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No. 1249

PRINCIPAL'S ROLE BEHAVIOR AND ADMINISTRATIVE PERFORMANCE
AS PERCEIVED BY SELECTED TEACHERS

DISSERTATION

Presented to the Graduate Council of the
North Texas State University in Partial
Fulfillment of the Requirements

For the Degree of

DOCTOR OF PHILOSOPHY

By

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Denton, Texas

December, 1977

Nakornsri, Tinnakorn, Principal's Role Behavior and Administrative Performance As Perceived by Selected Teachers. Doctor of Philosophy (Administrative Leadership), December, 1977, 144 pp., 34 tables, bibliography, 73 titles.

This study was based on the assumption that classroom teachers were in an advantageous position to judge their principal's role behavior and their principal's administrative performance. The problem of this study was to determine whether or not significant differences existed between teachers' perceptions of their principal's role behavior; whether or not significant differences existed between teachers' perceptions of their principal's administrative performance; and whether or not there was any relationship between teachers' perceptions of their principal's role behavior and his administrative performance.

The Principal Role Behavior Opinionnaire (PRBO) was used to gather data on teachers' perceptions of their principal's role behavior, and the Perceptions of Administrative Interaction Questionnaire (PAIQ) was used to determine how the teachers perceived their principal's administrative performance in administrative decision-making, communications, general administrative behavior, and educational leadership.

The research population and sample consisted of 363 full-time classroom teachers who were enrolled during the first summer session, 1977 at North Texas State University.

A total of 355 (97.79 percent) completed questionnaires that were used for data treatment.

One-way analysis of variance and the Scheffe test were used to determine the differences between teachers' perceptions of their principal's role behavior, and between teachers' perceptions of their principal's administrative performance. The T-Test for Correlated Means was employed to determine if significant differences existed between the principal's administrative performance with relation to administrative decision-making, communications, general administrative behavior, and educational leadership. Also, the Pearson Product-Moment Correlation Coefficient was used to test relationships between teachers' perceptions of their principal's role behavior and his administrative performance. Rejection of the hypotheses was made at the .05 level of significance.

The findings in this study led to the following conclusions:

1. Considering teachers' educational level, teachers do not differ in their perceptions of their principal's role behavior and his administrative performance.

2. Teachers, by sex, agree that there are no differences in the principal's role behavior and his administrative performance.

3. Teachers with 5 years or less of teaching experience believe their principal's role behavior is more nomothetic than do teachers with 11 or more years of teaching experience.

4. Teachers of varying years of teaching experience do not differ in their perceptions of the principal's administrative performance.

5. There are no differences in the principal's role behavior and in the administrative performance of elementary school principals, junior high/middle school principals, and senior high school principals.

6. Principals of the various sizes of school do not differ in their role behavior and in their administrative performance.

7. Considering school district setting, principals do not differ in their role behavior but they do differ in their administrative performance. The principals of suburban schools are better in the areas of administrative decision-making, communications, general administrative behavior, and educational leadership than are their counterparts in rural and urban schools.

8. Principals, by sex, do not differ in their role behavior but they do differ in their educational leadership ability. Female principals exhibit higher levels of educational leadership than do male principals.

9. It is concluded that principals are least effective in the area of educational leadership when comparing the four areas of administrative decision-making, communications, general administrative behavior, and educational leadership. They are most effective in general administrative behavior.

10. Principals, in general, tend to exhibit transactional behavior.

11. The majority of teachers do not indicate that their principal's role behavior has any relationship to their administrative performance as school principals.

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CHAPTER I

INTRODUCTION

School is a social institution where the individuals are able to obtain a formal education. Former President Ford stated, "Education really relies on people and on teachers who work in the schools, and on the administrators who direct them " (8, p. 15).

Behrmann postulated that improving the organizational health of a school is a challenging responsibility for the principal (2, p. 4). Dreeben and Gross viewed the principal as being responsible for the total management of the school; a person who is held accountable for the efficiency and effectiveness of the organization (6, p. 1). The National Association of Secondary School Principals described the principal as

The person responsible for all the activities that occur in and around the school building. It is his leadership that sets the tone of the school, the climate for learning, the level of professionalism and morale of teachers and the degree of concern for what students may or may not become. He is the main link between the school and the community and the way he performs in that capacity largely determines the attitudes of students and parents about the school (19, p. 43).

Trump concluded that the principal is the most potent factor in determining school excellence. He stated that

The principal, therefore, must bear the responsibility for the degree of teaching and learning excellence. No one is in a better position than a principal to influence the quality of the school (18, p. 4).

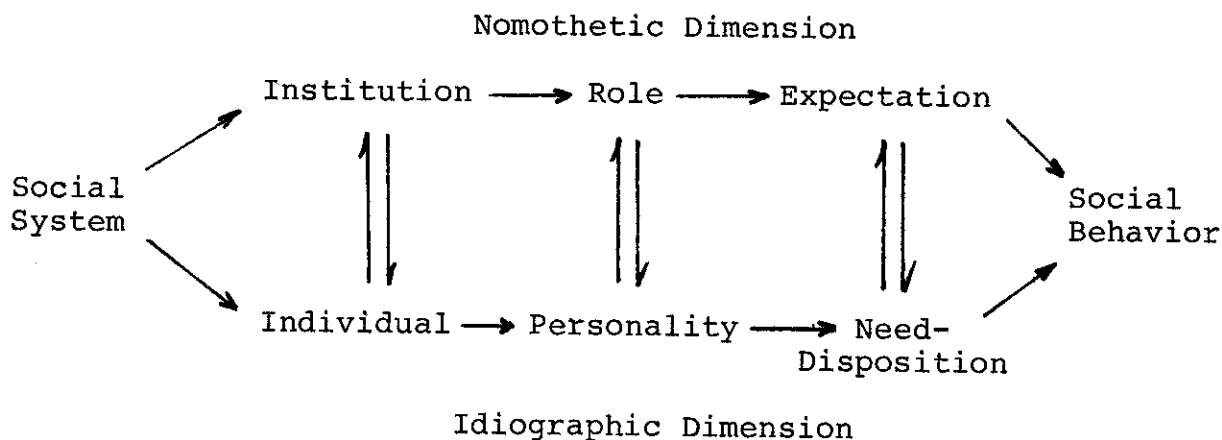
With leadership by the principal, improvement of quality education can be enhanced within the school. Wey indicated,

It is true that now and then an individual teacher or a small faculty group will take the initiative in attempting to improve the quality of education, but whenever an entire school becomes quality-education-minded, then almost without exception, it is a result of leadership by the principal (20, p. 178).

The leadership of the principal is a critical factor in the success of any program in the school. According to Lipham, knowledge about leadership is a prime prerequisite if an individual is to fulfill effectively the principalship role (15, p. 176).

Just as classroom teachers are inclined to have distinctive teaching styles, school principals are likely to exhibit their own leadership styles (5, p. 22). Guba described two styles of leadership which relate to administrative behavior. The "nomothetic" is concerned with general methods and is non-individual. The "idiographic" is concerned with specific methods or procedures and is individual in nature (12, p. 121). The relationship between

the nomothetic and idiographic concepts and the social system theory is illustrated in Getzels' theoretical model. The model and definition of terms used follow:



Nomothetic -- normative dimension

Idiographic -- personal dimension

Institutions -- agencies established to carry out functions in certain routinized patterns

Roles -- dynamic aspects of positions, offices, and statuses

Expectations -- rights, privileges, and obligations adhered to

Personality -- the dynamic organization within the individual of those need-dispositions that govern his unique reactions to the environment and to the expectations in the environment.

Need-Dispositions -- individual tendencies to orient and act with respect to objects in certain manners and to expect certain consequences from these actions (3, p. 15).

The nomothetic axis is shown at the top of the diagram. It consists of institution, role, and role expectation. Similarly, the idiographic axis, shown at the lower portion of the diagram, consists of individual, personality, and

need-dispositions (10, p. 80).

Getzels and Guba divided leader behavior into three modes: (1) nomothetic behavior is concerned with roles, goals, and the health of the institutional system; (2) idiographic behavior is concerned with the personality, needs, and dispositions of individuals who are in the system; and (3) transactional behavior is that which combines the nomothetic with the idiographic (5, p. 19).

In this conception the three styles of leadership are three modes of achieving the same goal; they are not different images of the goal. Lipham defined the three styles of leadership as follows:

The nomothetic style emphasizes the normative dimension of behavior and accordingly the requirements of the institution, the role, and the expectations, rather than the requirements of the individual, the personality, and the need-dispositions.

The idiographic style of leadership stresses the personal dimension of behavior and accordingly the requirements of the individual, the personality, and the need-dispositions rather than the requirements of the institution, the role, and the expectations.

The transactional style calls attention to the need for moving toward one style under one set of circumstances and toward another style under another set of circumstances (15, pp. 196-197).

Leadership is conditioned by what teachers think of the principal and his work. Individuals differ markedly in their perceptions of the same principal. For example, Teacher A perceives his principal favorably, while Teacher B

perceives the same principal unfavorably. Why the differences in over-all perception? One possibility could be the differences in the experiences that the two teachers have had in the past. One of the teacher may be entirely lacking in experience which is basic to making a judgement. Another possibility relates to the presence or absence of emotional blocks.

Teacher B may have found the principal a threatening superior, while Teacher A has found him to be kind and helpful. A third possibility takes into account the time factor. Given enough time, some relationships "wear well", while others "wear thin". Also, inadequate time may have passed for teachers to draw conclusions (5, p. 21).

The principal is responsible for recognizing his standing with his co-workers and, at the same time, for evaluating his own performance. Most principals encounter major blind spots when they view their own accomplishments; but it is likewise true that though they are often blind to their own deficiencies, many of them frequently undervalue themselves (5, p. 22).

Statement of the Problem

The problem of this study was to determine whether or not significant differences existed between teachers' perceptions of their principal's role behavior; whether or not significant differences existed between teachers' perceptions of their principal's administrative performance; and whether or not there was any relationship between teachers'

perceptions of their principal's role behavior and his administrative performance.

Purposes of the Study

This study attempted to provide information concerning teachers' perceptions of their principal's role behavior and how he functioned in the school setting. More specifically, this study was to:

1. Determine how teachers differed in their perceptions of their principal's role behavior across selected variables.
2. Determine how teachers differed in their perceptions of their principal's administrative performance across selected variables.
3. Determine whether or not significant relationships existed between teachers' perceptions of their principal's role behavior and his administrative performance across selected variables.

The variables used in this study are

Independent Variables (Teachers)

1. Teachers' Educational Level:

- (a) Bachelor degree, plus up to 15 semester hours additional credit
- (b) Bachelor degree plus more than 15 semester hours credit but less than a master degree
- (c) Master degree, plus up to 15 semester hours additional credit
- (d) Master degree plus more than 15 semester hours credit

2. Sex of the Teacher:
 - (a) Male
 - (b) Female
3. Teachers' Years of Teaching Experience:
 - (a) 5 years or less
 - (b) 6 years - 10 years
 - (c) 11 plus years

Independent Variables (Teacher's Principal)

1. Type of School:
 - (a) Elementary School
 - (b) Junior High or Middle School
 - (c) Senior High School
2. Size of the School:
 - (a) 500 students or less
 - (b) 501 students - 1,000 students
 - (c) 1,001 students or more
3. The School District Setting:
 - (a) Rural School
 - (b) Suburban School
 - (c) Urban School
4. Sex of the Principal:
 - (a) Male
 - (b) Female

Dependent Variables

1. Teachers mean composite score (rating) of their principal on the Principal Role Behavior Opinionnaire.
2. Teachers mean composite scores (rating) of their principal on the Perceptions of Administrative Interaction Questionnaire:
 - (a) Administrative Decision-Making Dimension
 - (b) Communications Dimension
 - (c) General Administrative Behavior Dimension
 - (d) Educational Leadership Dimension

Hypotheses

To carry out the purposes of the study, the following hypotheses were tested:

- H₁ : There are no significant differences between teachers' perceptions of their principal's role behavior as measured by the Principal Role Behavior Opinionnaire (PRBO) across selected variables.
- H₂ : There are no significant differences between teachers' perceptions of their principal's administrative performance as measured by the Perceptions of Administrative Interaction Questionnaire (PAIQ) across selected variables.
- H₃ : There are no significant relationships between teachers' perceptions of their principal's role behavior as measured by the PRBO and his administrative performance as measured by the PAIQ across selected variables.

Definition of Terms

The following terms used throughout the study have been defined for clarification:

The Principal's Role Behavior

Theoretically and descriptively defined as a mode of performance of the principal. Operationally defined as the teachers' perceptions of their principal's role behavior in their particular school as measured by the Principal Role Behavior Opinionnaire (PRBO). In addition, from the teachers responses to the PRBO it will be determined whether or not those principals exhibit: nomothetic, idiographic, or transactional behavior. These behaviors are thusly operationally defined:

- (a) Nomothetic Behavior -- at least one standard

deviation or more above the theoretical mean (mid-point score of 96) on the PRBO. Nomothetic behavior emphasizes the requirements of the institution, the role, and the expectations.

- (b) Idiographic Behavior -- at least one standard deviation or more below the theoretical mean (mid-point score of 96) on the PRBO. Idiographic behavior stresses the requirements of the individual, the personality, and the need-disposition of individuals who are in the system.
- (c) Transactional Behavior -- between one standard deviation above and below the theoretical mean (mid-point score of 96) on the PRBO. Transactional behavior is that which combines the nomothetic with the idiographic.

Administrative Performance

Theoretically and descriptively defined as action(s) exercised by a school principal for the control, direction, and management of the school. Operationally defined as the teachers' perceptions of their principal's administrative performance on the (a) Administrative Decision-Making, (b) Communications, (c) General Administrative Behavior, and (d) Educational Leadership Dimensions of the Perceptions of Administrative Interaction Questionnaire (PAIQ) in their particular school.

Teacher

A teacher is a person employed in an official capacity for the purpose of guiding and directing the learning experiences of students in a public school (11, p. 586).

Rural Setting

Rural may be considered a city with a population of approximately 28,000 or less within its city boundaries (13, p. 11).

Suburban Setting

Suburban may be considered a city with a population between 28,000 and 63,000 within its city limits (13, p. 12).

Urban Setting

Urban may be considered a city with more than 63,000 people within its city limits (13, p. 13).

Significance of the Study

"Every organization exists in the shadow of one man." This statement may or may not be true; but every man who leads casts his shadow. If one studies the man, one may more accurately predict in which direction his shadow will fall, what his style will be, how he will lead, and in what direction he plans to move the organization (16, p. 19). Doll said that leaders demonstrate their styles by the ways in which they do what they do. Surface evidences of differing leadership styles appear in every organization which has a number of leaders (5, p. 22).

From an administrative point of view the task of leadership is to effect improvement and efficiency (7, p. 40). Trump has stated: "School improvement demands principals

with high priorities on improving instruction along with the right techniques for doing it " (4, p. 29).

The effective principal should be able to utilize the abilities of his staff, to inspire among them an attitude of confidence and cooperation. The principal should be able not only to identify the responsibilities but also be able to distinguish the relative importance of each of these responsibilities. The principal should have the training and background in administrative performance.

The Administrative performance of a school principal consists of many descriptive details and can be grouped into many dimensions. Schutz emphasized these four dimensions: (1) Administrative Decision-Making Dimension, (2) Communications Dimension, (3) General Administrative Behavior Dimension, and (4) Educational Leadership Dimension (17, pp. 44-46).

To have a successful school operation, there must be universal respect and mutual understanding between all members of the staff. The principals should be able to evaluate and offer suggestions to teachers whereby they might improve their teaching ability. In the same manner, teachers should have the opportunity to give their sincere evaluation of the principal in order to improve the principal's administrative performance (1, pp. 11-15).

Why does the performance of the school principal need to be perceived by classroom teachers? Gaslin answered

this question as follows:

1. Any attempt to measure staff perceptions of administrative performance provides the principals with readings on staff feelings and, if the perception is conducted repeatedly, how these feelings change over time.

2. By submitting to an evaluation by the teaching staff, the principal will establish credibility with teachers, supervisors and the public. It is a demonstration of confidence by the school principals in their own ability as instructional leaders and/or building managers.

3. If the perception is well-conceived, thoughtfully conducted, and conscientiously accepted, it should result in improvement of the school principal's administrative performance (9, p. 73).

This study was designed to provide a basis for focusing attention upon whether or not differences existed between teachers' perceptions of their principal's role behavior; whether or not differences existed between teachers' perceptions of their principal's administrative performance; and whether or not there was any relationship between the principal's role behavior and his administrative performance according to the teachers' perceptions. The results of this study should provide helpful information which can be useful in the improvement of school principals who are currently in service, thereby enhancing the quality of education.

Limitations of the Study

The scope of this study was limited to identifying teachers' perceptions of their principal's role behavior and his administrative performance. No value judgements have been formulated or should be inferred about what types of principalship behaviors (nomothetic, idiographic, or transactional) are best in any or all situations. Only full-time classroom teachers who were enrolled in the Administrative Leadership classes, the Elementary Education graduate classes, and the Secondary Education graduate classes during the first summer session, 1977 on the North Texas State University campus were utilized. Therefore, the findings and conclusions of this study can be generalized only for the population studied and others that might be similar.

Basic Assumption

It was assumed that teachers used in this study responded to the instruments candidly and that their responses were accurate expressions of what was occurring in actual practice in their particular school.

Organization of the Study

This study is divided into five chapters. Chapter I consists of an introduction, statement of the problem, purposes of the study, hypotheses, definition of terms, significance of the study, limitations of the study, basic assumption, and organization of the study. Chapter II presents the review of the literature and related research.

Chapter III describes the instruments used in this study, population and sample, research design, procedures for collection of data, and procedures for analysis of data. Chapter IV is a presentation and analysis of data. Chapter V presents the summary, findings, conclusions, and recommendations from this study.

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CHAPTER II

REVIEW OF THE LITERATURE

This review of the literature is divided into two sections. The first section deals with literature and research on the principal's role behavior, while the second section is concerned with literature and research on the administrative performance of the school principal.

Literature and Research on the Principal's Role Behavior

Behavioral studies investigating organizational role and leadership led the study of administration to be viewed as a behavior and a social process. This interaction between the institution and individual emerged as a two-dimensional, conceptual framework (26, p. 97).

Getzels and Guba viewed administration as a social process in which behavior is the interaction between the nomothetic and idiographic dimensions of the social systems (12, p. 42). They emphasized that

The relevance of this model for administration becomes apparent when it is seen that the administrative process deals with the mediation between institutional expectations and personality need to achieve the goals of the school (12, p. 43).

As described by Behrmann, the nomothetic person is one who emphasizes the demands of the institution rather than the individual. He would be task oriented and fit

the "administrator" role versus the "leader" role. Idiographic persons would be more concerned with individuals than with accomplishing the role of the institution. This is not just the "nice guy" role; but the desired goals pursued are accomplished through an emphasis of working with people (3, p. 41).

A third style of leader behavior has emerged which is intermediate between the nomothetic and idiographic. Hills stated, "It is not, strictly speaking, a middle ground between institutional expectations and personal needs, but rather one in which expectations or needs are emphasized as the situation requires " (21, p. 4).

Guba and Bidwell described in more detail the nomothetic, idiographic, and transactional styles:

Nomothetic -- The nomothetic leader stresses the requirements of the institution and the conformity of role behavior to expectations at the expense of the individual personality and the satisfaction of needs. He perceives authority to be vested in his office, and he maintains the scope of his inter-actions with his subordinates in as diffuse a manner as possible. He places heavy emphasis on the rules and procedures, and he imposes extrinsic sanctions whenever feasible. Effectiveness is his major standard of follower excellence.

Idiographic -- The idiographic leader, in contrast, stresses the demands of the individuals personality, his need structure, and need-motivated behavior. Here organizational requirements tend to be minimized. This leader views his authority as delegated, and he tends to maintain highly specific inter-actions with his subordinates. His relationships to other are, in general, particularistic, tailored to each individual's personality, and he places major reliance upon intrinsic sanctions. Efficiency is his major standard of follower excellence.

Transactional -- The transactional leader sees the necessity for achieving organizational goals but at the same time feels that the personalities of those who will strive toward these goals are of importance. He sees the need for making clear the nature of the organizational roles and expectations, but he also attempts to structure institutional action so as to provide for individual fulfillment. Here the emphasis will shift from the nomothetic to the idiographic as the situation demands. Possessing a thorough awareness of the nature of both the organization and its members, this leader will attempt to assess each situation as it arises in terms of the extent to which nomothetic or idiographic responses are appropriate. Authority is viewed as both vested and delegated, scope may shift from diffuse to specific, affectively from universalistic to particularistic. Depending on the issue, sanctions may be extrinsic or intrinsic. The standards both of effectiveness and of efficiency must be met, within reasonable limits (16, p. 11).

Moser used the three styles of leader behavior in his study and defined them as follows:

1. The nomothetic style is characterized by behavior which stresses goal accomplishment, rules and regulations, and centralized authority at the expense of the individual. Effectiveness is rated in terms of behavior toward accomplishing the school's objectives.
2. The idiographic style is characterized by behavior which stresses the individuality of people, minimum rules and regulations, decentralized authority, and highly individualistic relationships with subordinates. The primary objective is to keep subordinates happy and contented.
3. The transactional style is characterized by behavior which stresses goal accomplishment, but which also makes provision for individual need fulfillment. The transactional leader balances nomothetic and idiographic behavior and he judiciously utilizes each style as the occasion demands (35, p. 2).

Findings from this study revealed that principals tended to emphasize behavior which stresses the individuality of people, minimum rules and regulations, and decentralized authority when dealing with teachers. Their behavior when dealing with the superintendent stress goal accomplishment, rules and regulations, and centralized authority at the expense of the individual. This indicated that the principal was subjected to different expectations from his superintendent than from his teachers and that the principal behaved differently with his superiors than with his subordinates (35, pp. 1-4). Moser concluded that superintendents and principals preferred the transactional, idiographic, and nomothetic styles in that order. "Superintendents see principals as more nomothetic, less transactional, and more idiographic than the principals profess to be " (35, p. 2).

Guba and Bidwell conducted a study of administrative relationships concerning teacher effectiveness, teacher satisfaction, and administrative behavior. They found that, in general, principals as perceived by teachers were more idiographic and/or nomothetic in their expectations than the principals themselves (16, p. 71).

Congreve studied the formal and informal administrative styles. He found that

Staff members tended to prefer the formal, impersonal approach to administration rather than the informal, personal approach. They also described the formal administrator as being more consistent, more positive in his approach, and as satisfying more of their basic professional needs (9, p. 2).

The influence of situational factors on the administrative behavior of selected elementary school principals was studied by Laidig. The situational factors used were school size, district size (average daily attendance), and tenure. He found that as the size of the district increased, the principals exhibited a stronger reliance upon formal structure and a decreasing use of the more informal face-to-face types of communication. This trend toward a greater use of rules and regulations was not found to be related to school size. School size as a predictor of administrative behavior failed to have any predictive capacity (27, p.3936).

Whorton studied the influence of situational factors on the administrative behavior of secondary school principals. The situational factors were school district size, school size, and student-teacher ratio. The results indicated that student-teacher ratio was the most influential situation variable for administrative behavior. The higher the student-teacher ratio the greater the activity of the principal, the more the principal used informal structure, and the more the principal engaged in interpersonal behavior. District size was a strong predictor in some instances (50, p. 5741).

A comparison was made of Whorton's study with Laidig's study. The results indicated that the elementary school principals were influenced more by situational variables than were the secondary school principals (50, p. 5741).

A study of male and female administrative behavior patterns was reported by Long. He found there were identifiable differences between the perceived administrative behavior patterns of the male and female principals. He also found that the number of principals administering schools within an urban sub-district was an active variable in differentiating perceived administrative behavior patterns. The principals in large sub-districts manifested a greater need for personal autonomy than those in small districts (30, p. 2035).

White and Lippett investigated the effectiveness of democratic, laissez-faire, and authoritarian leadership behavior. They found that democratic leadership was more effective than autocratic or laissez-faire leadership. Democratic groups were more friendly, showed greater originality, shared property and had mutual praise (49, pp. 87-88).

Literature and Research on the Administrative Performance

The school principal, as the educational administrator of his school, is expected to fill many roles. He is expected to set the tone and the pace of his institution, to see that the school program runs safely, smoothly, and efficiently (24, p. 1).

The performance of the school principal is cited by Goldhammer and his colleagues in the following manner:

...they had an ability to work effectively with people to secure their cooperation. They were aggressive in securing recognition of the needs of their schools, and as such were enthusiastic as principals, accepting their responsibilities as those of a mission rather than as those of a job. Finally, they were committed to education, and especially capable of distinguishing between long and short term educational goals (23, pp. 18-19).

The University Council for Educational Administration (UCEA) has identified the principal's role and responsibility as follows: (1) responding to social change, (2) evaluating school processes and products, (3) administering and improving the instructional program, (4) making effective decisions, (5) preparing the organization for effective response to change, and (6) achieving effective human relations and morale (10, pp. xiii-xiv).

The duties and responsibilities of a school principal are listed by the National Association of Secondary School Principals as follows: (1) scheduling, (2) budgeting, (3) working with community groups, (4) motivating the staff, (5) working with students, (6) providing instructional leadership, (7) supervising classrooms, (8) attending meetings, (9) communicating with various publics, (10) developing transportation routes, (11) developing rules and regulations, and (12) providing proper image (20, p. 3).

The administrative performance of the school principal consists of many descriptive details. This particular study was designed to deal with four dimensions: administrative decision-making, communications, general administrative

behavior, and educational leadership of the school principal. Each of these dimensions would be briefly described as follows:

Administrative Decision-Making

Decision-making is defined as

... a scientific process, a method whereby a situation is studied and evaluated, the problems are identified, and alternative solutions to the problems are considered before a course of action with intent to execute it is formulated (13, p. 167).

The ability to make effective decisions is vital to a school principal's success as a problem-solver. Typical decisions which the school principal must make can be classified into three categories: (1) routine decision-making, (2) emergency decision-making, and (3) problem-solving type of decision-making (51, pp. 88-89). School principals make many decisions of those three types during the course of a day.

While the principal's role may be undergoing some redefinition, the principal remains a significant decision-maker in the educational system (7, p. 25). In a real sense, the decision-making process should be based on organizational goals and objectives. In order to make decisions that will reflect not only organizational considerations, but also the concerns of individuals within the organization as well, the principal would be well advised to obtain input from staff, students, parents, community, and the like. Such

input will ensure that the decision will be an effective one in terms of the organization, the people within it, and those whom it serves.

Gorton presented the process of decision-making in schools as follows:

1. Defining the Situation:

A principal should attempt to gain an understanding of the problem, question, or set of circumstances which has precipitated the need for a decision.

2. Identifying the Alternatives:

The principal will usually begin to perceive alternative courses of action.

3. Assessing the Alternatives:

The principal needs to anticipate their possible consequences, even though he cannot be certain of the results.

4. Securing Acceptance of the Decision:

The initial and perhaps most important step in implementing a decision is to secure its acceptance on the part of those who will be most affected.

5. Implementing the Decision:

The principal should then attempt to secure the resources and personnel necessary to initiate action (14, pp. 263-269).

Decision-making is one of several competencies the principal should possess. Abbot indicated four decision-making skills:

1. Differentiating among types of decisions.
2. Determining the amount and type of information needed to reach a decision.

3. Determining the appropriate involvement of other people in reaching decisions establishing priorities for action.
4. Anticipating both intended and unintended consequences of decisions.

Abbot also concluded that these skills contribute to the administrative performance of the school principal (1, p. 201).

Washington and Watson agreed that teachers should have input into the decision-making process, especially when the decision is going to affect them directly. They stated:

Teacher cooperation is frequently an important factor in the successful implementation of new policies. For instance, enforcement of a policy concerning student behavior will require the full cooperation of the staff. Encouragement of teacher opinions concerning new policy will usually provide motivation to cooperate in supporting the final decision (47, p. 6).

Communication

Communication refers to "the interchange of thoughts and opinions between and among individuals and groups through oral and written means of expression " (44, p. 136). Communication is an important part in the task of school principals. Shartle studied leadership and concluded:

Communications appear to be one of the most important factors in administrative behavior. Where more communications are reported present, there is less discrepancy between description of the administrator and description of ideal behavior as reported by subordinates (45, p. 131).

The principal is the chief interpreter of official policy of the school system for his staff and for the school community. He communicates with a variety of people in

a number of different ways about specific situations, problems, or issues. He is also the receiver of communication and should be an active seeker of information which will enable him to gain a better understanding of the people with whom he works and the school problems or issues which need to be resolved (14, p. 281).

Today's principal must be able to communicate with students, teachers, superintendents, parents, community organizations, the business community, and the media (41, p. 36). To communicate with these various publics is not simple for the school principal. It requires him to be aware of different techniques, strategies, the nature of people and their interests, the community and some points of interference in communication.

In dealing with students the principal must pay attention to their educational experience, sincerely involving them in such areas as curriculum, discipline policy, and student government (41, p. 36). Bhola pointed out that the principal needs to communicate with students from a new stance of equality, mutuality, and shared responsibility (4, p. 108).

In communicating with teachers the principal has to understand, share power and help teachers actively participate in decision-making in school. Yet, he has to lead, to build teacher morale, and to create a desirable organizational climate in school (4, p. 109). The principal has to relate with the superintendent as a colleague, not as a subordinate;

as a field commander who knows best about what is happening on the firing line. He must simultaneously interpret school needs to the superintendent and interpret educational policy to teachers, students, parents, publics, citizens, and community (4, p. 109).

To parents and concerned citizens, the principal must relate educational concerns and needs at a different level and from a different reference point. He has to learn to explain, negotiate, and if necessary confront (4, p. 108).

The principal has a very important public relations function in dealing with the media. He must develop skills that will enable him to meet directly with reporters and others. He must be honest and be aware of his responsibility to students, staff, community, and to the school system he serves (41, p. 37) .

The performance of the school principal in facilitating communication within a school is a crucial one. According to Washington and Watson, "Effective leadership means effective two-way communication. Face-to-face communication should have priority over written communication " (47, p. 6). Clark studied critical areas in the administrative behavior of high school principals. He found that the more effective principals initiated and carried out more communication with staff members than did the less effective principals, and that more of it was face-to-face communication (8, p. 1381) .

Moser pointed out that

Without excellent communication, the educational enterprise becomes a shambles... without an effective internal communication plan there would be no way to: (a) develop common purposes, (b) coordinate efforts, (c) influence behavior, (d) get feedback on how things are going, and (e) establish mutuality (36, p. 298).

General Administrative Behavior

Schutz described general administrative behavior as follows:

The principal has ability to coordinate and maintain various functions of school organization. His ability to provide teaching materials, develop duty schedules, supervise building maintenance, provide assistance to teachers and students, and other similar functions are also included (43, p. 45).

The School-Community Development Study Project indicated nine areas of general administrative behavior as follows: (1) setting goals, (2) making policy, (3) determining roles, (4) appraising effectiveness, (5) coordinating administrative function and structure, (6) working with community leadership to promote improvement, (7) using the educational resources of the community, (8) involving people, and (9) communicating (39, p. 20).

The principal is the chief administrative officer of an attendance unit in a school system. It is necessary that the principal must understand his administrative behavior as well as organizational participants' behavior. The principal must be concerned with students, teachers, and all people as individuals and as human beings. If the principals'

administrative behavior is accepted and is perceived as satisfactory by his subordinates, superordinates, and others, and if he is able to get along well with these people, certainly, he should be considered as an effective principal.

The behavior of leaders in the field of education derives from the concepts developed at Ohio State University. Halpin and Winer conducted the Leader Behavior Description Questionnaire (LBDQ) which classified two major dimensions of leadership or administrative behavior; "consideration" and "initiating structure-in-interaction" (18, pp. 39-51). Halpin defined them as follows:

Consideration refers to behavior that reflects friendship, mutual trust, respect, and warmth in the relationship between leader and group members.

Initiating Structure-in-Interaction refers to the leader's behavior in delineating the relationship between himself and the members of his group, and in endeavoring to establish well-defined patterns of organization, channels of communication, and ways of getting a job done (17, pp. 1-2).

Jacobs studied a sample of Michigan secondary school principals to determine whether or not the leadership behavior of principals of schools high in educational innovation differed from that of principals of schools low in innovation. The results indicated that the principals in schools high in innovation received significantly higher ratings on the following leadership behavior: (1) initiating structure, (2) predictive accuracy, (3) representation, (4) integretion, (5) persuasiveness, and (6) consideration. He concluded that,

"One of the important factors in instituting educational change is the leadership behavior of the principal " (22, pp. 13-17).

Educational Leadership

Leadership has been defined and re-defined in various ways. Lipham implied that "leadership" is not all a matter of group maintenance but "the initiation of a new structure or procedure for accomplishing an organization's goals and objectives or for changing an organization's goals or objectives." To be the leader, one must be concerned with initiating change (12, pp. 47-48).

The administrator, on the other hand, may be identified as the individual who utilizes existing structures or procedures to achieve an organizational goal or objective. As in the case of the leader, the administrator may bring to bear the authority of his role or the influence of his personality in his relationships with other members of the organization. But the administrator is concerned primarily with maintaining, rather than changing established structure, procedure, or goals (12, p. 48).

"The responsibility for school improvement represents an area in which the leadership role of the school administrator is important." This assertion has been supported by Burr and others:

As one reviews the area of principal activity--administrative management, instructional leadership, school-community relations, child guidance, plant supervision, staff personnel--instructional leadership emerges as the area which should have number one priority (5, p. 97).

The principal has been recognized as the educational leader by Neagley and Evans:

In any size district, the principal should be recognized as the educational leader of his school and immediate community, responsible for the supervision of instruction as well as for the execution of administrative functions (37, p. 12).

Hansen pointed out the historical development of the principal as a leader in educational practice. The public is demanding that the principal again return to his primary function--enhancer of the learning process through the improvement of and his participation in the instructional program (19, p. 84). Cartwright said, "In the pressure, ferment, and demands of our time, the principal had not better forget the priority of the instructional program " (6, p. 395). Especially notable is the climate and the facilitation of learning that the principal ought to provide in a school. Ruth indicated that the principal determines the types of learning that will occur by deciding priorities (42, pp. 60-61).

Woods saw new emphasis on the principal by saying,

The traditional role of the principal and superintendent has been to administer and preserve the "status quo" rather than to stimulate change. In the past the principal has been only a manager of the educational enterprise, and not necessarily the educational leader. Hopefully, this situation or emphasis will change in the future because schools will not change unless the principal wants them to change (52, pp. 40-41).

Educational leaders frequently meet resistance in attempting to introduce and implement innovations. Many people dislike and fear change, particularly when it upsets

their way of thinking, life style, or work pattern. The principal who perceives the needs for change but who is unwilling to run the risk of alienating some people or losing his job is unlikely to engage in leadership behavior to try to bring about needed change (14, p. 303).

Gorton warned that education today is badly in need of improvement; improvement which frequently can be achieved only with changes that will necessitate risk-taking on the principal's part. The principal must assume certain risks, sometimes at great personal and professional cost. The alternative, choosing not to exert leadership, will no doubt result in fewer risks and greater security for the principal, but it may also mean the loss of opportunity to bring about needed improvement in education (14, p. 303).

A study of the instructional leadership tasks of elementary school principals in Connecticut was conducted by Mansigian. He concluded that principals were ineffective in this area and suggested studies to determine causes of this problem (32, p. 5687). Morton's study of principals as instructional leaders led her to the same general conclusions as those of Mansigian (34, p. 3364).

Administrative performance of the school principal has been studied by many researchers. Rousseau used the Perceptions of Administrative Interaction Questionnaire (PAIQ), developed by Schutz, for his study related to administrative performance under academic training and educational experience

variables. He found elementary school principals in the high success category did not differ significantly from those in the low success category when compared on years of teaching experience and principalship experience (40, p. 3234).

Dellinger used the same instrument in the same manner, to determine the administrative performance of junior high/middle and senior high school principals in Colorado. He found that junior high/middle school principals received significantly higher ratings on (a) administrative decision-making, (b) communications, (c) general administrative behavior, and (d) educational leadership dimensions of the PAIQ than senior high school principals (11, p. 3744). He concluded that junior high/middle school principals had smaller administrative staff, i.e., assistant principals, than did senior high principals and must take a more direct leadership role for all areas tested by the PAIQ (11, p. 3744).

Partin studied the administrative behavior of junior high school principals to determine the effectiveness or ineffectiveness of the principal from the standpoint of the teachers who were under his supervision. The results indicated the effective principals did: (1) initiate change and innovation, (2) support the teacher and the student in conflict with the student, parent, or district, and (3) involve the teachers and the students in planning and decision-making. The three points most frequently mentioned with relationship to ineffective principals were: (1) the principal was not

considerate, tactful, or reasonable in his actions, (2) the principal was not firm and consistent in his actions, and (3) the principal did not communicate effectively with teachers or students (38, p. 1373).

Gross and Herriott sought to learn what strategies should be used in fully exploring the leadership of elementary school principals. They found that principals of smaller schools exerted more leadership than did principals of larger schools (15, pp. 151-155). The literature seems to indicate that the size of schools is a factor which affects the nature of the principal's administrative performance. In larger schools, the principal's role is complex and needs to be more clearly defined than in smaller schools. The principal in a large school is more concerned with development of his relationships with the administrative team, while the principal in a smaller school may be working more directly with teachers and staff.

A study by Keller reported that

As a rule, senior high school principals have attained higher professional qualifications than those in junior high. Principals in larger schools were generally better prepared and less involved in classroom teaching than those in small schools (25, p. 318).

This study was concerned with how the teachers' perceptions are influenced by such variables as school type, school size, school district, and sex of the principal. Lay's study revealed that the sex of the teacher had no effect on the accuracy of perception. The length of time

teachers had known the principal and the length of time teachers had taught in that school had little effect on the accuracy of their perceptions. What little difference existed was in favor of the younger teachers. (29, p. 5504).

Lansing conducted a study concerning relationships between role expectations and performance effectiveness of the school business administrator. He found that respondents in larger school districts rated school business administrators higher in effectiveness than did raters in small or medium sized districts (28, p. 5504).

In Texas, the number of male principals in school districts is much higher than the number of female principals. White reported that for the five years studied the percentage of female principals was approximately 10 percent of the total, each of the years. The national average is approximately 20 percent for this period (48, p. 5735). She concluded that, "In the role of principal, the percentage is below the national percentage indicating that Texas has an even smaller representation of women principals than other states throughout the United States " (48, p. 5735).

A recent National Education Association research study showed that, although two-thirds of America's classroom teachers were women, only 13.5 percent of its elementary, junior high school, and senior high school principals, were women. Specifically, the report showed 19.6 percent of the elementary principals, 2.9 percent of the junior high

principals, and 1.4 percent of the senior high school principals were female (2, p. 90).

Morsink explained the reasons for the decline in the numbers of women in the secondary school principalship as follows: (1) most women lack the apparent graduate education to qualify for the principalship; (2) few women desire to leave teaching for administration; (3) women must compete with men to obtain such positions; (4) women often lack the career tenure to qualify; (5) women lack the financial incentive to seek the principalship; (6) and they are considered to be inferior to men as administrators. The last reason suggested that the task of the secondary school principal is a masculine one and women are considered inadequate to the task. This premise assumes that men perform more appropriately as administrative leaders than do women (33, p. 81).

A number of reasons have been cited by Zakrajsek for the small percentage of women administrators: (1) women do not have the desire to go into administration; (2) competition for jobs is greater; (3) women are content with short term career goals; and (4) women do not want responsibility, they cannot handle it, and they are too emotional (53, p. 95).

According to Lyon and Saario, women can perform the principals' roles as well as men. They concluded in their study that

Nothing... has convinced us that males are inherently superior to females as educational administrators and we view the defacto discrimination as wholly unjustifiable (31, p. 121).

Smith also argued that

I agree that men are, in general, physically stronger than women, and that there is a physical toll taken on any active high school principal. However, it is the mind, not just the body, that our high schools need now, and woman's mind is the equal of a man's (46, p. 101).

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CHAPTER III

PROCEDURES FOR COLLECTING DATA

This chapter, which is an explanation of the general procedures by which this study was completed, is divided into five areas: (1) the instrument, (2) population and sample, (3) research design, (4) procedures for collection of data, and (5) procedures for analysis of data.

The Instrument

Two instruments were used in this study: (1) the Principal Role Behavior Opinionnaire (PRBO) (Appendix B) and (2) the Perceptions of Administrative Interaction Questionnaire (PAIQ) (Appendix B).

General background information on the respondents was also included in the instrument (Appendix B), and was designed to secure information relating to the teacher's and principal's demographic data and general school information. A total of seven items were included.

The Principal Role Behavior Opinionnaire (PRBO)

The PRBO, the first instrument, yields information concerning perceptions of the leadership role behavior of the principal. The 32 items of the PRBO was developed by Sweitzer and associates as part of a Cooperative Research Project. (9) In formulating the items, Guba acted as

a visiting consultant for purposes of definition and to insure clarity of expression. From this preliminary "face validity" test, a 64-item pilot instrument was administered. The 32 items most closely meeting stated characteristics were chosen for the instrument (3, p. 76). It has also been used in subsequent research by Fuhr and Behrmann (3, p. 75; and 1, pp. 102-105). No additional reliability or validity data is available on this scale (PRBO).

Behrmann suggested that each question was answered on a five-point scale: (1) rarely, (2) occasionally, (3) sometimes, (4) often, and (5) usually. From raw data, a score was determined by assigning a weighted value to each of five responses. All answers to odd numbered items were weighted from "1" to "5" in ascending order beginning with response "rarely", while all even numbered items were weighted from "5" to "1" in descending order beginning with response "rarely". This procedure resulted in all nomothetic responses being scored high and all idiographic responses being scored low. Behrmann reported that respondents who receive higher scores would be classified as exhibiting nomothetic behavior more so than those who receive lower scores (1, p. 45). A score of 96 (theoretical mean score) was judged to be an average performance by the school principal. The highest possible score for a principal by one teacher-respondent would be a score of 160 indicating nomothetic behavior while the lowest possible score would be 32 and that would be an indication of idiographic behavior.

The Perceptions of Administrative Interaction Questionnaire
(PAIQ)

The PAIQ, the second instrument, was used in this study to determine teachers' perceptions concerning the administrative performance of their principals. It was developed and used by Schutz in his research study (7, pp. 44-46). It has also been used in subsequent research by others (6, p. 3234; and 2, p. 3744).

The PAIQ, is a close-form questionnaire, and is designed to provide information concerning the principal's administrative performance as examined on four dimensions. Each dimension of the PAIQ contains nine items. Items 1-9 concerns administrative decision-making, items 10-18 concerns communications, items 19-27 concerns general administrative behavior, and items 28-36 concerns educational leadership.

1. Administrative Decision-Making: a measure of the principal's ability to anticipate and recognize problems that affect the attainment of objectives for his school. His ability to critically weigh these problems and employ unique solutions is also measured.

2. Communications: a measure of the principal's ability to communicate with staff and community. It also measures the climate that exists for freedom of communications among staff members in the school.

3. General Administrative Behavior: a measure of the principal's ability to provide teaching materials,

develop duty schedules, supervise building maintenance, provide assistance to teachers and students, and other similar functions.

4. Educational Leadership: a measure of the principal's ability to provide information and leadership in the school's instructional programs. He is evaluated on the implementation of new ideas, providing time for teachers' professional growth, examination of current curriculum programs, and other related functions.

From raw data, using a scale valued consecutively "1" through "5", with a value of "1" representing "rarely", a value of "2" for "occasionally", and continuing in this manner, with a value of "5" representing for "usually". Scores could range between 9 and 45 with 27 as the mid-point or theoretical mean score per dimension.

Reliability

To test the reliability of the four dimensions of the PAIQ, Schutz used the Guttman scaling technique intensively in the development of tests (7, p. 182). To the extent that an internal consistency coefficient reflects homogeneity of item content, he found the reliability of the four dimensions as indicated in Table I (8, pp. 43-57).

TABLE I
THE PERCEPTIONS OF ADMINISTRATIVE INTERACTION
QUESTIONNAIRE DIMENSIONS AND THEIR
RELIABILITY COEFFICIENTS

Dimension of the PAIQ	Coefficient of Reliability
Administrative Decision-Making (Items 1-9)921
Communications (Items 10-18)909
General Administrative Behavior (Items 19-27)904
Educational Leadership (Items 28-36)908

Validity

In order to test the construct validity of the four dimensions of the PAIQ, Schutz used a factor analysis which tells, in effect, what measures test the same thing and to what extent they measure what they purport to measure. He found, the relatively low to moderate intercorrelations of the dimensions showed that the dimensions were relatively independent and the differences between the means were significant. These results seemed to indicate that the scale was valid and that the "theory" behind its construction was also valid (4, pp. 461-469). They are presented in Table II (8, p. 75).

TABLE II
INTERCORRELATIONS AMONG
CRITERION MEASURES OF RATING

Criterion	2	3	4
1 Administrative Decision-Making	0.54	0.47	0.50
2 Communications		0.55	0.52
3 General Administrative Behavior			0.48
4 Educational Leadership			---

The PAIQ was selected to determine teachers' perceptions of their principal's administrative performance for the following reasons:

1. It consists of four dimensions of administrative performance rather than only one dimension as is often found in other instruments.

2. It appears to be appropriate for measuring the administrative performance of school principals.

3. It has been field tested in at least three major studies and was found to be statistically valid and reliable by its authors.

4. It can be completed by the teacher in a reasonable length of time (10 to 15 minutes).

Population and Sample

The research population and sample consisted of 363 full-time teachers who were enrolled in the administrative leadership classes, the elementary education graduate classes, and the secondary education graduate classes during the first summer session, 1977 on the North Texas State University campus. These classes were composed chiefly of teachers from the North Texas area but contained others from throughout Texas who are working in rural, suburban, and urban schools.

Research Design

This study was considered in part as Ex Post Facto Research that is defined as

... a systematic empirical inquiry in which the scientist does not have direct control of independent variables because their manifestations have already occurred or because they are inherently not manipulable (4, p. 379).

Also, it was a correlational study designed to identify significant relationships between variables.

Procedures for Collection of Data

The procedures for data collection in this study were as follows:

1. Each professor of the administrative leadership classes, the elementary education graduate classes, and the secondary education graduate classes was asked to allow his students to participate in this study.

2. A letter explaining the purpose of the study (Appendix A) and a copy of the questionnaire (Appendix B) were distributed directly to the teachers in their classes.

3. During the class period, the researcher remained in the room until the teachers completed and returned the questionnaires.

Procedures for Analysis of Data

Teachers' responses on the returned questionnaires were tabulated in numerical code on keypunch worksheets and subsequently keypunched on machine punch cards. These data were then inserted into tables as follows:

1. Descriptive Statistics: Calculation of means and standard deviations of teachers' perceptions of their principal's role behavior and his administrative performance across selected variables.
2. Inferential Statistics:
 - (a) One-way analysis of variance to determine if significant differences existed between teachers' perceptions of their principal's role behavior across selected variables.
 - (b) One-way analysis of variance to determine if significant differences existed between teachers' perceptions of their principal's administrative performance across selected variables.
 - (c) Scheffe test to identify which specific variables there were significant differences in teachers' perceptions of their principal's role behavior and in administrative performance.
 - (d) The T-Test for Correlated Means to determine if significant differences existed between administrative decision-making, communications, general administrative behavior, and educational leadership across selected variables.

- (e) Pearson Product-Moment Correlation Coefficient to determine significant relationships between teachers' perceptions of their principal's role behavior and his administrative performance across selected variables.

All calculated statistics were compared to the tabled value at the .05 level of significance. If the calculated statistic equals or exceeds the tabled value, the hypothesis is rejected, and the observed difference or relationship between the two means is a significant one. If the calculated statistic is smaller than the tabled value, the hypothesis is retained, and no significant difference or relationship between the means has been established (5, p. 220).

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CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

This chapter contains a presentation and analyses of the data collected in this study. The purposes of this study entailed the gathering of data concerning teachers' perceptions of their principal's role behavior and how he functions in the school setting. A total of 363 full-time classroom teachers participated and returned the questionnaires, giving a 100 percent return. From this number, eight subjects were eliminated from the study because they did not answer all of the questions on the instrument; therefore, a total of 355 (97.79 percent) completed questionnaires that were used for data treatment.

The chapter presents descriptive and comparative analyses of the subjects responses to the: (1) Principal Role Behavior Opinionnaire; (2) Principal's Administrative Interaction Questionnaire; and (3) correlational analyses of the subjects responses to the principal's role behavior and administrative performance.

Principal Role Behavior

The Principal Role Behavior Opinionnaire (PRBO) was completed by teachers to determine what they perceived to be the role behavior of their respective principals.

A score of 96 (theoretical mean score) was judged to be an average performance by the school principal. Scores could range between 32 and 160 with 96 as the mid-point or theoretical mean score. Means and standard deviations were computed for each selected variables: Teachers' educational level, Sex of the teacher, etc. These data are located in Table III. A mean score that is one standard deviation or more above the theoretical mean (mid-point score of 96) on the PRBO classifies the principal as exhibiting nomothetic behavior; and a mean score that is one standard deviation or more below the theoretical mean classifies the principal as exhibiting idiographic behavior; but when the mean score falls between one standard deviation above and below the theoretical mean, the principal is classified as exhibiting transactional behavior.

TABLE III

MEANS AND STANDARD DEVIATIONS OF TEACHERS' PERCEPTIONS
OF THEIR PRINCIPAL'S ROLE BEHAVIOR
ACROSS SELECTED VARIABLES

Variable	Number of Observations	Mean	S.D.
1. Teachers' Educational Level:			
B.A.+ up to 15	139	98.482	4.866
B.A.+ more than 15	146	98.253	5.057

TABLE III -- Continued

Variable	Number of Observations	Mean	S.D.
M.A.+ up to 15	37	98.324	3.993
M.A.+ more than 15	33	96.788	6.102
2. Sex of Teacher:			
Male	132	97.750	4.819
Female	223	98.489	5.080
3. Teachers' Years of Teaching Experience:			
5 years or less	203	98.700	4.683
6 years - 10 years	103	98.000	5.151
11 plus years	49	96.653	5.607
4. Type of School:			
Elementary School	165	98.545	4.837
Junior High/Middle School	90	98.700	4.805
Senior High School	100	97.230	5.308
5. Size of the School:			
500 students or less	106	98.377	4.892
501-1,000 students	147	98.687	5.099
1,001 students or more	102	97.363	4.874
6. School District Setting:			
Rural School	73	97.630	5.775
Suburban School	174	98.684	4.680
Urban School	108	97.852	4.881
7. Sex of the Principal:			
Male	319	98.179	5.099
Female	36	98.528	3.953

As shown in Table III, the teachers, grouped according to all selected variables, had a mean score indicating that they perceived their principals as exhibiting transactional type administrative behavior; i.e., the teachers' mean scores on the PRBO across all selected variables were between one standard deviation of the theoretical mean of 96 on the PRBO. The higher the mean score the more the tendency toward perceived nomothetic administrative behavior on the part of the teachers' principal; and the lower the mean score especially below 96, the more the tendency toward perceived idiographic behavior on the part of the teachers' principal.

The first major hypothesis (H_1) is that there are no significant differences between teachers' perceptions of their principal's role behavior as measured by the PRBO across selected variables. Each of the selected variables of this hypothesis follows and are stated in null-form sub-hypotheses for statistical analyses and interpretation:

H_1^1 : There is no significant difference between teachers' perceptions of their principal's role behavior as measured by the PRBO, when teachers are grouped according to their educational level.

The analysis of variance was employed to test this hypothesis. With 3 and 351 degrees of freedom, an F-value of 2.60 was needed for significance at the .05 level. The computed F-ratio was 1.041, therefore the null hypothesis (H_1^1)

of no significant differences between teachers of varying educational level and their perceptions of their principal's administrative behavior was not rejected. Data relevant to this hypothesis are summarized in Table IV.

TABLE IV

ANALYSIS OF VARIANCE OF TEACHERS' PERCEPTIONS OF THEIR PRINCIPAL'S ROLE BEHAVIOR, WHEN TEACHERS ARE GROUPED ACCORDING TO THEIR EDUCATIONAL LEVEL

Source	Degrees of Freedom	Sum of Squares	Variance Estimate	F Ratio	P
Between Groups	3	77.778	25.926	1.041	0.374
Within Groups	351	8739.952	24.900		
Total	354	8817.730			

H_1^2 : There is no significant difference between teachers' perceptions of their principal's role behavior as measured by the PRBO, when teachers are grouped according to their sex.

The analysis of variance was employed to test this hypothesis. With 1 and 353 degrees of freedom, an F-value of 3.84 was needed for significance at the .05 level. The computed F-ratio was 1.821, therefore the null hypothesis (H_1^2)

of no significant differences between teachers of varying sex and their perceptions of their principal's administrative behavior was not rejected. Data relevant to this hypothesis are summarized in Table V.

TABLE V

ANALYSIS OF VARIANCE OF TEACHERS' PERCEPTIONS OF THEIR PRINCIPAL'S ROLE BEHAVIOR, WHEN TEACHERS ARE GROUPED ACCORDING TO THEIR SEX

Source	Degrees of Freedom	Sum of Squares	Variance Estimate	F Ratio	P
Between Groups	1	45.258	45.258	1.821	0.178
Within Groups	353	8772.472	24.851		
Total	354	8817.730			

H_1^3 : There is no significant difference between teachers' perceptions of their principal's role behavior as measured by the PRBO, when teachers are grouped according to their years of teaching experience.

The analysis of variance was employed to test this hypothesis. With 2 and 352 degrees of freedom, an F-value of 3.00 was needed for significance at the .05 level. The computed F-ratio was 3.501, therefore the null hypothesis (H_1^3)

of no significant differences between teachers of varying years of teaching experience and their perceptions of their principal's administrative behavior was rejected. Data relevant to this hypothesis are summarized in Table VI.

TABLE VI

ANALYSIS OF VARIANCE OF TEACHERS' PERCEPTIONS OF THEIR PRINCIPAL'S ROLE BEHAVIOR, WHEN TEACHERS ARE GROUPED ACCORDING TO THEIR YEARS OF TEACHING EXPERIENCE

Source	Degrees of Freedom	Sum of Squares	Variance Estimate	F Ratio	P
Between Groups	2	171.958	85.978	3.501	0.031
Within Groups	352	8645.772	24.562		
Total	354	8817.730			

In order to identify which specific groups there are significant differences in the means of the three groups, the Scheffe test was employed. The region of rejection was determined to be an F equal to or greater than 3.00. As shown in Table VII, Group 1 (teachers with 5 years or less of teaching experience) had mean scores that were significant differences from Group 3 (teachers with 11 plus years of teaching experience); but the differences between Group 1 and Group 2 and between Group 2 and Group 3 were not significant. An inspection of Table III also revealed that Group 1

teachers perceived their principals to be slightly more nomothetic behavior than was Group 3.

TABLE VII
SCHEFFE TEST OF DIFFERENCES IN THE PRINCIPAL'S ROLE
BEHAVIOR AMONG THE THREE TEACHERS' GROUPS

Group Number	1	2	3
1 (5 years or less)	---	0.681	3.365*
2 (6 years - 10 years)		---	1.226
3 (11 plus years)			---

*Significant at the .05 level

H_1^4 : There is no significant difference between teachers' perceptions of their principal's role behavior as measured by the PRBO, when teachers are grouped according to their type of school in which they taught.

The analysis of variance was employed to test this hypothesis. With 2 and 352 degrees of freedom, an F-value of 3.00 was needed for significance at the .05 level. The computed F-ratio was 2.761, therefore the null hypothesis (H_1^4) of no significant differences between teachers of varying

type of school in which they taught and their perceptions of their principal's administrative behavior was not rejected. Data relevant to this hypothesis are summarized in Table VIII.

TABLE VIII

ANALYSIS OF VARIANCE OF TEACHERS' PERCEPTIONS OF THEIR PRINCIPAL'S ROLE BEHAVIOR, WHEN TEACHERS ARE GROUPED ACCORDING TO THEIR TYPE OF SCHOOL

Source	Degrees of Freedom	Sum of Squares	Variance Estimate	F Ratio	P
Between Groups	2	136.211	68.105	2.761	0.065
Within Groups	352	8681.519	24.663		
Total	354	8817.730			

H_1^5 : There is no significant difference between teachers' perceptions of their principal's role behavior as measured by the PRBO, when teachers are grouped according to their size of the school.

The analysis of variance was employed to test this hypothesis. With 2 and 352 degrees of freedom, an F-value of 3.00 was needed for significance at the .05 level. The computed F-ratio was 2.216, therefore the null hypothesis (H_1^5)

of no significant differences between teachers of varying size of the school and their perceptions of their principal's administrative behavior was not rejected. Data relevant to this hypothesis are summarized in Table IX.

TABLE IX

ANALYSIS OF VARIANCE OF TEACHERS' PERCEPTIONS OF THEIR PRINCIPAL'S ROLE BEHAVIOR, WHEN TEACHERS ARE GROUPED ACCORDING TO THEIR SIZE OF THE SCHOOL

Source	Degrees of Freedom	Sum of Squares	Variance Estimate	F Ratio	P
Between Groups	2	109.640	54.820	2.216	0.111
Within Groups	352	8708.090	24.739		
Total	354	8817.730			

H_1^6 : There is no significant difference between teachers' perceptions of their principal's role behavior as measured by the PRBO, when teachers are grouped according to their school district setting.

The analysis of variance was employed to test this hypothesis. With 2 and 352 degrees of freedom, an F-value of 3.00 was needed for significance at the .05 level. The computed F-ratio was 1.560, therefore the null hypothesis (H_1^6)

of no significant differences between teachers of varying school district setting and their perceptions of their principal's administrative behavior was not rejected. Data relevant to this hypothesis are summarized in Table X.

TABLE X

ANALYSIS OF VARIANCE OF TEACHERS' PERCEPTIONS OF THEIR PRINCIPAL'S ROLE BEHAVIOR, WHEN TEACHERS ARE GROUPED ACCORDING TO THEIR SCHOOL DISTRICT SETTING

Source	Degrees of Freedom	Sum of Squares	Variance Estimate	F Ratio	P
Between Groups	2	77.471	38.736	1.560	0.212
Within Groups	352	8740.259	24.830		
Total	354	8817.730			

H_1^7 : There is no significant difference between teachers' perceptions of their principal's role behavior as measured by the PRBO, when teachers are grouped according to their principal's sex.

The analysis of variance was employed to test this hypothesis. With 1 and 353 degrees of freedom, an F-value of 3.84 was needed for significance at the .05 level. The computed F-ratio was 0.158, therefore the null hypothesis (H_1^7)

of no significant differences between teachers of varying principal's sex and their perceptions of their principal's administrative behavior was not rejected. Data relevant to this hypothesis are summarized in Table XI.

TABLE XI

ANALYSIS OF VARIANCE OF TEACHERS' PERCEPTIONS OF THEIR
PRINCIPAL'S ROLE BEHAVIOR, WHEN TEACHERS ARE GROUPED
ACCORDING TO THEIR PRINCIPAL'S SEX

Source	Degrees of Freedom	Sum of Squares	Variance Estimate	F Ratio	P
Between Groups	1	3.942	3.942	0.158	0.691
Within Groups	353	8813.788	24.969		
Total	354	8817.730			

Administrative Performance

The Perceptions of Administrative Interaction

Questionnaire (PAIQ) was completed by teachers to ascertain the principal's administrative performance. A score of 27 (theoretical mean score) on each dimension of the PAIQ was judged to be an average performance by the school principal. The highest possible rating for a principal by one teacher-respondent would be a score of 45 per dimension while the lowest possible score would be 9.

TABLE XII

MEANS AND STANDARD DEVIATIONS OF TEACHERS' PERCEPTIONS
OF THEIR PRINCIPAL'S ADMINISTRATIVE PERFORMANCE
ACROSS SELECTED VARIABLES

Variable	Number of Observations	Adm. Dec-Mak.		Communications		Gen. Adm. Beh.		Educ. Lead.	
		M	S.D.	M	S.D.	M	S.D.	M	S.D.
1. Teachers' Educ. Level:									
Group 1	139	32.01	7.99	32.12	7.74	33.10	6.89	27.27	8.45
Group 2	146	31.12	8.64	31.17	7.88	33.64	7.52	26.77	8.46
Group 3	37	30.65	7.61	30.76	6.59	33.78	5.16	26.16	7.68
Group 4	33	33.33	7.96	31.55	8.10	35.55	6.14	26.46	9.06
2. Sex of the Teacher:									
Male	132	31.94	7.01	31.07	7.27	33.73	6.34	26.86	7.86
Female	223	31.44	8.88	31.94	7.95	33.56	7.29	26.88	8.73
3. Teachers' Years of Teaching Exp.									
5 years or less	203	31.00	8.45	31.38	7.77	32.94	7.34	26.63	8.54
6-10 years	103	32.08	7.77	31.49	7.89	34.28	6.32	26.44	8.47
11 plus years	49	33.27	8.07	32.86	7.05	35.06	6.22	28.80	7.58

TABLE XII -- Continued

Variable	Number of Observations	Adm. Dec-Mak.		Communications		Gen. Adm. Beh.		Educ. Lead.	
		M	S.D.	M	S.D.	M	S.D.	M	S.D.
4. Type of School:									
Elementary Sch.	165	31.49	8.89	32.13	8.35	33.70	7.45	27.52	8.74
Junior High/Middle School	90	31.70	8.05	31.73	7.17	33.33	6.58	26.71	8.27
Senior High Sch.	100	31.78	7.26	30.66	7.00	33.76	6.42	25.94	7.96
5. Size of the School:									
500 students or less	106	31.25	8.90	31.73	8.59	32.33	7.90	26.05	8.77
501-1,000 students	147	31.69	8.45	31.52	7.46	33.86	6.62	27.15	8.52
1,001 students or more	102	31.92	7.17	31.94	7.13	34.62	6.16	27.32	7.86
6. School District Setting:									
Rural School	73	30.08	8.53	29.40	8.36	32.10	7.43	24.22	7.52
Suburban School	174	33.26	7.41	33.33	6.81	35.25	5.98	28.51	8.21
Urban School	108	30.04	8.81	30.35	8.03	32.03	7.49	26.02	8.77
7. Sex of the Principal:									
Male	319	31.46	8.34	31.48	7.72	33.82	6.80	26.56	8.29
Female	36	33.14	7.02	32.81	7.60	31.92	7.98	29.67	9.07

Table XII shows the means and standard deviations based on the teachers' responses. In most cases, the principal's administrative performance was scored high in administrative decision-making, communications, and general administrative behavior but less or average in educational leadership ability.

The second major hypothesis (H_2) is that there are no significant differences between teachers' perceptions of their principal's administrative performance as measured by the Perceptions of Administrative Interaction Questionnaire (PAIQ) across selected variables. Four dimensions of the principal's administrative performance of this hypothesis follows and are stated in null-form sub-hypotheses for statistical analyses and interpretation:

- H_2^a : There is no significant difference between teachers' perceptions of their principal's administrative decision-making ability as measured by the PAIQ, across selected variables.

The analysis of variance was employed to test this hypothesis. As shown in Table XIII, the computed F-ratios were not significant at the .05 level. Only one of the computed F-ratios obtained a level of significance of .001, the school district setting. Therefore the null hypothesis (H_2^a) was rejected according to the school district setting. The null hypothesis was not rejected for teachers grouped according to their educational level, sex of the teacher,

teachers' years of teaching experience, type of school, size of the school, and sex of the principal.

TABLE XIII

ANALYSIS OF VARIANCE OF THE PRINCIPAL'S
ADMINISTRATIVE DECISION-MAKING ABILITY AS MEASURED
BY THE PAIQ, ACROSS SELECTED VARIABLES

Source	Degrees of Freedom	Sum of Squares	Variance Estimate	F Ratio	P
1. Teachers' Educ. Level:					
Between Groups	3	190.414	63.471	0.938	0.423
Within Groups	351	23756.758	67.683		
Total	354	23947.172			
2. Sex of the Teacher:					
Between Groups	1	20.724	20.724	0.306	0.581
Within Groups	353	23926.448	67.780		
Total	354	23947.172			
3. Teachers' Years of Teaching Exp.					
Between Groups	2	232.242	116.121	1.724	0.180
Within Groups	352	23714.930	67.372		
Total	354	23947.172			
4. Type of School:					
Between Groups	2	5.876	2.938	0.043	0.958
Within Groups	352	23941.296	68.015		
Total	354	23947.172			
5. Size of the School:					
Between Groups	2	24.952	12.476	0.184	0.832
Within Groups	352	23922.220	67.961		
Total	354	23947.172			

TABLE XIII -- Continued

Source	Degrees of Freedom	Sum of Squares	Variance Estimate	F Ratio	P
6. School District Setting:					
Between Groups	2	910.451	455.226	6.956	0.001
Within Groups	352	23036.721	65.445		
Total	354	23947.172			
7. Sex of the Principal:					
Between Groups	1	91.775	91.775	1.358	0.245
Within Groups	353	23855.397	67.579		
Total	354	23947.172			

In order to identify which specific groups there are significant differences in the means of the three groups within the school district setting, the Scheffe test was employed. The region of rejection was determined to be an F equal to or greater than 3.00. As shown in Table XIV, Group 2 (teachers working in suburban schools) were significantly different from Group 1 (teachers working in rural schools) and Group 3 (teachers working in urban schools), but the difference between Group 1 and Group 3 was not significant. An inspection of the raw data mean scores in Table XII showed that Group 2 teachers perceived their principal's decision-making ability higher than did both Group 1 and Group 3.

TABLE XIV
SCHEFFE TEST OF DIFFERENCES IN THE PRINCIPAL'S
ADMINISTRATIVE DECISION-MAKING AMONG
THE THREE TEACHERS' GROUPS

Group Number	1	2	3
1 (Rural School)	---	3.964*	0.001
2 (Suburban School)		---	5.284**
3 (Urban School)			---

*Significant at the .05 level

**Significant at the .01 level

H_2^b : There is no significant difference between teachers' perceptions of their principal's communications ability as measured by the PAIQ, across selected variables.

The analysis of variance was employed to test this hypothesis. As shown in Table XV, the computed F-ratios were not significant at the .05 level. Only one of the computed F-ratios obtained a level of significance of .0001, the school district setting. Therefore the null hypothesis (H_2^b) was rejected according to the school district setting. The null hypothesis was not rejected when teachers are grouped according to their educational level, sex of the teacher,

teachers' years of teaching experience, type of school, size of the school, and sex of the principal.

TABLE XV

ANALYSIS OF VARIANCE OF THE PRINCIPAL'S
COMMUNICATIONS ABILITY AS MEASURED BY THE PAIQ,
ACROSS SELECTED VARIABLES

Source	Degrees of Freedom	Sum of Squares	Variance Estimate	F Ratio	P
1. Teachers' Educ. Level:					
Between Groups	3	70.951	23.650	0.397	0.756
Within Groups	351	20933.178	59.639		
Total	354	21004.129			
2. Sex of the Teacher:					
Between Groups	1	62.622	62.622	1.056	0.305
Within Groups	353	20941.507	59.324		
Total	354	21004.129			
3. Teachers' Years of Teaching Experience:					
Between Groups	2	88.608	44.304	0.746	0.475
Within Groups	352	20915.521	59.419		
Total	354	21004.129			
4. Type of School:					
Between Groups	2	135.762	67.881	1.145	0.319
Within Groups	352	20868.367	59.285		
Total	354	21004.129			
5. Size of the School:					
Between Groups	2	2.777	1.389	0.023	0.977
Within Groups	352	21001.352	59.663		
Total	354	21004.129			

TABLE XV -- Continued

Source	Degrees of Freedom	Sum of Squares	Variance Estimate	F Ratio	P
6. School District Setting:					
Between Groups	2	1041.693	520.847	9.184	0.0001
Within Groups	352	19962.436	56.712		
Total	354	21004.129			
7. Sex of the Principal:					
Between Groups	1	56.873	56.873	0.958	0.328
Within Groups	353	20947.256	59.341		
Total	354	21004.129			

In order to identify which specific groups there are significant differences in the means of the three groups within the school district setting, the Scheffe test was employed. The region of rejection was determined to be an F equal to or greater than 3.00. As shown in Table XVI, Group 2 (teachers working in suburban schools) were significantly different from Group 1 (teachers working in rural schools) and Group 3 (teachers working in urban schools), but the difference between Group 1 and Group 3 was not significant. An inspection of the raw data mean scores in Table XII showed that Group 2 teachers perceived their principal's communications higher than did both Group 1 and Group 3.

TABLE XVI

SCHEFFE TEST OF DIFFERENCES IN THE PRINCIPAL'S
COMMUNICATIONS ABILITY AMONG
THE THREE TEACHERS' GROUPS

Group Number	1	2	3
1 (Rural School)	---	7.004**	0.350
2 (Suburban School)		---	5.203**
3 (Urban School)			---

**Significant at the .01 level

H_2^C : There is no significant difference between teachers' perceptions of their principal's general administrative behavior as measured by the PAIQ, across selected variables.

The analysis of variance was employed to test this hypothesis. As shown in Table XVII, the computed F-ratios were not significant at the .05 level. Only one of the computed F-ratios obtained a level of significance of .0001, the school district setting. Therefore the null hypothesis (H_2^C) was rejected according to the school district setting. The null hypothesis was not rejected when teachers are grouped according to their educational level, sex of the teacher,

teachers' years of teaching experience, type of school, size of the school, and sex of the principal.

TABLE XVII
ANALYSIS OF VARIANCE OF THE PRINCIPAL'S
GENERAL ADMINISTRATIVE BEHAVIOR AS MEASURED BY
THE PAIQ, ACROSS SELECTED VARIABLES

Source	Degrees of Freedom	Sum of Squares	Variance Estimate	F Ratio	P
1. Teachers' Educ. Level:					
Between Groups	3	160.898	53.633	1.114	0.343
Within Groups	351	16902.522	48.155		
Total	354	17063.420			
2. Sex of the Teacher:					
Between Groups	1	2.305	2.305	0.048	0.827
Within Groups	353	17061.115	48.332		
Total	354	17063.420			
3. Teachers' Years of Teaching Experience:					
Between Groups	2	240.748	120.239	2.516	0.082
Within Groups	352	16822.942	47.792		
Total	354	17063.420			
4. Type of School:					
Between Groups	2	10.331	5.166	0.107	0.899
Within Groups	352	17053.089	48.446		
Total	354	17063.420			
5. Size of the School:					
Between Groups	2	286.609	143.305	3.007	0.051
Within Groups	352	16776.811	47.661		
Total	354	17063.420			

TABLE XVII -- Continued

Source	Degrees of Freedom	Sum of Squares	Variance Estimate	F Ratio	P
6. School District Setting:					
Between Groups	2	907.301	453.650	9.884	0.0001
Within Groups	352	16156.119	45.898		
Total	354	17063.420			
7. Sex of the Principal:					
Between Groups	1	116.582	116.582	2.428	0.120
Within Groups	353	16946.838	48.008		
Total	354	17063.420			

In order to identify which specific groups there are significant differences in the means of the three groups within the school district setting, the Scheffe test was employed. As shown in Table XVIII, Group 2 (teachers working in suburban schools) were significantly different from Group 1 (teachers working in rural schools) and Group 3 (teachers working in urban schools), but the difference between Group 1 and Group 3 was not significant. An inspection of the raw data mean scores in Table XII showed that Group 2 teachers perceived their principal's general administrative behavior higher than did both Group 1 and Group 3.

TABLE XVIII

SCHEFFE TEST OF DIFFERENCES IN THE PRINCIPAL'S
GENERAL ADMINISTRATIVE BEHAVIOR AMONG
THE THREE TEACHERS' GROUPS

Group Number	1	2	3
1 (Rural School)	---	5.583**	0.002
2 (Suburban School)		---	7.551**
3 (Urban School)			---

** Significant at the .01 level

H_2^d : There is no significant difference between teachers' perceptions of their principal's educational leadership ability as measured by the PAIQ, across selected variables.

The analysis of variance was employed to test this hypothesis. As shown in Table XIX, the computed F-ratios were not significant at the .05 level. Only two of the computed F-ratios obtained the level of significance of .0005 and .035, respectively according to the school district setting and sex of the principal. Therefore the null hypothesis (H_2^d) was rejected according to the school district setting and sex of the principal. The null hypothesis was not rejected when teachers are grouped according to

their educational level, sex of the teacher, teachers' years of teaching experience, type of school, and size of the school.

TABLE XIX

ANALYSIS OF VARIANCE OF THE PRINCIPAL'S
EDUCATIONAL LEADERSHIP ABILITY AS MEASURED BY
THE PAIQ, ACROSS SELECTED VARIABLES

Source	Degrees of Freedom	Sum of Squares	Variance Estimate	F Ratio	P
1. Teachers' Educ. Level:					
Between Groups	3	47.597	15.866	0.023	0.881
Within Groups	351	24980.442	71.169		
Total	354	25028.039			
2. Sex of the Teachers:					
Between Groups	1	0.043	0.043	0.001	0.980
Within Groups	353	25027.996	70.901		
Total	354	25028.039			
3. Teachers' Years of Teaching Exp.					
Between Groups	2	213.194	106.597	1.512	0.222
Within Groups	352	24814.845	70.497		
Total	354	25028.039			
4. Type of School:					
Between Groups	2	158.735	79.367	1.123	0.326
Within Groups	352	24869.304	70.651		
Total	354	25028.039			
5. Size of the School:					
Between Groups	2	104.244	52.122	0.736	0.480
Within Groups	352	24923.795	70.806		
Total	354	25028.039			

TABLE XIX -- Continued

Source	Degrees of Freedom	Sum of Squares	Variance Estimate	F Ratio	P
6. School District Setting:					
Between Groups	2	1060.106	530.053	7.785	0.0005
Within Groups	352	23967.933	68.091		
Total	354	25028.039			
7. Sex of the Principal:					
Between Groups	1	313.249	313.249	4.474	0.035
Within Groups	353	24714.790	70.014		
Total	354	25028.039			

In order to identify which specific groups there are significant differences in the means of the three groups within the school district setting, the Scheffe test was employed. As shown in Table XX, Group 2 (teachers working in suburban schools) were significantly different from Group 1 (teachers working in rural schools) and Group 3 (teachers working in urban schools), but the difference between Group 1 and Group 3 was not significant. An inspection of the raw data mean scores in Table XII showed that Group 2 teachers perceived their principal's educational leadership ability higher than did both Group 1 and Group 3.

TABLE XX
SCHEFFE TEST OF DIFFERENCES IN THE PRINCIPAL'S
EDUCATIONAL LEADERSHIP ABILITY AMONG
THE THREE TEACHERS' GROUPS

Group Number	1	2	3
1 (Rural School)	---	6.957**	1.036
2 (Suburban School)		---	3.041*
3 (Urban School)			---

*Significant at the .05 level

**Significant at the .01 level

As shown in Table XX and an inspection of the raw data mean scores in Table XII showed that female principals were significantly higher in educational leadership ability than were male principals.

A second aspect of the second major hypothesis (H_2) was to test the differences between the four scores on the PAIQ to see if they differed significantly across selected variables. Each of the selected variables of the hypothesis follows and are stated in null-form sub-hypotheses for statistical analyses and interpretation:

- H_2^1 : There is no significant difference among the principal's administrative decision-making, communications, general administrative behavior, and educational leadership abilities on the PAIQ, as perceived by teachers using teachers' educational level as the variable.

The T-Test for Correlated Means was employed to test this hypothesis. As shown in Table XXI, there was no significant difference at the .05 level between the principal's administrative decision-making and communications ability as perceived by all three teachers' groups using their educational level as the variable. Therefore the null hypothesis (H_2^1) was not rejected in the principal's administrative decision-making and communications. However, the null hypothesis was rejected in the areas of the principal's administrative decision-making and general administrative behavior, administrative decision-making and educational leadership, communications and educational leadership, and administrative behavior and educational leadership. Also, the null hypothesis was rejected in the principal's communications and general administrative behavior, with the exception of the teachers with bachelor degree, plus up to 15 semester additional credit.

TABLE XXI

DIFFERENCES IN THE PRINCIPAL'S ADMINISTRATIVE PERFORMANCE
AS PERCEIVED BY TEACHERS USING TEACHERS'
EDUCATIONAL LEVEL AS THE VARIABLE

Variable	df	Commu.	Gen. Adm.Beh.	Educ.Lead.
B.A.+ up to 15:				
Adm.Dec-Making.	138	-0.192	-1.971*	8.123**
Communications	138		-1.949	10.707**
Gen.Adm.Beh.	138			11.067**
B.A.+ more than 15:				
Adm.Dec-Making.	145	-0.502	-4.542**	7.586**
Communications	145		-4.450**	8.808**
Gen.Adm.Beh.	145			14.274**
M.A.+ up to 15:				
Adm.Dec-Making.	36	-0.123	-3.621**	4.316**
Communications	36		-3.928**	4.934**
Gen.Adm.Beh.	36			7.975
M.A.+ more than 15:				
Adm.Dec-Making.	32	1.504	-2.160*	5.422**
Communications	32		-4.156**	5.452**
Gen.Adm.Beh.				9.265**

*Significant at the .05 level

**Significant at the .01 level

- H_2^2 : There is no significant difference among the principal's administrative decision-making, communications, general administrative behavior, and educational leadership abilities on the PAIQ, as perceived by teachers using sex of the teacher as the variable.

The T-Test for Correlated Means was employed to test this hypothesis. As shown in Table XXII, there was no significant difference at the .05 level between the principal's administrative decision-making and communications ability as perceived by all the teachers' groups using their sexes as the variable. Therefore the null hypothesis (H_2^2) was not rejected in the principal's administrative decision-making and communications. However, the null hypothesis was rejected in the areas of the principal's administrative decision-making and general administrative behavior, administrative decision-making and educational leadership, communications and general administrative behavior, communications and educational leadership, and general administrative behavior and educational leadership as perceived by teachers using the sex of the respondent as the variable.

TABLE XXII

DIFFERENCES IN THE PRINCIPAL'S ADMINISTRATIVE PERFORMANCE
AS PERCEIVED BY TEACHERS USING THE SEX OF THE
RESPONDENT AS THE VARIABLE

Variable	df	Commu.	Gen. Adm.Beh.	Educ.Lead.
Male Teachers:	131			
Adm.Dec-Mak.		1.545	-3.428**	8.272**
Communications			-5.242**	8.971**
Gen.Adm.Beh.				14.065**
Female Teachers:	222			
Adm.Dec-Mak.		-1.265	-4.724**	10.010**
Communications			-4.040**	12.640**
Gen.Adm.Beh.				15.960**

** Significant at the .01 level

H_2^3 : There is no significant difference among the principal's administrative decision-making, communications, general administrative behavior, and educational leadership abilities on the PAIQ, as perceived by teachers using teachers' years of teaching experience as the variable.

The T-Test for Correlated Means was employed to test this hypothesis. As shown in Table XXIII, there was no significant difference at the .05 level between the principal's administrative decision-making and communications ability as perceived by all three teachers' groups using

teachers' years of teaching experience as the variable. Therefore the null hypothesis (H_2^3) was not rejected in the principal's administrative decision-making and communications. However, the null hypothesis was rejected in the areas of the principal's administrative decision-making and educational leadership, communications, and general administrative behavior, communications and educational leadership, and general administrative behavior and educational leadership. Also, the null hypothesis was rejected in the principal's administrative decision-making and general administrative behavior, with the exception of the teachers with 11 plus years of teaching experience.

TABLE XXIII

DIFFERENCES IN THE PRINCIPAL'S ADMINISTRATIVE PERFORMANCE
AS PERCEIVED BY TEACHERS USING TEACHERS' YEARS
OF TEACHING EXPERIENCE AS THE VARIABLE

Variable	df	Commu.	Gen. Adm. Beh.	Educ. Lead.
5 years or less:				
Adm. Dec-Making.	202	-0.859	-4.272**	9.220**
Communications	202		-3.874**	13.261**
Gen. Adm. Beh.	202			14.970**

TABLE XXIII -- Continued

Variable	df	Commu.	Gen. Adm.Beh.	Educ.Lead.
6 years - 10 years:				
Adm.Dec-Making.	102	1.157	-3.492**	8.495**
Communications	102		-4.252**	7.642**
Gen.Adm.Beh.	102			13.561**
11 plus years:				
Adm.Dec-Making.	48	0.396	-1.925	4.059**
Communications	48		-3.063**	4.503**
Gen.Adm.Beh.	48			7.123**

**Significant at the .01 level

H₂⁴ : There is no significant difference among the principal's administrative decision-making, communications, general administrative behavior, and educational leadership abilities on the PAIQ, as perceived by teachers using type of school as the variable.

The T-Test for Correlated Means was employed to test this hypothesis. As shown in Table XXIV, there was no significant difference at the .05 level between the principal's administrative decision-making and communications ability as perceived by all three teachers' groups using

type of school as the variable. Therefore the null hypothesis (H_2^4) was not rejected in the principal's administrative decision-making and communications. However, the null hypothesis was rejected in the areas of the principal's administrative decision-making and general administrative behavior, administrative decision-making and educational leadership, communications and general administrative behavior, communications and educational leadership, and general administrative behavior and educational leadership as perceived by the teachers across various types of schools.

TABLE XXIV

DIFFERENCES IN THE PRINCIPAL'S ADMINISTRATIVE PERFORMANCE
AS PERCEIVED BY TEACHERS USING TYPE OF
SCHOOL AS THE VARIABLE

Variable	df	Commu.	Gen. Adm. Beh.	Educ. Lead.
Elementary School:				
Adm. Dec-Making.	164	-1.385	-4.313**	7.719**
Communications	164		-3.397**	10.566**
Gen. Adm. Beh.	164			13.734**
Junior High/Middle School:				
Adm. Dec-Making.	89	-0.049	-2.509*	6.547**
Communications	89		-2.539*	7.416**
Gen. Adm. Beh.	89			9.417**

TABLE XXIV -- Continued

Variable	df	Comm.	Gen. Adm.Beh.	Educ.Lead.
Senior High School:				
Adm.Dec-Making.	99	1.834	-3.039**	8.391**
Communications	99		-5.287**	8.620**
Gen.Adm.Beh.	99			13.749**

*Significant at the .05 level

**Significant at the .01 level

H_2^5 : There is no significant difference among the principal's administrative decision-making, communications, general administrative behavior, and educational leadership abilities on the PAIQ, as perceived by teachers using size of the school as the variable.

The T-Test for Correlated Means was employed to test this hypothesis. As shown in Table XXV, there was no significant difference at the .05 level between the principal's administrative decision-making and communications ability as perceived by all three teachers' groups using size of the school as the variable. Therefore the null hypothesis (H_2^5) was not rejected concerning the principal's administrative decision-making and communications. However,

the null hypothesis was rejected in the areas of the principal's administrative decision-making and educational leadership, communications and educational leadership, and general administrative behavior and educational leadership. Also, the null hypothesis was rejected in the areas of the principal's administrative decision-making and general administrative behavior, and communications and general administrative behavior, with the exception of the teachers working in schools of 500 students or less.

TABLE XXV

DIFFERENCES IN THE PRINCIPAL'S ADMINISTRATIVE PERFORMANCE
AS PERCEIVED BY TEACHERS USING SIZE OF
THE SCHOOL AS THE VARIABLE

Variable	df	Commu.	Gen. Adm.Beh.	Educ.Lead.
500 students or less:				
Adm.Dec-Making.	105	-0.704	-1.644	7.555**
Communications	105		-1.038	10.805**
Gen.Adm.Beh.	105			10.919**
501-1,000 students:				
Adm.Dec-Making.	146	0.363	-3.902**	7.796**
Communications	146		-4.565**	9.448**
Gen.Adm.Beh.				12.735**
1,001 students or more:				
Adm.Dec-Making.	101	0.528	-4.939**	7.170**
Communications	101		-5.750**	6.918**
Gen.Adm.Beh.				13.294**

**Significant at the .01 level

- H_2^6 : There is no significant difference among the principal's administrative decision-making, communications, general administrative behavior, and educational leadership abilities on the PAIQ, as perceived by teachers using the school district setting as the variable.

The T-Test for Correlated Means was employed to test this hypothesis. As shown in Table XXVI, there was no significant difference at the .05 level between the principal's administrative decision-making and communications ability as perceived by all three teachers' groups using the school district setting as the variable. Therefore the null hypothesis (H_2^6) was not rejected concerning the principal's administrative decision-making and communications. However, the null hypothesis was rejected in the areas of the principal's administrative decision-making and general administrative behavior, administrative decision-making and educational leadership, communications and educational leadership, and general administrative behavior and educational leadership as perceived by the teachers using the school district setting as the variable.

TABLE XXVI

DIFFERENCES IN THE PRINCIPAL'S ADMINISTRATIVE PERFORMANCE
AS PERCEIVED BY TEACHERS USING THE SCHOOL
DISTRICT SETTING AS THE VARIABLE

Variable	df	Commu.	Gen. Adm.Beh.	Educ.Lead.
Rural School:				
Adm.Dec-Making.	72	0.818	-2.396*	6.523**
Communications	72		-3.192**	8.210**
Gen.Adm.Beh.	72			10.625**
Suburban School:				
Adm.Dec-Making.	173	-0.157	-4.130**	9.362**
Communications	173		-4.810**	11.228**
Gen.Adm.Beh.	173			15.166**
Urban School:				
Adm.Dec-Making.	107	-0.549	-3.400**	6.305**
Communications	107		-2.884**	7.242**
Gen.Adm.Beh.	107			10.434**

*Significant at the .05 level

**Significant at the .01 level

H_2^7 : There is no significant difference among the principal's administrative decision-making, communications, general administrative behavior, and educational leadership abilities on the PAIQ, as perceived by teachers using sex of the principal as the variable.

The T-Test for Correlated Means was employed to test this hypothesis. As shown in Table XXVII, there was no significant difference at the .05 level between the principal's administrative decision-making and communications ability as perceived by teachers using the sex of the principal as the variable. Therefore the null hypothesis (H_2^7) was not rejected concerning the principal's administrative decision-making and communications. However, the null hypothesis was rejected in the areas concerning the principal's administrative decision-making and educational leadership, communications and educational leadership, and general administrative behavior and educational leadership. Also, the null hypothesis was rejected in the areas concerning the principal's administrative decision-making and general administrative behavior, and communications and general administrative behavior, with the exception of female principals.

TABLE XXVII

DIFFERENCES IN THE PRINCIPAL'S ADMINISTRATIVE PERFORMANCE
AS PERCEIVED BY TEACHERS USING THE SEX OF
THE PRINCIPAL AS THE VARIABLE

Variable	df	Communi.	Gen. Adm. Beh.	Educ. Lead.
Male Principals:	318			
Adm. Dec-Making.		-0.073	-6.663**	12.852**
Communications			-7.022**	15.457**
Gen. Adm. Beh.				22.072**
Female Principals:	35			
Adm. Dec-Making.		0.323	1.103	2.743**
Communications			1.012	2.980**
Gen. Adm. Beh.				2.502*

*Significant at the .05 level

**Significant at the .01 level

Principal Role Behavior and Administrative Performance

The third major hypothesis (H_3) is that there are no significant relationships between teachers' perceptions of their principal's role behavior as measured by the Principal Role Behavior Opinionnaire (PRBO) and his administrative performance as measured by the Perceptions of Administrative Interaction Questionnaire (PAIQ) across selected variables.

Each of the selected variables of this hypothesis follows and are stated in null-form sub-hypotheses for statistical analyses and interpretation:

- H_3^1 : There is no significant relationship between teachers' perceptions of their principal's role behavior as measured by the PRBO and his administrative performance as measured by administrative decision-making, communications, general administrative behavior, and educational leadership dimensions of the PAIQ, when teachers are grouped according to their educational level.

The Pearson Product-Moment Correlation Coefficient was employed to test this hypothesis. As shown in Table XXVIII, only the computed Coefficients (r) of the principal's role behavior and his educational leadership ability was significantly correlated at the .05 level as perceived by the teacher with a bachelor degree plus more than 15 semester hours credit but less than a master degree. Therefore, the null hypothesis (H_3^1) was not rejected concerning the principal's role behavior and administrative decision-making, the principal's role behavior and communications, and the principal's role behavior and general administrative behavior, using teachers' educational level as the variable. Also, the null hypothesis was not rejected concerning the principal's role behavior and his educational leadership ability, with the exception of the teacher with a bachelor's degree plus more than 15 semester hours credit but less than a master degree.

TABLE XXVIII

CORRELATION COEFFICIENTS OF THE PRINCIPAL'S ROLE BEHAVIOR
AND HIS ADMINISTRATIVE PERFORMANCE AS PERCEIVED BY
TEACHERS USING TEACHERS' EDUCATIONAL LEVEL AS
THE VARIABLE

Variable	df	Adm. Dec-Mak.	Comm.	Gen. Adm.Beh.	Educ. Lead.
The Principal's Role Behavior:					
B.A.+ up to 15	137	-0.057	-0.088	-0.022	-0.077
B.A.+ more than 15	144	-0.076	-0.147	0.007	-0.162*
M.A.+ up to 15	35	-0.019	0.071	-0.152	-0.152
M.A.+ more than 15	31	0.103	0.317	0.077	0.116

*Significant at the .05 level

H_3^2 : There is no significant relationship between teachers' perceptions of their principal's role behavior as measured by the PRBO and his administrative performance as measured by administrative decision-making, communications, general administrative behavior, and educational leadership dimensions of the PAIQ, when teachers are grouped according to their sex.

The Pearson Product-Moment Correlation Coefficient was employed to test this hypothesis. As shown in Table XXIX, only the computed Coefficients (r) of the principal's

role behavior and his educational leadership ability was significantly correlated at the .05 level as perceived by male teachers. Therefore, the null hypothesis (H_3^2) was not rejected concerning the principal's role behavior and his administrative decision-making, the principal's role behavior and communications, and the principal's role behavior and general administrative behavior. Also, the null hypothesis was not rejected concerning the principal's role behavior and his educational leadership ability, with the exception of male teachers.

TABLE XXIX

CORRELATION COEFFICIENTS OF THE PRINCIPAL'S ROLE BEHAVIOR
AND HIS ADMINISTRATIVE PERFORMANCE AS PERCEIVED BY
TEACHERS USING TEACHERS' SEX AS
THE VARIABLE

Variable	df	Adm. Dec-Mak.	Commu.	Gen. Adm.Beh.	Educ. Lead.
The Principal's Role Behavior:					
Male Teachers	130	-0.002	-0.058	-0.059	-0.186*
Female Teachers	221	-0.070	-0.057	0.006	-0.046

*Significant at the .05 level

- H_3^3 : There is no significant relationship between teachers' perceptions of their principal's role behavior as measured by the PRBO and his administrative performance as measured by administrative decision-making, communications, general administrative behavior, and educational leadership dimensions of the PAIQ, when teachers are grouped according to teachers' years of teaching experience.

The Pearson Product-Moment Correlation Coefficient was employed to test this hypothesis. As shown in Table XXX, there was no significant correlation at the .05 level between teachers' perceptions of their principal's role behavior and his administrative performance as measured by administrative decision-making, communications, general administrative behavior, and educational leadership, using teachers' years of teaching experience as the variable. Therefore the null hypothesis (H_3^3) was not rejected.

TABLE XXX

CORRELATION COEFFICIENTS OF THE PRINCIPAL'S ROLE BEHAVIOR
AND HIS ADMINISTRATIVE PERFORMANCE AS PERCEIVED BY
TEACHERS USING TEACHERS' YEARS OF
TEACHING EXPERIENCE AS THE VARIABLE

Variable	df	Adm. Dec-Mak.	Commu.	Gen. Adm.Beh.	Educ. Lead.
The Principal's Role Behavior:					
5 years or less	201	-0.048	-0.047	-0.024	-0.080
6-10 years	101	0.046	-0.017	0.074	-0.043
11 plus years	47	-0.152	-0.098	-0.049	-0.181

- H_3^4 : There is no significant relationship between teachers' perceptions of their principal's role behavior as measured by the PRBO and his administrative performance as measured by administrative decision-making, communications, general administrative behavior, and educational leadership dimensions of the PAIQ, when teachers are grouped according to type of school in which they taught.

The Pearson Product-Moment Correlation Coefficient was employed to test this hypothesis. As shown in Table XXXI, only the computed Coefficients (r) of the principal's role behavior and his educational leadership ability was significantly correlated at the .05 level as perceived by senior high school teachers. Therefore the null hypothesis (H_3^4) was not rejected concerning the principal's role behavior and administrative decision-making, the principal's role behavior and communications, and the principal's role behavior and general administrative behavior. Also, the null hypothesis was not rejected concerning the principal's role behavior and his educational leadership ability, with the exception of the senior high school teachers.

TABLE XXXI

CORRELATION COEFFICIENTS OF THE PRINCIPAL'S ROLE BEHAVIOR
AND HIS ADMINISTRATIVE PERFORMANCE AS PERCEIVED BY
TEACHERS USING TYPE OF SCHOOL AS
THE VARIABLE

Variable	df	Adm. Dec-Mak.	Commu.	Gen. Adm. Beh.	Educ. Lead.
The Principal's Role Behavior:					
Elementary School Teachers	163	-0.029	-0.041	-0.005	-0.009
Junior High/Middle School Teachers	88	-0.070	-0.103	0.001	-0.146
Senior High School Teachers	98	-0.067	-0.070	-0.043	-0.219*

* Significant at the .05 level

H_3^5 : There is no significant relationship between teachers' perceptions of their principal's role behavior as measured by the PRBO and his administrative performance as measured by administrative decision-making, communications, general administrative behavior, and educational leadership dimensions of the PAIQ, when teachers are grouped according to size of the school.

The Pearson Product-Moment Correlation Coefficient was employed to test this hypothesis. As shown in Table XXXII, the computed Coefficients (r) of the principal's role behavior

and communications, and the principal's role behavior and educational leadership were significantly correlated at the .05 level as perceived by teachers working in the school size of 501-1,000 students. Therefore the null hypothesis (H_3^5) was not rejected concerning the principal's role behavior and administrative decision-making, the principal's role behavior and general administrative behavior. Also, the null hypothesis was not rejected concerning the principal's role behavior and communications, and the principal's role behavior and educational leadership, with the exception of the teachers working in the school size of 501-1,000 students.

TABLE XXXII

CORRELATION COEFFICIENTS OF THE PRINCIPAL'S ROLE BEHAVIOR
AND HIS ADMINISTRATIVE PERFORMANCE AS PERCEIVED BY
TEACHERS USING SIZE OF THE SCHOOL AS
THE VARIABLE

Variable	df	Adm. Dec-Mak.	Commu.	Gen. Adm.Beh.	Educ. Lead.
The Principal's Role Behavior:					
500 students or less	104	0.048	0.177	0.137	0.118
501-1,000 students	145	-0.152	-0.213*	-0.060	-0.192*
1,001 students or more	100	0.012	-0.090	-0.120	-0.168

*Significant at the .05 level

- H_3^6 : There is no significant relationship between teachers' perceptions of their principal's role behavior as measured by the PRBO and his administrative performance as measured by administrative decision-making, communications, general administrative behavior, and educational leadership dimensions of the PAIQ, when teachers are grouped according to the school district setting.

The Pearson Product-Moment Correlation Coefficient was employed to test this hypothesis. As shown in Table XXXIII, the computed Coefficients (r) of the principal's role behavior and communications, and the principal's role behavior and educational leadership were significantly correlated at the .05 level as perceived by teachers working in urban schools. Therefore the null hypothesis (H_3^6) was not rejected concerning the principal's role behavior and administrative decision-making, and the principal's role behavior and general administrative behavior. Also, the null hypothesis was not rejected concerning the principal's role behavior and communications, and the principal's role behavior and educational leadership, with the exception of the teachers working in urban schools.

TABLE XXXIII

CORRELATION COEFFICIENTS OF THE PRINCIPAL'S ROLE BEHAVIOR
AND HIS ADMINISTRATIVE PERFORMANCE AS PERCEIVED BY
TEACHERS USING THE SCHOOL DISTRICT SETTING
AS THE VARIABLE

Variable	df	Adm. Dec-Mak.	Commu.	Gen. Adm.Beh.	Educ. Lead.
The Principal's Role Behavior:					
Rural School	71	-0.094	0.044	0.126	-0.068
Suburban School	172	0.017	-0.058	-0.038	-0.067
Urban School	106	-0.164	-0.199*	-0.169	-0.216*

*Significant at the .05 level

H_3^7 : There is no significant relationship between teachers' perceptions of their principal's role behavior as measured by the PRBO and his administrative performance as measured by administrative decision-making, communications, general administrative behavior, and educational leadership dimensions of the PAIQ, when teachers are grouped according to their principal's sex.

The Pearson Product-Moment Correlation Coefficient was employed to test this hypothesis. As shown in Table XXXIV, there was no significant correlation at the .05 level between teachers' perceptions of their principal's role

behavior and his administrative performance as measured by administrative decision-making, communications, general administrative behavior, and educational leadership, when teachers are grouped according to their principal's sex. Therefore the null hypothesis (H_3^7) was not rejected.

TABLE XXXIV

CORRELATION COEFFICIENTS OF THE PRINCIPAL'S ROLE BEHAVIOR
AND HIS ADMINISTRATIVE PERFORMANCE AS PERCEIVED BY
TEACHERS USING THE PRINCIPAL'S SEX
AS THE VARIABLE

Variable	df	Adm. Dec-Mak.	Commu.	Gen. Adm.Beh.	Educ. Lead.
The Principal's Role Behavior:					
Male Principals	317	-0.058	-0.065	-0.036	-0.105
Female Principals	34	0.040	0.073	0.024	0.003

CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This study was based on the assumption that classroom teachers were in an advantageous position to judge their principal's role behavior and their principal's administrative performance in (a) administrative decision-making, (b) communications, (c) general administrative behavior, and (d) educational leadership. The Principal Role Behavior Opinionnaire (PRBO) was used to gather data on teachers' perceptions of their principal's role behavior, and the Perceptions of Administrative Interaction Questionnaire (PAIQ) was used to determine how the teachers perceived their principal's administrative performance. The remainder of this chapter contains a summary of the literature, research methodology and findings followed by conclusions, and recommendations.

Summary

Every person entering the principalship brings to that position not only the knowledge he has accumulated, the experiences he has gained from previous employment, and his patterns of behavior, but also perhaps subsuming all of

these, his reputation. Reputation, a qualifiable factor, is formed by human contacts; and how people view the principal's behavior will formulate his reputation.

The purpose of this study was to show the image of the principal as viewed by teachers; stressing the principal's role behavior and his administrative performance as the leader of the school.

The subjects used in this study were 363 full-time classroom teachers of which 355 completed the questionnaires, giving a 97.79 percent return. For analysis of the data, One-way analysis of variance and the Scheffe test were used to determine the differences, if any, between teachers' perceptions of their principal's role behavior, and between teachers' perceptions of their principal's administrative performance. The T-Test for Correlated Means was employed to determine if significant differences existed between the principal's administrative performance with relation to administrative decision-making, communications, general administrative behavior, and educational leadership. Also, the Pearson Product-Moment Correlation Coefficient was used to test relationships between teachers' perceptions of their principal's role behavior and his administrative performance. Rejection of the hypotheses was made at the .05 level of significance.

The variables used in this study are

Independent Variables (Teachers)

1. Teachers' Educational Level:
 - (a) Bachelor degree, plus up to 15 semester hours additional credit
 - (b) Bachelor degree plus more than 15 semester hours credit but less than a master degree
 - (c) Master degree, plus up to 15 semester hours additional credit
 - (d) Master degree plus more than 15 semester hours credit
2. Sex of the Teacher:
 - (a) Male
 - (b) Female
3. Teachers' Years of Teaching Experience:
 - (a) 5 years or less
 - (b) 6 years - 10 years
 - (c) 11 plus years

Independent Variables (Teacher's Principal)

1. Type of School:
 - (a) Elementary School
 - (b) Junior High/Middle School
 - (c) Senior High School
2. Size of the School:
 - (a) 500 students or less
 - (b) 501 students - 1,000 students
 - (c) 1,001 students or more
3. The School District Setting:
 - (a) Rural School
 - (b) Suburban School
 - (c) Urban School
4. Sex of the Principal:
 - (a) Male
 - (b) Female

Dependent Variables

1. Teachers mean composite score (rating) of their principal on the Principal Role Behavior Opinionnaire.
2. Teachers mean composite scores (rating) of their principal on the Perceptions of Administrative Interaction Questionnaire:
 - (a) Administrative Decision-Making Dimension
 - (b) Communications Dimension
 - (c) General Administrative Behavior Dimension
 - (d) Educational Leadership Dimension

Findings

The findings may be summarized as follows:

- H_1 : There are no significant differences between teachers' perceptions of their principal's role behavior as measured by the PRBO across selected variables.

There were no significant differences between teachers' perceptions of their principal's role behavior as measured by the PRBO, with the following as variables:

- (a) Teachers' Educational Level
- (b) Sex of the Teacher
- (c) Type of School
- (d) Size of the School
- (e) The School District Setting
- (f) Sex of the Principal

There was a significant difference between two groups of teachers in their perceptions of their principal's role behavior as measured by the PRBO when teachers' years of teaching experience was the variable. Teachers with 5 years or less of teaching experience perceived their principal's role behavior higher than did teachers with 11 or more years

of teaching experience.

- H₂ : There are no significant differences between teachers' perceptions of their principal's administrative performance as measured by the PAIQ across selected variables.

There were no significant differences between teachers' perceptions of their principal's administrative decision-making, communications, and general administrative behavior dimensions on the PAIQ, with the following as variables:

- (a) Teachers' Educational Level
- (b) Sex of the Teacher
- (c) Teachers' Years of Teaching Experience
- (d) Type of School
- (e) Size of the School
- (f) Sex of the Principal

There were significant differences between teachers' perceptions of their principal's administrative performance on the dimensions of administrative decision-making, communications, general administrative behavior, and educational leadership as measured by the PAIQ when the school district setting was the variable. Teachers working in suburban schools perceived their principal's administrative performance higher than did teachers working in rural and urban schools.

There were no significant differences between teachers' perceptions of their principal's educational leadership dimension on the PAIQ, with the following as variables:

- (a) Teachers' Educational Level
- (b) Sex of the Teacher
- (c) Teachers' Years of Teaching Experience
- (d) Type of School
- (e) Size of the School

There was a significant difference between teachers' perceptions of their principal's educational leadership dimension on the PAIQ when sex of the principal was the variable. The mean score of male principals was 26,56 while the female principal's mean score was 29,67.

There was no significant difference between the principal's administrative decision-making ability and his communications ability, across all variables tested.

There was no significant difference between the principal's administrative decision-making ability and general administrative behavior, with the following as variables:

- (a) The teachers with 11 plus years of teaching experience
- (b) Schools with 500 students or less
- (c) Female principals

There was a significant difference between the principal's administrative decision-making ability and general administrative behavior, with the following as variables:

- (a) Teachers' Educational Level
- (b) Sex of the Teacher
- (c) The teachers with 5 years or less of teaching experience
- (d) The teachers with 6-10 years of teaching experience
- (e) Type of School
- (f) Schools with 501-1,000 students
- (g) Schools with 1,001 students or more
- (h) The School District Setting
- (i) Male principals

There was no significant difference between the principal's communications ability and general administrative behavior, with the following as variables:

- (a) The teacher with a bachelor degree, plus up to 15 semester hours additional credit
- (b) Schools with 500 students or less
- (c) Female principals

There was a significant difference between the principal's communications ability and general administrative behavior, with the following as variables:

- (a) The teacher with a bachelor degree plus more than 15 semester hours credit but less than a master degree
- (b) The teacher with a master degree, plus up to 15 semester hours additional credit
- (c) The teacher with a master degree plus more than 15 semester hours credit
- (d) Sex of the Teacher
- (e) Teachers' Years of Teaching Experience
- (f) Type of School
- (g) Schools with 501-1,000 students
- (h) Schools with 1,001 students or more
- (i) The School District Setting
- (j) Male principals

There were significant differences between the principal's administrative decision-making ability and educational leadership, between the principal's communications ability and educational leadership, and between the principal's general administrative behavior and educational leadership, across all variables tested.

- H₃ : There are no significant relationships between teachers' perceptions of their principal's role behavior as measured by the PRBO and his administrative performance as measured by the PAIQ across selected variables.

There were no significant relationships between teachers' perceptions of their principal's role behavior as measured by the PRBO and his administrative performance as measured by administrative decision-making, communications, general administrative behavior, and educational leadership dimensions on the PAIQ, with the following as variables:

- (a) The teacher with a bachelor degree, plus up to 15 semester hours additional credit
- (b) The teacher with a master degree, plus up to 15 semester hours additional credit
- (c) The teacher with a master degree plus more than 15 semester hours credit
- (d) Female teachers
- (e) Teachers' Years of Teaching Experience
- (f) Elementary school teachers
- (g) Junior high/middle school teachers
- (h) Schools with 500 students or less
- (i) Schools with 1,001 students or more
- (j) The school district setting in rural area
- (k) The school district setting in suburban area
- (l) Sex of the Principal

There were significant relationships between teachers' perceptions of their principal's role behavior as measured by the PRBO and his communications ability as measured by the PAIQ, with the following as variables:

- (a) Schools with 501-1,000 students
- (b) Urban schools

There were significant relationships between teachers' perceptions of their principal's role behavior as measured by the PRBO and his educational leadership ability as measured by the PAIQ, with the following as variables:

- (a) The teacher with a bachelor degree plus more than 15 semester hours credit but less than a master degree
- (b) Male teachers
- (c) Senior high school teachers
- (d) Schools with 501-1,000 students
- (e) Urban schools

Conclusions

The following conclusions are based upon the data that were collected and analyzed in this study.

1. Considering teachers' educational level, teachers do not differ in their perceptions of their principal's role behavior and his administrative performance.

2. Teachers, by sex, agree that there are no differences in the principal's role behavior and his administrative performance.

3. Teachers with 5 years or less of teaching experience believe their principal's role behavior is more nomothetic than do teachers with 11 or more years of teaching experience. Teachers with less experience may view principals as being more nomothetic behavior because principals may provide more direction to new teachers than to experienced teachers.

4. Teachers of varying years of teaching experience do not differ in their perceptions of the principal's administrative performance.

5. There are no differences in the principal's role behavior and in the administrative performance of elementary school principals, junior high/middle school principals, and senior high school principals.

6. Principals of the various sizes of school do not differ in their role behavior and in their administrative performance.

7. Principals of schools with 1,001 or more students seem to be better in their general administrative behavior than principals of schools with 500 students or less.

8. Considering school district setting, principals do not differ in their role behavior but they do differ in their administrative performance. The principals of suburban schools are better in the areas of administrative decision-making, communications, general administrative behavior, and educational leadership than are their counterparts in rural and urban schools.

9. Principals, by sex, do not differ in their role behavior but they do differ in their educational leadership ability. Female principals exhibit higher levels of educational leadership than do male principals.

10. In general, there is no difference between administrative decision-making ability and communications ability of school principals.

11. It is concluded that principals are least effective in the area of educational leadership when comparing the four areas of administrative decision-making, communications, general administrative behavior, and educational leadership. They are most effective in general administrative behavior.

12. Principals, in general, tend to exhibit transactional behavior.

13. The majority of teachers do not indicate that their principal's role behavior has any relationship to their administrative performance as school principals.

Recommendations

Based on the findings of the study, the following recommendations are offered.

1. Since teachers rated female principals as having higher educational leadership ability than male principals, it would appear that women should be given more opportunities to be employed as school principals. A comparative review of the literature also shows that the percentage of principals

that are women is very low and it indicates that Texas has an even smaller representation of women principals than other states throughout the United States. In addition, the literature review indicates that teachers should be provided with more opportunities to communicate their ideas concerning the administrative performance of their principals.

2. School districts should initiate a program to improve the educational leadership ability of principals as this is the area where teachers rated principals were weakest.

3. Attention should be focused on ways to increase the administrative performance of school principals in rural and urban schools as this is the area where teachers rated principals were lowest.

4. A study similar to this one should be conducted to determine how school principals see themselves and the results compared with the results of this study and other studies.

APPENDICES

APPENDIX A
LETTER TO THE TEACHER

June , 1977

Dear Teacher,

As a doctoral candidate with a major in Administrative Leadership at North Texas State University, I need your assistance in providing information on how you feel your principal functions in his role and in his school.

Please complete general background information and the questionnaires. The instrument should not require more than twenty to thirty minutes of your time. Specific directions for completing the forms will be found on the following pages. Please answer all items to the best of your knowledge
--Please mark a response to each of the items.

Your willingness to become a participant in this dissertation (study) will be greatly appreciated. There will be no possible way to later identify respondents; all respondents will remain anonymous.

A most sincere "thank you" for your help in making this dissertation possible.

Sincerely yours,

Tinnakorn Nakornsri

Doctoral Advisory Committees:

..... Dr. Roosevelt Washington, Jr., Chairman
..... Dr. Hoyt Floyd Watson, Committee Member
..... Dr. J. Arthur Cooper, Committee Member
..... Dr. Robert Sexton Adams, Minor Professor

APPENDIX B
INSTRUMENTS

GENERAL BACKGROUND INFORMATION

DIRECTION: For each of the following questions select the most appropriate answer. Put a mark, X, in the space in front of your selection.

1. Your Level of Education:

- ☐ Bachelor degree, plus up to 15 semester hours additional credit
- ☐ Bachelor degree plus more than 15 semester hours credit but less than a master degree
- ☐ Master degree, plus up to 15 semester hours additional credit
- ☐ Master degree plus more than 15 semester hours credit

2. Your Sex:

- ☐ Male
- ☐ Female

3. Years of Your Teaching Experience:

- ☐ 5 years or less
- ☐ 6 years - 10 years
- ☐ 11 plus years

4. Type of School in Which You Work:

- ☐ Elementary School
- ☐ Junior High/Middle School
- ☐ Senior High School

5. Size of the School:

- ☐ 500 students or less
- ☐ 501 students - 1,000 students
- ☐ 1,001 students or more

6. The School District Setting:

- ☐ Rural School
- ☐ Suburban School
- ☐ Urban School

7. Sex of Your Principal:

☐ Male
☐ Female

PRINCIPAL ROLE BEHAVIOR OPINIONNAIRE

DIRECTION: Indicate your responses to each item by circling the number that best represents how often you think your principal does carry out the task in the manner described. PLEASE BE SURE... YOU MARK EVERY ITEM.

- 1 Rarely (0-19%) true in my school
- 2 Occasionally (20-39%) true in my school
- 3 Sometimes (40-59%) true in my school
- 4 Often (60-79%) true in my school
- 5 Usually (80% or over) true in my school

1. Discovers changes that need to be made in the curriculum by keeping posted on new developments in teaching methods and in subject matter recommended by curriculum experts. 1 2 3 4 5
2. When planning how to improve the curriculum, checks to see if the present program is making the best use of the interests and abilities of each teacher. 1 2 3 4 5
3. Has teachers make only those changes in the school's instructional program that have been adopted on a system wide basis. 1 2 3 4 5
4. Decides if a new instructional method should be introduced, by encouraging teachers to try it out and see if they think it is better than current methods, since each teacher knows best what methods are appropriate to students. 1 2 3 4 5
5. Makes changes in the instructional program by pointing out that the change has been officially adopted and that everyone should make the necessary changes in his work. 1 2 3 4 5

- 1 Rarely (0-19%) true in my school
 - 2 Occasionally (20-39%) true in my school
 - 3 Sometimes (40-59%) true in my school
 - 4 Often (60-79%) true in my school
 - 5 Usually (80% or over) true in my school
-
6. Helps bring about curriculum changes by giving some free time to teachers who are trying out new ideas in their classes. 1 2 3 4 5
 7. Evaluates the effectiveness of the curriculum and of teaching according to how many teachers like what is going on, and then attempts changes in line with teachers' suggestions. 1 2 3 4 5
 8. Evaluates the effectiveness of the curriculum and teaching according to how well they meet established program objectives and makes use of available instructional supplies and equipment. 1 2 3 4 5
 9. Works individually with each teacher to help him identify possible ways for improving his classroom instruction. 1 2 3 4 5
 10. Discovers the professional weakness of teachers by visiting classes on a regular basis to see how well teachers are using recommended methods and procedures. 1 2 3 4 5
 11. Tries to keep those teachers on the school staff who are willing to learn about some of the "new ideas" in education and like to try out their own ideas in the classroom. 1 2 3 4 5
 12. Improves an obvious weakness in the abilities of teachers by setting up an in-service program found to be successful in other schools, even though some teachers feel the program imposes things on them contrary to their wishes. 1 2 3 4 5
 13. Gets teachers to upgrade their performance by urging them to display independence in carrying out their assigned job, using other' suggestions only when they can be integrated with their own goals and abilities. 1 2 3 4 5

- 1 Rarely (0-19%) true in my school
- 2 Occasionally (20-39%) true in my school
- 3 Sometimes (40-59%) true in my school
- 4 Often (60-79%) true in my school
- 5 Usually (80% or over) true in my school

- 14. Insists that a teacher participates in an in-service program favored by a majority of teachers, even if the teacher has disagreed with it, since no exceptions can be allowed in carrying out a group decision. 1 2 3 4 5
- 15. Evaluates teachers effectiveness on the basis of how much they follow school policies and procedures and carry out the planned program. 1 2 3 4 5
- 16. Evaluates teachers in the school on the basis of their ability to work cooperatively with other teachers. 1 2 3 4 5
- 17. Calls attention to the need for favorable school-community relationships by pointing out that schools depend upon the financial support of citizens. 1 2 3 4 5
- 18. Finds out how school-community relationships should be improved by asking teachers to list aspects of their lives in the local community that are personally the most irritating and frustrating. 1 2 3 4 5
- 19. "Back up" the teacher in any public controversy between a teacher and a parent or between a teacher and a pupil. 1 2 3 4 5
- 20. Refers all important problems with parents to superiors, since they are the best qualified by legal position and training to handle such critical issues. 1 2 3 4 5
- 21. Shows extreme firmness in the control of the information and material given to parents and citizens, since it is important that citizens gain a favorable impression of our school program. 1 2 3 4 5
- 22. Keeps in close touch with parents and teachers about school problems, pointing out that the best solution to school-community differences are usually achieved when everyone is encouraged to voice his own opinion. 1 2 3 4 5

- 1 Rarely (0-19%) true in my school
- 2 Occasionally (20-39%) true in my school
- 3 Sometimes (40-59%) true in my school
- 4 Often (60-79%) true in my school
- 5 Usually (80% or over) true in my school

23. Evaluates school-community relationships by finding out if teachers feel they have enough freedom in their personal lives in the community. 1 2 3 4 5
24. Decides how desirable our relationships are with local citizens by finding out what parents like and don't like about our program, because lack of accurate information might interfere with carrying out the planned program. 1 2 3 4 5
25. Before making a change in what instructional supplies and equipment are purchased, discovers if teachers feel that it is easy to adapt present materials to the various interests and abilities of students. 1 2 3 4 5
26. Finds out if the administration of activity funds and instructional facilities needs to be improved by seeing how long it takes to cut through "red tape" when fast action is needed. 1 2 3 4 5
27. Adopts a system of records and reports only if it has been found to be satisfactory in other schools and school systems in the state. 1 2 3 4 5
28. Selects a system of requesting instructional materials and equipment that allows each teacher enough flexibility to select those he can adapt to his own particular work. 1 2 3 4 5
29. Tries to improve the use of the guidance information we have on students by having several interested teachers study the problem and develop a series of suggestions that teachers may use as a guide. 1 2 3 4 5
30. Keeps track of the use of school activity funds by setting up a central system of booking and periodic reports from teachers so any mismanagement can be checked before it gets out of hand. 1 2 3 4 5

- 1 Rarely (0-19%) true in my school
- 2 Occasionally (20-39%) true in my school
- 3 Sometimes (40-59%) true in my school
- 4 Often (60-79%) true in my school
- 5 Usually (80% or over) true in my school

31. Finds out if present methods of administering funds and instructional facilities provide sufficient information to the school board so that they can make meaningful decisions regarding the school program. 1 2 3 4 5
32. Judges the procedure for managing school materials and equipment according to how many teachers think it helps them carry out tasks and responsibilities they feel are important. 1 2 3 4 5

PERCEPTIONS OF ADMINISTRATIVE INTERACTION QUESTIONNAIRE

DIRECTION: Indicate your responses to each item by circling the number that best represents how often you think your principal does carry out the task in the manner described. PLEASE BE SURE... YOU MARK EVERY ITEM.

- 1 Rarely (0-19%) true in my school
- 2 Occasionally (20-39%) true in my school
- 3 Sometimes (40-59%) true in my school
- 4 Often (60-79%) true in my school
- 5 Usually (80% or over) true in my school

1. Possible problems or issues are anticipated. 1 2 3 4 5
2. Situations in the school where real problems exist are recognized and acknowledged. 1 2 3 4 5
3. All relevant information is obtained before decisions are made. 1 2 3 4 5
4. Sources of information are weighed carefully. 1 2 3 4 5
5. All elements relating to problems or issues are taken into account. 1 2 3 4 5
6. Unique possible solutions are considered for school problems. 1 2 3 4 5

- | | | | |
|--|---|---|--|
| | 1 | Rarely (0-19%) true in my school | |
| | 2 | Occasionally (20-39%) true in my school | |
| | 3 | Sometimes (40-59%) true in my school | |
| | 4 | Often (60-79%) true in my school | |
| | 5 | Usually (80% or over) true in my school | |
-
- | | | | | | | |
|-----|--|---|---|---|---|---|
| 7. | Possible solutions to a problem are weighed critically. | 1 | 2 | 3 | 4 | 5 |
| 8. | Consideration is given to the important implications of a course of action. | 1 | 2 | 3 | 4 | 5 |
| 9. | Solutions, once agreed upon, reflect critical and logical thinking. | 1 | 2 | 3 | 4 | 5 |
| 10. | Teachers are kept informed of central office policy changes affecting the school. | 1 | 2 | 3 | 4 | 5 |
| 11. | The community and parents are kept aware of the accomplishments of the school and the students. | 1 | 2 | 3 | 4 | 5 |
| 12. | Teachers are kept informed as to how their work is evaluated. | 1 | 2 | 3 | 4 | 5 |
| 13. | Staff members discuss their problems and concerns freely with each other. | 1 | 2 | 3 | 4 | 5 |
| 14. | Teachers and parents feel free to make suggestions for improving the school. | 1 | 2 | 3 | 4 | 5 |
| 15. | Staff members know how people feel about school and its program. | 1 | 2 | 3 | 4 | 5 |
| 16. | Teachers express their opinions and feelings freely. | 1 | 2 | 3 | 4 | 5 |
| 17. | The staff has a good knowledge of the feelings and opinions of the children about the school. | 1 | 2 | 3 | 4 | 5 |
| 18. | There is good communication between the teachers and other members of the school staff (custodians, cafeteria workers, etc.) | 1 | 2 | 3 | 4 | 5 |
| 19. | Adequate help and supervision are provided for teachers. | 1 | 2 | 3 | 4 | 5 |
| 20. | An effective system of pupil discipline is supported and maintained. | 1 | 2 | 3 | 4 | 5 |

- 1 Rarely (0-19%) true in my school
- 2 Occasionally (20-39%) true in my school
- 3 Sometimes (40-59%) true in my school
- 4 Often (60-79%) true in my school
- 5 Usually (80% or over) true in my school

- 21. Adequate materials needed for instruction are available. 1 2 3 4 5
- 22. Teachers are not overloaded with non-teaching assignments (hall-duty, yard supervision, etc.) 1 2 3 4 5
- 23. After school activities are organized so that they function smoothly. 1 2 3 4 5
- 24. Schedules required for the effective operation of the school are made. 1 2 3 4 5
- 25. Buildings and grounds are maintained in a satisfactory manner. 1 2 3 4 5
- 26. An effective system of providing special education services for the pupils is supported and maintained. 1 2 3 4 5
- 27. There is an adequate system for reporting the progress of pupils to their parents. 1 2 3 4 5
- 28. Experimentation and new approaches in instruction occur reasonably often. 1 2 3 4 5
- 29. There is a constant evaluation of the total learning program. 1 2 3 4 5
- 30. New ideas and information relating to education are regularly discussed. 1 2 3 4 5
- 31. New developments in each instructional area are called to the staff's attention. 1 2 3 4 5
- 32. Information is regularly available on new teaching materials, aids, resources, etc. 1 2 3 4 5
- 33. Current events of significance and importance for the school are regularly discussed. 1 2 3 4 5
- 34. The staff's attention is called to importance and interesting articles or publications. 1 2 3 4 5

- 1 Rarely (0-19%) true in my school
- 2 Occasionally (20-39%) true in my school
- 3 Sometimes (40-59%) true in my school
- 4 Often (60-79%) true in my school
- 5 Usually (80% or over) true in my school

35. Released time is available for teachers to work on special projects or ideas designed to improve the school program (visit schools, work on curriculum committees, attend professional conferences, etc.) 1 2 3 4 5
36. High standards of academic achievement and learning are expected of students. 1 2 3 4 5

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