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The Administrator's Role in Human Relations

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THE ADMINISTRATOR'S ROLE

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I HEREBY RECOMMEND THIS PLAN B PAPER BE ACCEPTED AS
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CHAPTER I

INTRODUCTION

Before actually discussing the role of the principal
and its regard for human relations, it seems necessary to
examine the concept of human relations. The term is taken
from the field of the social sciences. It would be difficult
to extend the maturity level of the social sciences beyond
early adolescence. It was not until the end of the nine-
teenth century and the beginning of the twentieth century
that any formal institutions were created in this area. In
the fields of literature, art, and music man has for centuries
been expressing and exploring his relationship to other
men. Authors have posed pensive questions and interpretations
of man's social dealings but to little avail.

It is only now that constructive thought on man as a
social being is developing. We expect and hope for peace
among nations, yet families, neighbors, and friends as well
as strangers quarrel violently at times. We seek to conquer
space and explore unknown worlds; yet, what is a more complex
mystery than human behavior patterns and personalities?

Perhaps in the above paragraphs doubts arise in regard
to the relationship of the content and the principal, but
if one were to take that stroll down the hall of a school,

secondary or elementary, he may readily see how little we are actually able to give our children. How little we understand the relationships we have with others let alone comprehend the student's problems. As he departs from a classroom he may wish that this were not the model to which the child is to aspire. In the teachers' lounge he may be astonished by some of the biased comments, and as he departs from school he may think about the words "through education we are able to become our best selves?"

Purpose of This Study

Proper role playing depends, in essence, on the role player's comprehension of the activity he is to assume; and one does see the wide divergence in the views held of the principalship. The purpose of this study is to facilitate a better understanding of the role of the principal as it is viewed by exponents of a "human relations" or "clinical" approach to administration. Exponents of the "human relations" approach as found in Campbells and Gregg's <u>Administrative Behavior in Education</u> state that organizations are composed of people.

> People interacting in their efforts to achieve
> their individual and mutually defined goals determine
> the relationships which constitute the ever dynamic
> and shifting structure of organization. Since the
> relationships change, the structure changes and we
> call the patterns observed in the changes 'process.'
> But all we are really talking about are the continuously
> changing patterns of relationships among people.[1]

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[1]Roald F. Campbell and Russell T. Gregg (ed.), <u>Administrative Behavior in Education</u> (New York: Harper and Brothers, Publishers, 1957), pp. 110-11.

Administration is merely a name which we attach
to some arbitrarily defined parts of the structure
or parts of the process; it is a quite arbitrary
distinction and designation of some of the relation-
ships in organization. Anyone who thinks he can
govern an organization--and this is what most people
really mean when they say 'administer'--is really
suffering from self-delusion. The behavior, the
patterns, and the destiny of an organization are
determined by forces within it and outside it far
deeper and more powerful than any individual can even
comprehend let along control or govern.[2]

It is assumed that the topic of study is quite vital

not only to those who are interested in entering the realm

of education as a principal, but also those who have become

emersed in out-dated, over-simplified theories which actually

limit learning.

How The Data Were Obtained

The data were obtained from selected books written

since 1949, advocating the "human relations" approach to

administration and from the library at Eastern Illinois

University and available in the Department of Administration

and Supervision, Eastern Illinois University. Supplementary

reading was done in current publications, both educational

and noneducational.

Type of Data Collected and
The Purpose for Which Data Were Used

The data collected would come under the heading of four

categories. Case studies were used to clarify a point or

idea. Current views and approaches in administration are

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[2]Ibid.

cited and discussed in view of their perceived significance to the topic. Factual informative data was scrutinized in regard to problems developing in human relations. The data were used to formulate a picture of the role of the principal as viewed by the exponents of the "human relations" approach to administration.

Definition of Terms

Administrator - for the purpose of the paper, administrator will refer to the secondary school principal.

Authoritarian Control - a type of relationship between administrator and teaching staff, in which policy and practice tend to be determined primarily and sometimes entirely by those of higher rank; used to emphasize a domineering relationship in contrast to democratic or comparative attitude toward teachers.

Democratic Control - a system of group organization and action in which there is a high degree of sharing in determination of policy, respect for minority views, common consent, and joint responsibility for results.

Human Relations - is at its present stage of development the practice of a skill by which one learns to relate himself to his social surroundings.
"Human relations skill" in particular is the capacity of a person to communicate his feelings and ideas to others, to receive such communications from others, and to respond to their feelings and ideas in such a fashion as to promote congenial participation in a common task.
"Human relations" is a way of behaving, of acting or not acting toward human beings in terms of the ideals and value patterns of our democratic society; a way of responding to social situations, and to the individuals and groups which produce these situations; the unity of interacting personalities bound together in an organized relationship in which the characteristic mode of social interaction is determined not by racial or

ethnic differences, interfaith conflicts,
socio-economic disparities, and cultural
and educational factors, but by respect
for individual personality, and the dignity
and worth of human beings.[3]

Pragmatism -   the doctrine that thought or ideas have
value only in terms of their practical
consequences and that results are the sole
test of validity.

Role -   behavior patterns of functions expected of
or carried out by an individual in a given
societal context.

Supervision -   all efforts of designated school officials
directed toward providing leadership to
teachers and other educational workers in
the improvement of instruction; involves
the stimulation of professional growth
and development of teachers, the selection
and revision of educational objectives,
materials of instruction, and methods of
teaching, and the evaluation of instruction.

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[3]Daniel E. Griffiths, Human Relations in School
Administration (New York: Appleton-Century-Crofts, Inc.,
1956), p. 17.

CHAPTER II

AUTHORITARIAN POINT OF VIEW

At the outset it is recognized that it will be necessary in certain instances to form value judgments dealing with the principal's behavior pattern in his relationships. The judgments will not be critical in their results rather they will be attempts at devising a pragmatic view of social relationships. Simply, one does tend to praise and appreciate the "job well done" and it is this that one must seek in regard to relationships. It is, in exact terminology, the schools' responsibility to educate. Vague and ambigious as the terms appear it is still the schools' quandary placed in its hands by society. Education is a vital link in all areas of life and the school, as has been stated, is the organ of society which must carry out this responsibility. At the present time procedures, processes, and even values are not what they should be for the education of young minds; nonetheless, one must live in, as well as create anew, the world. Therefore, the value judgments found within this paper tend to rely on the pragmatic view that the principal who functions most effectively, as can be judged by his successes in human relations, is the principal whose procedures and patterns should be followed.

The first area which will be discussed is the principal as he is seen in the instructional situation, and the problems arising. As Harris states, myth or not, the idea of the school principal as the instructional leader is a strong one that is almost universal in American public education. The problem arising is that the typical school principal is much more of a manager than an instructional leader. This tends to be particularly true of the secondary principal. Moreover, his interest and much of his training lie in the area of management.[4] No matter what in actuality exists, he is in charge of the instructional program both in the minds of the school and society. This may be viewed as an insurmountable task; how can one man be responsible for all that goes on in various classrooms: English, French, Spanish, government, social studies, art, home economics and physical education? He is a specialist in one area in charge of specialists in vastly different areas. How is this dilemma solved?

The principal in charge of instruction comes under the heading of supervision. Adams and Dickey define supervision as service, particularly concerned with increasing the effectiveness of the teaching-learning situation.[5] Since supervision indicates a position for helping, the question should be asked, in what way may the principal help the

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[4]Ben M. Harris, Supervisory Behavior in Education (Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1963), p. 142.

[5]Harold P. Adams and Frank G. Dickey, Basic Principles of Supervision (Chicago: American Book Co., 1953), p. 4.

teacher when both his time necessary for administrative

details and his specialized knowledge are limited? He

is not able to make out all the lesson plans for his teachers,

that would be in the area of the ridiculous, he need only

be an effectively functioning person in communication, and

there are different approaches to developing relationships

when one is in a superordinate position.

The first may be termed the directive or authoritarian.

The problems involved here may be easily seen. Adams and

Dickey, when refering to this approach, state that super-

vision which depends for its success upon the authority of

the supervisor, or upon his assumed knowledge of the

superior teaching methods and techniques leads to a situation

which lessens the creativity of the teacher.[6] It leads to

a rather frightful rigidity not only in the classroom

situation but in the relationships (principal-teacher) which

are necessary for an effective school. Appreciation is

certainly not demonstrated nor respect for the dignity of

an individual by stating "it must be done this way!" The

absolute ruler will find that through his own methods that

the major responsibility rests upon his own shoulders. He

is being worked for rather than with, and since the leader-

ship is not shared neither is the desire and enthusiasm

necessary for success. The faculty will become either rebel-

lious or dormant and totally disinterested in what occurs

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[6]_Ibid._, p. 6.

outside their classroom. According to Wilber A. Yauch, domination is deliberately concerned with creating dependency upon the action of the leader.[7]

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[7]Wilber A. Yauch, Improving Human Relations in School Administration (New York: Harper and Brothers, 1949), p. 42.

CHAPTER III

HUMAN RELATIONS POINT OF VIEW

A different approach, more a reversal of the previously
mentioned one is the more non-directive or "democratic
approach". The "democratic" concept with the human relations
approach of supervision is the idea of the cooperation of
teachers and supervisors upon the problem of improving
instruction. Yauch professes that external factors such as
working conditions make little change in productive efficiency.
But changes in social and psychological organization are of
tremendous importance in deciding how much work a person
will do.[8]

According to Harris, it has been found that partici-
patory leadership seemed to have greater influence on group
and individual judgments and tends to produce more desirable
results, and he further states that in this frame of
reference, this approach could be termed the "shirt sleeves
approach" for within its depths the leader (principal)
actually is participating.[9] Here the entire school is
allowed not only to exist, but to grow. Whenever possible

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[8]Ibid., p. 21.

[9]Harris, pp. 391-92.

the principal shares decision making with the faculty;
therefore, they too receive credit or blame for the
successes or failures of the change. According to Griffiths
the principal tends to judge not according to ambigious
personal standards but by objective criterion which all
know about and understand.[10] The administrator must also
function as a buffer, a shock absorber, listening to various
opinions without translating each into immediate action.

Much more could be discussed on the topic, the non-
directive administrator, but in summation it is here that the
individual, may he be teacher or pupil, achieves his own
high level of efficiency without fear of the stiffling
influence of the authoritative administrator. Here is an
approach which serves a principal not only as a supervisor
but as an administrator. A climate is established in which
the staff member feels compelled or drawn by his own willing-
ness to attain a definite goal which is now meaningful to
him. A teacher in this type of environment stated, "I just
don't understand it. Nobody tells me I have to do a thing.
But I find myself at my work all day, evenings, and weekends,
and enjoying it immensely."[11] Anderson and Davies in refering
to the power held by the principal state that it may be simply
authoritative or facilitative. The former is used to preserve

[10]Griffiths, p. 153.

[11]Vivienne Anderson and Daniel R. Davies, Patterns of
Educational Leadership (Englewood Cliffs, N. J.: Prentice-
Hall, Inc., 1956), p. 195.

power already attained; the latter toward getting the job done.[12] As one administrator said, "There is no amount to the end of good one can do if he does not worry about who will receive the credit."[13]

Two views of the administrator have been discussed, and the administrator in his role as viewed by exponents of the "human relations" approach to administration will now be considered. But first it would appear best to refer back to the previously mentioned statement that the social sciences pertaining to human relations are at best in their early adolescence; therefore, it does not seem surprising that many individuals involved in this area maintain beliefs which are not only erroneous but harmful if one is to carry out the human relations approach. According to Benne and Muntyan, some of these ideas which must be eliminated are:

1. Administrators thinking of themselves as "applied psychologists" and believing that there are no standards for evaluation except personal ones.

2. That intangible qualities of personality rather than behavior skills are the vital elements. Therefore, one must select good personalities for little can be done in this area of training performance.

3. Paying attention to technique in human relations is somehow unethical and manipulative.[14]

There are definitely other problem areas but these three are where much conflict appears.

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[12] Ibid.

[13] Ibid.

[14] Kenneth D. Benne and Bozidar Muntyan, Human Relations in Curriculum Change (New York: The Dryden Press, 1951), pp. 269-70.

A key word to remember in the human relations approach is cooperation, which cannot be accomplished without communication or a working dialogue between the individuals involved. Kenneth D. Benne states that "effective and efficient problem-solving requires channels of communication within the system that make available all relevant data, including data concerning feelings and evaluations, both negative and positive, from each and every part of the system."[15] It is here that effective relationships are created and that the principal becomes a positive relator. Yauch states that the principal is in a position of and process of mutual stimulation.[16]

One characteristic is an active dialogue being carried out between administrator and faculty. One of the judgments a principal is required to make is the credibility of his own faculty. Gwynn says that one way of making this judgment is through observing the teacher, but poses the questions: "How is it possible to determine the ability of a teacher by observing one fifty-five minute period?" "What about the way in which the teacher carries out his extra-curricular activities?" "How does he function in home room?"[17] Teacher evaluation seems an arduous task, but some constructive work

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[15]Warren G. Bennis, Kenneth D. Benne and Robert Chin (ed.) The Planning of Change (New York: Holt, Rinehart and Winston, Inc., 1961), p. 232.

[16]Yauch, p. 39.

[17]Minor J. Gwynn, Theory and Practice of Supervision (New York: Dodd, Mead and Co., 1961), pp. 225-26.

can be done in this area with proper communication. One way to open this door is through a personal word of praise when it is warranted. According to Anderson and Davies, a teacher too often learns only of the negative side of his performance.[18] Many situations of evaluation must be considered, but, as was stated, the principal will only be able to explore these areas if he carries out effective communication with the members of the faculty. What does effective dialogue or communication really mean? Dialogue is a conversational discussion, with substance, between two or more persons.

According to Gwynn, the principal to whom one can relate is a well-balanced person with such added characteristics as being a good listener, an honest person (never betraying a confidence), a tolerant person, a keen student of human behavior, a modest person and one who recognizes individual differences, and deals with persons accordingly.[19] He must hear and understand the importance of what is being said, whether it be teacher, student, or parent. It has long been recognized that verbalizing ones feelings has a definite clarifying effect. In instances of minor problems it is a means by which an individual may solve his own dilemmas. According to Berrien and Bash, emotional catharsis allows anxieties to be reduced and the main function of the listener

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[18]Anderson and Davies, p. 16.

[19]Gwynn, p. 307.

is a supportive one, in that he is interested enough
to take time to listen.[20]   Finally, according to Anderson
and Davies an administrator/principal must possess a
security within himself in order to view his staff object-
ively.[21]   If the administrator possesses this security within
himself then it will be possible for him to more readily
become an exponent of the human relations democratic view
for he will not be fearful of losing his power position;
and therefore, he can use his authority as facilitative power.

Another way to facilitate communication is through
observation and understanding behavior patterns. According
to Berrin and Bash, the motives of men, if correctly inter-
preted, give an important basis for understanding relation-
ships and actions. They are expressions of man's needs
derived in part from his physiological nature and in part
from his psychological nature which is stimulated by his
environment.[22]   If one's actions are inappropriate in regard
to his inferences about his feelings and attitudes, negative
responses may be provoked. Parsons points out that five
factors or needs, involved in job satisfaction are:

1. Self respect

2. Recognition

3. Satiation of wants

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[20]Berrin, F. K. and Wendell H. Bash, Human Relations:
Comments and Cases (2d ed. rev.; New York: Harper and Brothers,
Publishers, 1957), p. 180.

[21]Ibid., p. 13.

[22]Berrin and Bash, pp. 173-74.

4. Pleasure

5. Affection[23]

Viewing the above five factors in regard to the motives of

an individual may give the administrator some insight into

how he may be of help to the individual. Griffiths reported

a case which shows the need for understanding the "why" of

behavior.

> A senior girl relates, 'I wouldn't have missed it
> for the world. It's a good show. He demands perfect
> silence then leaves the room. Soon we see him peeking
> through the window ot the door taking names of the ones
> who are talking... When he was absent from his class-
> room, they would cover his blackboard with obscene names
> or throw his books out of the third story window...
> When he was teaching, they would pay very little atten-
> tion to anything he had to say. Mr. Goodyear began
> wearing a path between his classroom and the vice-
> principals office...he placed numerous studnets on de-
> tention each day to punish then.'[24]

In considering the motives behind Mr. Goodyear's behavior

it is obvious that he had neither the respect nor the affec-

tion of his pupils. "Could this be why he seeks to punish

them?" Why was he unable to gain their recognition?" It

appears that he is trying to maintain his own self-respect,

but what was found within the school and within himself which

the school situation magnified and made his task so difficult?

In seeking to understand motives, the term client-

centered and problem-centered therapy are timely to the

discussion. Is the principal to solve the problems such as

Billy's tardiness by telling him sternly not to be tardy,

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[23]Daniel E. Griffiths, p. 36.

[24]Ibid., p. 23.

thus solving the problem (?); or is he to consider Billy?

The client-centered approach forces us to consider Billy
as a person; thereby Billy's tardiness was possibly only
a symptom of the problem. A second example by Griffiths
of the importance of understanding the motives of individ-
uals deals with the behavior of a new principal. The new
principal, Mr. Norwood, had already had arguments with the
faculty and the board of education.

> 'Things were quiet for several weeks. Then one
> day Mr. Norwood struck a neighbor's child for tripp-
> ing his own small son. News of the incident spread
> throughout the community, and soon school children
> began calling him such names as "Big Bully and "Old
> Meanie".
> Soon after this he slapped the faces of two boys
> for shoving other students during the exchange of
> classes. The parents of the boys went to the board.
> A special meeting was called, where Mr. Norwood, the
> two boys and their parents were asked to appear. Mr.
> Norwood called the county superintendent and asked
> him to come to the meeting.'[25]

Certainly the seriousness of this situation is apparent.
It is true that much needed information is not given but it
is known that he is a new principal having considerable
difficulty in the area of human relations. "Why did he invite
the county superintendent to come to the special meeting?"
"Does this show the bias of the community and the need for
a person outside the community to act as a referee?" It
must also be noted that he had arued with members of the
school board before the vi6lent events occured. "Were the
events actually as violent as they were interpreted?"

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[25]*Ibid.*, p. 24.

Many questions need to be answered. It would be wrong to formulate a judgment without a full understanding of Mr. Norwood's motives. To understand one's motives is to gain an insight with increases the depth and intensity of any communciation carried out with that person.

Thus far attempts have been made to clarify the somewhat vague picture of what a properly functioning administrator should be in the area of human relations. It is easily seen that there are no simple ABC's for decisions making. The best that can be done is to devise guidelines through which one can gain insight. As stated by Edwin J. Brown, the discovery of appropriate limits rather than the discovery of deeply laid truths is the actual concern of the administrator.[26] It has been previously pointed out and is stated again by Brown, "The biggest and hardest part of the job is getting along with people. An administrator's job is becoming more and more public relations."[27]

[26] Edwin J. Brown, "Experienced School Men Talk to Beginners," Phi Delta Kappan, XLVII (February, 1966), p. 230.

[27] Ibid.

CHAPTER IV

SUMMARY

The main concern of this paper has been to show the principal's role in accordance with a democratic-human relations view of administration. Throughout the paper the sanctity of the individual was maintained. The principal was relating to individuals rather than the institution.

Two opposing views were examined, the authoritarian and the democratic. Then followed an analysis centered on the democratic approach. A picture was presented of the functioning democratic principal following the human relations view. Such ideas as the principal as a passive relator, understanding motives of behavior, and functioning as a buffer were seen. Then democratic procedures are seen in the manner of delegating authority, shared leadership, teacher evaluation, communication, problem solving channels, in charge of instruction, and as the creator of the proper psychological climate.

According to the exponents of the human relations view when anyone wants to think about administration the only meaningful questions are: How can the administrator behave

in such a way that this particular individual or this
particular pair or group may be able to express jointly
or individually their potential creative powers while
satisfying their own goals as well as the goals of all
others?[28]

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[28]Campbell and Gregg, p. 111.

CHAPTER V

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