ROLE PERCEPTION DISCREPANCIES

IN THE

ELEMENTARY SCHOOL PRINCIPALSHIP

by

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ABSTRACT

This study investigated the major tasks of the elementary school principalship. These tasks were defined functionally and were described as largely administrative or managerial.

Principals and vice-principals of Greater Victoria (School District 61) were selected as respondents to an instrument utilizing a set of paired comparisons; also, a biographical questionnaire was answered. In all, 40 principals and 33 vice-principals were interviewed for the purpose of explaining the measuring instrument. Returns were received from 38 principals and from 30 vice-principals.

The data obtained were used to determine a task priority for the ideal principalship and for the actual principalship, or for the principalship as it ought to be and as it actually is. These two aspects of the principalship were tested for any significant relationship. Analysis was performed using the Spearman rank order correlation coefficient (rho).

Although the principal is expected to function as the educational leader of his school, it was found that he works most prominently in the area of management. Supervision of instruction, curriculum development, and staff evaluation were frequently found to be subordinated to routine duties of a clerical, managerial nature.

Vice-principals, it was found, rank the duties of the principalship in a similar priority order as the principals. Additional findings showed that recency of graduate study was significantly related to

administrative preferences for ideal tasks of the principalship, while no significant relationship was found between recency of graduate study and the actual tasks of the principalship.

Examiners: [redacted]

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CHAPTER I

INTRODUCTION

The Public Schools Act of British Columbia (1970) authorizes the appointment of principals "each of whom shall have charge of the organization, administration, and supervision of the public school of which he is appointed principal (sec. 129a)." Gross and Herriott (1965) state that administration and supervision concern the instructional aspects, the learning and the teaching within the school. Thurman (1969) uses "management" to include timetabling, transportation, operation of plant facilities, and care of the lunchroom. The management of the public school, as used in this study, concerns the organization of materials, schedules, files, and records. While no distinction is legally drawn between administration and management, Downey (1961) classifies management as "non-educational" while Enns (1963) cites the instructional, administrative aspects as the chief function which justifies the principalship. It is of interest to note that writers commonly refer to the principal as an "administrator". This study seeks in part to clarify and explore the complex, multi-connotative term, "administration".

Principalship tasks can rarely be classed arbitrarily as either administrative or managerial. They represent a mixture of responsible duties extending in a continuum from working with teachers and pupils on professional levels of instruction, to ordering supplies and keeping records of pupil attendance. As defined in this study these tasks extend from the administrative to the managerial.

In view of the foregoing and in view of the status distinctions drawn between administration and management, the manner in which a school principal actually functions appears to be a significant research problem. Specifically, the purpose of this study is to examine the principalship and attempt to determine the extent to which the principal functions as administrator and manager.

The evolution of educational practice has brought increased duties and responsibilities within the jurisdiction of the principal. Evans (1968), in a study of the principalship, reports that under the pressures of a diversity of tasks and conflicting educational philosophies the principal "has apparently given up trying to supervise instruction and has retreated to other less threatening duties (p. 8)." Gross and Herriott (1965) found that principals, as a group and individually, were slow to take the opportunities for professional leadership which were granted them. "The large body of them were content to attend to clerical and routine things and let the teachers teach as they wished (p. 4)."

An investigation by Curtin (1964) showed that among principals there is vital concern about their part in the instructional program. Ovard (1966) found a great discrepancy between the amount of instructional supervision that occurred and the amount that principals felt should occur.

Snyder and Peterson (1970) have advanced several reasons for this apparent discrepancy in the principal's functions. They mention the democratic, non-directive trend in schools today; growing teacher professionalism; a changing philosophy regarding proper activities for the principal; the school itself as an organization, with its formal

and informal lines of influence; the training of the principal, often inadequate, occasionally non-existent; the ambiguity of educational goals; the impact of public pressures for educational change. These reasons will be considered in Chapter II.

Campbell (1967) claims that evidence to date seems to indicate that principals in general have neglected their primary duty, namely, looking towards better ways of organizing instruction. Downey (1961) states that the principal's chief function remains unchanged: to see that the purposes of the school are being carried out. He is the person most directly responsible for providing the quality of education that the public demands.

Significance of the Study

Any sizable organization faces its leaders with a great variety and number of routine tasks, and the public school is no exception. Office routines, bell schedules, attendance reports, fire drills, playground litter, correspondence, pupil discipline, official forms — these require attention for they are important managerial tasks (Guba, 1970). Most writers, however, argue that the principal is primarily an administrator, not a manager. He has the responsibility for seeing that managerial duties are carried out, but as administrator his chief function is one of directing overall instruction.

Administrative tasks are singled out in the principalship domain because of the widespread concern expressed by writers over the principal's relevance and effectiveness in the modern elementary school. Ban (1970) makes this comment:

> Any member of business with a strong managerial background can readily replace the principal and probably do a better job at non-curriculum tasks. By their actions principals must justify the need for their positions. To do this they must convincingly argue that they are more interested in pupils than in desks; in teachers than custodians; in education as an intellectual pursuit than as a statistical, impersonal business operation (p. 441).

It may be, then, that a principal's position on the administrative-managerial continuum is related to his effectiveness in the school.

Informal Statement of the Problem

It may be expected that the elementary school principal, even before entering the principalship, had some concept of the principal's tasks, that he had already internalized some ideas of how he ought to behave on the job. For the present study this concept of principalship tasks is termed the "ideal priority".

How the principal behaves on the job may or may not accord with his concept of ideal principalship tasks. His behavior on the job, however, is an indication of how things really are. For the present study this aspect of principalship tasks is termed the "actual priority".

Although principalship tasks largely concern the school principal, the principal's viewpoint may be regarded as not dissimilar to that of his vice-principal (Ellis, 1967; Hodgkinson, 1970). This study will include priority ratings of principalship tasks as given by vice-principals.

The purpose of this study is threefold, namely:

1. to determine what the principal regards as his chief functions, his ideal priority of principalship tasks.

2. to determine the real priority of principalship tasks, how the principal actually spends his time.
3. to examine the relationship between the ideal priority of principalship tasks and the actual priority of principalship tasks, with implications for the role of the principal.

Limitations of the Study

1. The study is restricted to the elementary school principals and vice-principals of Greater Victoria, School District 61.
2. The study is concerned only with principalship tasks as reported by elementary school principals and vice-principals.
3. The study is not directly concerned with causal factors in the ranking of task priorities for the principalship.

Assumptions

1. It is assumed that the perception of principalship task priorities can in some way be related to rank order, in terms of importance.
2. It is assumed that the qualitative ordering of principalship tasks can be treated quantitatively.
3. It is assumed that the dimensions of administrator and manager are appropriate criteria for measuring principalship tasks.
4. It is assumed that the respondents to the measuring instrument were cooperative within the parameters set by the study.

Definition of Terms

Administration: The executive aspect of controlling decisions and directing the things done by groups of people; policy and administration are interdependent (Selznick, 1957, p. 56).

Educational administration: The facilitating of teaching and learning, providing leadership to the staff, to community groups, to the school board. Educational administration is concerned with the dynamics of human activity within the school community.

Administrator: One who seeks to involve staff in the formulation of policies and goals, to make effective use of staff, to furnish and be receptive to ideas, to inspire staff to work together. The administrator makes significant use of the means of communication and is concerned with values.

Manager: One who is interested in efficiency, in the economical use of funds, who organizes well, arranges to make appropriate facilities ready, maintains clean school buildings, keeps accounts in good order, sets up coordinated schedules. The manager works by formula, routine, regulation, and is concerned with facts (Guba, 1970, p. 29).

Motivation: The principal's attempt to stimulate, coordinate, and guide teacher growth.

Supervision of instruction: Those activities which are undertaken to help teachers maintain and improve their effectiveness in the classroom.

CHAPTER II

THE NATURE OF THE PRINCIPALSHIP: A REVIEW OF THE LITERATURE

Rubin (1970) advances two criteria for distinguishing the principalship:

> One position holds that the principal's primary responsibility is to manage the organization. The other suggests that the principal is a leader, or should be, and that his only or at least chief function is to initiate new ways of reaching organizational goals (p. 58).

He notes that the principal has responsibility both for management and for supervision of instruction, "responsibilities which are increasingly disparate (p. 2)."

Writers generally agree that the principal should be first and foremost a director of learning in his school. "However, there are many critics who claim that this is more fiction than fact — that the principal has forsaken this role and has retooled himself as a business manager (Ban, 1970, p. 441)." Marshall (1970) states that Taylor's concept of efficiency, which dominated the thinking of industrial management, "invaded the school, primarily at the insistence of an economically minded public. The end result was the business-manager principal (p. 14)."

Summers (1969) urges that school principals distinguish clearly between two different aspects of organizational structure: the operational aspect and the instructional aspect. "The operational aspect is the nuts and bolts phase. The mark of school quality, the measure of its success, and the barometer of its effectiveness are all wrapped up in the teaching-learning act (p. 1)." However,

principalship tasks include curriculum, instruction, class scheduling, teacher morale, relations with the community, lunchrooms, discipline, and other duties; the duties of the principalship are numerous and varied. "The elementary school principal is a hybrid executive with a diversity of demands made on his time (Gentry & Kenney, 1966, p. 62)."

To alleviate the problem of two major functions located within one position Thurman (1969) has proposed that two new positions be established replacing the position of principal. These positions are a Coordinator of Learning and a Coordinator of Services. "The Coordinator of Learning is freed from managerial tasks, thus enabling him to devote his energies and expertise to the task of improving the teaching-learning process (p. 781)."

Campbell (1967) states that, "The peculiarities of educational administration stem from the function of education in our society, the nature of the educational enterprise, the character of the major reference groups, and the dual role of the principalship (p. 167)."

Evans (1968) states that the behavior of principals cannot be understood or predicted apart from some appreciation of four basic components: the school organization, the professional staff, the school's constituencies, and the principal's training. In investigating principalship behavior this review will consider each of these four basic components.

The Principal and the School Organization

Brown (1967) claims that a school is an organization in the sense that it contains the characteristic problems and potentialities possessed by organizations: formal and informal structure, manifest and latent purposes. As an organization the elementary school confronts

its principal with a great many tasks peripheral to learning. Griffiths (1967) states, however, that administration of the school should be concerned with the dynamics of human activity, not the mechanics of organization, while Heller (1968) contends that "the principal is employed to be an educational leader (p. 19)."

Barnard (1938) appears to have been among the first to hold that the formal system within the organization is reinforced by the conformist behavior of leaders and followers. His point of view has since been echoed by others (Hemphill, 1967; Simon, 1965; Waldo, 1955). It is the overall structure of the school which is the concern of the principalship: administration is accomplished through the behavior of the administrator in interaction with others (Halpin, 1966; Thompson, 1967). Formal and informal commitments to ways of acting are thus built into the organization in such a way that we cannot understand either the input or the output of the administrator without some understanding of the organization in which he works (Simon, 1957). His manner of acting and its effect on others are functions of the organizational situation. The principal and his school are to be considered together.

Selznick (1957) notes that a school develops a distinctive clientele and as an enterprise thus gains the stability that comes with a secure source of support. The school serves as one of society's maintenance organizations: responsibility to the school and to the community to hand in hand. Campbell (1967) claims that public education is a built-in corrective for our kind of society, an institution which can provide security and order amidst change and uncertainty.

Maintenance of the school, however, is not enough. The school administrator is required to give direction instead of merely ministering

to organizational equilibrium. When he fails, claims Selznick (1957), it is perhaps more be default than be positive error; failure to set goals is one type of default.

Organizations must pursue real goals and objectives. Griffiths (1967) points out that goal ambiguity makes difficult the measurement of output and the assessment of the principal's effectiveness. Schools rarely provide the security which well written policy affords the principal.

The principal is challenged not only with the difficulty of identifying objectives, but also with adapting these to the community his school serves. Selecting among social objectives is difficult; objectives do not always have the same relative values (Lindblom, 1964). The public school upholds and espouses values, but does not so much create as embody them. The value problem is always a pervasive issue.

Summers (1969) observes that a principal's effectiveness depends primarily on his mediating among the individual, society, and the organization in such a way as to achieve maximum productivity. The principal thus faces a dilemma wherein "a specific aim most appropriate to the purpose of organizational effort is in some degree out of accord with the means available for its accomplishment (Barnard, 1948, p. 40)." Some form of compromise then becomes the principle of progress. Simon (1961, p. 196) describes the administrator's behavior as "intendedly rational". He claims economic man maximizes but that administrative man "satisfices", that is, seeks any satisfactory course of action. It may be that by his priority of managerial tasks the school principal "satisfices".

The focus of decision making as a vital element of school administration has produced a large body of literature. The principal, responsible for little or no classroom teaching, is in a position where it is expected decisions will be made. "Contemporary thinking about the nature of administration, both within and out of education, places decision making in a central position (Owens, 1970, p. 90)." However, Owens states that administrative authority in professional organizations is somewhat weaker than in non-professional organizations. Perhaps this should be kept in mind when considering the school principal as decision maker.

Campbell, Corbally, and Ramseyer (1958) note that the principal's decisions are most often made for him; they are organizational decisions. In most formal systems the freedom to make creative decisions is confined: modern organizations leave little to chance in insuring that decisions made are in conformity with the overall goals of the organization. Administrative aspects of the principalship inevitably become complicated because of the educational organization.

The Principal and his Staff

The principal's behavior as administrator and manager may, to some extent, be determined by his staff. Human relations, a wider understanding of why people work and how they get along together, has made its impact on educational administration. Barnard (1948) states that, "Human relations are the essence of managerial, employee, public, and political relations; and in most cases ... are the central areas of the executive functions (p. 7)." The interaction of the teacher and the school environment is the important consideration in modern administration.

Inter-personnel relationships occupy a major place in public school today; elimination of conflict within the school organization has become a criterion of the effective administrator. "Does he get along with people?" is frequently asked of the prospective principal. Recent developments in school administration reveal a strong tendency toward those humanitarian and democratic values exemplified by "Theory Y" of McGregor (1968).

An investigation by Thompson (1967) suggest that a principal's outlook should be with an understanding of human behavior since his administration is accomplished through interaction with others. If the principal does not view himself as an effective human catalyst, Thompson reasons, then he may feel greater security in the plethora of desk work so often referred to as "administrivia".

Stogdill (1966) has identified two main classifications of principals: those who respond to the needs of the school system and those who respond to the needs of staff members as persons. His study shows that staff perception of the principal's behavior influences their own actions and in large part determines the principal's effectiveness. Campbell (1967) notes that teachers have conflicting opinions of how the principal should function; some would have him leave them alone, while others have the need for his direction. Differences in teachers' perceptions of the principal's position pose problems for the school administrator.

The principal has become aware of the changing aspect of teacher evaluation, often referred to as "supervision of instruction". Earlier teacher evaluation was paternalistic, not unrelated to the discipline of fear (Eye & Netzer, 1969). The same behavior is inappropriate for today; teachers have more education, are better organized, and are more militant.

Moody (1968) states that it is not unusual to hear of demands being made that the principal be allowed no direct confrontation with any teacher on matters which might be construed as criticism of the teacher. Teacher evaluation today may be dysfunctional. Argyris (1959) and Brown (1967) indicate that teacher response to evaluation follows no predictable pattern of teaching behavior, while it may lead to defence mechanisms: becoming apathetic, transferring from the school, forming strong informal groups with non-organizational goals.

Goldman (1969), in a study using the Edwards Personal Preference Schedule, found that male elementary teachers behave in a more independent manner than do female teachers. He indicates an implication for the elementary principal who largely works with female staffs: these teachers "would readily prefer to accept his domination (p. 272)." This factor may compound the principal's dilemma of teacher evaluation.

It should be noted that in British Columbia most public school teachers receive tenure following their probation year. Tenure offers teachers protection from pressures by those in authority and provides them with some assurance of professional independence. Rubin (1970) claims that the day in which "the school administrator can play the part of the superordinate taskmaster, however benevolent his method, appears to have gone its way (p. 53)."

Staff morale is a concern of the administrator. In Alberta it was found that schools with a relaxed, open climate rated higher in teacher satisfaction than overly supervised schools (Andrews, 1965). Argyris (1959) states that the individual should find some self-fulfilment in the organization. Dubin (1959) found that the professional looks for need satisfaction from the organization to a greater degree than the

non-professional. Glasser (1969) supports this assessment and calls for greater attention to the social and psychological components in the school's operation. Downey (1961), while accepting the value of good staff morale, questions whether staff morale and healthy school organization are necessarily synonymous.

By itself, then, staff morale may not be sufficient for organizational well-being. Halpin (1966) would have morale and cooperative effort maintained, but not at the expense of the school's purposes. The individual and the organization must find common ground. A popular theory postulates a conflict between the "idiographic" and the "nomothetic" dimensions of organizational life (Getzels, 1967). This theory has received wide interest: Summers (1969) claims that while the goals of the individual and the goals of the institution are different, it is an administrative challenge to see that they are never truly separated. The principal must attempt to find a complementary, interdependent solution.

To what extent does the principal actually lead his staff and serve as educational administrator of the school? Simon (1957) claims that "he is merely a bus driver whose passengers will leave him unless he takes them in the direction they wish to go. They leave him only minor discretion as to the road to be followed (p. 134)." The school principal may leave his administrative role and become a manager because his teachers, by not following, do not allow him to be an administrator.

The Principal and his Constituencies

Summers (1969) states that education should serve the whole of society, yet within his own school community the principal may find that

problems exist because his constituencies have no clearly defined importance or order of authority. He must deal with many segments of the public: trustees, parents, students, staff, university faculty, community groups, commercial suppliers, the courts, provincial legislature, teacher organizations, superintendent, et al. Campbell, Corbally, and Ramseyer (1958) state: "These publics may differ by way of occupation, income, politics, religious affiliation, organizational membership, residential area, national background, race, and other factors (p. 127)", yet principal effectiveness is in part determined by his manner of relating with this broader local community.

Parsons (1967) claims that the principal's chief function is to organize the educational process in the school community, to make it effective within the framework of accepted policy, and thus contribute to the level of overall performance in the community. A 1962 study (Hemphill, Griffiths, & Fredericksen) of the principalship and the community viewed the school as the microsystem and the comunity as the macrosystem. Evidence from the study indicates that the principal serves importantly as mediator between microsystem and macrosystem, and his understanding of this relationship seems to influence greatly his overall effectiveness.

The principal may find himself confronted with two kinds of problems: working with community leaders to improve the total learning of the community and, at the same time, working with his own staff to clarify the unique purposes of the school. Rubin (1970) describes the administrator as truly the man in the middle. In large measure he must try to maintain a working equilibrium between these often cooperative, sometimes antagonistic, forces.

Robinson (1969) feels that most schools do not have adequate communication networks with the large environment. Some school systems do not even list local school numbers in the telephone directory. Public pressures demand accommodation; the school principal must deal with these.

Meade (1970) asserts that education, far from being isolated from the public will, is a vital part of the fabric of public life and serves vital public ends. According to Meade the principal is increasingly forced to consider goals and policies for his school; parents no longer intend to tolerate the vague generalizations which educators have in the past been prone to utilize. Goldman (1970) points out that minority groups throughout the nation are now fully aware of the extent to which they have been ignored and have developed effective techniques for insuring that they be heard. The principal has become aware of charges that the school system has failed to educate children beyond minimum levels, and has failed to meet the expectations of the people it has ostensibly been created to serve. The community involvement in the school operation becomes evident in this comment: "It means participation of local interest groups in policy determination and operational decision making at the school level (Clear, 1970, p. 260)."

It seems apparent that in relationships with the public a school principal finds himself highly visible and accessible. Citizens from almost every station in life feel, on occasion, that they have a legitimate right to call on and talk with the school principal. Civic organizations make demands on the principal's time, and he cannot afford to say no. Thus, the community itself is a powerful force to keep the principal away from the classroom.

The Principal's Training

The administrative route for principals seems to follow a similar pattern: classroom teacher, vice-principal, principal. Lacking any adequate formal preparation, the principal may find himself in a restricted channel of administrative development. Barnard (1948), commenting on executive training states, "When the course has been run, the man has been trained for leadership only with respect to a narrow range of activities. Otherwise he is untrained (p. 88)." Further, Barnard underscores this critical comment by stating that leaders are almost blindly created by physiology, social conditions, experience — everything but formal training. Concern about the principalship as found in current literature indicates that methods for selecting and training educational leaders leaves much to be desired.

Ellis (1967) found that the principal is most often promoted from within the school organization. His study of large urban school systems in Western Canada revealed that over 98% of principals in his sample (N = 272) were "within" promotions. It seems that the principal is place-bound; seniority has been a factor justifying his promotion. Campbell (1967), decrying this fact, claims that some of the best raw material for educational administration may be unavailable because of the commonly accepted "teaching-first" expectation. Rubin (1970) states that there is little evidence of congruence between teaching ability and effective administration. In point of fact, he claims that length of teaching experience seems to vary inversely with success in the principalship. On the other hand, would the principal be acceptable to the teaching staff if he were without teaching experience?

A study of administrative selection confirmed that administrative appointment usually comes only after a stipulated number of years of teaching service (Ellis & Enns, 1967). Further, such procedure does little to improve initial selection and specific preparation for the principalship. The study also found that aspirants for promotion are apparently unaware of any formal expectations which the system holds for them. There was, in any case, no indication of prospective principals having moved through an orderly program of preparation for the position.

Owens (1970) questions the value of long years of teaching as necessary equipment for the school principal. He wonders "whether long years of teaching help to equip one for the school administrator role or whether they handicap one instead (p. 12)."

Many principals today are classed as "supervising" principals; they do not teach. Lloyd (1968) made a study of supervising and non-supervising principals. He points out that there is little evidence that time spent teaching would hurt the operation of the school, whereas "there is a considerable body of opinion which makes clear the advantages to the school if the principal teaches (p. 94)." He suggests that the principal relates better to the staff, samples pupil opinion firsthand, refreshes himself intellectually, and by his teaching indicates what he thinks is important.

Goodlad (1970) considers that upward mobility for individuals in the school system depends not only on learning its nature but also on reinforcing the system. Consequently, "to ask middle management leaders — the persons closest to where change ultimately must occur — to be counter-cyclical to the system is to ask them to be exceedingly

divergent in their leadership behavior (p. 14)." Principals apparently are selected by a built-in system of tradition and practice.

Is the principal formally prepared to meet the challenges of the principalship? Ellis (1967) notes that his training for the job is often haphazard or non-existent. His years of classroom teaching provide little basis for dealing with the variety of problems of his office. Campbell (1967) believes that "some of the best raw material for educational administration may be unavailable because of the commonly accepted teaching-first expectation (p. 177)."

Motivation of staff and evaluation of staff, as defined in the study, are important aspects of the principalship. According to Campbell and Gregg (1957) these duties are often neglected because the elementary school principal finds himself unable "to stimulate and release the creative talents of members of the staff (p. 284)." Under such circumstances matters of student discipline, office routines, school fire drills, and class schedules may become ready substitutes for the more important educational tasks. The emphasis of principalship tasks may then shift from administrative tasks to managerial tasks. A rationale for this shift in emphasis of principalship tasks is offered by Guba (1970, p. 44):

> The principal has no resources to devote to instructional improvement. He has no staff especially trained and competent to assist in the resolution of these problems. His best efforts are necessarily weak. Why devote a great deal of time to an activity whose payoff is at best dubious? Such a strategy hardly recommends itself.

To some extent the principal's function as administrator and manager is determined by his preparation for the principalship.

School District 61 and an increasing number of other school districts now expect vice-principals to complete some formal administrative study as preparation for the principalship. The Master's program and the Diploma program are examples of basic requirements for the principalship in some school districts.

CHAPTER III

HYPOTHESES

Griffiths, Clark, Wynn, and Iannaccone (1962) described principalship tasks under four categories:

1. improving the educational program
2. developing professional staff growth
3. working with the school community
4. managing the school

These categories are similar to those used by Gross and Herriott (1965) in their principalship study, and are used in the present study.

Of these tasks there appears to be general agreement among writers on school administration that the most important function for the principal is improvement of the total educational program — working with students, staff, and community. The managerial tasks, non-instructional in nature, are essential and cannot be overlooked. It remains for the principal, however, to recognize the importance of instructional tasks, to use his office in pursuit of an ever improving learning-teaching situation within the school. It seems that principals would tend to agree on these tasks as top priority functions. It is, therefore, hypothesized that:

H_1 Principals, when giving an ideal priority ranking of principalship tasks, will prefer administrative to managerial tasks.

It may be observed that the elementary school principal spends much of his time at non-educational, managerial tasks. Downey (1961), however, points out that the principal's various duties should never get

out of balance, that he should not spend most of his time and energy in office routines or other non-instructional areas. Such imbalance makes him ineffective. As educational leader of his school the principal should be concerned largely with the quality of classroom instruction and with the professional growth of teachers. On a daily basis, however, office routines, matters of discipline, problems of pupil custody, and other areas of concern demand attention and confront the elementary principal. It is, therefore, hypothesized that:

H_2 Principals, when ranking their actual tasks, will tend to rate managerial tasks higher than administrative tasks.

A considerable literature exists regarding the ideal role of the principalship (Campbell, 1967; Downey, 1961; Guba, 1970; Rubin, 1970) and a considerable polemic is also to be found contrasting this ideal role with actual exigencies of the principalship (Ban, 1970; Curtin, 1964; Thurman, 1969). Further, principals in the field, through their professional training and their reading of the literature, are familiar with discrepancies between the ideal and the actual roles of the principalship. It is, therefore, hypothesized that:

H_3 A negative correlation exists between the ideal task priorities and the actual task priorities of the elementary school principalship.

Vice-principals identify closely with principals. Hodgkinson (1970) found them similar in terms of values and loyalty. Enns (1967) found their previous training to be similar. It might be expected that the vice-principal would rate the principalship tasks in the same priority order as do principals. It is, therefore, hypothesized that:

H_4 A positive relationship exists between principals and vice-principals in the priority ranking of both ideal and actual principalship tasks.

The principal is a professionally trained, fully qualified teacher. Teacher organizations refer to him as a "master teacher". It is likely, however, that his professional training is not suited for the tasks of the principalship (Ellis, 1967). It is partly for this reason that Campbell (1967) views educational administration as but semi-professional in character. Moreover, Marshall (1970) found that the principal often is rewarded by higher authority for the skills he demonstrates as an office manager, policman, or transportation expediter. Graduate programs, nevertheless, tend to encourage the principal's skills as an administrator and can alleviate some of the conflict found in the school principalship. It is, therefore, hypothesized that:

H_5 Recency of graduate study is predictive of administrative preferences in task priority, both ideal and actual.

CHAPTER IV

THE STUDY

A problem of design was to reduce the great variety of principalship tasks to some limited but representative set of task areas. The National Principalship Study, initiated at Harvard in 1959, has been documented by Gross and Herriott (1965). In that study the elementary school principalship was considered under six general headings:

1. Coordinating teacher development
2. Evaluating the performance of teachers
3. Handling school publicity
4. Dealing with discipline problems
5. Managing the school office
6. Checking on pupil safety

With some modification of terms, these six headings have been used as variables in the construction of the measuring instrument for this study. In selecting the terms used the criterion of relevance has been observed: terms are meaningful and current. Increased meaningfulness has been attempted by defining all terms functionally.

Variables

The six test variables which make up the range of tasks of the principalship in this study are:

1. Staff motivation
2. Staff evaluation
3. Public relations
4. Discipline

5. Office routines
6. Pupil custody

All variables have been delineated in the following terms:

1. Staff motivation: encouraging innovative ideas, setting up in-service programs, working for good staff morale.
2. Staff evaluation: determining how each teacher is doing, helping inexperienced teachers, taking part in hiring teachers.
3. Public relations: preparing letters to parents, planning school bulletins and concerts, supporting community ventures.
4. Discipline: attending to student deportment, dealing with classroom problems.
5. Office routines: handling correspondence, preparing the school budget, completing records and reports for Head Office, ordering supplies, telephoning.
6. Pupil custody: looking after pupil safety, fire drill, patrols, lunchroom, playground litter.

Biographical Variables

In addition to the six test variables, additional variables were obtained from the biographical information:

1. Principal's age
2. Size of school
3. Number of years as principal
4. Number of years as principal in present school

5. Total teaching and administrative experience
6. Number of teaching periods per week
7. Number of years as vice-principal
8. Academic degree(s)
9. Recency of post-graduate study, if any

Procedure

The six task areas selected for the study were arranged by paired comparisons, fifteen in all. The Spearman rank order correlation coefficient (rho) is the most widely used method for ranking ordinal data (Torgerson, 1967). This coefficient was used in the present study.

The instrument was in two parts: Part I (see Appendix B) asked the respondent to consider each paired comparison in terms of his perception of the ideal functions of the principalship. His priority order of the six task areas was determined from his preferences on the paired comparisons, indicating how the principal thinks he ought to act.

Part II (see Appendix C) asked the respondent to consider the same paired comparisons in terms of the time and energy actually expended on the job. His priority order of tasks was determined from the preferences made, this time indicating how the principal spends his time, how it really is in his position.

The order of presentation for Part I and Part II was counterbalanced so that one-half of the respondents randomly sampled, answered Part I first, followed by Part II. The other half of the respondents answered Part II first, followed by Part I.

The rank order of priorities for Part I and Part II became apparent from the paired comparison results. Correlation between the rank ordering of Part I and Part II was obtained through use of the Spearman rank order correlation coefficient (rho). Significance was set at the .05 level.

Task Definition

Certain areas of school management seem quite clear: attending to office routines, ordering supplies and materials, et al. In a strict sense management covers the non-instructional areas. Management thus defined does not include working with pupils and teachers in instructional ways. However, discipline and custody of pupils are placed within the management domain. Certainly, pupils learn in the lunchroom, in the corridors, on the playground, and in all discipline situations. The instructional aspects used in this study, however, do not extend to these kinds of learning. The manager, then, spends much of his time and energy in office routines, discipline, and care and custody of pupils.

Learning and teaching, the overall supervision of instruction, comprise the first duty of the elementary school principal. In areas such as these he is an administrator. Staff motivation and staff evaluation fall within the domain of administration. Today public relations is emerging as a vital concern of effective educators. Communication with parents and the public at large, consideration of community values and attitudes in the formulation of school policy, reporting to the community through the medium of bulletins and concerts — these associate more closely with tasks of administration

than with management. The administrator, then, works largely with staff motivation, staff evaluation, and public relations.

Population

The group for this study was drawn from the total number of elementary principals and vice-principals in the public schools of Greater Victoria (School District 61). Principals were treated as one group. Vice-principals were considered separately and were treated as another group. The criterion of task areas for both groups was understood to include the main duties of the principalship as described in Chapter IV.

Validity

In a pilot study designed to establish content validity of the instrument, eighteen principals from a neighboring school district agreed to serve as the criterion group. Twenty-six principalship duties listed in the study by Gross and Herriott (1965), widely known and accepted as principals' duties, were matched by the criterion group with the six main task areas listed in Chapter IV. A validity coefficient of 0.91 was obtained.

Reliability

The instrument's stability was established by a test-retest method, with fifteen days between tests. A group made up of administrators, university faculty and graduate education students agreed to serve as judges; there were twenty-four in the group. A Spearman rank-order correlation coefficient of test-retest reliability of 0.88 was obtained.

Scoring Procedure

The six items used in the paired comparisons were defined for the respondents, who then were asked to circle preferences for each pair of items in Part I and Part II. Circled preferences were then coded on IBM answer sheets and prepared for computer program SCAL01 in the Computer Program Library, University of Victoria. This program derives scale values for stimuli on the basis of the frequency with which each of the stimuli is preferred over those remaining (Torgerson, 1967).

The computer output establishes scale values and develops an intercorrelation matrix. By means of this scaling procedure the defined task areas can be ranked.

Personal Data

A personal data questionnaire (see Appendix D) for principals and a similar questionnaire (see Appendix E) for vice-principals was designed to acquire biographical information from the respondents. The data questionnaires included age, school size, years of experience, teaching load, academic degrees, and recency of formal education.

Data Collection and Confidentiality

Permission was granted by the Victoria School Board to approach each elementary school principal for the purpose of gathering information for the study. It was then arranged that the writer meet with the Victoria Schools Administrators' Association in order to describe the study in some detail. Principals and vice-principals were present at this meeting. The writer thus was given an opportunity to become acquainted with the administrators comprising the population of the study.

A letter explaining the study (see Appendix A) was then personally delivered to all elementary school principals. The paired comparisons for principals and vice-principals were left with the principal, along with the biographical questionnaires. A self-addressed, stamped envelope was provided for the returns. Mail-back returns were received from 95% of the principals and from 90% of the vice-principals.

All responses were made without any identification. Moreover, the data were treated so as to assure anonymity of the subjects taking part in the study.

Statistical Tests

Hypotheses 1, 2, 3, and 4 were tested by comparing the Spearman rank order correlation coefficient (rho) with the value required for statistical significance at the .05 level. Hypothesis 5, which examined the relationship between recency of formal education and administrative preferences, was tested by comparing the Pearson product-moment correlation with the value required for statistical significance at the .05 level.

CHAPTER V

RESULTS, DISCUSSION AND CONCLUSIONS

This chapter contains data descriptive of the population used in this study, findings derived from the testing of hypotheses which were presented in Chapter III, additional findings relating to the study, and general conclusions.

Descriptive Data

Within the schools of Greater Victoria (School District 61) 40 principals and 33 vice-principals were contacted by personal visit, and each consented to serve as respondent to the measuring instrument. Of the 40 principals visited, 38 principals completed and returned the measuring instrument (95% of the population). Of the 33 vice-principals visited, 30 vice-principals completed and returned the measuring instrument (90% of the population).

All returns were correctly completed; none was discarded. Respondents required approximately 25 minutes to complete the two parts of the instrument and the biographical questionnaire.

Table 1 gives the distribution of the ages of the principals participating in the study. The age range is from 25 to 65 years, with a mean age of 48 years.

TABLE 1

FREQUENCY DISTRIBUTION OF AGES OF PRINCIPALS

Category	Age	Frequency	Per cent
1	25 - 35	1	2.6
2	36 - 45	13	34.4
3	46 - 55	17	44.9
4	56 - 65	7	18.1
	TOTAL	38	100.0
	MEAN 48.0		
	S.D. 7.6		

Table 2 gives the distribution of the ages of the vice-principals participating in the study. The age range is 25 to 55 years, with a mean age of 37.5 years.

TABLE 2

FREQUENCY DISTRIBUTION OF AGES OF VICE-PRINCIPALS

Category	Age	Frequency	Per cent
1	26 - 30	3	10.0
2	31 - 35	10	33.3
3	36 - 40	8	26.7
4	41 - 45	6	20.0
5	46 - 50	2	6.7
6	51 - 55	1	3.3
	TOTAL	30	100.0
	MEAN 37.5		
	S.D. 4.7		

Table 3 gives the distribution of the sizes of the elementary schools in the study. In Greater Victoria the schools range from 200 to 1100 students. The mean school size for the study was 535.2 pupils.

TABLE 3

FREQUENCY DISTRIBUTION OF SIZES OF SCHOOLS

Category	Age	Frequency	Per cent
1	200 - 350	9	23.7
2	351 - 500	7	18.1
3	501 - 650	13	34.4
4	651 - 800	4	10.6
5	801 - 950	4	10.6
6	951 - 1100	1	2.6
	TOTAL	38	100.0
	MEAN 535.2		
	S.D. 203.5		

Table 4 gives the distribution of the total principalship experience of the elementary school principals participating in the study. The principalship experience ranges from 1 to 32 years. The mean for the group was 14.1 years.

TABLE 4

FREQUENCY DISTRIBUTION OF TOTAL PRINCIPALSHIP EXPERIENCE OF PRINCIPALS

Category	Years	Frequency	Per cent
1	1 - 4	8	20.7
2	5 - 8	7	18.6
3	9 - 12	4	10.6
4	13 - 16	5	13.2
5	17 - 20	5	13.2
6	21 - 24	1	2.6
7	25 - 28	3	7.9
8	29 - 32	5	13.2
	TOTAL	38	100.0
	MEAN 14.1		
	S.D. 9.5		

Table 5 gives the distribution of the total administrative experience of the elementary vice-principals participating in the study. Over half of the vice-principals have been in the position for less than five years. The range for the group was from 1 to 14 years. The mean for the group was 5.2 years.

TABLE 5

FREQUENCY DISTRIBUTION OF TOTAL ADMINISTRATIVE EXPERIENCE OF VICE-PRINCIPALS

Category	Years	Frequency	Per cent
1	1 - 2	4	13.5
2	3 - 4	12	40.0
3	5 - 6	1	3.3
4	7 - 8	7	23.2
5	9 - 10	3	10.0
6	11 - 12	1	3.3
7	13 - 14	2	6.7
	TOTAL	30	100.0
	MEAN 5.2		
	S.D. 3.4		

Table 6 gives the distribution of the number of years the principals participating in the study have been in their present schools. The number of years ranged from 1 to 19 years. The mean for the group was 6.4 years.

TABLE 6

FREQUENCY DISTRIBUTION OF NUMBER OF YEARS

IN PRESENT POSITION AS PRINCIPAL

Category	Years	Frequency	Per cent
1	1 - 4	22	57.7
2	5 - 8	6	15.9
3	9 - 12	5	13.2
4	13 - 16	1	2.6
5	17 - 20	4	10.6
	TOTAL	38	100.0
	MEAN 6.4		
	S.D. 5.3		

Table 7 gives the distribution of the number of years the vice-principals participating in the study have been in their present schools. The range was from 1 to 14 years. The mean for the group was 4.5 years.

TABLE 7

FREQUENCY DISTRIBUTION OF NUMBER OF YEARS IN PRESENT POSITION AS ELEMENTARY SCHOOL VICE-PRINCIPAL

Category	Years	Frequency	Per cent
1	1 - 2	8	26.7
2	3 - 4	12	40.0
3	5 - 6	3	10.0
4	7 - 8	3	10.0
5	9 - 10	1	3.3
6	11 - 12	2	6.7
7	13 - 14	1	3.3
	TOTAL	30	100.0
	MEAN 4.5		
	S.D. 3.2		

Table 8 gives the distribution of the formal education level of the elementary school principals participating in the study. Approximately one-third of the principals have formal education beyond a single Bachelor's degree, while fewer than one-fifth of the principals have a Master's degree.

TABLE 8

FREQUENCY DISTRIBUTION OF FORMAL EDUCATION LEVEL OF PRINCIPALS

Category	Degree	Frequency	Per cent
1	B. A. only	6	15.9
2	B. Ed.(elem.) only	4	10.6
3	B. Ed.(sec.) only	14	36.9
4	Two Bachelor's degrees	7	18.1
5	M. Ed.	5	13.2
6	M. A.	2	5.3
	TOTAL	38	100.0

Table 9 gives the distribution of the formal education level of the elementary school vice-principals participating in the study. The vice-principals have largely followed the B. Ed. (secondary) program. Only two of the group have proceeded beyond the Bachelor's degree.

TABLE 9

FREQUENCY DISTRIBUTION OF FORMAL EDUCATION LEVEL OF VICE-PRINCIPALS

Category	Degree	Frequency	Per cent
1	B. A. only	6	20.0
2	B. Ed.(elem.) only	6	20.0
3	B. Ed.(sec.) only	14	46.6
4	Two Bachelor's degrees	2	6.7
5	M. Ed.	2	6.7
6	M. A.	0	0.0
	TOTAL	30	100.0

Table 10 gives the distribution of the recency of formal education of the elementary school principals participating in the study. It may be noted from Table 10 that more than one-quarter of the principals received formal education within the past year, while over one-half of the principals have studied formally during the past five years. The median for the group was 5 years.

TABLE 10

FREQUENCY DISTRIBUTION OF RECENCY OF FORMAL EDUCATION OF PRINCIPALS

Category	Years	Frequency	Per cent
1	0 - 1	11	28.4
2	2 - 3	5	13.3
3	4 - 5	4	10.6
4	6 - 7	2	5.3
5	8 - 9	2	5.3
6	10 - 11	5	13.3
7	12 - 13	4	10.6
8	14 - 15	2	5.3
9	16 and over	3	7.9
	TOTAL	38	100.0

MEDIAN 5.0

Table 11 gives the distribution of the recency of formal education of the elementary school vice-principals participating in the study. It may be noted from Table 11 that two-thirds of the vice-principals received formal education within the past year. The median for the group was 2 years.

TABLE 11

FREQUENCY DISTRIBUTION OF RECENCY OF FORMAL EDUCATION OF VICE-PRINCIPALS

Category	Years	Frequency	Per cent
1	0 - 1	20	66.7
2	2 - 3	8	26.7
3	4 - 5	1	3.3
4	6 and over	1	3.3
	TOTAL	30	100.0
	MEDIAN 2.0		

Computer Data

Tables 12, 13, 14, and 15 provide the computer output for the paired comparisons used in the study. Each matrix gives the scale value for the number of times each task is selected over the others.

Table 12 gives the priority ranking of ideal tasks as rated by the elementary school principals participating in the study. Staff Motivation ranks first, Staff Evaluation second, while Office Routines ranks last.

TABLE 12

SCALE VALUES OF PRINCIPALS' RANKING OF THE IDEAL PRINCIPALSHIP TASKS

	Office Routines (1)	Staff Motivation (2)	Staff Evaluation (3)	Public Relations (4)	Pupil Custody (5)	Discipline (6)
(1)	0.0	1.938	1.620	0.716	0.899	0.804
(2)	-1.938	0.0	-1.620	-1.938	-1.252	-1.412
(3)	-1.620	1.620	0.0	-0.716	-0.555	-0.633
(4)	-0.716	1.938	0.716	0.0	-0.199	0.406
(5)	-0.899	1.252	0.555	0.199	0.0	0.336
(6)	-0.804	1.412	0.633	-0.406	-0.336	0.0
	-0.996	1.360	0.317	-0.358	-0.240	-0.083

Rank	Principalship Task
1	Staff Motivation
2	Staff Evaluation
3	Discipline
4	Pupil Custody
5	Public Relations
6	Office Routines

Table 13 gives the priority ranking of actual tasks as rated by the elementary school principals participating in the study. Office Routines ranks first, Discipline second, while Staff Evaluation ranks last.

TABLE 13

SCALE VALUES OF PRINCIPALS' RANKING OF ACTUAL PRINCIPALSHIP TASKS

	Office Routines (1)	Staff Motivation (2)	Staff Evaluation (3)	Public Relations (4)	Pupil Custody (5)	Discipline (6)
(1)	0.0	-0.899	-1.003	-1.252	-0.479	-1.003
(2)	0.899	0.0	-0.716	-0.406	0.066	0.555
(3)	1.003	0.716	0.0	0.066	1.003	0.555
(4)	1.252	0.406	-0.066	0.0	0.555	0.479
(5)	0.479	-0.066	-1.003	-0.555	0.0	0.406
(6)	1.003	-0.555	-0.555	-0.479	-0.406	0.0
	0.773	-0.066	-0.557	-0.438	0.123	0.165

Rank	Principalship Task
1	Office Routines
2	Discipline
3	Pupil Custody
4	Staff Motivation
5	Public Relations
6	Staff Evaluation

Table 14 gives the priority ranking of ideal tasks as rated by the elementary school vice-principals participating in the study. Staff Motivation ranks first, Staff Evaluation second, while Office Routines ranks last.

TABLE 14

SCALE VALUES OF VICE-PRINCIPALS' RANKING OF IDEAL PRINCIPALSHIP TASKS

	Office Routines (1)	Staff Motivation (2)	Staff Evaluation (3)	Public Relations (4)	Pupil Custody (5)	Discipline (6)
(1)	0.0	-2.516	1.834	1.282	0.728	0.967
(2)	0.0	0.0	-1.282	-1.282	-1.501	-1.501
(3)	-1.834	1.282	0.0	-0.340	-0.524	-0.728
(4)	-1.282	1.282	0.340	0.0	-0.168	0.0
(5)	-0.728	1.501	0.524	0.168	0.0	0.083
(6)	-0.967	1.501	0.728	0.0	-0.083	0.0
	-0.802	0.508	0.357	-0.029	-0.258	-0.196

Rank	Principalship Task
1	Staff Motivation
2	Staff Evaluation
3	Public Relations
4	Discipline
5	Pupil Custody
6	Office Routines

Table 15 gives the priority ranking of actual tasks as rated by the elementary school vice-principals participating in the study. Office Routines ranks first, Discipline second, while Staff Evaluation ranks last.

TABLE 15

SCALE VALUES OF VICE-PRINCIPALS' RANKING OF ACTUAL PRINCIPALSHIP TASKS

	Office Routines (1)	Staff Motivation (2)	Staff Evaluation (3)	Public Relations (4)	Pupil Custody (5)	Discipline (6)
(1)	0.0	-0.524	-0.841	-0.841	-0.623	-0.841
(2)	0.524	0.0	-0.253	-0.340	0.168	0.340
(3)	0.841	0.253	0.0	0.340	0.430	0.524
(4)	0.841	0.340	-0.340	0.0	0.524	0.841
(5)	0.623	-0.168	-0.430	-0.524	0.0	0.168
(6)	0.841	-0.340	-0.524	-0.841	-0.168	0.0
	0.612	-0.073	-0.398	-0.368	0.055	0.172

Rank	Principalship Task
1	Office Routines
2	Discipline
3	Pupil Custody
4	Staff Motivation
5	Public Relations
6	Staff Evaluation

Tests of Hypotheses

Hypothesis one states that principals, when giving an ideal priority ranking of principalship tasks, will prefer administrative to managerial tasks. This hypothesis was supported by the study. The correlation coefficient of .83 is significant beyond the .01 level of confidence. The elementary school principals in the study prefer administrative rather than managerial tasks for the principalship.

Hypothesis two states that principals, when ranking their actual tasks, will tend to rate managerial tasks higher than administrative tasks. This hypothesis was supported by the study. The correlation coefficient of .77 is significant beyond the .01 level of confidence. The elementary school principals in the study tend, in actual practice, to rate managerial tasks ahead of administrative tasks.

Hypothesis three states that a negative correlation exists between the ideal task priorities and the actual task priorities of the elementary school principalship. This hypothesis was supported by the study. A negative correlation of .48 is significant beyond the .01 level of confidence. The elementary school principals in the study do not function in the principalship in the manner in which they think they should. They appear to set task priorities which are not attained at this time.

Hypothesis four states that a positive relationship exists between principals and vice-principals in the priority ranking of both ideal and actual principalship tasks. The first part of this hypothesis was supported: a positive relationship exists between principals and vice-principals in the priority ranking of ideal tasks. The correlation coefficient of .83 is significant beyond the .01 level of confidence.

The second part of this hypothesis also was supported: a positive relationship exists between principals and vice-principals in the priority ranking of actual tasks. A correlation of 1.0 was obtained. The principals and the vice-principals in the study rank ideal and actual principalship tasks in a similar priority order.

Hypothesis five states that recency of graduate study is predictive of administrative preferences in task priority, both ideal and actual. In the area of ideal principalship tasks a correlation coefficient of .35 was obtained and is significant beyond the .05 level of confidence. For the principals in the study recency of graduate study is predictive of administrative preferences in the ideal tasks of the principalship. In the area of actual principalship tasks a negative correlation of .16 failed to support that part of the hypothesis which stated that recency of graduate study is predictive of administrative preferences in actual principalship tasks. This finding suggests that, for the principals in the study, there is no direct relationship between recency of graduate study and administrative preferences in actual principalship tasks.

Additional Findings

The mean school size in the study was 535 pupils which would suggest a staff of about 17 teachers. The mean age of the principals was 48.0 years while that of the vice-principals was 37.5 years. Principals have been in their present positions an average of 6.4 years while vice-principals have been in their present positions an average of 4.5 years.

Over one-quarter of the principals in the study have had no experience as vice-principals. Presumably their promotional route was from a teaching position in the secondary school. Larger schools employ supervising principals who do not teach classes on a regular basis. Almost one-third of the principals in the study were supervising principals. On the other hand vice-principals spend most of their time teaching on a regular basis. The majority of vice-principals in the study receive less than six non-teaching periods per week.

The level of formal education of principals and vice-principals is rather similar, although overall the principals have attained a higher standard of academic achievement than have the vice-principals. The vice-principals, as a group are younger than the principals, and have more recently received formal education than have the principals.

Discussion and Conclusions

The findings and observations noted herein apply only to the elementary school principals of Greater Victoria (School District 61).

There is evidence from the study that principals prefer tasks dealing with staff — encouraging innovative ideas, setting up in-service, working for good staff morale, helping inexperienced teachers, taking part in the hiring of teachers. As defined in the study these are administrative tasks. Much of the principals' professional training has dealt with topics such as these; indeed, by their priority ranking principals indicated that the administrative tasks are the right and proper functions of the principalship.

The principal is an educator employed to work with teachers and pupils to facilitate the learning-teaching process. Marshall (1970) states that, "Regrettably, the people-oriented teachers who do become principals often fail, even with graduate training, because of the disparities among what they want to do, what they are educated to do, and what they are forced to do (p. 13)." For most elementary school principals this may produce a conflict situation, which in this study has been described in terms of administration and management.

Overseeing student deportment, attending to classroom discipline problems, checking on pupil safety, providing lunchroom accommodation, preventing playground litter, ordering school supplies, completing records and reports — the managerial tasks — receive more time and attention than do the administrative tasks. With many and varied demands upon the principal's time the administrative tasks can easily become subordinated to the managerial tasks. By his classroom visiting and his consultations with individual teachers the principal can do much to help them grow in professional skill. However, when a discipline matter or a call from an irate parent interferes with a planned staff consultation, an administrative function has been displaced by a managerial task.

Robinson (1969) notes that some principals spend much time tracking down lost pupil belongings, applying first aid, and handling behavior problems. This may explain why today the principal's position is questioned. The principal may be confronted with the job of convincing critics that he is genuinely concerned about learning. This may best be done by investing a greater share of his time in directing instruction and by working more closely with teachers and students.

Implications for Further Research

The present study raises questions concerning the functions of the elementary school principal. The following are suggested as implications for further research:

1. While this study has been concerned with elementary school principals, it would be of interest to know if similar relationships exist among the tasks of the secondary school principalship.
2. Principals indicated a decided tendency to select administrative tasks as more important than managerial tasks. Do principals who actually perform as administrators exhibit effective leadership in their schools? Such a question may warrant investigation.
3. It is recommended that a principal's experiences as a teacher be studied in order to determine what effect the variety or nature of this teaching experience has had on his tendency to manage rather than to administer.
4. Supervision of instruction generally involves classroom visitation by the principal. Teacher reaction to the procedure of visitation is presently changing. Perhaps the attitudes of teachers to the principal's visitation is an area worthy of further research.
5. It is recommended that some research into the educational values of school principals be considered.

Summary

If there is widespread dissatisfaction with the effectiveness of elementary school principals, as is suggested by several writers, it may be becuase principalship roles have stressed the non-instructional, non-professional functions of managerial tasks. In the areas of working with staff, curriculum, and instruction principals do not spend as much time as they feel they should. There is mounting evidence that the leadership role of the principal needs redefinition to suit the requirements of the changing school system. It is necessary to become clear about the role of the school principal and the critical priorities of his tasks.

Perhaps the principal cannot be faulted for his reluctance to forge ahead with innovation, imaginative planning, and other administrative functions. Under criticism the creative principal may find himself vulnerable and alone. When the designated leader makes a judgment and must answer for it each time, frequently the real significance is one of survival.

Principals, nevertheless, seem to strive to conform to a definition of their function that stresses an obligation to improve the performance of their teachers. The present study found a decided preference among principals for working toward educational goals with persons rather than working with routine aspects of school management. It may be, however, that in the area of administration the principal has his most challenging task: teacher motivation and instructional improvement. Campbell, Corbally and Ramseyer (1958) found that metropolitan area principals spent over one half of their time on clerical duties. These

principals agreed that there was some of this to be done, but that it should not consume such a large portion of their time.

> When asked what they wanted to do with their time, all replied that they wanted to give more time to the leadership of a program for the improvement of instruction. If they really wanted to do this, why did they not change their own patterns of behavior (p. 251)?

Enns (1967) states that much of the criticism of educational administration today is criticism of amateur administration. Principals cannot attain true professional status without a comprehensive plan of in-service education. They have long been ardent supporters of in-service for teachers. Perhaps in this regard principals have done little to improve their own status.

For the next decade the new by-word in education may be "accountability". School principals may be held accountable for the overall learning program in the school, that is, for the development of the child through his school activities. Perhaps more than ever before the principals' order of priorities will come under question.

> Granted, principals have many obligations. Learning is not their only responsibility. They have to be concerned about all aspects of a school operation, be they plant management, custodial functions, or clerical work. What should be censured, however, is the distorted list of priorities worked out by so many principals and the lack of emphasis on educational matters. In the lofty discussions about the primary function of the principal, rhetoric is confused with reality. Closing the gap between what is practiced and what is preached is crucially needed. The very survival of the principalship hangs in the balance (Ban, 1970, p. 443).

Many schools today are considering different methods of organization: multi-graded classes, new instructional techniques, differentiated

staffing procedures. Innovative approaches, however, are slow to gain acceptance in the public school. As an administrator the principal can do much toward promoting effective teaching and learning, but he must insist on clinging to the right set of priorities.

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A P P E N D I C E S

APPENDIX A

1992 Fairfield Road,
Victoria, B. C.,
March 29, 1971.

Elementary School Principals,
School District 61.

Dear Sir:

I have been granted permission to conduct a research study in Victoria schools regarding the priority of principalship tasks. My study is entitled: "Role Perception Discrepancies in the Elementary School Principalship".

Presently I am enrolled at the University of Victoria and am working on the M. A. program in educational administration. My thesis committee members are C. E. Hodgkinson, D. J. Chabassol, and N. A. Swainson.

There are three parts to this paper. Completion time is approximately 25 minutes.

Will you kindly ask your vice-principal to answer the enclosed form? Apart from biographical information it is identical to the principal's form. Thank you.

Your return is essential for a valid study. A stamped, self-addressed envelope is enclosed for your convenience. Your cooperation is greatly appreciated.

Yours sincerely,

Gerald J. Jenvey

APPENDIX B

Task definitions:

Discipline	(attending to student deportment, dealing with classroom problems)
Staff motivation	(encouraging innovative ideas, setting up in-service, working for good staff morale)
Staff evaluation	(determining how each teacher is doing, helping inexperienced teachers, taking part in hiring teachers)
Public relations	(letters to parents, school bulletins, school concerts, supporting community ventures)
Pupil custody	(pupil safety, fire drill, patrols, lunchrooms, playground litter)
Office routines	(correspondence, school budget, records and reports for head office, telephoning, ordering supplies)

Part I

What is your ideal priority rating of the principal's duties? Compare each of the following and circle what you consider to be the more important item for the principalship, averaged over a school year. Your choices should indicate the way you think the principalship ought to be.

* Circle that choice which you feel is more important:

1. Office routines
   Staff motivation

2. Staff evaluation
   Public relations

3. Pupil custody
   Office routines

4. Discipline
   Pupil custody

5. Staff evaluation
   Office routines

6. Public relations
   Discipline

7. Staff motivation
   Pupil custody

8. Office routines
   Public relations

9. Discipline
   Staff evaluation

10. Staff motivation
    Discipline

11. Pupil custody
    Staff evaluation

12. Public relations
    Staff motivation

13. Discipline
    Office routines

14. Pupil custody
    Public relations

15. Staff evaluation
    Staff motivation

PLEASE MAKE A CHOICE FOR EACH QUESTION

APPENDIX C

Task definitions:

Discipline	(attending to student deportment, dealing with classroom problems)
Staff motivation	(encouraging innovative ideas, setting up in-service, working for good staff morale)
Staff evaluation	(determining how each teacher is doing, helping inexperienced teachers, taking part in hiring teachers)
Public relations	(letters to parents, school bulletins, school concerts, supporting community ventures)
Pupil custody	(pupil safety, fire drill, patrols, lunchrooms, playground litter)
Office routines	(correspondence, school budget, records and reports for head office, telephoning, ordering supplies)

Part II

How does the elementary school principal actually spend his time? Please compare each of the following and circle the item which, on the average, you think receives more time and attention from the principal. Your choices should indicate the way it really is in your experience.

* Circle that choice at which you spend more time and energy:

1. Office routines

   Staff motivation

2. Staff evaluation

   Public relations

3. Pupil custody

   Office routines

4. Discipline

   Pupil custody

5. Staff evaluation

   Office routines

6. Public relations

   Discipline

7. Staff motivation

   Pupil custody

8. Office routines

   Public relations

9. Pupil custody
   Staff evaluation

10. Staff motivation
    Discipline

11. Discipline
    Staff evaluation

12. Public relations
    Staff motivation

13. Discipline
    Office routines

14. Pupil custody
    Public relations

15. Staff evaluation
    Staff motivation

PLEASE MAKE A CHOICE FOR EACH QUESTION

APPENDIX D

Part III

Now, to help me classify your answers, may I ask you a few questions about yourself and your position? Please be assured your information is for this study only and will be treated as confidential.

1. Your position: Principal_____
   Acting principal _____

2. Age to nearest birthday:
   25-35 _____ 46-55 _____
   36-45 _____ 56-65 _____

3. School enrolment (approx.):
   200-350 _____ 651-800 _____
   351-500 _____ 801-950 _____
   501-650 _____ 951-1100 _____

4. How long have you been in your present position as principal?

   _____ year(s)

5. What is your total years of experience as principal?

   _____ year(s)

6. How many years were you a vice-principal?

   _____ year(s)

7. What is the total of your years as teacher and administrator?

   _____ years

8. How many periods (approx. 45 min.) do you teach per week?
   0 _____ 11-15 _____
   1-5 _____ 16-20 _____
   6-10 _____ 21-25 _____

9. Please list your academic degree(s): _____

10. Your most recent post-graduate study, if any, was in which year?

    19_____

This completes the questionnaire. Again, thank you for your help and cooperation.

Yours sincerely,

Gerald J. Jenvey.

APPENDIX E

Part III

Now, to help me classify your answers, may I ask you a few questions about yourself and your position? Please be assured your information will be treated as confidential.

1. Your position: Vice-principal _____
   Acting vice-principal _____

2. Age to nearest birthday:

25 - 30	_____	41 - 46	_____
31 - 35	_____	47 - 50	_____
36 - 40	_____	51 - 55	_____

3. How long have you been in your present position as vice-principal?

   _____ year(s)

4. What is your total years of experience as a vice-principal?

   _____ year(s)

5. What is the total of your years as teacher and as vice-principal?

   _____ years

6. How many periods (approx. 45 min.) do you have free from teaching per week?

0	_____	11 - 15	_____
1 - 5	_____	16 - 20	_____
6 - 10	_____	21 - 25	_____

Please list your academic degree(s), if any: _____

Your most recent post-graduate study, if any, was in which year?

19 _____

This completes the questionnaire. Thank you for your help and cooperation.

Yours sincerely,

Gerald J. Jenvey

APPENDIX F

2980 West 40 Avenue,
Vancouver 13, B. C.,
May 25, 1971.

To: Principals and Teachers-in-Charge,
Victoria Elementary Schools,
School District 61.

Re: Research study entitled, Role Perception Discrepancies in the Elementary School Principalship.

During the week of April 19 it was my privilege to visit each elementary school in the city of Victoria, enlisting your assistance in completing a questionnaire regarding principalship tasks.

Although two returns are still to come in, may I offer a tentative summary of the data collected.

Task areas selected for the study are:

Discipline (attending to student deportment, dealing with classroom problems)

Staff Motivation (encouraging innovative ideas, setting up in-service, working for good staff morale)

Staff Evaluation (determining how each teacher is doing, taking part in hiring staff, helping inexperienced teachers)

Public Relations (letters to parents, school bulletins, school concerts, supporting community ventures)

Pupil Custody (pupil safety, fire drill, patrols, lunchrooms, playground litter)

Office Routines (correspondence, school budget, records and reports for Head Office, telephoning, ordering supplies)

Principals' responses

Part I was concerned with the ideal operation of the principalship, the way you think it ought to be. Here is the computer output for the principals' returns:

		Rank
Staff Motivation	2.356	1
Staff Evaluation	1.313	2
Discipline	0.913	3
Pupil Custody	0.756	4
Public Relations	0.638	5
Office Routines	0.000	6

Part II was concerned with the actual operation of the principalship, the way it really is in your experience. Here is the computer output for Part II:

Office Routines	1.330	1
Discipline	0.722	2
Pupil Custody	0.680	3
Staff Motivation	0.491	4
Public Relations	0.119	5
Staff Evaluation	0.000	6

Using the Spearman rank order correlation (rho) a negative coefficient of .48 is obtained between the rank order of Part I and Part II. This negative correlation is significant beyond the 0.01 level.

Vice-principals' responses

Forms for principals and vice-principals were similar. Following is the computer output for the vice-principals' returns:

Part I	Staff Motivation	1.310	1
	Staff Evaluation	1.159	2
	Public Relations	0.773	3
	Discipline	0.606	4
	Pupil Custody	0.544	5
	Office Routines	0.000	6
Part II	Office Routines	1.010	1
	Discipline	0.570	2
	Pupil Custody	0.453	3
	Staff Motivation	0.325	4
	Public Relations	0.030	5
	Staff Evaluation	0.000	6

Correlation between Part I and Part II for the vice-principals' returns is -.77 and is significant beyond the 0.01 level.

No conclusions have as yet been reached in the study. It does, however, appear that administrators set task priorities and goals which are not capable of attainment at this time. Staff Motivation appears

consistently as a high priority for the ideal in principalship tasks, while in fact Office Routines rank first.

May I again express my appreciation for your support of my project. Final results, when completed, will be made available through the office of the Director of Development, Personnel and Research.

Yours sincerely,

Gerald J. Jenvey

APPENDIX G

FREQUENCY DISTRIBUTION OF PRINCIPALS' YEARS OF EXPERIENCE AS VICE-PRINCIPALS

Category	Years	Frequency	Per cent
1	0	10	26.3
2	1 - 2	8	20.7
3	3 - 4	6	15.9
4	5 - 6	4	10.6
5	7 - 8	5	13.3
6	9 - 10	3	7.9
7	11 - 12	2	5.3
	TOTAL	38	100.0

MEAN 3.5

S.D. 3.5

APPENDIX H

FREQUENCY DISTRIBUTION OF NUMBER OF YEARS OF TOTAL EXPERIENCE (TEACHING AND ADMINISTRATION) OF PRINCIPALS

Category	Years	Frequency	Per cent
1	5 - 9	1	2.6
2	10 - 14	3	7.9
3	15 - 19	4	10.6
4	20 - 24	15	39.7
5	25 - 29	7	18.1
6	30 - 34	1	2.6
7	35 - 39	4	10.6
8	40 - 44	3	7.9
	TOTAL	38	100.0
	MEAN 24.2		
	S.D. 8.3		

APPENDIX J

FREQUENCY DISTRIBUTION OF NUMBER OF YEARS OF TOTAL EXPERIENCE (TEACHING AND ADMINISTRATION) OF VICE-PRINCIPALS

Category	Years	Frequency	Per cent
1	7 - 8	3	10.0
2	9 - 10	7	23.3
3	11 - 12	5	16.6
4	13 - 14	0	0.0
5	15 - 16	5	16.6
6	17 - 18	3	10.0
7	19 - 20	4	13.5
8	21 - 22	2	6.7
9	23 - 24	1	3.3
	TOTAL	30	100.0

MEAN 13.0

S.D. 4.7

APPENDIX K

FREQUENCY DISTRIBUTION OF NUMBER OF WEEKLY TEACHING PERIODS OF PRINCIPALS

Category	Periods	Frequency	Per cent
1	0	12	31.2
2	1 - 5	10	26.4
3	6 - 10	6	15.9
4	11 - 15	5	13.3
5	16 - 20	4	10.6
6	21 - 25	1	2.6
	TOTAL	38	100.0

MEAN 5.6

S.D. 6.2

APPENDIX L

FREQUENCY DISTRIBUTION OF NUMBER OF NON-TEACHING PERIODS OF VICE-PRINCIPALS

Category	Periods	Frequency	Per cent
1	0	4	13.5
2	1 - 5	13	43.1
3	6 - 10	8	26.7
4	11 - 15	3	10.0
5	16 - 20	0	0.0
6	21 - 25	2	6.7
	TOTAL	30	100.0
	MEAN 6.0		
	S.D. 5.7		

VITA

Surname: JENVEY Given Names: GERALD JAMES

Place of Birth: VANCOUVER, B. C. Date of Birth: AUGUST 13, 1927

Educational Institutions Attended, with Dates of Entering and Leaving:

UNIVERSITY OF BRITISH COLUMBIA	1943 to 1948
UNIVERSITY OF BRITISH COLUMBIA -- Part-time	1955 to 1958
UNIVERSITY OF VICTORIA	1970 to 1971

Degrees, Diplomas, Etc., Awarded, with Dates and Names of Institutions:

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B. Ed.(secondary)	1958	University of British Columbia

Honors and Awards:

Publications:

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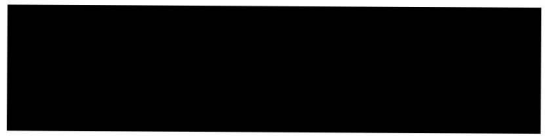

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