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A Survey Study of the Illinois Principalship

James W. Cox

Eastern Illinois University

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A SURVEY STUDY OF THE ILLINOIS PRINCIPALSHIP

(TITLE)

BY

JAMES W. COX

THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF

SPECIALIST IN EDUCATION

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS

1975

YEAR

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CHAPTER I

INTRODUCTION

Purpose

The development of the principalship in American public education began, as did our nation, along the eastern seaboard. The position of the classroom teacher has the longest historical record in public education in our country. The second longest is the principalship. Most students of the history of public education acknowledge that the principalship evolved from the classroom teacher. Because of the Industrial Revolution, changes in society, growth of our nation and other factors, many school systems were forced to designate a "head teacher". His duties were undefined and varied from school system to school system. As time progressed, the "head teacher" became known as the "principal teacher". Eventually, the term "principal" was used.¹

The role of the principalship in this modern technocratic society has varied depending upon the demands of society. The principal of today finds himself at the apex of the school's complex organization. For most people, his role is one of being the educational leader of his school. Therefore, his leadership abilities have become of great importance if he is to be effective in his role as an educational leader.

¹Georgia Department of Elementary School Principals, Georgia Education Association, Bureau of Educational Studies and Field Studies, A Status Survey of the Elementary School Principalship in Georgia, 1969 (Athens, Georgia: College of Education, University of Georgia, 1970), p. 1.

However, one would be naive if he believed this to be the only role of the principal. To stay abreast of the changing role of the principalship, a continuing study of the principalship must be made. This, then, is the purpose of this study; that is, an attempt to find out more about the principal in Illinois and how he feels about the principalship, about certain administrative practices, and about some of the issues in education today. From the information gained, it is hoped that the principal, the principal-to-be, and other interested persons gain more insight concerning the principalship in Illinois.

Justification of the Study

The principal is probably the closest administrator to the site of learning, and the principalship of the 1970's is usually involved in many varied facets of education. His predecessor of the 19th century would be overwhelmed if he could see the varied facets of education that the modern principal is involved in. Today's principal, too, is in a position of making many crucial decisions affecting public education; therefore, it is important to find out how his peers feel about the principalship, about certain administrative practices and about some of the issues in education today.

CHAPTER II

RESEARCH AND PROCEDURES

Research

If one were to examine the number of studies being made on the principalship, he would find them comparatively few, and this number decreases even more concerning studies on both the elementary and high school levels.

In addition, when looking at these studies, one also finds that a number of years have elapsed since the last extensive study. For example, the most recent extensive study on the elementary principal was done some seven years ago, 1968 to be exact, by the National Education Association. Highlights of this study reveal that a survey of 2,551 elementary principals was made. The survey instrument was very extensive and the findings exhaustive.

The survey just mentioned found that the median age was 44 years of age, married with three children. Most had Master's Degrees and had six to eight years experience as a principal. The average salary was in the \$10,000 range. Most principals reported that they assumed the primary responsibility of supervision and improving instruction for their individual school. They also reported that they had authority to plan, organize and administer their school's educational program. About one-half of the principals reporting stated that they had nothing to do with the budget. They also indicated that they welcomed an increased role of teachers in

several areas of school organization and decision making.²

In 1970, the University of Georgia with cooperation from the Georgia Education Association, and the Georgia Department of Elementary Principals, made a similar survey study of the Georgia elementary principalship. This study found that the Georgia elementary principal supervised a rural or suburban school of 600 pupils or less. The average age was 44 years of age and had 16 years experience in education. Most principals had a Master's Degree. The study also reported that several college preparatory courses were found to be helpful. The average salary was in the \$10,500 range. Most principals reported that they assumed the primary responsibility of supervision and improving instruction for their individual school. Seventy per cent of the principals reported that they also had authority to plan, organize and administer the school's educational program in their educational setting. Slightly over one-half reported that they had nothing to do with preparing the budget. The principals also reported that they welcomed an increasing role of teachers in several areas of school organization and decision.³

A study of the senior high school principalship in Kentucky found that the principal is in his middle forties, born and educated in Kentucky, an active member of his social community, and a member of his professional association. He attended at least one convention yearly and considered the National Association of Secondary School Principals Bulletin to be his most valuable professional periodical. The report also indicated that the

²Department of the Elementary School Principal, The Elementary Principalship in 1968, (Washington, D. C.: National Education Association, 1968), pp. 141-46.

³Georgia Department of Elementary School Principals, Georgia Education Association and Bureau of Educational Studies and Field Studies, op. cit., pp. 2-67.

Kentucky Senior High School Principal favored the Supreme Court ruling on prayer, school integration and faculty desegregation. He also favored federal aid to education and a requirement of eighteen credits for high school graduation. He also had a conservative view toward the concept of an ungraded high school. He also indicated that he believed that colleges and universities influenced high school course offerings more than any other social institution. The principal also reported that he believed that neither college instructors nor professors were aware of the realities of public senior high school education.⁴

A survey study done by Shaver of the Texas High School Principal indicated that the senior high school principal was relatively new in his position but was stable in that position. The median age was forty-four years. Ninety-three per cent had a Master's Degree in educational administration; most taught a class and had seventeen years total experience in education. Most had been coaches and classroom teachers before moving into the principalship. Most were members of more than one professional organization. The principals indicated that they spent about 47 hours a week on the job. They also indicated that their main concern was student activism. It was also reported that they have the most important role in the administering of their school and that they were limited in playing an important role in budget planning.⁵

⁴Prady Claude, A Survey of the Kentucky Senior High Principal. Bulletin of the Bureau of School Services, (Lexington, Kentucky: College of Education; University of Kentucky, 1966) Vol. 38, No. 3, March, 1966, pp. 1-57.

⁵Shaver, Louis N., The Texas High School Principal: Characteristics and Views on Selected Educational Issues. East Texas School Study Council, (Commerce, Texas: East Texas State University, June, 1970)

Perhaps the most comprehensive survey study of any level of the principalship at the state level was done in 1967, by Harry Mergis and Donald Gill. This study was made of the Illinois Elementary Principalship. Basically, the findings were the same as the other findings that were previously reported. For example, the average elementary principal was found to be 40 years of age, married with three children, administering a single school with a staff of 17 teachers and a school enrollment of 550 pupils.⁶

From the research mentioned, it is curious that no studies have been made of the principalship without regard to the educational level. This is one of the primary motivating factors of this study. The principalship needs to be examined without regard to the educational level.

Procedures

This study will survey the Illinois Principalship as it exists in 1975. The main purpose, as was previously mentioned, is to find out how the Illinois principal feels about himself, the role as principal, and certain other administrative practices. In addition, it is hoped that this survey will tell us the principal's feelings about some of the issues in education today.

The instrument used to survey the principalship was in the form of a questionnaire. This questionnaire was constructed in order to elicit responses in four areas: (1) personal data, (2) school and position data, (3) professional preparation, and (4) professional objectives and judgements. In order to be able to measure these areas just mentioned, careful consideration was given to

⁶Gill, Donald, and Mergis, Harry, A Study of the Status and Functions of the Elementary School Principal. (Eastern Illinois University, Charleston, Illinois, 1967), p. 4-70.

the design of the questionnaire. To illustrate, several principles of questionnaire construction were kept in mind during the construction process. For example, establishing the proper rapport with the respondents was one area that was given due consideration during the construction phase. Other areas given serious thought were the framing of questions, the ordering of the questions, the designing of directions and the format, as well as the problem of eliciting honest replies.

The validity of each question was judged on the basis of three criteria. The first criterion was the survey of related literature. The second criterion was the judgement and experience of the author, and the third criterion was the reaction and criticism of other administrators, college professors and educators. It was only after full consideration of this counsel that the questionnaire was prepared and sent.

The conduct of survey in the questionnaire was composed as an anonymous-type questionnaire and included a combination of closed-form and open-form questions. The questionnaire was sent to a ten per-cent random sampling of Illinois principals. Since there are approximately 5000 principals in the State of Illinois, this, of course, would make the ten per-cent sampling to be 500 principals. The 5000 principals are to be found in the following schools:

Breakdown of the Various Principals

3300 Principals in the Elementary Schools
 500 Principals in the Junior High Schools
 100 Principals in the Middle Schools
 1100 Principals in the Senior High Schools

The questionnaire was mailed January 20, 1975, and asked for a deadline response of February 24, 1975.

The response from the principals was very gratifying, as the following table will show:

TABLE 1
In Percentages
Statistics of Sampling

Principals	Number Sent Out	Number Received	Per Cent Received
Elementary	330	207	62.73
Junior High	50	34	68.00
Middle School	10	8-	80.00
Senior High	110	80	72.73
TOTALS	500	329	65.80

CHAPTER III

FINDINGS

To facilitate a greater understanding of the results, wherever possible, one table will be used for each question asked. The results will be reported in percentages.

Personal Data

When asked to indicate the sex of each individual principal, the respondents replied as indicated in Table 2. As one can see, over 90 per cent of the principals are male and about 8 per cent are female.

TABLE 2
- In Percentages
Sex of the Principalship

Level	Male	Female
Elementary School	86.94	13.06
Middle School	100.00	0.00
Junior High School	82.76	17.24
Senior High School	87.34	12.66
TOTALS	87.23	12.77

The age span of the principalship is varied, however, the findings indicate that the median age falls into the range of 35 to 50 years of age. Table 3 indicates the age span of the principals at the four levels of investigation.

TABLE 3
In Percentages
Span of the Principal

Age	Principal	Elementary School	Junior High	Senior High	Middle School
25-30	6.13	9.90	5.88	5.00	0.00
31-35	15.22	18.81	14.72	23.75	0.00
36-40	25.91	18.81	20.68	21.25	50.00
41-45	18.01	17.82	20.68	21.25	12.50
46-50	16.93	12.87	17.64	16.25	25.00
51-55	9.57	7.92	11.76	7.75	12.50
56-60	3.36	2.97	5.88	5.00	0.00
61-65	2.36	3.96	3.86	0.00	0.00
no answer	2.51	6.93			
Median Age	41.91	41.30	42.40	41.48	42.75

School and Position Data

This particular section dealt with the principal in his present school and position.

The principals were first asked the reason for becoming a principal. Table 4 seems to indicate that for most of the responding principals, motives for becoming a principal have been highly professional in nature.

TABLE 4
In Percentages
Reasons for Becoming a Principal

Reason	Principal	Elementary School	Junior High	Senior High	Middle School
(a) Preferred administration and supervision to classroom teaching	20.32	23.76	18.75	22.85	12.50
(b) Needing a larger income	15.67	14.85	21.87	14.28	12.50
(c) Considered the Principalship as an especially important goal	40.47	30.70	31.25	48.57	62.50
(d) Encouraged by Superintendent's office	16.07	15.84	21.87	0.00	12.50
(e) Wanted a new experience	6.52	14.85	2.86	14.28	0.00
(f) Encouraged by Principal's office	.68	0.00	3.40	.02	0.00

The second question in this area of inquiry regarded the type of community served by the responding principal.

The results are indicated in Table 5. The results could safely be construed to indicate the Illinois principal serves a basically rural community.

TABLE 5
In Percentages
Type of Community Served

Community	Principal	Elementary School	Junior High	Senior High	Middle School
(a) Urban	20.08	17.82	27.27	12.50	25.00
(b) Suburban	24.74	18.81	48.48	25.00	12.50
(c) Rural	55.20	63.37	24.25	62.50	62.50

The principals were then asked to generally characterize their student body background. Table 6 reports the results of the question. The results indicate that there is a wide diversity of background of most of the student body served by the principal.

TABLE 6
In Percentages
Student Body Background

Background	Principal	Elementary School	Junior High	Senior High	Middle School
(a) Wide diversity of cultural background	24.09	17.82	32.35	21.25	37.50
(b) Some diversity in cultural background	43.26	39.60	47.06	43.75	50.00
(c) Homogeneous in cultural background (predominately disadvantaged)	8.75	15.84	0.00	5.00	0.00
(d) Homogeneous in cultural background (few disadvantaged)	23.90	26.73	20.59	30.00	12.50

Table 7 reflects the school enrollment of the schools that the respondents serve as principal. The average size of each level of principalship is also reflected; as one can readily see, there is a wide diversity of school enrollment, especially at the senior high school level.

TABLE 7
 In Percentages
 The School Enrollment of Reporting Principals

Enrollment	Principal	Elementary School	Junior High	Senior High	Middle School
0-300	23.91	30.70	3.86	35.00	12.50
301-400	12.68	17.82	3.86	6.25	12.50
401-500	14.15	19.80	11.76	1.25	12.50
501-600	17.52	17.82	16.66	10.00	25.00
601-700	9.52	8.91	16.66	1.25	12.50
701-800	4.49	1.98	14.72	6.25	0.00
801-900	1.19	0.00	5.88	1.25	0.00
901-1000	5.56	0.00	5.88	2.50	25.00
1001-1100	1.22	0.00	11.86	0.00	0.00
1101-1200	1.83	.99	2.98	5.00	0.00
1201-1300	1.31	0.00	0.00	3.75	0.00
1301-1400	0.00	0.00	0.00	0.00	0.00
1401-1500	0.00	0.00	0.00	0.00	0.00
1501-1600	.30	0.00	0.00	1.25	0.00
1601-1700	.30	0.00	0.00	1.25	0.00
1701-1800	.60	0.00	0.00	2.50	0.00
1801 plus	5.42	0.00	0.00	22.50	0.00

When one looks at the number of classroom teachers under the principal's control, one sees that some diversity in the number of teachers supervised, exists. This probably is due to the variance among school enrollments. However, an average principal supervises approximately 25 or more teachers. Table 8 indicates the wide variance.

TABLE 8
In Percentages
Number of Classroom Teachers Under Principal's Control

Number of Teachers	Principal	Elementary School	Junior High	Senior High	Middle School
(a) Less than 5	2.90	.99	0.00	0.00	12.50
(b) 5-14	13.53	30.69	0.00	6.25	0.00
(c) 15-24	25.40	33.66	14.70	32.50	12.50
(d) 25-34	24.82	22.72	41.17	12.50	25.00
(e) 35-44	9.32	5.96	14.70	7.50	12.50
(f) 45 plus	24.03	.99	29.43	41.25	37.50

The principals were next asked to indicate the position held just before becoming a principal. Most seem to have come from the classroom. Table 9 shows the response.

TABLE 9
In Percentages
Position Held Just Before First Principalship

Position	Principal	Elementary School	Junior High	Senior High	Middle School
(a) Classroom Teacher (elementary)	20.19	36.63	12.50	2.70	12.50
(b) Classroom Teacher (secondary)	21.09	16.83	6.25	40.54	25.00
(c) Assistant principal (elementary)	2.88	4.95	3.15	1.35	0.00
(d) Assistant principal (junior high)	13.15	3.96	37.25	8.10	12.50
(e) Classroom teacher (junior high)	14.65	.99	37.25	33.75	0.00
(f) Assistant principal (secondary)	15.71	17.82	0.00	5.40	37.50
(g) Member of a college faculty	.66	.99	0.00	1.35	0.00
(h) Graduate student	.20	.99	0.00	0.00	0.00
(i) O.S.P.I. Office	4.44	5.94	6.25	4.05	0.00
(j) Director of Physical Ed.	2.33	2.77	3.35	2.76	0.00
(k) Superintendent	3.29	1.98	0.00	0.00 1	12.50
(l) Administrator and teacher	1.41	5.94	0.00	0.00	0.00

Table 10 indicates the majority of principals seem to have had about 5 to 10 years experience in the classroom before they became a principal.

TABLE 10
In Percentages
Years in Classroom Before Principalsip

Number of Years	Principal	Elementary School	Junior High	Senior High	Middle School
0-5	32.69	38.61	31.25	27.50	37.50
6-10	44.01	42.58	50.00	38.75	50.00
11-15	12.43	11.88	5.88	20.00	12.50
16-20	8.64	5.94	8.82	10.00	12.50
21-25	1.38	.99	1.19	3.75	0.00
26-30	.85	0.00	3.86	0.00	0.00

The next question asked was, at what level were these years spent in the classroom. Table 11 shows that most of the principals spent years in the classroom in the level that they later became principals of.

TABLE 11
In Percentages
Where Years Were Spent in Classroom

Position	Principal	Elementary School	Junior High	Senior High	Middle School
(a) Elementary School	30.40	47.00	12.50	5.00	25.00
(b) Middle School	1.50	0.00	0.00	2.50	25.00
(c) Junior High School	37.19	33.00	82.47	12.50	25.00
(d) Secondary School	30.91	20.00	5.03	80.00	25.00

Table 12 indicates the number of years in education. Most of the respondents indicated that most have been in the education field 10 to 30 years.

TABLE 12
In Percentages
Total Years in Education

Years	Principal	Elementary School	Junior High	Senior High	Middle School
(a) Less than 9 years	11.19	14.85	12.50	13.75	0.00
(b) 10-19	50.62	44.55	50.00	51.50	62.50
(c) 20-29	30.48	28.71	25.00	32.50	37.50
(d) 30-39	5.93	8.92	9.56	2.25	0.00
(e) 40 plus	1.18	2.97	2.94	0.00	0.00

The next question asked, pertained to the number of years of experience as a principal. According to Table 13, most of the principals have had one to fifteen years experience in the principalship.

TABLE 13
In Percentages
Years Experience as a Principal

Years	Principal	Elementary School	Junior High	Senior High	Middle School
1-5	32.11	44.55	26.47	45.00	0.00
6-10	36.91	23.76	47.05	40.00	50.00
11-15	16.81	13.86	8.82	10.00	37.50
16-20	7.54	6.93	8.82	2.50	12.50
21-25	4.05	5.94	5.88	2.50	0.00
26-30	2.58	4.96	2.96	0.00	0.00

Today's society is a highly mobile one. The principalship is no different. When asked to indicate the number of years in their present position the principals indicated that more than half were in their position less than 10 years. Table 14 shows the high percentage of those who have been in their present position for less than 10 years.

TABLE 14
In Percentages
Number of Years in Present Position As Principal

Years	Principal	Elementary School	Junior High	Senior High	Middle School
1-5	52.07	60.40	47.05	55.00	37.50
6-10	34.17	19.80	31.25	37.50	62.50
11-15	6.77	7.92	11.76	6.25	0.00
16-20	3.01	3.96	5.88	1.25	0.00
21-25	1.98	4.95	0.00	0.00	0.00
26-30	2.00	2.97	4.06	0.00	0.00

The principals were then asked about the terms of employment in their particular district. Table 15 indicates that most of the principals must work more than 10 months out of the year.

TABLE 15
In Percentages
Terms of Employment

Terms (Months)	Principal	Elementary School	Junior High	Senior High	Middle School
(a) 9 but less than 10	16.33	15.84	2.96	0.00	25.00
(b) 10 but less than 11	27.73	45.54	8.82	26.25	12.50
(c) 11 but less than 12	24.98	19.80	35.29	30.00	25.00
(d) 12 months	30.96	18.81	52.93	43.75	37.50

Table 16 shows that the principal spends more than 40 hours per week at school. It also indicates that the junior high and senior high principals are the busiest and put in the most hours.

TABLE 16
In Percentages
Hours Per Week Spent at School

Hours	Principal	Elementary School	Junior High	Senior High	Middle School
(a) Less than 40 hours	1.94	2.97	0.00	3.75	0.00
(b) 41-45 hours	16.00	24.75	11.76	6.25	12.50
(c) 46-50 hours	39.07	43.56	66.92	28.82	12.50
(d) 51-55 hours	31.71	21.78	12.60	40.00	62.50
(e) 56 plus hours	11.28	6.93	8.82	21.25	12.50

Table 17 indicates the number of weeks vacation that the principals are allotted per year.

TABLE 17
In Percentages
Number of Weeks Vacation

Weeks	Principal	Elementary School	Junior High	Senior High	Middle School
(a) 1-3	27.32	17.82	27.20	36.25	37.50
(b) 4-6	51.43	57.62	66.92	52.50	62.50
(c) 7-9	17.43	35.64	5.88	10.00	0.00
(d) 10 plus	3.82	8.92	0.00	1.25	0.00

Table 18 presents the salary range for the principals. As one can see, the salary range for most principals is in the \$15,000 to \$21,000 plus bracket.

TABLE 18
In Percentages
Regular Salary for Present School Year

Salary	Principal	Elementary School	Junior High	Senior High	Middle School
(a) \$5,000	0.00	0.00	0.00	0.00	0.00
(b) \$5,000-\$7,499	0.00	0.00	0.00	0.00	0.00
(c) \$7,500-\$9,999	1.19	.99	3.96	0.00	0.00
(d) \$10,000-\$12,499	2.33	3.96	0.00	3.75	0.00
(e) \$12,500-\$14,999	8.36	10.89	0.00	7.50	12.50
(f) \$15,000-\$17,999	24.68	37.62	20.68	27.50	0.00
(g) \$18,000-\$20,999	29.14	32.67	25.36	30.00	25.00
(h) \$21,000 plus	34.30	13.86	50.00	31.25	62.50

Table 19 shows that there is a variance from principalship to principalship as to the grades under the principal's supervision. This is especially true in the Middle School.

TABLE 19
In Percentages
Grades Under Principal's Supervision

Grades	Principal	Elementary School	Junior High	Senior High	Middle School
2-7-8	0.30	0.00	0.00	0.00	12.50
K-5	9.37	17.83	0.00	0.00	0.00
K-8	32.25	49.50	0.00	0.00	0.00
K-6	17.28	32.67	0.00	0.00	0.00
5-6-7-8	.60	0.00	3.96	0.00	0.00
6-7-8	4.32	0.00	17.64	0.00	62.50
7-8	6.69	0.00	54.16	0.00	12.50
7-8-9	5.89	0.00	24.24	1.25	0.00
6-12	1.83	0.00	0.00	10.00	12.50
9-12	21.57	0.00	0.00	89.75	0.00

Table 20 shows the major functions of the assistant principal.

TABLE 20
 In Percentages
 Major Function of Assistant Principal

Function	Principal	Elementary School	Junior High	Senior High	Middle School
(a) Pupil personnel	24.25	0.00	19.04	20.40	33.33
(b) Supervision and curriculum	4.53	0.00	9.52	4.08	0.00
(c) Administration and clerical	34.01	0.00	4.76	30.61	66.67
(d) General	37.26	0.00	66.66	44.91	0.00

During recent years in education, there has been increased demands by teachers for more voice in the decision-making process. Table 21 seems to show that in the area of teacher selection, teachers seem to be gaining more voice as compared to previous survey studies.

TABLE 21
 In Percentages
 Teacher Selection of New Faculty Members

Answer	Principal	Elementary School	Junior High	Senior High	Middle School
(a) Yes	24.04	12.87	38.23	31.25	25.00
(b) No	73.46	87.13	61.77	68.75	62.50
(c) Sometimes	2.50	0.00	0.00	0.00	12.50

Table 22 shows the majority of the principals make formal ratings of faculty members.

TABLE 22
 In Percentages
 Formal Ratings of Teachers

Answer	Principal	Elementary School	Junior High	Senior High	Middle School
(a) Yes	83.89	80.62	88.23	82.50	87.50
(b) No	16.11	18.38	11.77	17.50	12.50

When asked the number of times that beginning teachers were evaluated, the principals responded as shown in Table 23.

TABLE 23
 In Percentages
 Number of Times Beginning Teachers are Evaluated

Number	Principal	Elementary School	Junior High	Senior High	Middle School
(a) Once a year	10.49	13.86	11.77	12.96	0.00
(b) Twice a year	62.36	51.49	84.27	87.03	37.50
(c) None	1.98	2.97	3.96	0.00	0.00
(d) Three times a year	15.69	26.73	0.00	0.00	25.00
(e) Four times a year	9.48	4.95	0.00	0.00	37.50

Table 24 shows the number of times that tenure or experienced teachers are evaluated.

TABLE 24
 In Percentages
 Number of Times Tenure or Experienced Teachers
 are Evaluated

Number	Principal	Elementary School	Junior High	Senior High	Middle School
(a) Once a year	51.70	51.49	43.75	49.29	62.50
(b) Twice a year	19.97	15.84	21.87	33.80	12.50
(c) None	10.01	13.86	12.51	9.85	0.00
(d) Every two years	14.34	8.91	21.87	7.04	25.00
(e) Every three years	3.98	9.90	0.00	0.00	0.00

Policies for allowing principals to attend professional conferences are, for the most part, non-existent. Table 25 seems to show that attendance at professional meetings varies from principalship to principalship.

TABLE 25
 In Percentages
 Policies for Principal's Attending Professional Conferences

Number	Principal	Elementary School	Junior High	Senior High	Middle School
(a) One conference annually	18.21	25.74	23.33	16.25	0.00
(b) Two conferences annually	19.48	16.83	20.00	13.75	25.00
(c) Three conferences annually	6.96	1.98	13.33	17.50	0.00
(d) Four conferences annually	.79	1.98	0.00	1.25	0.00
(e) Five conferences annually	.65	.99	0.00	0.00	0.00
(f) No policy	53.91	52.48	43.34	46.25	75.00

Professional Preparation

The first question in this area of inquiry was concerning the highest degree that has been earned by the principal.

TABLE 26
In Percentages
Highest Degree Now Held

Degree	Principal	Elementary School	Junior High	Senior High	Middle School
(a) B. S. plus 20 hours	.65	.99	0.00	0.00	0.00
(b) M. S. in Education	75.59	81.19	70.58	70.00	75.00
(c) Advanced Certificate	20.33	16.83	25.48	28.75	12.50
(d) Ph. D.	3.93	.99	3.94	1.25	12.50

Table 27 shows the principal's major area of undergraduate concentration. According to this table, social science and physical education were the most prevalent undergraduate majors.

TABLE 27
 In Percentages
 Major Area of Undergraduate Concentration

Area	Principal	Elementary School	Junior High	Senior High	Middle School
(a) Elementary education	12.69	17.82	15.31	0.00	12.50
(b) Social science	32.73	34.65	24.37	20.00	50.00
(c) Business education	7.50	9.90	3.96	1.25	12.50
(d) English	5.96	7.93	4.96	10.00	0.00
(e) Math	4.78	1.98	9.92	10.00	0.00
(f) Physical education	13.84	9.90	21.89	15.00	12.50
(g) Music education	1.74	0.00	4.96	3.75	0.00
(h) Sciences	11.27	9.90	15.31	3.75	12.50
(i) Industrial education	3.73	4.95	0.00	8.75	0.00
(j) Art	.75	0.00	0.00	3.75	0.00
(k) Vocational agriculture	3.04	1.98	0.00	11.25	0.00
(l) Speech	1.50	0.00	0.00	7.50	0.00
(m) Secondary Education	.47	.99	0.00	0.00	0.00

The principals were asked next, about the graduate major. Table 28 indicates that most principals have had a major in educational administration.

TABLE 28
In Percentages
 Major of Graduate Concentration

Area	Principal	Elementary School	Junior High	Senior High	Middle School
(a) Education administration	87.59	94.06	84.84	77.50	87.50
(b) Guidance	7.71	2.97	6.06	15.00	0.00
(c) Social science	2.46	0.00	6.06	1.25	0.00
(d) Special education	.41	0.00	3.04	0.00	0.00
(e) Elementary education	.79	2.97	0.00	0.00	0.00
(f) Math	.30	0.00	0.00	2.50	0.00
(g) Science	.30	0.00	0.00	0.00	12.50
(h) Physical education	.41	0.00	0.00	2.50	0.00
(i) Vocational agriculture	.33	0.00	0.00	1.25	0.00

During the graduate preparation for the principalship, several instructional methods were used by college instructors. The principals were given a list of 8 common methods used in graduate school. Tables 29, 30, 31 and 32 show the results of the rating of the methods. For most principals, class discussion seemed to have had a more meaningful use than many of the other methods mentioned.

TABLE 29
In Percentages
 Rating of Teaching Methods
Of Much Value

Method	Principal	Elementary School	Junior High	Senior High	Middle School
Internship with a principal	3.31	6.00	10.00	8.75	0.00
Case studies	16.37	20.00	18.18	15.00	0.00
Course lectures	12.69	14.00	14.70	12.50	0.00
Term paper	11.12	10.00	6.66	21.25	0.00
Class discussion	60.17	60.00	55.88	65.00	0.00
Doing research	22.13	12.00	29.41	26.25	25.00
Seminars	41.04	36.00	44.11	48.75	12.50
Field studies	32.15	28.00	38.23	33.75	25.00

TABLE 30
In Percentages
 Rating of Teaching Methods
Of Some Value

Method	Principal	Elementary School	Junior High	Senior High	Middle School
Internship with a principal	8.76	6.00	0.00	12.25	12.50
Case studies	63.56	60.00	63.63	53.75	75.00
Course lectures	63.56	68.00	61.76	68.75	62.50
Term paper	45.69	50.00	39.68	41.25	50.00
Class discussion	37.78	40.00	38.23	31.25	100.00
Doing research	52.33	60.00	50.00	58.75	50.00
Seminars	42.23	48.00	44.11	37.50	87.50
Field studies	29.15	26.00	26.47	32.50	25.00

TABLE 31
 In Percentages
 Rating of Teaching Methods
 Of Little Value

Method	Principal	Elementary School	Junior High	Senior High	Middle School
Internship with a principal	.60	2.00	0.00	2.50	0.00
Case studies	12.53	12.00	12.12	13.75	12.50
Course lectures	18.18	18.00	20.57	16.25	37.50
Term paper	42.13	40.00	50.33	31.25	50.00
Class discussion	1.46	0.00	2.94	2.50	0.00
Doing research	24.69	20.00	18.18	15.00	25.00
Seminars	6.75	4.00	2.94	7.50	0.00
Field studies	4.14	4.00	5.89	3.75	0.00

TABLE 32
 In Percentages
 Rating of Teaching Methods
 Did Not Experience It

Method	Principal	Elementary School	Junior High	Senior High	Middle School
Internship with a principal	87.33	86.00	90.00	75.00	87.50
Case studies	7.54	8.00	16.17	17.50	12.50
Course lectures	5.58	0.00	2.97	0.00	0.00
Term paper	1.06	0.00	3.33	6.25	0.00
Class discussion	.59	0.00	2.94	1.25	0.00
Doing research	.67	8.00	2.41	0.00	0.00
Seminars	9.98	12.00	8.84	6.25	0.00
Field studies	34.10	42.00	29.41	30.00	50.00

During the preparation of the principalship, principals have all experienced certain educational experiences which have been more valuable than others. The principals were given a list of common educational experiences and were asked to rate each experience. Tables 33 through 36 show that the experience as a classroom teacher has been more valuable than any of the other experiences that were listed.

TABLE 33
 In Percentages
 Valuable Educational Experiences
 Of Much Value

Method	Principal	Elementary School	Junior High	Senior High	Middle School
Experience as a classroom teacher	90.27	90.19	90.62	90.00	87.50
College education	35.29	31.37	58.82	35.00	37.50
On-the-job training as a principal	49.54	45.10	61.76	55.00	62.50
Experience as an assistant Principal	22.49	11.76	46.87	40.00	25.00
In-service program and training programs of school systems where you were employed	11.85	13.73	6.25	10.00	12.50
My own directed study and research	39.51	41.18	40.95	32.50	62.50

TABLE 34
 In Percentages
 Valuable Educational Experience
 Of Some Value

Method	Principal	Elementary School	Junior High	Senior High	Middle School
Experience as a classroom teacher	5.78	3.92	6.25	10.00	12.50
College education	56.23	60.78	38.23	51.25	62.50
On-the-job training as a principal	9.42	11.76	5.89	5.00	12.50
Experience as an assistant principal	4.56	1.96	3.13	12.50	0.00
In-service program and training programs of school systems where you were employed	34.04	33.33	40.94	31.25	50.00
My own directed study and research	42.25	39.21	50.00	48.72	25.00

TABLE 35
 In Percentages
 Valuable Educational Experiences
 Of Little Value

Method	Principal	Elementary School	Junior High	Senior High	Middle School
Experience as a classroom teacher	2.74	3.92	3.13	0.00	0.00
College education	7.60	7.84	2.95	10.00	0.00
On-the-job training as a principal	6.69	9.80	0.00	0.00	0.00
Experience as an assistant Principal	3.95	5.88	0.00	1.25	0.00
In-service program and training programs of school systems where you were employed	12.46	9.80	11.76	20.00	12.50
My own directed study and research	8.51	7.84	0.00	13.75	12.50

TABLE 36
 In Percentages
 Valuable Educational Experiences
 Did Not Experience It

Method	Principal	Elementary School	Junior High	Senior High	Middle School
Experience as a classroom teacher	1.21	1.96	0.00	0.00	0.00
College education	.99	1.96	0.00	3.75	0.00
On-the-job training as a principal	34.35	33.33	32.35	35.00	25.00
Experience as an assistant principal	69.00	80.39	50.00	33.75	75.00
In-service program and training programs of school systems where you were employed	46.50	43.14	40.95	38.75	25.00
My own directed study and research	9.73	11.76	9.05	5.00	0.00

The principals were next asked to examine a list of college courses which may have been helpful in their preparation for the principalship. They were instructed to check the one course that they believed to be most valuable in their preparation for administrative work. Table 37 indicates that a course in general school administration seems to be the most valuable course for the preparation of the principal.

TABLE 37
In Percentages
Rating of Helpful College Courses

Method	Principal	Elementary School	Junior High	Senior High	Middle School
(a) Supervision of Instruction	14.80	14.85	13.03	21.25	0.00
(b) Child Growth and Development	5.27	5.94	3.33	1.25	12.50
(c) Public Relations and Community Relations	9.63	10.89	6.66	5.00	12.50
(d) General School Administration	46.94	31.86	50.00	50.00	37.50
(e) Methods of Teaching	7.48	8.91	3.33	3.75	37.50
(f) Educational Psychology	1.96	1.98	3.33	2.50	0.00
(g) Methods of Research	3.92	3.96	6.66	5.00	0.00
(h) Philosophy of education	3.92	3.96	3.33	5.00	0.00
(i) Seminar in Educational Administration	1.70	1.98	3.33	1.25	0.00
(j) School Law	3.15	3.62	3.33	2.50	0.00
(k) Business Management	.66	0.00	3.33	0.00	0.00
(l) Principalship Course	.89	.99	0.00	2.50	0.00
(m) School Finance	.32	0.00	0.00	2.50	0.00

The importance of releasing principals during school hours for professional improvement cannot be stressed enough. The principals were given a list of four possible activities. They were then asked to rate each one of the listed activities given. Tables 38 through 41 show that exchange visits and attendance at professional meetings are considered as most important, in the eyes of the principals.

TABLE 38
In Percentages
Rating of Professional Activities
Very Important

Possible Activity	Principal	Elementary School	Junior High	Senior High	Middle School
Regular college study	17.93	17.82	24.70	21.25	0.00
School system in-service program	51.67	53.47	61.75	53.75	37.50
Meeting of professional association	52.89	49.50	67.64	57.50	37.50
Exchange visits	60.97	63.37	61.76	53.75	62.50

TABLE 39
In Percentages
Rating of Professional Activities
Good But Not Necessary

Possible Activity	Principal	Elementary School	Junior High	Senior High	Middle School
Regular college study	59.57	57.43	55.88	62.50	100.00
School system in-service program	35.87	35.64	23.54	38.75	62.50
Meeting of Professional association	41.64	43.56	26.10	41.25	62.50
Exchange visits	30.49	29.70	26.87	37.50	25.00

TABLE 40
 In Percentages
 Rating of Professional Activities
Not A Good Idea

Possible Activity	Principal	Elementary School	Junior High	Senior High	Middle School
Regular college study	15.84	15.84	18.18	11.25	0.00
School system in-service program	5.78	4.95	0.00	11.25	0.00
Meeting of professional association	2.75	3.96	3.13	0.00	0.00
Exchange visits	3.05	3.96	3.13	1.25	0.00

TABLE 41
 In Percentages
 Rating of Professional Activities
No Opinion

Possible Activity	Principal	Elementary School	Junior High	Senior High	Middle School
Regular college study	5.96	8.91	8.24	5.00	0.00
School system in-service program	6.68	5.94	14.70	6.25	0.00
Meeting of professional association	2.75	2.97	13.13	1.25	0.00
Exchange visits	5.49	2.97	8.24	7.50	12.50

The principals were then asked to rate various professional activities, that are listed in Tables 42 through 45. The response indicated that serving on various committees within the principal's own school system provides the most valuable growth experiences.

TABLE 42
In Percentages
Growth Experience Activities
Of Much Value

Activity	Principal	Elementary School	Junior High	Senior High	Middle School
Professional writing for publication	8.56	6.83	9.68	11.25	25.00
Teaching college classes	13.72	13.86	9.09	15.00	12.50
Teaching a class in my school	43.12	49.50	29.41	30.00	50.00
Serving on various committees in your own school system	51.58	57.43	50.00	41.25	50.00
Acting as a consultant for other school systems	36.20	37.62	45.40	25.00	50.00
Educational tours and international seminars	18.84	18.81	24.24	17.50	12.50
Active role in professional association	24.38	21.78	50.00	22.50	37.50
Self-directed research	39.51	37.62	44.11	38.75	75.00

TABLE 43
In Percentages
Growth Experience Activities
Of Some Value

Activity	Principal	Elementary School	Junior High	Senior High	Middle School
Professional writing for publication	45.47	45.54	61.29	41.25	37.50
Teaching college classes	38.11	39.60	54.54	27.50	37.50
Teaching a class in my school	39.14	35.64	44.11	43.75	50.00
Serving on various committees in your own school system	41.25	37.63	40.94	55.00	37.50
Acting as a consultant for other school systems	35.28	33.66	24.24	43.75	25.00
Educational tours and international seminars	44.38	47.52	25.40	46.25	25.00
Active role in professional association	53.66	57.43	29.41	63.75	25.00
Self-directed	52.89	55.45	50.00	51.25	12.50

TABLE 44
 In Percentages
 Growth Experience Activities
 Of Little Value

Activity	Principal	Elementary School	Junior High	Senior High	Middle School
Professional writing for publication	14.37	13.86	6.45	18.75	12.50
Teaching college classes	14.63	10.89	12.13	26.25	0.00
Teaching a class in my school	8.56	7.92	8.30	11.25	0.00
Serving on various committees in your own school system	5.16	5.94	6.12	2.50	12.50
Acting as a consultant for other school systems	7.67	8.91	6.12	11.25	0.00
Educational tours and international seminars	6.69	3.96	12.13	11.25	12.50
Active role in professional association	12.68	17.82	8.31	8.75	37.50
Self-directed	3.34	2.97	0.00	6.25	0.00

TABLE 45
 In Percentages
 Growth Experience Activities
 Had No Experience

Activity	Principal	Elementary School	Junior High	Senior High	Middle School
Professional writing for publication	31.50	33.66	22.58	28.57	25.00
Teaching college classes	33.54	35.64	24.24	31.25	50.00
Teaching a class in my school	9.18	6.93	18.18	12.50	0.00
Serving on various committees in your own school system	2.01	1.98	2.94	1.25	0.00
Acting as a consultant for other school systems	21.85	19.80	24.24	20.00	25.00
Educational tours and international seminars	30.09	29.70	38.23	25.00	50.00
Active role in professional association	9.28	11.88	12.28	5.00	0.00
Self-directed research	4.26	5.94	5.89	3.75	12.50

The principals were asked to list the type of administrative certificate that they held. Table 46 shows that most principals held either a general administrative certificate or an all grade supervisory certificate.

TABLE 46
In Percentages
Type of Administrative Certificate Held

Certificate	Principal	Elementary School	Junior High	Senior High	Middle School
(a) All Grade Supervisory	43.49	32.63	60.00	48.75	50.00
(b) Superintendent's Endorsement	11.71	10.53	10.00	15.00	12.50
(c) General Administrative (type 75)	42.62	48.42	30.00	33.75	37.50
(d) Limited High School	.50	0.00	0.00	2.50	0.00
(e) Life Supervisory	1.68	8.42	0.00	0.00	0.00

The last question asked in this area of inquiry concerned the last year that the principal attended an institution of higher learning. Table 47 shows that most principals have attended an institution of higher learning within the last five years.

TABLE 47
 In Percentages
 Last Year of Attendance in an Institution of Higher
 Learning for Professional Learning

Year	Principal	Elementary School	Junior High	Senior High	Middle School
1949	.20	.99	0.00	0.00	0.00
1960	.59	2.97	0.00	0.00	0.00
1961	.26	0.00	0.00	1.25	0.00
1965	3.54	1.98	0.00	2.50	12.50
1966	.65	.99	0.00	1.25	0.00
1967	1.96	1.98	3.33	2.50	0.00
1968	5.19	6.93	3.33	8.75	0.00
1969	4.44	4.95	3.33	7.50	0.00
1970	9.67	7.92	10.00	10.00	12.50
1971	10.73	8.91	13.33	10.00	12.50
1972	12.71	13.86	23.33	12.50	0.00
1973	17.54	13.86	20.00	15.00	25.00
1974	17.59	19.80	13.33	17.50	12.50
1975	15.19	14.85	10.00	11.25	10.00

Professional Objectives and Judgments

The principals were first asked whether, in retrospect, they would once again become a principal. Table 48 indicates that most of them would, or probably would, follow the same goals of becoming a principal.

TABLE 48
 In Percentages
 Response to Question
 "If you were starting again, would you become a principal?"

Answer	Principal	Elementary School	Junior High	Senior High	Middle School
(a) Certainly would	49.70	43.56	67.64	43.75	50.00
(b) Probably would	39.85	45.54	29.41	43.75	28.00
(c) Would not	7.98	6.93	2.95	10.00	25.00
(d) Certainly would not	2.49	3.97	0.00	2.50	0.00

Table 49 shows the response to the question of whether the principalship is the final goal for the individual. For a majority of the principals, the principalship is not a final goal. For these principals, the question was then asked, what position in education would be their final goal. Table 50 shows the response to this inquiry.

TABLE 49
 In Percentages
 Response to Question
 "Is the principalship your final goal?"

Answer	Principal	Elementary School	Junior High	Senior High	Middle School
(a) Yes	53.09	52.48	61.76	61.25	37.50
(b) No	46.91	47.52	38.24	38.75	62.50

TABLE 50
Final Goal Position
In Percentages

Position	Principal	Elementary School	Junior High	Senior High	Middle School
Assistant Superintendent	35.72	20.83	31.83	30.61	40.00
Superintendent	38.71	35.42	30.77	46.94	40.00
Not Sure	12.34	16.67	7.70	14.29	0.00
College Instructor	7.89	16.67	0.00	6.12	0.00
Educational Service Region	4.74	8.33	0.00	2.04	0.00
Classroom Teacher	.60	0.00	0.00	0.00	20.00

Determining pupil placement within a school is a role of which a principal plays an important part. The principals were asked to choose from three choices which would best characterize their role in pupil placement in their school. Table 51 shows that most principals work with parents and teachers in determining the pupil placement.

TABLE 51
In Percentages
Principal's Role in Pupil Placement

Role	Principal	Elementary School	Junior High	Senior High	Middle School
(a) Children are placed and promoted in accordance with required district policies	13.48	16.83	12.50	21.25	0.00
(b) Placed according to policies and standards developed by faculty as a whole	39.55	22.77	40.94	23.75	37.50
(c) Teachers work with parents, child, principal, using test scores and data to place child	56.47	60.40	46.56	52.50	62.50
(d) None of above	.50	0.00	0.00	2.50	0.00

The next question put to the principals was to describe their responsibility for supervision and instruction improvement in their school. Table 52 shows that over 75 per cent of the principals have the primary responsibility for supervision and instructional improvement.

TABLE 52
In Percentages
Responsibilities for Supervision and Instructional Improvement

Responsibility	Principal	Elementary School	Junior High	Senior High	Middle School
(a) Primary responsibility	78.08	68.32	81.28	72.50	100.00
(b) Partly responsible	19.06	26.73	15.62	26.26	0.00
(c) Little responsibility	3.86	4.95	3.10	1.25	0.00

The next question concerned the principals role in the selection of faculty members in the principal's school. Table 53 shows that, for the most part, the principal does participate in the screening process. However, most do not have the right or the authority to employ.

TABLE 53
In Percentages
Principal's Role in Selection of Faculty

Role	Principal	Elementary School	Junior High	Senior High	Middle School
(a) All assignments made by central office. No voice	4.95	5.94	4.13	8.75	0.00
(b) Some voice	29.12	31.68	22.22	22.50	0.00
(c) Interview applicants	53.59	52.48	59.25	56.25	37.50
(d) Employ teachers without help from central office	11.34	9.90	14.40	12.50	25.00

According to Table 54, the principal is used as a resource person in determining teaching methods used by the classroom teacher. The teacher largely determines the methods that he uses. However, the principal does offer suggestions.

TABLE 54
In Percentages
Principal's Role in Determining Classroom Teaching Methods

Methods	Principal	Elementary School	Junior High	Senior High	Middle School
(a) Teacher determines own methods	3.31	2.97	3.13	7.50	0.00
(b) Principal closely supervises classroom methods	14.71	13.86	13.33	12.50	25.00
(c) Teachers and principals work together	58.30	57.43	66.66	47.50	62.50
(d) Instructional supervisors and resource people watch teachers' methods	7.58	3.96	10.00	20.00	0.00
(e) Teacher makes own decision after consultation with teacher committee	16.10	21.78	7.88	12.50	12.50

The next question regarded the principal's role in curricular change.

Table 55 shows that most principals have a major influence in curriculum change and shaping the educational program of the school.

TABLE 55
In Percentages
Role in Shaping Curriculum and General Program

Role	Principal	Elementary School	Junior High	Senior High	Middle School
(a) Follow closely, program without trying to influence	1.63	3.96	0.00	1.25	0.00
(b) Follow closely but exert some influence	13.31	19.80	18.18	21.25	12.50
(c) Teachers, principals, resource people plan and develop studies	80.06	76.24	81.82	77.50	87.50

The principal was next given a list of professional activities that have resulted in new ideas. They were asked to select the one source which the individual principal felt had resulted in new ideas. Table 56 indicated that ideas from other principals and teachers have been the most valuable source of new ideas.

TABLE 56
In Percentages
Ratings of Sources of New Ideas

Sources	Principal	Elementary School	Junior High	Senior High	Middle School
(a) College courses	4.53	3.96	6.66	9.21	0.00
(b) Professional reading	17.90	17.82	20.00	15.79	37.50
(c) Consultants from outside school system	12.11	7.90	10.00	18.42	0.00
(d) National professional conventions	8.31	5.94	16.66	9.21	12.50
(e) State conferences	4.77	4.95	3.33	3.95	0.00
(f) Local workshops	23.01	27.72	10.00	13.16	37.50
(g) Central office staff	2.15	.99	6.66	2.63	0.00
(h) Parents or other community contact	2.57	3.96	0.00	2.63	0.00
(i) Other principals and teachers	24.65	26.73	16.66	25.00	12.50

The implementation of new ideas is another facet of the principalship. The principals were asked to describe their approach to the implementation of new ideas. Table 57 shows how the principals go about implementing new ideas.

TABLE 57
 In Percentages
 Approach to Implementation of New Ideas

Approach	Principal	Elementary School	Junior High	Senior High	Middle School
(a) Constantly encourage teachers to try innovation	43.46	45.54	40.94	39.47	37.50
(b) Committee approach, teachers report to faculty and decision is made	51.98	49.50	57.02	55.26	62.50
(c) More attention is paid to established ways of teaching and fundamentals	4.56	4.95	2.94	5.27	0.00

The central office's view of the principalship is an important factor in the effectiveness of the individual principal. Table 58 reflects how the principals feel about their superiors' view of the role of the principal.

TABLE 58
 In Percentages
 Superiors' Views of Role of Principal

Views	Principal	Elementary School	Junior High	Senior High	Middle School
(a) Publicly recognized as head of school	67.68	63.37	75.76	69.23	87.50
(b) Administrative head of school but assigned to carry out central office's policies	27.96	31.68	24.24	25.64	12.50
(c) Not encouraged or authorized to proceed independently in school matters	4.26	4.95	0.00	5.13	0.00

Principals should play an important role in developing educational policy for the school system as a whole. Table 59 indicates that for most principals, this is true.

TABLE 59
Principal's Part in Developing Educational Policy
In Percentages

Role	Principal	Elementary School	Junior High	Senior High	Middle School
(a) Not consulted	2.98	2.97	3.45	2.53	0.00
(b) Asked to comment on policies developed by central office	9.79	9.90	8.31	8.86	12.50
(c) Asked to comment on policies and encouraged to propose new policies	28.96	23.76	38.24	67.09	37.50
(d) Encouraged to present views to board of education or through superintendent	58.27	63.37	50.00	67.09	50.00

Perhaps the most controversial role of the principal revolves around the question of whether or not the principal should have a role in the budget-making process. Table 60 attempted to find the present role of the principal. As one can see, there seems to be some variance of roles among the principals.

TABLE 60
In Percentages
Principal's Role in Preparing Budget of District

Role	Principal	Elementary School	Junior High	Senior High	Middle School
(a) Not involved in budget	23.39	23.76	55.68	25.00	12.50
(b) Written report of needs, but central office makes budget decisions	30.60	30.69	20.08	25.00	62.50
(c) Am involved in making of budget	45.92	45.54	24.24	50.00	25.00

Table 61 shows the role of the principal in the selection of instructional materials used in the individual school systems. As one can see, the principal has a major role in the selection process.

TABLE 61
In Percentages
Principal's Role in Selecting
Instructional Materials for School

Role	Principal	Elementary School	Junior High	Senior High	Middle School
(a) No recommendations	2.89	5.94	0.00	2.50	0.00
(b) Committees decide on materials, can get few changes	18.75	24.75	24.24	7.50	12.50
(c) Staff and I work to list materials needed	78.76	69.31	75.76	90.00	87.50

During the past few years, there have been increased demands by classroom teachers for more voice in the school's policy development. The principals were asked in terms of the principalship, how this increased demand has effected their school. Table 62 indicates that there is a wide divergence of opinion among the principals within each level.

TABLE 62
In Percentages
Principal's View of Effect of Increased Demands by Classroom Teachers
for More Voice in School's Policy Development

Effect	Principal	Elementary School	Junior High	Senior High	Middle School
(a) Desirable effect	32.06	33.66	24.24	31.25	37.50
(b) Negative effect	16.78	18.81	13.80	7.50	25.00
(c) Little or no effect	10.03	9.90	8.31	11.25	12.50
(d) Some effect; not significant	19.48	17.82	24.24	25.00	12.50
(e) Not an issue	21.65	19.81	29.41	25.00	12.50

Administrative pressures are an important facet of life for principals. The principals were given a list of common pressures that are faced by administrators today. Tables 63 through 66 show how the principals feel about each area of pressure.

TABLE 63
 In Percentages
 Principal's Ratings of Administrative Pressures
 Total Cause

Pressures	Principal	Elementary School	Junior High	Senior High	Middle School
High standards that I set for myself	7.29	5.94	20.08	6.25	0.00
Larger pupil enrollment	.30	0.00	0.00	1.25	0.00
Demand of central office of superintendent of your school	3.65	4.95	2.94	1.25	0.00
Expectations of parents	.91	3.96	6.12	1.25	0.00
Federal programs and their guidelines	.92	0.00	10.00	0.00	0.00
Extensive changes in nature of pupil population	3.95	3.96	6.12	3.75	0.00
New programs and goals of your own school faculty	5.15	6.93	2.94	2.50	0.00
Number of specialists on your school staff	.60	0.00	0.00	2.50	0.00
New demands by colleges and universities	0.00	0.00	0.00	0.00	0.00
New demands by Superintendent of Public Instruction	1.21	0.00	2.94	2.50	12.50
Demands by influential citizens	.91	0.00	0.00	2.50	12.50

TABLE 64
 In Responses
 Principal's Ratings of Administrative Pressures
 Major Cause

Pressures	Principal	Elementary School	Junior High	Senior High	Middle School
High standards that I set for myself	58.36	53.27	53.45	68.75	87.50
Larger pupil enrollment	20.00	19.80	29.92	15.00	25.00
Demand of central office of superintendent of your school	32.52	22.77	29.41	25.00	37.50
Expectations of parents	27.66	35.62	38.24	35.00	75.00
Federal programs and their guidelines	21.78	21.78	16.66	23.75	25.00
Extensive changes in nature of pupil population	18.24	13.86	24.24	26.25	25.00
New programs and goals of your own school faculty	30.00	35.64	38.24	13.75	25.00
Number of specialists on your own school staff	12.16	16.83	6.12	3.75	25.00
New demands by colleges and universities	3.65	3.96	2.94	3.75	0.00
New demands by Superintendent of Public Instruction	34.95	39.60	18.18	31.25	25.00
Demands of influential citizens	21.04	19.80	20.08	23.75	25.00

TABLE 65
 In Percentages
 Principal's Ratings of Administrative Pressures
 Minor Cause

Pressures	Principal	Elementary School	Junior High	Senior High	Middle School
High standards that I set for myself	29.79	34.65	20.08	22.50	12.50
Larger pupil enrollment	43.03	40.59	50.00	47.50	37.50
Demands of central office of superintendent of your school	49.54	49.50	50.54	48.57	37.50
Expectation of parents	54.71	49.50	43.36	53.75	25.00
Federal programs and their guidelines	53.99	57.43	43.34	52.50	25.00
Extensive changes in nature of pupil population	45.90	49.50	30.39	41.25	37.50
New programs and goals of your own school faculty	51.82	49.50	41.69	61.25	62.50
Number of specialists on your school staff	53.19	57.43	52.94	43.75	37.50
New demands by colleges and universities	33.13	29.70	30.94	42.50	37.50
New demands by Superintendent of Public Instruction	37.08	29.70	58.80	50.00	12.50
Demands from influential citizens	46.34	45.54	39.96	57.25	50.00

TABLE 66
In Percentages
Principal's Ratings of Administrative Pressures
Not Cause

Pressures	Principal	Elementary School	Junior High	Senior High	Middle School
High standards that I set for myself	4.56	5.94	6.39	2.50	0.00
Larger pupil enrollment	36.67	39.60	20.08	36.25	37.50
Demands of central office of superintendent of your school	14.29	22.77	17.11	25.00	25.00
Expectations of parents	16.72	8.91	12.78	10.00	0.00
Federal programs and their guidelines	23.31	20.79	30.00	32.75	50.00
Extensive changes in nature of pupil population	21.91	32.67	39.25	28.75	37.50
New programs and goals of your own school faculty	13.03	7.92	20.08	22.50	12.50
Number of specialists on your school staff	34.05	25.74	40.94	50.00	37.50
New demands by colleges and universities	63.22	66.34	66.12	53.75	62.50
New demands by Superintendent of Public Instruction	26.76	40.59	20.08	16.25	50.00
Demands from influential citizens	31.71	34.65	39.96	22.50	12.50

CHAPTER IV

SUMMARY, AND PROFILES AND CONCLUSIONS

Summary

This study set out to find more about the Illinois principal and how he feels about himself, the role as a principal and certain administrative practices. A questionnaire was used as the instrument to survey the principals. The questionnaire was constructed and organized to elicit responses in four areas: (1) ~~personal~~ data, (2) school and position data, (3) professional preparation, and (4) professional objectives and judgments.

The questionnaire was sent to a 10 per cent random sampling of Illinois principals. Three hundred thirty questionnaires were sent to elementary principals, 50 questionnaires to junior high principals, 10 questionnaires to middle school principals, and 110 questionnaires to senior high principals. A total of 500 questionnaires were dispatched.

The response was gratifying, as table 1 attests. The total response was 65.80 per cent.

The responses were reported for each principalship level: (1) total principalship, (2) elementary principalship, (3) junior high principalship, (4) senior high principalship, and (5) middle school principalship. The responses were reported in percentage numbers.

From the information gathered, a profile for each level of the principalship was made possible, as well as some conclusions and recommendations.

Profiles of the Principalship

The Elementary Principal

The elementary principal is a male, probably married, with a family and is about 41 years of age.

The elementary principal came to the principalship because he considered the principalship an especially important goal. He is the principal in a rural oriented community, with a school enrollment of approximately 300 to 450 students, earning between \$15,000 to \$19,000 per year. There seems to be a wide diversity in the students' cultural background. He supervises about 24 teachers and administrates a school of a K-6 or K-8 structural organization. The elementary principal came to the principalship from the classroom phase of education. It seems that he has been in education about 15 years, a principal about 1 to 5 years, and was in the classroom between 6 to 10 years before coming to the principalship. The elementary principal is relatively new in his position with a 10 month contract, allowing about 4 to 6 weeks vacation. He spends about 46 to 50 hours per week at school. Formal evaluations of teachers are made; about twice a year for beginning teachers and about once a year for experienced or tenured teachers. There is no written policy in the district, in which the elementary principal serves, concerning the number of professional meetings that he is allowed to attend.

The elementary principal has a Master's Degree in Education with a major in Educational Administration and Supervision and an undergraduate major in one of the social sciences, and holds the General Administrative Certificate. He considers the class discussion method of teaching as the most valuable method

used by college instructors. He also considers the term paper as the method least valuable as a related course requirement. The elementary principal feels that the experience as a classroom teacher had the most meaningful educational experience. His most helpful administrative course was general school administration. He believes that exchange visits between school systems is a very important professional activity, and feels that serving on various committees in his own school system has been a valuable growth experience. The principal has last attended an institution of high education within the last 4 years.

The principal indicated, in retrospect, that he would become a principal again if he were starting over. However, he is not really sure as to whether or not the principalship is his final goal. If not, the superintendency would be his final goal. The elementary principal is basically a democratic leader and attempts to work with teachers and parents in the area of pupil placement. He works with teachers in determining classroom methods and the shaping of the curriculum and general program. The elementary principal has primary responsibility for the supervision and instructional improvement in his school and feels that local workshops and other principals and teachers have been the best source of new ideas. The committee approach is used to implement new ideas as well as encouraging teachers to try innovations. The elementary principal feels that he is looked upon by his superior as the head of the school, and he feels that he is encouraged to present views about policy changes to the board of education through the superintendent. He is involved, to a limited degree, in the budget preparation, and makes recommendations based upon his program needs. The elementary principal has a large voice in

selecting instructional materials for his school. He also feels that the recent increased demands by classroom teachers for more voice in the school's policy development has had a desirable effect. He also believes that the pressures that come with administrative positions is created by the high standards that he has set for himself.

The Junior High Principal

The junior high principal is a male, probably married, with a family and is about 42 years of age.

The principal came to the principalship because he considered the principalship an especially important goal. He works in a suburban community, with some diversity in the students' cultural background. The school in which he is principal has an enrollment of about 400 to 500 students. He supervises about 34 teachers. The junior high principal came to the principalship either from a position of junior high assistant principal or from the classroom teacher phase of education. He was in the classroom about 7 or 8 years. The principal has been in education about 15 years and has been an administrator about 7 or 8 years. He is relatively new in his position with an 11 or 12 month contract with 4 to 6 weeks vacation. Between 46 to 50 hours per week are spent at school by the principal. He earns about \$20,000 plus per year. For the most part, he is a principal of a school with grades 7 and 8. He participates in the selection of new faculty members. Teachers are formally evaluated; beginning teachers are evaluated at least twice a year and experienced or tenured teachers are evaluated about once a year. There is no policy in his district concerning the number of professional conferences that he may attend per year.

The junior high principal holds a Master's Degree in Education with a graduate major in Educational Administration and Supervision, and an undergraduate major of either physical education or social science. He considers the class discussion method of teaching as the most valuable teaching tool and considers the experience as a classroom teacher as the most valuable educational experience. He considers the course in general school administration as the most helpful preparation course for the principalship. He feels that professional meetings, exchange visits, and school in-service programs are the most important professional activities. The junior high principal also feels that professional meetings and serving on various committees in his own school system are valuable growth experiences. The junior high principal holds an all-grade supervisory administrative certificate and has attended an institution of higher learning within the last 5 years.

The junior high principal believes that if he was starting over, he would again become a principal; however, he considers the principalship his final goal. The principal works with parents and teachers in the areas of pupil placement. The junior high principal has primary responsibility for supervision and instructional improvement in his school. He helps in the selection of new faculty members. Classroom methods are determined by the individual teachers. The principal participates in shaping the curriculum and general program of his school. He considers national professional conventions, professional readings and other principals and teachers as the primary source of new ideas. To implement these ideas, he uses the committee approach. He feels that he is encouraged to present views to the central office for changes in district policy. He also plays an insignificant role in preparing the budget. The junior high principal also has an important role in selecting instructional

materials for his school and does not view the increased demands by classroom teachers for more voice in policy development as an issue in his school. The junior high principal also feels that most of his administrative pressures come from the high standards that he has set for himself.

The Senior High Principal

The senior high principal is a male, probably married with a family, and is about 41 years of age. The senior high principal came to the principalship because he considered the position an especially important goal. He works in a rural community, with some diversity in the students' cultural background. He is principal of a school with an enrollment of about 750 to 1000 students. The senior high principal supervises about 45 teachers. He came to the principalship from the classroom level. He had been in the classroom approximately 7 or 8 years before assuming the principalship and has been in education about 15 or 16 years and experience as a principal of about 6 or 7 years.

The senior high principal is relatively new in his position with a 12 month contract allowing for a 4 to 6 weeks vacation. He spends from 51 to 55 hours per week at school and earns about \$21,000 plus per year. For the most part, he is principal of a school with grades 9 through 12. He formally evaluates teachers; beginning teachers are evaluated at least twice a year and experienced or tenured teachers are evaluated once a year. Generally speaking, there is no policy in his district concerning the number of professional conferences that he may attend. On the average, he will attend approximately 2 or 3 conferences each year.

The senior high principal holds a Master's Degree in Education with a graduate major in Educational Administration and Supervision. His undergraduate major was social science. The principal considers the class discussion method of teaching to be the most valuable teaching tool used in his preparation for the principalship. He considers the experience as a classroom teacher to be the most valuable educational experience. He also considers a course in general school administration as the most helpful college course in his preparation for the principalship. Professional meetings, exchange visits and school in-service programs are most important professional activities that he has engaged in. The senior high principal also feels that self-directed research and the serving on various committees in his own school system are the most valuable growth experiences. The senior high principal holds an all-grade supervisory administrative certificate and has attended an institution of higher learning within the last 5 years.

The senior high principal believes that if he was starting over again he would become a principal; however, he considers the principalship his final goal. The senior high principal works with parents and teachers in the areas of pupil placement. The principal has primary responsibility for supervision and instructional improvement in his school and helps in the selection of new faculty members. Classroom methods are determined by the individual teachers. The principal participates in the shaping of the curriculum and general program of his school. He considers other principals and teachers as the primary source of new ideas in his school. To implement these new ideas, he uses the committee approach which involves faculty members. He is encouraged to present views to the central office for changes in district policy and plays a very significant role in preparing the district budget.

The senior high principal also plays an important part in the selection of the instructional materials for his school. He feels that increased demands by classroom teachers for more voice in the school's policy development has had a desirable effect in his school. He also feels that most of the administrative pressures come from the high standards that he has set for himself.

The Middle School Principal

The middle school principal is a male, probably married with a family, and is about 43 years of age and came to the principalship because he considered the position an especially important goal. He works primarily in a rural community with some diversity in the students' cultural background. He is principal of a school of about 592 students. The middle school principal supervises about 40 teachers and came to the position from a senior high assistant principal or a classroom teaching position. He has been in education approximately 16 years, and was in the classroom about 8 years and has been a principal about 8 years. He has been in his present position about 7 years and works under an 11 or 12 months contract with a 4 to 6 weeks vacation allotted. He spends about 51 to 55 hours a week at school and earns about \$20,000 per year. The grades under his supervision include grades 6, 7 and 8; however, this may vary depending upon the school system of which he is employed. He formally evaluates teachers; beginning teachers are evaluated about twice a year and tenured or experienced teachers are evaluated about once a year. Generally speaking, there is no policy in his district concerning the number of professional meetings that he may attend yearly.

The middle school principal has a Master's Degree in Education with a graduate major in Education Administration and Supervision. His undergraduate

major was in the social science field. He feels that the teaching method of doing research and field studies can be of much value during his training for the principalship and also feels that the experiences as a classroom teacher were the most valuable educational experiences that he had. He also feels that the most helpful college courses during his preparation for the principalship were general school administration and teaching methods. He also feels that exchange visits are the most valuable professional activities in which he has been engaged. The middle school principal feels that self-directed research has been the most valuable growth experience activity. He holds an all-grade supervisory administrative certificate and has attended an institution of higher learning within the last 4 years.

The middle school principal feels if he would begin again, he would once again become a principal. However, it should be noted that he does not consider the principalship his final goal. He looks forward to a central administrative position. The principal also has primary responsibility for supervision and instructional improvement in his school and participates in the selection of new faculty members and works with the teachers in selecting classroom methods. He also participates in shaping the curriculum and general program of his school. He considers local workshops and professional reading as the two most important sources of new ideas. The principal prefers the committee approach to the implementation of new ideas and feels that he is encouraged to present his views for developing educational policy to the board of education through the superintendent. His role in preparing the budget is one of making a written report of his needs to the central office. The central office then makes the final budget decision.

The middle school principal has an important role in selecting instructional materials for his school. He feels the increased demands by classroom teachers for more voice in the school's policy development is having a desirable effect. The middle school principal feels that most of his administrative pressures come from the high standards that he has set for himself.

The Composite Principalship

The average principal is a male, probably married, with a family and is about 42 years of age and became a principal because he considered the principalship as an especially important professional goal.

He is the principal of a school with an enrollment of about 400 to 600 students in a basically rural oriented community. The students in his school have some diversity in their cultural background. He supervises approximately 15 to 34 teachers. He came to the principalship from the classroom. He was in the classroom about 7 years, a principal for about 8 years and has been in education about 15 years. The years spent in the classroom were in the level in which he is now principal. He has been in his present position for less than five years and the terms of employment varies depending upon the level of the principalship that he serves. However, 10 months or more would be a normal term of employment with a 4 to 6 weeks vacation. More than 46 to 55 hours per week are spent at school. The salary is in the \$18,000 to \$21,000 range. The grade level that the principal supervises depends upon the level of the principalship. If he has an assistant principal, the duties of this assistant are varied. The principal makes formal ratings at least once or twice a year, depending upon whether the teacher is tenured or non-tenured. For the most part, there is no policy in his district

determining the number of professional meetings that he is allowed to attend.

The principal has a Master's Degree in Education with an undergraduate major in one of the social sciences and a graduate major in Educational Administration and Supervision. He has a general administration or an all-grade supervisory administration certificate. During his training, he preferred the class discussion form of teaching methods and prefers the term paper least, as a related course requirement. The principal also feels that the experience as a classroom teacher was the most valuable educational experience. The course in general school administration was the most valuable in the principal's preparation. He feels that a school system in-service program, professional meetings, and exchange visits are the professional activities that are most important. As an administrator, he feels that serving on various committees in his own school system as the most valuable growth experience. The principal last attended an institution of higher learning within the last 5 years.

The principal is probably, as a whole, not looking beyond the principalship for a higher administrative position. He is democratically oriented in his views of running a school and allows teachers and parents to participate in pupil placement, as well as allowing teachers to select their methods of teaching, but stands ready to assist and offer suggestions for improvement. He also has primary responsibilities for supervision and instructional improvement in his school and participates in the personnel selection process when it pertains to his school. He has an influence in shaping the curriculum and the general program of his school and feels that other teachers and principals, and local workshops are important sources of new ideas.

Generally speaking, the principal is recognized as the head of his school, and has an important part in developing educational policy. He is also involved, on a limited scale, in the preparation of the budget of his district. The principal also feels that the increased demands by classroom teachers for more voice in the school's policy development has had a desirable effect. Administrative pressures are an important fact of life for principals. However, the greatest pressure comes from the principal himself due to the high standards set for himself.

Conclusions

After examining the findings, the information gathered seems to indicate the following major conclusions:

(1) A 10 per cent sampling was taken of the middle school principalship, which resulted in only eight responses. A much more in-depth study should be made of the middle school principalship. The data gathered is far too inconclusive to make any valid judgments of the middle school principalship.

(2) Colleges and universities' instructors should utilize as much class discussion in their classes as is possible. The principals seem to indicate that class discussion as a teaching method was the most valuable method used. It is also suggested that care be taken in the assigning of term papers. It is the author's suggestion that term papers be assigned only if the paper is meaningful in terms of the goals and objectives and outcomes of the course.

(3) The principals considered the course in general school administration as the most valuable. Emphasis should, therefore, be placed upon the content of the course. This course should be as meaningful as is possible.

(4) Because the principals seemed to place importance on in-service programs and the committee approach to the implementation of new ideas, the findings seem to indicate that consideration be given to evaluating and updating those courses which examine the process of change and the study of leadership qualities.

(5) The findings also seem to indicate that perhaps, provisions should be made in the college curriculum for self-directed research. About 39 per cent of the principals felt that self-directed research was a valuable growth experience in their preparation for the principalship.

(6) Although the mode responses, or the major table indications do not seem to indicate a great number of differences, there were two differences which do merit reporting.

Table 5 indicates a difference between the junior high principal and the other levels of the principalship in the type of community served. The response indicates that the junior high principal serves a suburban oriented community as compared to the other levels of the principalship which serve a rural oriented community.

There also was some difference between the junior high principal and the other levels of the principalship in the area of involvement in the preparation of the district budget. Table 60 indicates that the junior high principal has very little involvement in this area. The response of the other levels of the principalship show moderate participation in the preparation of the district budget. The study of the cause for such a response would be an interesting study.

(7) Although the author cannot prove the following statement with evidence, he feels that the principal's view of the effect of increased demands by the classroom teachers for more voice in the school's policy development is changing from a desirable effect to one of a negative effect. When one compares the findings of this study and the findings of related literature, he finds that the percentage of those principals who view the effect of increased teacher demands as a negative effect, is rising.

(8) It was surprising that the findings indicate a very little difference of opinion between the levels of the principalship. This tends to indicate to the author that a more in-depth study be made of the four areas investigated in this study. The writer feels that there are some significant differences between the levels of the principalship which this study did not reveal. Thus, a reexamination of the principalship needs to be made.

APPENDIX

January, 1975

Dear Principal:

The enclosed questionnaire is an attempt to survey the present status of the principal in Illinois. Your cooperation would be greatly appreciated if you would take time to fill out the questionnaire. I realize that we are all exceptionally busy this time of year with our administrative chores. However, I would appreciate your taking time to complete the questionnaire.

This questionnaire is an attempt to discover more about the principal in the State of Illinois. I am attempting to discover how the principal feels about his job, about certain administrative practices, and about some of the issues in education today.

The Illinois Principal Association has also expressed interest in the results of this study. Should you, too, be interested in the results of the study, I would be more than happy to send you a brief resume.

Once again, I wish to express my thanks for your cooperation and time. Your assistance will be greatly appreciated. I hope your busy schedule will allow you to have this questionnaire completed and returned to me by February 24, 1975.

James W. Cox
Assistant Principal
Wirth Junior High School

A SURVEY OF THE ILLINOIS PRINCIPAL

QUESTIONNAIRE

Please read all questions carefully. DIRECTIONS: In all multiple questions, merely circle the letter. All other questions should be answered as indicated by the directions given either preceding or following the question.

Personal Data

1. Please indicate your sex. (a) male (b) female
2. Please indicate your age. _____
- 3.

School and Position Data

1. Are you principal of
 - (a) an elementary school
 - (b) a high school
 - (c) a middle school
 - (d) a junior high school
 - (e) a junior-senior high school
2. What was your primary reason for becoming a principal?
 - (a) you preferred administration and supervision to classroom teaching
 - (b) needed a larger income
 - (c) considered the principalship an especially important goal
 - (d) you were encouraged by the Superintendent's office
 - (e) other (please specify) _____
3. Indicate the type of community you serve.
 - (a) urban
 - (b) suburban
 - (c) rural
4. Would you say that your student body had
 - (a) wide diversity in cultural background
 - (b) some diversity in cultural background
 - (c) homogeneous in cultural background (predominately disadvantaged)
 - (d) homogeneous in cultural background (few disadvantaged)

5. Please indicate your school enrollment. _____
6. Please indicate the number of full-time classroom teachers under your supervision.
- (a) less than 5
 - (b) 5-14
 - (c) 15-24
 - (d) 25-34
 - (e) 35-44
 - (f) 45 plus
7. Please indicate the position that you held just before your first principalship.
- (a) classroom teacher (elementary)
 - (b) classroom teacher (secondary)
 - (c) assistant principal (elementary)
 - (d) assistant principal (junior High)
 - (e) classroom teacher (junior high)
 - (f) assistant principal (secondary)
 - (g) member of a college faculty
 - (h) graduate student
 - (i) other (please specify) _____
8. Please indicate the number of years you were in the classroom before you became a principal. _____
9. Were these years spent in the
- (a) elementary school
 - (b) middle school
 - (c) junior high school
 - (d) secondary school
 - (e) other (please specify) _____
10. Please indicate the total years experience in teaching, supervision, administration, and other school work; in other words, your total years in education.
- (a) less than 9 years
 - (b) 10-19
 - (c) 20-29
 - (d) 30-39
 - (e) 40 plus years.
11. Indicate the number of years experience as a principal. _____
12. Please indicate the number of years in your present position. _____

13. Please indicate the memberships held in principals' associations.

- (a) state
- (b) district
- (c) national
- (d) other (please specify) _____

14. Please indicate the terms of employment

- (a) 9 but less than 10 months
- (b) 10 but less than 11 months
- (c) 11 but less than 12 months
- (d) 12 months

15. How many hours do you spend at school per week on the average?

- (a) less than 40 hours
- (b) 41-45 hours
- (c) 46-50 hours
- (d) 51-59 hours
- (e) 60 hours plus

16. How many weeks vacation do you have in the summer?

- (a) 1-3 weeks
- (b) 4-6 weeks
- (c) 7-9 weeks
- (d) 10 weeks plus

17. What is your regular salary for the present school year?

- (a) \$5,000
- (b) \$5,000-\$7,499
- (c) \$7,500-\$9,999
- (d) \$10,000-\$12,499
- (e) \$12,500-\$14,999
- (f) \$15,000-\$17,999
- (g) \$18,000-\$20,999
- (h) \$21,000 plus

18. Please indicate the grades under your supervision. _____

19. Do you have a full-time assistant principal or vice-principal? _____
If YES, what is your school enrollment? _____

20. If you answered YES to No. 19, please indicate the major function of that person.

- (a) pupil personnel
- (b) supervision and curriculum
- (c) administration and clerical
- (d) general; all the previously mentioned
- (e) other (please specify) _____

21. Do teachers share in the selection of new faculty members? _____
22. Do you make any formal ratings of teachers? _____
23. How often do you evaluate beginning teachers?
- (a) once a year
 - (b) twice a year
 - (c) none
 - (d) other (please specify) _____
24. How often do you evaluate the tenure or experienced teachers?
- (a) once a year
 - (b) twice a year
 - (c) none
 - (d) other (please specify) _____
25. What is your district policy for principals attending professional conferences?
- (a) one conference annually
 - (b) two conferences annually
 - (c) three conferences annually
 - (d) four conferences annually
 - (e) five conferences annually

Professional Preparation

1. Please indicate the highest degree now held. _____
2. Please indicate your undergraduate major or area of concentration. _____
3. Please indicate your major field of concentration in graduate school.

4. During your graduate preparation for the principalship, no doubt several instructional methods were used by college instructors. Below are listed eight methods under the appropriate column.

Method	Of Much Value	Some Value	Little Value	Did Not Experience It
Internship with a principal				
Case studies				
Course lectures				
Term paper				
Class discussion				
Doing research				
Seminars				
Field studies				

5. During our preparation for the principalship, we have all experienced certain educational experiences which have been more valuable than others. Below are listed some of these experiences. In the appropriate column, please rate each experience with a check.

Method	Of Much Value	Some Value	Little Value	Did Not Experience It
Experience as a classroom teacher				
College education				
On-the-job training as a principal				
Experience as an assistant principal				
In-service program and training programs of school systems where you were employed				
My own directed study and research				
Other (please specify)				

6. Below are listed some college courses which may have been helpful in your preparation for the principalship. Examine each course carefully and circle the one course that you believe was the most valuable to you as you were preparing for an administrative career.

- | | |
|--|--------------------------------|
| (a) Supervision and Instruction | (h) Educational Psychology |
| (b) Child Growth and Development | (i) Tests and Measurements |
| (c) Public Relations and Community Relations | (j) Methods of Research |
| (d) General School Administration | (k) Philosophy of Education |
| (e) Curriculum Development | (l) School Plant and Planning |
| (f) Methods of Teaching | (m) Sociology and Anthropology |
| (g) General Psychology | (n) Other (please specify) |

7. The importance of releasing principals during school hours for professional improvement cannot be stressed enough. Below are listed possible professional activities which are of value. Please rate each activity in the appropriate column.

Possible Activity	Very Important	Good But Not Necessary	Not A Good Idea	No Opinion
Regular college study				
School system in-service program				
Meeting of professional association				
Exchange visits				
Other (please specify)				

8. Each one of us wants to grow professionally. Below are listed various growth experiences. Please rate each activity in the appropriate column.

Activity	Of Much Value	Some Value	Little Value	Did Not Experience It
Professional writing for publication				
Teaching college classes				
Teaching a class in my own school				
Serving on various committees in your own school system				
Acting as a consultant for other school systems				
Educational tours and international seminars				
Active role in professional association				
Self-directed research				
Other (please specify)				

9. Please indicate the type of certificate held. _____
10. Please indicate what year you last attended an institution of higher learning for professional training. _____

Professional Objectives and Judgements

- In retrospect, how would you answer the following question? IF YOU WERE STARTING ALL OVER, WOULD YOU BECOME A PRINCIPAL?
 - certainly would
 - probably would
 - would not
 - certainly would not
- Is the principalship your final goal? (a) Yes (b) No
- If not, please indicate what position you would like to hold next. _____

4. Please indicate your role in determining pupil placement within your school.
- (a) children are placed and promoted in accordance with required district-wide policies
 - (b) most children in our schools are placed according to policies and standards developed by the faculty as a whole, I share in developing these policies and standards
 - (c) within the framework of general policies of the school system and some faculty agreements, the teachers work with the parents, the child, and the principal, using test scores and other data, to place each child in terms of his needs
5. Which of the following descriptions best describes your responsibility for supervision and instructional improvement in your school?
- (a) have primary responsibility
 - (b) partly responsible
 - (c) little responsibility

6. Below is a list of resource personnel that might be available in schools. Please indicate under the appropriate column whether these resource people are available to you.

Type	Full Time	Part Time	Not Available	Has Been Made Available in Past 5 Years
Director of elementary education				
Administrative assistant within the district				
Psychologist or psychiatrist				
Director of research				
School physician				
School nurse				
School social worker				
Teacher of homebound students				
Curriculum director				
Audio-visual specialists				
Art specialists				
Music specialists				
Reading specialists				
Speech specialists				
Science specialists				
Specialist for exceptional children				
Specialist for physical education				
School librarian				
Specialist in guidance				
Specialist in testing				
Specialist in foreign languages				

7. Please indicate your role as principal in the selection of the faculty in your school.
- (a) all assignments are made by the central office; I have nothing to say in the selection of teachers
 - (b) I can ask for the type of person needed and accept or reject from among several recommended by the central office
 - (c) I am expected to outline the qualifications of each teacher needed, to examine the personnel records in the central office, to interview applicants I consider qualified
 - (d) I employ the teachers without the assistance of the central office personnel
8. What is your part in determining the specific methods used by the classroom teachers in your school?
- (a) each teacher determines his own methods; I have little part in making decisions
 - (b) although no one can make all decisions alone, I try to watch the specific methods and to make sure that the better methods are used in every classroom
 - (c) while every teacher largely determines the methods he uses, I am consulted and offer suggestions as I see fit
 - (d) instructional supervisors and resource persons keep a close watch on teachers' methods to assure that the better methods are used. While I assist teachers, I look to them for direction and help in instructional methods
 - (e) ~~ult~~imately each teacher makes his own decisions, but we depend a great deal upon group decisions by committees of the faculty, I am a member of these groups
9. Which of the following statements best describes your role in shaping the curriculum and the general program of the school?
- (a) follow closely the program of the school system without specifically trying to influence its development
 - (b) follow closely the program of the school system but exert some influence upon developing the educational program
 - (c) classroom teachers, principals, and resource persons plan and develop cooperatively the content of the studies for the school system. The teachers and principal modify and adapt the general plan in terms of our school needs
10. Every school principal has seen new ideas and innovations result in their school. Please indicate by circling the letter, beside the source which you feel has most resulted in innovations or new ideas.
- (a) College courses
 - (b) Professional reading
 - (c) Consultants from outside school system
 - (d) National professional conventions
 - (e) State conferences
 - (f) Local workshops
 - (g) Central office staff
 - (h) Parents or other community contacts
 - (i) Other principal and teachers

11. Which statement best describes your approach to the implementation of new ideas?
- (a) constantly encourage and help individual teachers to try innovations
 - (b) encourage our faculty to look for new ideas; individual teachers report them to our faculty groups; we examine the research, discuss our school situation, and agree on how we can try out the proposed innovations
 - (c) I think more attention should be paid to the established ways of teaching and fundamentals; too many new ideas tend to upset the regular program
12. Which of the following statements would best describe your superiors' view of the place of the principal in the school system?
- (a) the principal is recognized publicly as the head of his school with considerable authority to plan, organize, and administer the school's program
 - (b) principal is viewed as an administrative head of the school, assigned primarily to carry out policies of the central office. He is given some encouragement to plan for his school community
 - (c) principal is neither encouraged nor authorized to proceed independently to alter his school's program in any significant manner
13. Which statement below best describes the part you play in developing educational policy for the school system as a whole?
- (a) not consulted
 - (b) asked to comment upon policies developed by the central office
 - (c) asked to comment upon policies developed by the central office and get some encouragement to propose new policies
 - (d) not only encouraged to suggest new policies but invited to present views directly to the board of education or through the superintendent of schools
14. What is your role in preparing the budget?
- (a) have nothing to do with budget, it is made by the central office
 - (b) I report in writing on the general needs of the school, but the budget decisions are made in the central office
 - (c) I prepare budget proposals based upon the program we plan to follow, our recommendations are carefully considered; I have an opportunity to explain and defend our plans before those who make the final decisions
15. Which of the following statements best describe your role in selecting instructional materials used in your school?
- (a) the central office selects the materials, I make no important recommendations
 - (b) school system committees decide what materials will be available to all schools; I can get a few changes
 - (c) my staff and I work together to list the materials needed for our program

16. In recent years there has been increased demands by classroom teachers for more voice in the school's policy development. In terms of the principalship, please evaluate and indicate below which effect you feel this trend has had in your school.
- (a) considerable effect of desirable nature (new leadership opportunities for the principal)
 - (b) considerable effect of negative nature (e.g. may by-pass the principal)
 - (c) little or no effect
 - (d) some effect, however not very significant
 - (e) not issue in my school system
17. Administrative pressures are an important facet of life for administrators. Below is a list of pressures that are common to administrators. Please rate each cause with a check mark in the appropriate column.

Cause of Pressure	Total Cause	Major	Minor	Not Cause
High standards that I set for myself				
Larger pupil enrollment				
Demand of central office of superintendent of your school				
Expectations of parents				
Federal programs and their guidelines				
Extensive changes in nature of pupil population				
New programs and goals of your own school faculty				
Number of special sts on your school staff				
New demands by colleges and universities				
New demands by Superintendent of Public Instruction				
Demands of influential citizens				
Other (please specify)				

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