1. Encourage teachers to try new ideas without fear of reprisal or failure.

2. Have good written and oral communication skills.

3. Adjust leadership style to fit the needs of the situation.

4. Be a good problem solver.

5. Student time on task.

6. Ability to arbitrate disputes and agreements.

7. Involve others appropriately in decision making.

8. Develop sense of teamwork among the staff.

9. Maintain that all students can learn and expect them to succeed.

Secondary school principals perceived less of a need for preparation in the areas of communication and decision-making skills and in maintaining the climate that all students can learn. It is interesting that these role/function areas were among the

highest-ranked areas of importance. It appears that principals felt confident and well prepared in these areas.

It is important to mention, however, that most of the roles/functions of the principalship addressed in the study fell within the "moderate need" category (mean scores were less than 3.5). As with importance, it must be noted that the difference in means between the roles/functions ranked highest in terms of need (No. 8: Knowledge of research related to instruction; mean = 3.69) and the role/function ranked lowest in terms of need (No. 31: Encourage teachers to try new ideas without fear of reprisal or failure; mean = 2.70) was only .89.

Research Question 4

> What differences exist among secondary principals regarding their professional-development needs, comparing the variables of gender, age, length of service as a secondary principal, and size and location of their school?

When examining the need for further development by gender, it was found that males perceived higher needs for further training than did females in the role/function areas of Curriculum Development and Implementation and Staff Development/Personnel Management. As for the role/function of Instructional Supervision, females expressed higher needs for further training than did males. However, no statistically significant differences were found between males and females in terms of need for professional development.

As for age, secondary principals who were less than 40 years of age expressed more of a need for training and continuing professional development in the roles/functions of Instructional

Supervision, Curriculum Development and Implementation, and Leadership than did those who were 41 years of age or older. These findings may be due to the fact that younger principals are usually less experienced and have probably had fewer opportunities for further training and professional development. It should be noted, however, that none of the differences related to age was statistically significant.

Similarly, when examining the years of experience as related to their needs for further training, principals with 10 years of experience or less as a secondary school principal expressed higher needs for further training and professional development than did principals with 11 to 20 years of experience. Principals with more than 20 years of experience expressed relatively higher needs for further training in most of the roles/functions. This may be partially explained by the fact that a lower percentage of the older principals held either a Ph.D. or an Ed.D. degree. However, none of these differences was statistically significant.

When examining principals' needs for further training by type of degree held, it appeared that secondary school principals with a master's or a specialist degree expressed higher needs for professional development than did those with a Ph.D. or an Ed.D. degree. Again, however, none of these differences was statistically significant.

Similarly, no statistically significant differences in need were found among principals in various-sized school districts for

any of the four broad categories of roles/functions. However, it is an interesting finding that principals in larger school districts expressed relatively higher needs for further training in the areas of Leadership and Staff Development/Personnel Management than did those in smaller districts.

Research Question 5

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

When secondary school principals were asked to identify their primary source of preparation and continuing professional development, university/college preparation received less than 10% response for 27 of the 34 roles/functions. Similarly, college/ university preparation represented 9% or less of the responses for 10 of the 11 areas ranked highest in terms of importance; the exception was the role/function of Have good written and oral communication skills, in which 30% of the responses identified the university/college as a primary source for such preparation. As for the areas ranked highest in terms of need, university/college received 10% or less of the responses for four of the five areas ranked highest in terms of need for further training. Knowledge about thinking and research related to curriculum needs of student received 13% of the responses as an area of need.

The highest responses in the university/college category were 30% for Item 21 (Have good written and oral communication skills), 21% for Item 13 (Skills in curriculum articulation), and 15% for

Item 25 (Be able to understand and apply adult learning and motivation theory).

When examining secondary school principals' responses for the primary source of preparation by the areas of these roles/functions, it was found that, for Instructional Supervision and Curriculum Development and Implementation, the highest response category was workshop/conference (percentages ranged from 28% to 60%). On the other hand, for Leadership and Staff Development/Personnel Management, the highest response category was on-the-job experience (percentages ranged from 21% to 59%). The highest response category for professional readings/self-study were for the roles: Keep abreast of current research and trends in education, apply valid research findings to school practice, knowledge about thinking and research related to curricular needs of students, and be able to understand and apply adult learning and motivation theory.

The results of this study, in part, support the findings of Peterson and Finn (1985), Pitner (1987), Hawley (1987), Achilles (1987), and Griffiths et al. (1988), who found that the college/university administrator preparation programs are not perceived to be a primary source for preparing administrators to fulfill the role expectations of the principalship. As perceived by the secondary principals in this study, college/university courses are not well recognized as primary sources for most of the important and needed roles of the principalship. This may be due to changing role expectations for principals that have occurred since their initial preparation, or the preference of principals to participate

in alternative forms of professional development such as workshops rather than enroll in college or university courses. One might conclude that the college/university programs are not addressing those roles/functions for which principals perceive more of a need for continuing professional development. The low percentage of response for university/college preparation courses for most of the roles indicates that secondary school principals might not view college/university administrator preparation programs as relevant to what they perceive or desire for effective secondary school leadership. This may be due to minimal linkages between college/ university faculty and K-12 school administrators.

Conclusions

In Chapter I, the issues related to effective schools were outlined and discussed. The characteristics and preparation of school principals were cited as among the main contributors to school success and student achievement. Limited information is available in this area to assist policy makers to provide direction for colleges' and universities' school administrator preparation programs. This study was undertaken to better understand three important areas related to the Michigan secondary school principalship. They are: (a) the perceptions of principals about the range and importance of their job roles, (b) the needs principals identify for further preparation and continuing professional development to respond to their job roles, and (c) what principals identify as the primary source of their preparation and

continuing professional development. The following conclusions are suggested by the results.

1. Secondary school principals, in general, perceived the roles/functions of Instructional Supervision, Curriculum Development and Implementation, Leadership, and Staff Development/Personnel Management addressed in this study as very important for their jobs as principals (mean scores ranged from 4.10 to 4.82). The roles of Leadership and Instructional Supervision were perceived as relatively more important than the roles of Curriculum Development and Implementation and Staff Development/Personnel Management. It appeared that secondary school principals in Michigan, in agreement with findings of previous research, perceived Leadership and Instructional Supervision as more related to school effectiveness and student achievement and success.

2. Secondary school principals, in general, perceived a moderate need for further continuing professional development in the roles/functions of the principalship that were addressed in this study (mean scores ranged from 2.70 to 3.69). Relatively higher needs were expressed for the roles of Instructional Supervision and Curriculum Development and Implementation.

3. The ability to apply adult learning and motivation theory and research findings to school practice, use of test scores for curriculum and instruction development, and staff in-service were ranked relatively among the least important areas as perceived by secondary school principals, when compared to all other

roles/functions of the principalship. However, to develop a sense of teamwork among staff, communication skills, problem-solving skills, delegation and staff support, and maintaining a climate that all students can learn and expecting them to succeed were among the most important roles as perceived by the secondary school principals. The above results supported the notion of the effective schools literature, which suggests that the instructional leadership role of the principal is significant in influencing student achievement and school success.

4. Curriculum Development and Implementation was the highest-ranked area of need for further training and professional development, although it was perceived as relatively less important as a role/function. However, Instructional Supervision was perceived as very important and relatively more needed when compared to other roles/functions. As for Staff Development/Personnel Management, this role was not ranked at the top of either importance or need. The Leadership role/function was perceived as the most important, but relatively the least needed for further preparation.

5. Knowledge of the latest research related to instruction, curricular needs of students, use of instructional techniques relevant to curricular objectives and research-based principles of learning, and curriculum development within the building were cited as the most needed areas for further preparation by secondary school principals. However, problem-solving skills, leadership style, communication skills, and ability to encourage teachers to try new

ideas without fear of reprisal or failure were cited relatively among the least needed areas for further preparation.

6. When comparing secondary school principals' perceptions of the importance and need for preparation in the roles/functions of the principalship by gender, age, length of service as a secondary principal, current primary assignment level, and size of their school district, the following results were noted:

Gender. Females perceived all roles/functions of the principalship as more important when compared to males. Differences were significant for Instructional Supervision and Curriculum Development and Implementation. These differences appeared to be related to differences in the education of the two genders. Higher percentages of females had either a Ph.D. or an Ed.D. degree. As for their needs for further preparation, males perceived more needs than females in the areas of Curriculum Development/Personnel Management, whereas females expressed more needs for the role/function of Instructional Supervision.

Age. In comparing various age groups, no significant differences were found in the secondary school principals' perceptions of the importance of the four major roles/functions among the four age groups considered. One would expect that the importance of roles would increase with age. However, in this study, it appeared that older principals had less formal preparation than younger principals. Formal preparation in terms of degree held had an effect on principals' perceptions. As for their needs for further preparation, secondary principals who were less than 40 years of age

expressed more of a need for training and continuing professional development in the roles of Instructional Supervision, Curriculum Development and Implementation, and Leadership than did those who were 41 or older. This might be related to their lack of work experience, or it may support the findings in the literature that suggest that college/university administrator preparation programs do not adequately prepare individuals for the particular roles of the principalship.

Length of service as a secondary principal. In comparing the groups of principals with different years of experience, it was found that secondary school principals with 11 to 15 years of experience perceived the roles/functions of Curriculum Development and Implementation and Staff Development/Personnel Management to be more important than did principals with more or less years of experience. As for their needs for further training, secondary school principals with 10 years of experience or less had a higher need than did any of the other groups, particularly those with 11 to 20 years of experience. It is interesting, however, that principals with more than 20 years of experience expressed relatively higher needs for further preparation. Again, this might be due to the fact that a lower percentage of older principals had either an Ed.D. or a Ph.D. degree.

Degree held. The level of the degree held had a significant impact on the perceptions of the importance of the roles/functions of the principalship. Secondary school principals who held either a

Ph.D. or an Ed.D. degree perceived the roles/functions to be more important than did those who held a specialist or a master's degree. The differences were particularly significant for the roles/ functions of Curriculum Development and Implementation and Staff Development/Personnel Management. As for their needs for further training, it was observed that secondary school principals who had a master's or a specialist degree expressed higher needs for further preparation than did those who held either a Ph.D. or an Ed.D. degree.

Current and primary assignment level. Secondary school principals who had their current and primary assignment at the senior high school level perceived the role/function of Staff Development/Personnel Management as more important than did other principals. As for their needs for further training, secondary school principals who had their current and primary assignment at the senior/junior high level had relatively higher perceptions of needs for further training than did those who had assignments at other levels.

Size of school district. Secondary school principals in school districts of 30,000 students or more perceived the roles/ functions of Instructional Supervision, Curriculum Development and Implementation, and Staff Development/Personnel Management to be more important than did those in smaller school districts of fewer than 30,000 students. As for their preparation needs, it was observed that principals in the larger school districts expressed

relatively higher needs for further training in Leadership and Staff Development/Personnel Management.

7. Across the four broad categories of roles/functions, secondary school principals received their most valuable training either from workshops/conferences or on-the-job experience. Conversely, very few secondary school principals received their most valuable training at the university/college level. The percentages of responses supporting university/college preparation as most valuable were less for most of the roles/functions (1% to 30%) than the percentages of responses for workshops/conferences (28% to 60%) or on-the-job experience (21% to 59%). The researcher concluded that currently employed secondary school principals perceived that the university/college administrative programs were not as significant in preparing them for the roles/functions of the principalship considered in this study as were other methods of preparation.

Recommendations

In this study the researcher examined the perceptions of secondary school principals about three important areas related to the Michigan secondary school principalship. Those areas are: (a) the perceptions of principals about the range and importance of their job roles, (b) the needs principals identify for further preparation and continuing professional development to respond to their job roles, and (c) what principals identify as the primary source of their preparation and professional development.

Based on the results of this study, the following recommendations are made.

For College and University Administrator
Preparation Programs

1. It is recommended that colleges and universities in Michigan that prepare secondary school principals develop a mechanism that will provide for the continual updating and revision of administrator preparation courses so as to respond to the identified roles and functions of the principalship.

2. It is recommended that colleges and universities that prepare administrators formally implement a curriculum advisory committee for school administrator preparation. Such an advisory committee would include college/university faculty, state policy makers, and practicing school administrators. The curriculum committee would meet regularly for the purpose of advising and recommending changes in the administrator preparation program.

3. It is recommended that the college/university-based administrator preparation programs consider and implement stronger field-based components to provide prospective secondary school principals and other administrators with clinical administrative experiences that furnish a more realistic perspective on the principalship.

4. It is recommended that the college/university-based administrator preparation programs expand offerings for continuing professional development for secondary principals, based on a

needs-assessment model and the expectations for the roles/functions secondary principals must respond to in schools.

For the Michigan Department
of Education

1. It is recommended that the Michigan Department of Education and the State Board of Education implement a mechanism to allow for the involvement of secondary school principals and other administrators in periodic review and revision of the Michigan Standards of Quality for Administrator Preparation. Such a review would include consideration of clinical or field-based experiences, such as an internship, as a condition of administrator certification.

2. It is recommended that the Michigan Department of Education provide professional-development opportunities to secondary school principals that focus on the roles/functions of the principalship, particularly in the area of curriculum development and instructional supervision.

3. It is recommended that the Michigan Department of Education implement a system of periodic program review for administrator preparation programs every five years. Such a review should include the involvement of practicing school administrators and faculty. Renewal of preparation programs should be based on this system of periodic program review.

4. It is recommended that the Michigan Department of Education develop and seek legislative funding for a statewide professional-development program for secondary school principals and other school

administrators. This program would be similar to the current program provided by Section 97 of the State School Aid Act. Its initial target audience for programs could be the one of three principals new to their positions over the next three years.

For Local School Districts

1. It is recommended that local school districts establish an on-going professional-development program for secondary school principals and other administrators. Such a program would use a needs-assessment model and could focus on the four major roles/functions of the principalship, including (a) instructional supervision, (b) curriculum development and implementation, (c) leadership, and (d) staff development/personnel management.

2. It is recommended that local school districts, in cooperation with college/university administrator preparation programs, establish a partnership to provide clinical internships for prospective secondary school principals. Such an internship would allow principal candidates to have field-based experiences in the major roles/functions of the principalship and bridge the gap between theory and practice.

For Future Research

In considering future research as a result of this study, the researcher makes the following recommendations:

1. Consideration should be given to replicating this study but including other roles/functions of secondary school principals, such

as building management, community relations, student and parent relations, and influence with the local school board. Also, it is recommended that an open-ended question be included in the survey that would request respondents to identify additional roles/ functions of importance to the principalship, as well as needs for further preparation or continuing professional development.

2. It is recommended that a similar study be conducted in other states and then compared to the findings of this study.

3. It is recommended that there be an on-going university-based research effort to study the changing role expectations for secondary school principals, as well as their need for professional development.

4. It is recommended that a comparison study be conducted to compare the results of this study with those of the parallel study on elementary school principals conducted by Kuckel (1990).

APPENDICES

APPENDIX A

THE INSTRUMENT

QUESTIONNAIRE

PREPARATION AND CONTINUING PROFESSIONAL DEVELOPMENT NEEDS OF MICHIGAN SECONDARY 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 5	Moderately Important 4	Little Importance 3	Not Important 2	Not Part of My Job/ Never Do It 1	High Need 5	4	Moderate Need 3	2	No Need 1	College/ University Course 5	Workshop Conference 4	Professional Readings/ Self-Study 3	Mentor Collegial Relations 2	On the Job Work Experience 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)

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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
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

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

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

GROUPING OF SCALE ITEMS USED IN THE QUESTIONNAIRE

Grouping of Scale Items Used in the Questionnaire

Item No.	Item Content	Item Grouping
1	Knowledge of latest research related to instruction	Instructional Supervision
2	Use of goal-setting to improve instruction and the involvement of staff	Instructional Supervision
3	Use of test scores to recommend changes in the instructional program	Instructional Supervision
4	Student time on task is ensured	Instructional Supervision
5	Encourage teachers to use instructional techniques relevant to curricular objectives and research-based principles of learning	Instructional Supervision
6	Maintains that all students can learn and expects them to succeed	Instructional Supervision
7	Bring instructional issues to faculty for discussion	Instructional Supervision
8	Knowledge about thinking and research related to curricular needs of students	Curriculum Development and Implementation
9	Coordinate curriculum development within the building	Curriculum Development and Implementation
10	Aid staff in assuring curriculum is applicable to skills and abilities present students will need as adults	Curriculum Development and Implementation
11	Help teachers implement the curriculum	Curriculum Development and Implementation
12	Ability to disaggregate and examine test score data to make recommendations for curriculum	Curriculum Development and Implementation

13	Skills in curriculum articulation	Curriculum Development and Implementation
14	Know when to delegate	Leadership
15	Adjust leadership style to fit the needs of the situation	Leadership
16	Be a good problem-solver	Leadership
17	Ability to gather and analyze data re: cognitive, affective and climate needs of the building	Leadership
18	Be vision-oriented and aid staff in long-range planning	Leadership
19	Keep abreast of current research and trends in education	Leadership
20	Be adept at conflict management	Leadership
21	Have good written and oral communication skills	Leadership
22	Involve others appropriately in decision making	Leadership
23	Develop sense of teamwork among the staff	Leadership
24	Apply valid research findings to school practice	Leadership
25	Be able to understand and apply adult learning and motivation theory	Staff Development/ Personnel Management
26	Skills in building upon strengths of staff members	Staff Development/ Personnel Management
27	Ability to arbitrate disputes and agreements	Staff Development/ Personnel Management
28	Ability to assess in-service needs and seek resources to fill those needs	Staff Development/ Personnel Management

29	Encourage leadership by staff and students	Staff Development/ Personnel Management
30	Ensure that staff-development programs are based on teachers' needs	Staff Development/ Personnel Management
31	Encourage teachers to try new ideas without fear of reprisal for failure	Staff Development/ Personnel Management
32	Conduct staff meetings which teachers perceive relevant and informative	Staff Development/ Personnel Management
33	Ability to take corrective action on personnel matters to maintain quality of effectiveness	Staff Development/ Personnel Management
34	Ability to assist staff members in setting realistic and appropriate goals for growth and improvement	Staff Development/ Personnel Management

APPENDIX C

INITIAL LETTER TO SAMPLE

August 21, 1989

Dear Colleague:

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

The three areas of the secondary 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 (517)
373-1926, or at my home at (517) 332-7802. Thank you for your
cooperation.

Sincerely,

C. Danford Austin

Nº   332

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.

C. Danford Austin

APPENDIX D

FOLLOW-UP LETTER TO NONRESPONDENTS

October 23, 1989

Dear Colleague:

In the early fall you received a survey questionnaire from me as part of a research study I am conducting to help better understand three important areas related to the Michigan Secondary School Principalship.

You were selected as part of a sample of currently employed Michigan Secondary Principals to participate in the study.

If you have not had the opportunity to complete the survey, I am enclosing another copy for your use. It would be appreciated if you would return the completed survey in the enclosed, pre-addressed, stamped envelop.

If you have already returned the survey, I thank you for your time and support of this research project.

I can be reached at my office at (517) 373-1926, if you wish to discuss this study with me.

Thank you for your cooperation.

Sincerely,

C. Danford Austin

Enclosures

APPENDIX E

PUBLIC ACT 163

Act No. 163
Public Acts of 1986
Approved by the Governor
July 6, 1986

Filed with the Secretary of State
July 7, 1986

STATE OF MICHIGAN

83RD LEGISLATURE

REGULAR SESSION OF 1986

Introduced by Reps. Knight, Runco, Allen, Hayes, Keith, Gilmer, O'Neill, Leland, Bennane, Randall, Brown, Nash, Hoffman, Ouwinga, Ostling, Porreca, Middaugh, Pridnia, Barns, Cagliardi, Koivisto, Hood, Hollister, Dillingham, Engler, Dunaskiss, Oxender, Furton, Bankes and Miller

ENROLLED HOUSE BILL No. 4282

AN ACT to amend sections 651 and 1246 of Act No. 451 of the Public Acts of 1976, entitled as amended "An act to provide a system of public instruction and elementary and secondary schools; to revise, consolidate, and classify the laws relating to elementary and secondary education: to provide for the classification, organization, regulation, and maintenance of schools, school districts, and intermediate school districts; to prescribe rights, powers, duties, and privileges of schools, school districts, and intermediate school districts; to provide for school elections and to prescribe powers and duties with respect thereto; to provide for the levy and collection of taxes; to provide for the borrowing of money and issuance of bonds and other evidences of indebtedness; to provide for and prescribe the powers and duties of certain boards and officials; to provide for licensure of boarding schools; to prescribe penalties; and to repeal certain acts and parts of acts," being sections 380.651 and 380.1246 of the Michigan Compiled Laws; and to add part 22a.

The People of the State of Michigan enact:

Section 1. Sections 651 and 1246 of Act No. 451 of the Public Acts of 1976, being sections 380.651 and 380.1246 of the Michigan Compiled Laws, are amended and part 22a is added to read as follows:

Sec. 651. (1) An intermediate superintendent shall possess the following minimum qualifications:

(a) Forty-five months' experience as a teacher or administrator in public or nonpublic schools.

(b) A teacher's certificate issued by the state board and a master's degree in education from a college or university approved by a recognized accrediting agency.

This subsection shall not apply after June 30, 1988.

(2) Beginning July 1, 1988, and except as provided in subsection (3) and in section 1536, a person employed by an intermediate school district as a superintendent or other person whose primary responsibility is administering instructional programs or as a chief business official shall possess a valid Michigan school administrator's certificate issued by the state board.

(3) An intermediate school district may employ as a superintendent or other person whose primary responsibility is administering instructional programs or as a chief business official a person who is enrolled in a program leading to certification as a school administrator. Beginning July 1, 1988, a person who is employed as a school administrator pursuant to this subsection shall have 5 years to meet the certification requirements of section 1531.

(4) Beginning July 1, 1988, a person employed by an intermediate school district as a superintendent or other person whose primary responsibility is administering instructional programs shall possess a valid teacher's certificate.

Sec. 1246. (1) A person employed by a school district as a superintendent of schools shall possess at least an earned bachelor's degree from a college acceptable to the state board and shall be the possessor of or be eligible for a teacher's certificate or have educational qualifications equivalent thereto, under standards determined by the state board. This subsection shall not apply after June 30, 1988.

(2) Beginning July 1, 1988, and except as provided in subsection (3) and in section 1536, a person employed by a school district as a superintendent, principal, assistant principal, or other person whose primary responsibility is administering instructional programs or as a chief business official shall possess a valid Michigan school administrator's certificate issued by the state board.

(3) A school district may employ as a superintendent, principal, assistant principal, or other person whose primary responsibility is administering instructional programs or as a chief business official a person who is enrolled in a program leading to certification as a school administrator. Beginning July 1, 1988, a person who is employed as a school administrator pursuant to this subsection shall have 5 years to meet the certification requirements of section 1536.

(4) Beginning July 1, 1988, a person employed by a school district as a superintendent, principal, assistant principal, or other person whose primary responsibility is administering instructional programs shall possess a valid teacher's certificate.
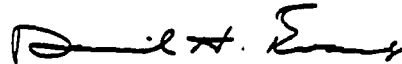
PART 22A
ADMINISTRATORS' CERTIFICATES

Sec. 1536. (1) The state board shall develop a school administrator's certificate which shall be issued not later than July 1, 1988 to all school district and intermediate school district superintendents, principals, assistant principals, and other persons whose primary responsibility is administering instructional programs and to school district and intermediate school district chief business officials. Not later than July 1, 1988, the state board also shall develop appropriate certificate endorsements for school district and intermediate school district superintendents, chief business officials, and by elementary school, middle school, and high school level building administrators. The state board shall determine the educational and professional experience requirements for and issue all certificates for these school administrators and shall determine how a school administrator may obtain renewal units for periodic recertification. The state board shall provide a waiver for any person who is not able to meet these requirements due to unusual circumstances. In addition, the state board shall issue an initial administrator's certificate to any person described in this subsection who is employed by a school district or intermediate school district as a school administrator and does not meet the certification requirements for the position the person holds on July 1, 1988.
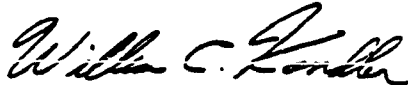
(2) An administrator's certificate issued under subsection (1) shall be valid for 5 years and shall be renewed upon completion of renewal units as determined by the state board.

(3) The state board shall promulgate rules to implement this section.

This act is ordered to take immediate effect.

Clerk of the House of Representatives.

Secretary of the Senate.

Approved...

....
Governor.

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