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# The principal as leader: A study of the perceptions of entry-year teachers

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GRADUATE COLLEGE

# THE PRINCIPAL AS LEADER:
# A STUDY OF
# THE PERCEPTIONS OF ENTRY-YEAR TEACHERS

**A DISSERTATION**

**SUBMITTED TO THE GRADUATE FACULTY**

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**DOCTOR OF EDUCATION**

by

**EDWARD WILLIAM COSTA II**

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**THE PRINCIPAL AS LEADER:**

**A STUDY OF**

**THE PERCEPTIONS OF ENTRY-YEAR TEACHERS**

A DISSERTATION

APPROVED FOR THE COLLEGE OF EDUCATION

DEPARTMENT OF EDUCATIONAL LEADERSHIP AND POLICY STUDIES

By

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Thank you Mom and Dad

... my first teachers.

To my wife Jane

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In Memory of

Mildred L. Costa

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This research study was completed with the support and encouragement from many individuals to whom I am forever indebted to. Please know that your help and advice will stay with me always.

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Matthew 19:26

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**A STUDY OF THE PERCEPTIONS OF ENTRY-YEAR TEACHERS**

**By: EDWARD WILLIAM COSTA II**

**MAJOR PROFESSOR: EDWARD W. CHANCE, Ph.D.**

This study obtained entry-year teachers' perceptions of knowledge and skills of their principals as leaders by utilizing the National Policy Board for Educational Administration document Principals For Our Changing Schools: Knowledge and Skill Base (1993). The focus population for this study was entry-year teachers in the state of Oklahoma.

The participants were men and women who had recently completed their first year of teaching in public schools. There were 2,296 entry-year teachers in the state of Oklahoma for school year 1992-93 who had completed their first year of teaching.

Two hundred and seventy (270) entry-year teachers were selected utilizing a proportionate random sample of the total 1992-93 entry-year population in the state of Oklahoma as documented by the Data Section of the State Department of Education. One third (90) of the participants selected were elementary teachers; one third (90) were middle school/ junior high school teachers; and the remaining third (90) chosen were high school teachers. Also, one third (90) of the districts selected were rural; one third (90) were suburban; and the remaining third (90) were from urban districts. In addition, the researcher contacted nine (9) additional randomly selected eligible participants from across the state by phone and asked them to participate in a personal interview. Three entry-year teachers from each census category and school level were used.

The purpose of this study was to identify the knowledge and skills which comprise the components of the Functional, Programmatic, Interpersonal, and Contextual performance domains in building principals which contribute to the leadership of the building principal as perceived by entry-year teachers. This study established answers to the following research questions:

1. What Interpersonal skills, demonstrated by the building principal, are identified by teachers during their first year of teaching?

2. What Contextual skills, demonstrated by the building principal, are identified by teachers during their first year of teaching?

3. What Programmatic skills, demonstrated by the building principal, are identified by teachers during their first year of teaching?

4. What Functional skills, demonstrated by the building principal, are identified by teachers during their first year of teaching?

The results from this study indicated that public school principals in the state of Oklahoma possess better than average (higher than a rating of 3.0) skills and knowledge in the 21 performance domains as described by the National Policy Board for Educational Administration (1993). Verification of the 21 performance domains exhibited in Oklahoma public school principals was echoed both in survey and interview processes in which the vast majority of principals are performing above average (>3.0) to very good (>4.0).

# THE PRINCIPAL AS LEADER:
# A STUDY OF THE PERCEPTIONS OF ENTRY-YEAR TEACHERS

## CHAPTER 1

## INTRODUCTION

### Background of The Problem

#### The Role of The Principal

The word principal comes from the Latin word principalis, meaning first in rank, station, or esteem. The school principalship was a well understood concept in the America of the eighteenth century (Culbertson, 1988; Jacobson, Logsdon & Wiegman, 1973; Silver, 1983; Williams, 1957). The term principal initially meant principal teacher of the school. The responsibilities of early principals were fairly routine in that he or she was charged with providing basic resources for the school such as curriculum planning and instructional delivery (Raubinger, Sumption & Kamm, 1974). Early principals were also responsible for maintaining cleanliness, for monitoring the attendance of pupils and teachers, and for handling the enrollment and placement of students (Raubinger et al.,1974). As schools grew in size and the number of faculty members increased, tasks such as school scheduling, assignment of personnel, and curriculum development assumed greater importance and this change resulted in the need for continued evolution in the public schools (English & Hill, 1990; Raubinger et al., 1974; Williams, 1957).

In 1848 the Quincy Graded School was created and was the first such effort to move away from the full-day integrated curriculum to the utilization of separate courses of study. These courses of study required close coordination among teachers

so that the separate programs formed parts of the whole. This coordinating function placed new demands on principals. By 1858, several states had passed laws that directly impacted the role of the principalship (English & Hill, 1990). One such law identified in The School and the Schoolmaster by Emerson & Potter (1858) read "in every department of public service, a rigid system of accountability is looked upon as the main secret for securing efficiency and fidelity; and in order to maintain such a system, principals are held responsible for the proceedings of their subordinates" (p. 256).

This concept of accountability became more deeply ingrained in the role expectations for the principal. As early as 1887, the principal was no longer seen as the principal teacher confined to a single classroom but was now viewed as one who inspected the work of other teachers (English & Hill, 1990). This movement toward accountability initiated formal evaluations of teachers and made the role as supervisor an important added dimension to the day to day activity of the principal (Cubberley, 1929). The concept of accountability was the first of many efforts to reform the role of the principal and education in America (English & Hill, 1990). During the 1900's federal and state laws continually added to the responsibilities and duties of the principalship. Through these reform efforts, the principal remained "the first and final focus of accountability in schools." (English & Hill, 1990, p.2).

## The Reform Movement

Reform is common in the American education system with cycles of reform coming and going each decade (Schubert, 1993). The differences, however, are whether or not the reforms make an impact on the educational system and to what magnitude (Chance, 1992). Significant reform efforts for American schools began as

early as 1893 when the Committee of Ten on Secondary School Social Studies recommended changes in the educational curriculum and advocated an academic core curriculum for all students consisting of English, history, mathematics, science, and foreign language.

In 1918, the publication, The Cardinal Principles of Secondary Education, sponsored by the National Education Association, challenged the concept of a single best curriculum as advocated by the Committee of Ten on Secondary Schools and recommended a varied curriculum designed for different futures that became the impetus for the comprehensive high school (Chance, 1992). Within this comprehensive high school some minor changes would take place. In the 1930's, one of these changes was the concept of progressivism which expanded the traditional curricula with more diverse offerings (Bode, 1938, Dewey, 1938). In the 1950's, the curricula again expanded with the launch of the Soviet satellite Sputnik in 1957 which precipitated an increased emphasis on math and science. The perceived need to regain the lead in the space race was so great that justification for monies from the National Defense Education Act of 1956 was used in the late 1950's on the basis of defense needs (Schubert, 1993). This period in American education has been called the Era of Curriculum Innovation (Passow, 1990). The concern for a challenging educational system to regain the competitive edge in the world was echoed by Conant's (1959) report American High Schools Today. Conant emphasized the need for new approaches in American education such as new math and new science.

The 1960's saw a back to basics movement toward a re-establishment of a core curriculum that found few lasting changes (Passow, 1990). Another factor influencing national reform was the fact that America was trying to understand and interpret Vietnam (Chance, 1992; Schubert, 1993). This was a time of questioning authority,

wanting to achieve greater equity, and the developing of curriculum which dealt with world wide events (Schubert, 1993). This same period brought changes in American demographics with increased numbers of minority and lower income students entering schools (Chance, 1992). The 1970's found educational litigation as the means to bring about educational change. Public Law 94-142 represented this political-legal path to reforming the educational system (English, 1990). In the 1970's several reports called for school reform by criticizing schools as unchanging institutions (Passow, 1990).

The current reform movement began in 1983 with the publication of the report A Nation At Risk by the National Commission on Excellence in Education. This educational reform movement is unique in that it has yet to end (Murphy, 1990). It has evolved during the past decade to encompass the restructuring movement and other programmatic shifts, but has remained constant in its reform orientation (Chance, 1992). Since the publication of A Nation At Risk in 1983, every state in the nation has acted to impose higher standards called for by the report (Clinton, 1990), and spending for K-12 education has increased 40% (Fullan, 1993; Goodlad, 1984).

This current reform effort represents one of our nation's most sustained periods of school reform. One thing that has become clear from this current reform agenda is that leadership in schools holds the key to success (English & Hill, 1990; Hersey & Blanchard, 1988; Sergiovanni, 1984).

## Leadership for Schools

Educational reform efforts depend upon adequate leadership at the building level to ensure the success of the reform (English & Hill, 1990; Gainey, 1993; Hersey & Blanchard, 1988; Sergiovanni, 1984). Prior to 1980, reform failed to address school administration and the training and certification of administrators (Achilles,

1984) while research concentrated on various methodologies used by universities in training prospective administrators (Achilles, 1984; Peterson & Finn, 1985). During the latter half of the 1980's most colleges and universities realized that any reform effort "that did not address issues of management and leadership was unlikely to have a lasting impact" (Murphy, 1990, p. 278). In fact, reform without support from administration would easily be diverted and weakened (National Policy Board for Educational Administration, 1990).

The 1987 publication Leaders for America's Schools, sponsored by the University Council for Educational Administration was the first major attempt to identify deficiencies and recommend policy in regard to administrators (Chance, 1992). This report provided the basis for administrator training modules later developed by the National Policy Board. In 1987, the National Policy Board for Educational Administration (NPB) was established to develop a reform agenda for administrator preparation. Two years later, in 1989, the (NPB) released a reform agenda to the public. The document Improving the Preparation of School Administrators: An Agenda for Reform, was a highly controversial report which supported and focused on three main categories in the field of school administration: People/Personnel, Programmatic Concerns and Needs, and Assessment (NPB, 1989). Educational reform had finally addressed the preparation of school administrators (Chance, 1992).

In 1989, the National Association of Secondary School Principals and the National Association of Elementary School Principals agreed to jointly sponsor the National Commission on the Principalship. This commission was charged with two goals: The reform of administrator preparation programs in the United States, and the plans for a national certification process for administrators (The National Commission for the Principalship, 1990). The basis for this commission comes from "a conviction

that preparation programs have failed to move ahead with the times..." and "preparation programs remain essentially unchanged from major reforms of the 1950's..." (National Commission for the Principalship, 1990, p.3). The National Commission for the Principalship defined 21 performance domains for the principalship which represented the scope and responsibility faced by principals as well as the knowledge and skills required to accomplish the various tasks of the job. In 1993, the National Policy Board for Educational Administration published the work Principals For Our Changing Schools: Knowledge and Skill Base. This publication described a knowledge and skill base that encompassed the 21 performance domains developed by the National Commission for the Principalship (1990).

These 21 performance domains focused on the core knowledge and skills for the effective administrator. They were organized into four broad themes: Functional Domains, Programmatic Domains, Interpersonal Domains, and Contextual Domains. Each theme has between four and seven domains which represent the core knowledge and skills for effective school administration (National Policy Board for Educational Administration, 1993).

The Functional Domains constitute the largest area which addresses the organizational processes and techniques that allow the institution to function. These domains incorporate leadership, information collection, problem analysis, judgment, organizational oversight, implementation, and delegation. The Programmatic Domains focus on the scope and framework of the educational program. They include the instructional program, curriculum design, student guidance and development, staff development, measurement and evaluation and resource allocation. The Interpersonal Domains acknowledge the value of human relationships in realizing personal, professional and organizational goals. They include motivating others, sensitivity, oral

expression, and written expression. The Contextual Domains reflect the world of ideas and forces in which the school operates. They include philosophical and cultural values, legal and regulatory application, policy and political influences, and public and media relationships (National Policy Board for Educational Administration, 1993, pp 1.1 - 21.23).

Instead of the traditional models which concentrated on conceptually unifying school administration, the (NPB) focused on the changing context and functions of today's educational leaders. "These 21 performance domains, as identified in the (NPB) document, Principals For Our Changing Schools: Knowledge and Skill Base, comprise the most comprehensive description currently available of the core knowledge and skills required for the principalship." (National Policy Board for Educational Administration, 1993, p. xvi).

In the document Action for Excellence (1983), published by the Education Commission of the States, it stated, "In study after study, it has been shown that one key determinate of excellence in public schooling is the leadership of the individual school principal" (p. 29). President Bill Clinton, then Governor of Arkansas, stated in his address to the Commission that "any reform strategy failing to recognize the need for new sustained leadership in schools will not endure" (1987, p. 1). "Every educational reform report of the 1980's concludes that the United States cannot have excellent schools without excellent leaders. Leadership, therefore, can provide the key leverage to meet successfully major challenges facing the nation's schools" (National Commission for the Principalship, 1990, p. 9). The principal has an important role in the development of a shared vision for his/her school. Principals must facilitate the development of shared visions to create the desired reforms needed in their schools (Deal & Peterson, 1990; Sergiovanni, 1990). "Successful schools not only possess a

shared vision, their staffs also share assumptions, operating procedures, and value norms. Achieving this state requires a process of persuasion and example by which the principal moves the group to pursue objectives along a common roadway" (National Commission for the Principalship, 1990, p.12). In empowering faculties, the principal must make certain that each individual of the group is at a state of readiness (Hersey & Blanchard, 1988). For the first year teacher, the relationship between teacher and principal is crucial (Dunn & Dunn, 1983; Gorton, 1991; Harris, 1979).

Wagner (1990) stated "the lack of support for new teachers, the availability of more lucrative and higher status jobs elsewhere... all weaken teaching's claim to be a profession and encourage exit from the occupation and rapid turnover" (p. 342). Historically, the teaching profession has assumed that a teacher's education was largely complete once the initial hurdle of licensure took place (Wagner, 1990). This contrasts with other professions such as nursing, law, medicine, and engineering where an individual's newness in the profession is recognized, and new professionals receive the supervision of more experienced practitioners in the field (Daresh & Playko, 1992; Fowler, 1992; Gray & Gray, 1985; Taylor, 1986; Wagner, 1990; White, 1990).

Support for new teachers serves as continued training for the professional and as a safeguard for the public. "School principals have a pivotal role in setting the tone for new teacher support, both in assignments... and in staff development" (Wagner, 1990, p. 345). The most important step principals can take to decrease problems incurred by new teachers, however, is to work with them in regard to their role in the organization (Gorton, 1991). Wagner (1990) maintained that "site administrative support is the key" (p. 348).

The relationship between new teachers and their principals is the key component in the success of the new teacher (Ward, 1988). Oklahoma House Bill

1706, passed in 1981, mandated administrative and peer assistance for the entry-year teacher. However, it did not state specifically how administrators were to assist or in what way. House Bill 1706 mandated that administrators evaluate an entry-year teacher's performance three times a year. Research in educational leadership indicates that administrators should spend continuous time in developing teachers (Edmunds, 1979; Gorton, 1991; Jacobson, Logsdon & Wiegman, 1973; Raubinger, Sumption & Kamm, 1974; Sergiovanni,1984). If improved teacher performance and professional growth is to be an outcome for all teachers, most importantly new ones, the building principal must provide the instructional leadership to achieve such an outcome (Edmunds, 1979; Goodlad, 1984; Harris, 1979; NREL, 1990; Shoemaker & Fraser, 1981).

## STATEMENT OF THE PROBLEM

This study obtained entry-year teachers' perceptions of the knowledge and skills of their principals as leaders by utilizing the National Policy Board for Educational Administration document Principals For Our Changing Schools: Knowledge and Skill Base (1993).

## PURPOSE OF THE STUDY

The purpose of this study was to identify the knowledge and skills which comprise the components of the Functional, Programmatic, Interpersonal, and Contextual performance domains in building principals which contribute to the leadership of the building principal as perceived by entry-year teachers. By examining the perceptions of these entry-year teachers with regard to the identified domains as

presented in Principals For Our Changing Schools: Knowledge and Skill Base (1993), this study established answers to the following questions:

1. What interpersonal skills, demonstrated by the building principal, are identified by teachers during their first year of teaching? Interpersonal skills are those identified in the definition section.

2. What contextual skills, demonstrated by the building principal, are identified by teachers during their first year of teaching? Contextual skills are those identified in the definition section.

3. What programmatic skills, demonstrated by the building principal, are identified by teachers during their first year of teaching? Programmatic skills are those identified in the definition section.

4. What functional skills, demonstrated by the building principal, are identified by teachers during their first year of teaching? Functional skills are those identified in the definition section.

## POPULATION

The population for this study was entry-year teachers in the state of Oklahoma. The participants were men and women who had recently completed their first year of teaching in public schools. According to information from the Data Section of the Oklahoma State Department of Education (1993), there were 2,296 entry-year teachers in the state of Oklahoma who were completing their first year of teaching during the 1992-93 school year. Of the 2,296 entry-year teachers last year in the state of Oklahoma, 270 were selected by a proportionate random sample based on the federal census definitions of rural, suburban and urban districts. The 270 entry-year

teachers were mailed letters and survey instruments addressed to those teachers asking them to participate in this study.

The U.S. Census Bureau (National Center for Education Statistics, 1989), defined a rural school district as an area with a population of 2,500 inhabitants or fewer. A suburban school district is defined as an area with less than 400,000 inhabitants but more than 25,000 population. And, an urban school district is defined as a central city of a standard metropolitan statistical area (SMSA) with 400,000 or more population.

Ninety entry-year teachers from each census category, totaling 270 entry-year teachers, were included in this study. The ages of the participants ranged from 20-40 years of age. Approximately one third (90) of the participants were elementary teachers, one third (90) were middle school or junior high school teachers, and the remaining third (90) were high school teachers. Approximately one third (90) of the districts were rural, one third (90) were suburban, and the remaining third (90) were from large urban districts.

In addition, the researcher contacted nine (9) eligible participants from across the state by phone and asked them to participate. Three entry-year teachers from each census category of rural, suburban and urban were interviewed. These nine were selected through a proportionate random sample based on the census definitions of rural, suburban and urban, and on school levels of elementary, middle/junior high and high school. Each participating entry-year teacher signed a consent form (see Appendix A) giving permission to use the information obtained from the interviews.

The participants were contacted and an acceptable time was set for individual interviews. The researcher's questions and the participant's responses were tape recorded in addition to notes taken by the researcher. The tapes were transcripted and

analyzed within 24 hours after the interviews so that all nuances of the interview were included in the data.

## RESEARCH DESIGN AND METHODOLOGY

This study was designed to utilize both quantitative and qualitative methods to obtain entry-year teachers' perceptions of knowledge and skills and how the knowledge and skills correlated to those identified by the National Policy Board for Educational Administration in the document Principals For Our Changing Schools: Knowledge and Skill Base (1993).

Quantitative methodology was employed to gain an understanding of selected entry-year teachers' perceptions as they pertain to building leadership through the use of a questionnaire. Qualitative methodology was utilized to gain knowledge by interviewing a randomly selected group of nine entry-year teacher participants .

The questionnaire was developed using a Likert-type scale to get the entry-year teachers' perceptions of the knowledge and skills of their principal's leadership and how the knowledge and skills correlated to those identified by the National Policy Board for Educational Administration in the document Principals For Our Changing Schools: Knowledge and Skill Base (1993).

The questions used to form the questionnaire were derived from the 21 performance domains as documented by the National Policy Board for Educational Administration. These questions were clustered under the four main themes of the performance domains: Functional, Programmatic, Interpersonal and Contextual. Content validity of the questionnaire was established in three steps:

1. The questionnaire was given to three practicing state administrators and University of Oklahoma professors in the field of public school administration to evaluate the question content and construction of the instrument.

2. A panel of five nationally known experts in the field of school administration then evaluated the questionnaire for content and clarity (Van Dalen, 1979). Each panel expert was a representative from an institution of higher education and an expert in education administration.

3. A field test was conducted with a pilot group of six entry-year teachers (Henerson, Morris & Fitz-Gibbon, 1987). They were given the questionnaire and asked to complete it. The six pilot teachers were not part of the sample population used in the final study. Upon completion of the questionnaire, the researcher reviewed the survey with the entry-year teachers to receive their input on the instrument. They were asked to circle question numbers that were difficult to understand and asked to submit any suggestions to improve the questions. The were also asked if the directions were clear as stated on the questionnaire page.

A sample population of 270 entry-year teachers was selected by a proportionate random sample from the total entry-year population of 2,296 in the state of Oklahoma for school year 1992-93, as documented by the State Department of Education. The 270 teachers were divided into three sets of 90 based on the U.S. Census Bureau definitions of rural, suburban and urban school districts. The 270 entry-year teachers were mailed letters and survey instruments addressed to those teachers asking them to participate in this study. Reminders were mailed to those participants who did not return the questionnaire after ten working days.

Qualitative methodology was also employed in this study. This provided the researcher with face to face interviews with entry-year teachers to discuss the

knowledge and skills of their building principals. According to Tesch (1988), qualitative methodology is the study of the structure, and the variations of structure, of the consciousness to which any thing, event, or person appears (p. 1). In qualitative research, the theoretical base is located within the interpretive paradigm, where the purpose of research is to seek explanations within the reality of the individual's consciousness and subjectivity (Burrell, 1979). "The nature of perception, or of remembrance, or of other modes of experience is the proper theme of phenomenological inquiry. The aim is to bring evident the conscious essence of that which is experienced" (Farber, 1966, p. 49).

Qualitative research is dedicated to the development and refinement of concepts grounded in attentiveness to what is being conceived, such as experience itself (Hamrick, 1985). Qualitative techniques such as interviewing participants to obtain research data and observing participants to record data allow the researcher to describe the phenomenon (Tesch, 1988). Van Dalen (1979) determined that there is an interdependence between quantitative and qualitative methodologies.

Semi-structured interviews were utilized to get the entry-year teachers' perceptions of the knowledge and skills of their principals as leaders and how the knowledge and skills correlated to those identified by the National Policy Board for Educational Administration in the document Principals For Our Changing Schools: Knowledge and Skill Base (1993). The use of semi-structured interviews using open ended questions is useful for allowing participants to answer in their own words to best describe their feelings and perceptions (Borg & Gall, 1989). The questions used in the interview were derived from the 21 performance domains as documented by the National Policy Board for Educational Administration. These questions were clustered under the four main themes of the performance domains: Functional,

Programmatic, Interpersonal and Contextual. Content validity of the questions used in the interview was developed in three steps:

1. The interview questions were subjected to review by practicing Oklahoma administrators and University of Oklahoma professors in the field of public school administration who evaluated the question content.

2. A panel of five nationally known experts in the field of school administration then evaluated these questions for content and clarity in order to establish validity (Van Dalen, 1979).

3. The researcher then field tested the interview questions to improve content validity. Three entry-year teachers were interviewed by the researcher. Upon completion of the interview, the researcher reviewed the interview process and questions with the entry-year teachers to obtain their input on the instrument.

A proportionate random sample of nine (9) entry-year teachers from across the state were contacted by phone asking them to participate in this study by granting an interview with the researcher. The nine were selected through a proportionate random sample based on the census definitions of rural, suburban and urban and based on the three school levels of elementary, middle/junior high and high school. Three entry-year teachers from each census category and level were interviewed. Each interview was audio taped and then transcribed after the interview by the researcher. All participating entry-year teachers signed a consent form (see Appendix A) giving their permission to use information obtained from them in the interviews. The participants were contacted and an acceptable time was set for individual interviews.

Reliability and validity of qualitative research is enhanced when multiple sources of data are used to assess the same phenomenon (Borg & Gall, 1989; LeCompte & Goetz, 1982; McCracken, 1988; Selltiz, Wrightsman, & Cook, 1976).

For this study, multiple sources of data included nine qualitative interviews and 270 quantitative questionnaires. Multi-methods, quantitative and qualitative procedures, have been used in this study to identify the components of the Functional, Programmatic, Interpersonal and Contextual performance domains in building principals which contribute to the leadership of the building principal.

According to Goetz and LeCompte (1984), reliability refers to the extent to which studies can be replicated. Thus, in a qualitative study there must be a way of maintaining accuracy in the reporting of data. Bowers and Courtright (1984) state that there must be a "degree of agreement of a rater with himself when he judges the same object at different times" (p. 116). This is called intra-rater reliability. Intra-rater reliability was used in analyzing the interview data. The researcher in this study analyzed the data as soon as all interviews were transcribed. After a period of time had passed, the researcher again analyzed the data from the very beginning to affirm the results obtained the first time. In re-analyzing the data this way, the researcher established intra-rater reliability.

Split-half reliability was utilized to achieve consistency with quantitative methods (Henerson et al., 1987). This allowed the researcher to obtain the two necessary scores used in figuring the correlation coefficient of reliability in just one administration of the test (p. 148). The use of split-half reliability separates reliability considerations from the effects of learning the instrument or developmental change in the respondents (p. 148). In using split-half reliability, the researcher designs the instrument so that there are actually two instruments in one (p. 149). The questionnaire is initially designed in two halves, each half containing the same number of questions and comparable question content. "The questions must be considered equivalent enough for random distribution to essentially separate forms" (p. 148). The

questions are then randomly placed in the single questionnaire so that respondents must answer each content item twice (Henerson et al., 1987).

Triangulation is the technique of using multiple data sources to corroborate evidence and findings. These multiple sources may refer to multiple copies of one type of source such as interviews with participants (Lincoln & Guba, 1985). Triangulation of data was achieved by using two types of data collection. They were: (a) the questionnaires sent to 270 participating entry-year teachers across Oklahoma to get their perceptions of their building principal's leadership, and (b) the semi-structured interviews with nine (9) entry-year teachers. Triangulation, as stated by Lincoln and Guba (1985) is also a mode for improving the probability that findings will be credible. Thus, all entry-year teachers who completed the questionnaire were contributing to this one study on the leadership of the principal.

## SIGNIFICANCE OF THE STUDY

This study developed a profile of the building principal's knowledge and skills in public schools, as identified by entry-year teachers, and correlated the knowledge and skills to the Functional, Interpersonal, Programmatic, and Contextual performance domains established by the National Policy Board for Educational Administration. The completed research:

1. Examined the perceptions of entry-year teachers which provided a more comprehensive profile of building principals and added to the body of knowledge.

2. Provided further information regarding building level administrators and how their knowledge and skills impacted entry-year teachers.

3. Examined the performance domains of the National Policy Board for Educational Administration and how these domains correlated to the knowledge and skills of the building principal as perceived by first year teachers.

4. Provided data as to what Functional, Programmatic, Interpersonal and Contextual skills were identified as essential to first-year teachers.

5. Provided data that will improve administrator preparation programs at the university level as the recognition of the relationship of the building principal and the entry-year teacher is examined.

## LIMITATIONS

The ability of the individual researcher to perform the necessary tasks was a potential limitation of the study. According to Tesch (1988), the researcher must be skilled in interviewing and also in interpreting and synthesizing the data. In this study, the researcher became proficient in the interview process so that objectivity and reliability were insured. Another possible limitation was that the credibility of participants in the interview process could be a limitation. The participant may omit relevant data in the interview. However, Goetz and LeCompte (1984) indicated that all information is valid even though it represents a particular point of view.

A possible limitation could have occurred if the response rate was less than expected. This could have had a diminishing effect in the research if participants did not mail back their questionnaires.

The use of a tape recorder may have caused some limitations by keeping participants from being as sincere and straightforward as they might be without it. However, all the participants had been informed of the purpose of this study in advance and they had freely volunteered to give the interview (Guba, 1980).

## DEFINITION OF TERMS

Administrative Attributes: The variability of performance as connected to personal factors of an administrator (Griffiths, 1959).

Administrative Behavior: The resultant of institutional expectations and individual personality of an administrator (Getzels & Guba, 1957).

Administrative Characteristics: Descriptions of what administrators do and why they do it (Boyan, 1988).

Contextual Domains: These domains reflect the world of ideas and forces in which the school operates. They include philosophical and cultural values, legal and regulatory applications, policy and political influences and public and media relationships.

Entry-Year Teacher: A teacher who is in his/her first year of professional teaching for pay at a school site.

Functional Domains: These domains incorporate leadership, information collection, problem analysis, judgment, organizational oversight, implementation and delegation.

Interpersonal Domains: These domains acknowledge the value of human relationships in realizing personal and professional and organizational goals. They include motivating others, sensitivity, oral expression and written expression.

Leadership: The process of influencing the activities of an individual or a group in efforts toward goal achievement in a given situation (Hersey & Blanchard).

Mentor: A person who provides leadership, sponsorship and support to another person in terms of his/her career and occupation (Whitely, Dougherty, & Dreher, 1991).

Open-ended Question: A question structured to allow the participants to respond in their own words (Borg & Gall, 1989).

Participant: The person that the researcher interviews. In phenomenology, the researcher and the participant work together to find conclusions.

Principal: The school administrator who reports directly to the superintendent. The principal has authority to direct and control specified school personnel, resources and decisions within his/her school (Knezevich, 1975).

Programmatic Domains: These domains focus on the scope and framework of the educational program. They include the instructional program, curriculum design, student guidance and development, staff development, measurement and evaluation and resource allocation.

Reliability: The extent to which studies can be replicated (Goetz & LeCompte, 1984).

Rural School District: The U.S. Census Bureau category for an area with a population of 2,499 inhabitants or fewer.

Suburban School District: The U.S. Census Bureau category for an urbanized area (UA) with a minimum population of 50,000 inhabitants and fewer than a metropolitan area (MA) of 100,000 inhabitants.

Triangulation: A technique which requires the use of multiple data sources to establish credibility ( Lincoln & Guba, 1985).

Urban School District: The U.S. Census Bureau category for a metropolitan area (MA) of 100,000 inhabitants or more.

Validity: The extent to which one can rule out interpretations of an instrument's results other than the one wanted (Henerson, 1987).

Year: A school calendar year.

## SUMMARY

The school principal is the instructional leader for the building (Sergiovanni, 1984). As communities across America act to reform their schools and improve teaching and learning, it becomes more clear that a quality school leader is essential to success for all teachers and schools (Dyer, 1993). He or she must be able to set the tone for new teacher support, and provide the leadership necessary to ensure success (Wagner, 1990).

This study on entry-year teachers' perceptions of knowledge and skills of their building principals augmented the literature on the role of the principal. The research compiled from this study was compared to the 21 essential performance domains as identified by the National Policy Board for Educational Administration in the document Principals For Our Changing Schools: Knowledge and Skill Base (1993). Thus, a dual perspective of the building principal is provided in this study.

## CHAPTER 2

## REVIEW OF THE LITERATURE

Introduction

The role of the principal has evolved since the 1800's (English & Hill, 1990; Raubinger et al., 1974). The concept of accountability was the first of many efforts to reform the role of the principal and education in America (English & Hill, 1990). The current reform effort that started in 1983 is significant in that it is still with us and has remained constant in its reform orientation (Chance, 1992). One thing that has become clear from school reform is that leadership in schools holds the key to success (Hersey & Blanchard, 1988; Sergiovanni, 1984). Successful schools must possess a shared vision and value norms (National Commission for the Principalship, 1990). The principal must set the example as he/she moves the staff toward pursuing educational objectives. For the first year teacher, the relationship between teacher and principal is crucial (Dunn & Dunn, 1983; Gorton, 1991; Harris, 1979; Ward, 1988). The building principal must provide the instructional leadership to his/her staff, especially new teachers, to achieve desired school outcomes (Edmunds, 1979; Goodlad, 1984; Harris, 1979; Sergiovanni, 1984).

Four distinct bodies of literature contributed research to this study: (a) the role of the principal and leadership, (b) the Effective Schools literature on principals, (c) school reform, and (d) mentor research. The role of the principalship has developed over the past century because of the evolution and reforms of public education (Bacharach, 1990; Cuban, 1990; Kirst, 1990; Metz, 1990; Passow, 1990). School leadership research (Jacobson et al., 1973; Martinko & Gardner, 1984; Sergiovanni, 1984; Raubinger et al., 1974) suggests the building principal is the

instructional leader. According to mentor research, the role of the building principal includes the leadership, development and guidance of first year teachers (Gorton, 1991; Griffin & Millies, 1987; Harris, 1979; Wagner, 1990).

The Role of the Principal and Leadership

The school principalship was a well understood concept in the America of the eighteenth century (Culbertson, 1988; Jacobson, Logsdon & Wiegman, 1973; Silver, 1983; Williams, 1957). The word principal comes from the Latin word principalis, meaning first in rank, station, or esteem. The term principal initially meant principal teacher of the school. The responsibilities of early principals were fairly routine in that they were charged with providing basic resources for the school such as curriculum planning and instructional delivery (Raubinger et al., 1974). Early principals were also responsible for maintaining cleanliness, for monitoring the attendance of pupils and teachers, and for handling the enrollment and placement of students (Raubinger et al.,1974). As schools grew in size and the number of faculty members increased, tasks such as school scheduling, assignment of personnel, and curriculum development assumed greater importance, and this change resulted in the need for continued evolution in the public schools (English & Hill, 1990; Jacobson et al., 1973; Raubinger et al, 1974; Williams, 1957). School superintendents soon realized their inability to administer the district efficiently without the aid of a professional assistant in each local school (Jacobson et al., 1973).

In 1848 the Quincy Graded School was created and was the first such effort to move away from the full-day integrated curriculum to the utilization of separate courses of study. These courses of study required close coordination among teachers so that the separate programs formed parts of the whole. This coordinating function

placed new demands on principals. William Harold Payne wrote the first book on school administration in 1857 which was followed by a second book on school administration by James Russell in 1897 (Culbertson, 1988). By 1858, several states had passed laws that directly impacted the role of the principalship (English & Hill, 1990). One such law identified in The School and the Schoolmaster by Emerson and Potter (1858) read "in every department of public service, a rigid system of accountability is looked upon as the main secret for securing efficiency and fidelity; and in order to maintain such a system, principals are held responsible for the proceedings of their subordinates" (p. 256).

This concept of accountability became more deeply ingrained in the role expectations for the principal. As early as 1887, the principal was no longer seen as the principal teacher confined to a single classroom but was now viewed as one who inspected the work of other teachers (English & Hill, 1990). "As the nineteenth century drew to a close, the principalship found its prestige was greatly enhanced" and the principal "gained the right to play a part in the transfer and assignment of teachers" (Jacobson et al., 1973, p. 31). This movement toward accountability created the need for formal evaluations of teachers and made the role as supervisor an added dimension to the day-to-day activity of the principal (Cubberley, 1929). "It is fair to characterize supervision by the principal before 1900 as inspection" (Jacobson et al., 1973). The concept of accountability was the first of many efforts to reform the role of the principal and education in America (English & Hill, 1990).

Textbooks published during the mid 1900's supported the concept of accountability by describing the functions and units of school administration. One of the best administration texts of the period, The Administration of Public Education in The United States, (Dutton & Snedden, 1908), listed chapters on finance, the teaching

staff, and bibliographies on prior works (Culbertson, 1988). The Department of Secondary School Principals was organized in 1916 at the Detroit meeting of the National Education Association (Jacobson et al., 1973).

The 1940's found professors of educational administration drawing upon the various Western Electric studies (Roethlisberger & Dickson, 1939) which emphasized the importance of human relations in administration. One particular book, Administrative Behavior by Herbert Simon (1945), became a building block for the field of administrative science during this time (Culbertson, 1988). In 1947, the American Association of School Administrators (AASA) took an active role in standardizing preparatory courses for school administrators due to the fact that school administration was now seen as a profession (Griffiths, 1988).

In 1950 and 1951, the Cooperative Program in Educational Administration began in eight institutions: (a) Harvard, (b) Columbia Teachers College, (c) the University of Chicago, (d) the University of Texas, (e) Peabody College for Teachers, (f) Ohio State University, (g) Stanford University, and (h) the University of Oregon (Jacobson et al., 1973, p. 34). This program, underwritten by the Kellog Foundation, concentrated on creating a research base on school administration and later, specifically on the principalship. The 1950's found an expansion in school administration theoretically with the publication of Griffiths' book Administrative Theory (1959). It was during this time that school administration became more theory-based with the efforts of additional researchers like Jacob Getzels and Andrew Halpin (Culbertson, 1988) The 1960's found federal and state laws adding to the responsibilities and duties of the principalship and in policy making (Culbertson, 1988; Passow, 1990; Silberman, 1970).

The role of today's principal is one in which there is little or no overlap with teachers because of the complex and differentiated duties dictated by society (Griffiths, 1988). Through all of our nation's public school reform efforts the principal has remained "the first and final focus of accountability in schools." (English & Hill, 1990, p.2). Today, leadership is defined several ways. Leadership and management are not synonymous terms. One can be a leader of people without managing them. Conversely, one can manage and monitor people without fulfilling the inspirational and educational functions of leadership (Sergiovanni, 1984). Bass (1981) defined leadership "as an interaction between members of a group" and that "the leader had influence on the group" (p. 16). Immegart (1988) stated that there is a fine line between leadership style and leadership behavior. Leadership behavior research is that which focuses on the effects of particular leader behaviors and the effort to link the behavior of leaders to a variety of other variables, as opposed to generic patterns of definitions of style (p. 263). Leadership, according to Sergiovanni (1984), must translate intent into reality. Leaders who can do this possess the following characteristics: (a) Vision - the ability to communicate a compelling and desired state of affairs, (b) Communication - the capacity to communicate their vision in order to gain the support of their colleagues, (c) Persistence - the ability to maintain the organization's direction, (d) Empowerment - the capacity to create the appropriate social architecture, and (e) Organizational Learning - the capacity to find ways for the organization to monitor its own performance and adjust accordingly to improve (p. 66).

Immegart (1988) indicated that during the 1940's, research on school leadership was concentrated in scientific study, and that the approach has now shifted from the great man theory to the exploration of styles, behaviors, situations and other

related concerns, and that the consistency in which some traits have been linked to leaders and leadership situations indicates that certain traits are associated with leaders in leadership situations (p. 261). Several attributes are associated with effective leaders in management situations. These include a high need for achievement, self-confidence, a need for socialized power, a desire to compete with peers, a high energy level, an interest in oral persuasive activities, and relevant technical, conceptual and interpersonal skills (Guthrie, 1991). Important personal characteristics looked for in hiring administrators included human relations skills, organizational ability, communication skills, judgment, character, open-mindedness, poise, sense of humor, and vocal quality (Brown, 1977; Powell, 1984; Robertson, 1984). The complexity and situational nature of leadership together argue strongly for expanding the numbers of variables in leadership studies such as behaviors, characteristics, situations and outcomes (Immegart, 1988). Jacobson et al. (1973) maintained that even more important than any set of physical characteristics are the principal's mental characteristics (p. 41). The principal must have a high degree of intelligence to enable him/her to acquire the technical training required for the position (p. 42).

Boyan (1988) observed that 23 categories of administrative behavior have attracted the attention of investigators. They are: "(a) buffering, (b) controlling and coordinating, (c) climate and culture building, (d) communicating, (e) decision making, (f) evaluating, (g) goal setting, (h) handling conflict, (i) instructional leadership, (j) innovating, (k) leading and leader behavior, (l) making meaning, (m) mediating, (n) motivating, (o) political behavior, (p) problem solving, (q) procuring and allocating resources, (r) rule administration, (s) socializing, (t) supervising, (u) supporting, (v) talking and (w) style and process" (p. 76). Several studies have validated behaviors, characteristics and attributes of effective principals (Bridges, 1982; Dill, 1984;

Dwyer, Lee, Rowan & Bossert, 1983; Luthans & Lockwood, 1984; Martinko & Gardner, 1984; Mintzberg, 1973).

Leadership skills have also been described as situational (Sergiovanni, 1984; Hersey & Blanchard, 1988; Guthrie, 1991). Leadership is the act of someone deciding what will be and then acting accordingly to make it so. Leadership also has an emotional effect. Effective leaders care. Leaders invest their time, their ideas, and themselves in terms of commitment. Nothing serves an organization better than leadership which knows what it wants and empowers others to achieve it as well as knowing when to change (Sergiovanni, 1984).

The perception that a leader is effective says as much about the perceiver as the leader. Leadership comes to be associated not only with behaviors but with certain aesthetic properties including direction, engagement, inspiration, fit, and originality (Duke, 1987, p. 25). Jacobson et al. (1973) noted that one of the most common reasons for the failure of principals is that teachers' judgments and perceptions of the principal's worth were not congruent with the leader. Studies have concluded that the principal is perceived by teachers as being the leader of the school (Brookover & Lezotte, 1977; DeRouche, 1981; Edmunds, 1979; Lezotte, 1989). It is also apparent that the perceptions of leader behavior among different reference groups vary as well as leaders' perceptions of their own behavior differ from that of subordinates and superordinates (Hencley, 1973).

As a leader, the principal has a three-fold decision-making responsibility. He/she monitors the decision-making process of teachers, serves as a facilitator for decision making and acts as a transactional agent between and among levels of decision making (Raubinger et al., 1974). The principal sets forth the procedures that will assist new teachers. He/she must provide the time, space and climate wherein

instructional decisions can be made. To be a successful leader among teachers, the principal must invest in human activities such as building communication structures, clarifying decision-making roles, paying attention to each individual's capacity to change, and self understanding (p. 93).

The principal's attitude is very important for first year teachers (Jacobson et al. 1973, p. 182). "Certainly no one questions the advisability of wise and competent supervisory help for beginning teachers and he/she must spend time reinforcing the existing teachers so that they don't feel insecure when another new teacher joins them" (p. 182). The principal must also reinforce the new teacher to become both a productive and innovative teacher. Frequent communication between the new teacher and the principal becomes an important part of the first year process (Jacobson et al., 1973). The most important task for a principal as instructional leader is the improvement of instruction. This includes individual counseling, planning and evaluation of teaching proficiency as well as meeting with groups of teachers on curriculum or instructional matters. Principals cannot expect teacher loyalty and followership unless the principal involves them in instructional improvement and planning (Dwyer et al., 1983; Jacobson et al., 1973).

Principals must be aware of the instructional ability of each of his/her teachers at all times. New teachers should receive early observation and supervision (Dunn & Dunn, 1983). The supervision of new teachers will help them obtain, interpret and utilize evaluative feedback. Raubinger et al. (1974) observed that the principal must work with teachers in the development of instructional objectives since many new teachers have little experience in stating objectives. The principal must also assist in the process of selecting and sequencing course content, planning learning activities and developing instructional materials. Another area in which new teachers need

assistance is in the development of instruments to measure student achievement. The perceptive principal will also help teachers develop staff-student relationships so that they can better relate to their students. Principals must provide inexperienced teachers with the kind of support and assistance that will enable them to improve their teaching effectiveness.

The principal must face the reality that effective supervision will require large amounts of time. Principals must be available to teachers on a regular basis if real assistance toward goals are to be achieved. And, they must be available when teachers can be available (Raubinger et al., 1974, p. 303). The role of the principal is not to improve a teacher's knowledge in their subject area, but rather to help him/her put that knowledge to use in order to facilitate student learning (Raubinger et al., 1974). Exercising instructional leadership takes time and energy over and above that which must be spent on administering a school. Responsibilities other than instructional leadership frequently press administrators' time leaving them feeling that they are spread too thin (Gorton, 1991). To be an effective leader over a period of time, the principal must base his leadership on knowledge. He/she must have a clear vision of where they want to go and why they want to get there (Chance, 1992).

Effective Schools Research on the Principalship

The effective schooling research base identified instructional leadership characteristics associated with measurable improvements to determine what principals do to support teaching and learning. The effectiveness of a school is largely dependent upon the type of leadership the school principal provides (Jacobson et al., 1973). If a principal is going to affect change with teachers- the school, not the district, is the primary unit of change; and the principal is the key to facilitating improvement

(Behling, 1981; Berman & McLaughlin, 1978; Edmunds, 1979; Goodlad, 1984; Henderson & Perry, 1981; Shoemaker & Fraser, 1981). Effective schools research (Berman & McLaughlin, 1978; Clark, Lotto, & Astuto, 1984; Edmunds, 1979; Goodlad, 1984; Henderson & Perry, 1981; Lezotte, 1989) examined what principals do at their sites to positively affect education. Bossert (1988) summarized the effective principal:

> "1. Effective principals are actively involved in setting instructional goals, emphasizing basic skills instruction, developing performance standards for students, and expressing the belief that all children can achieve.
>
> 2. Effective principals are more powerful than their colleagues, especially in the areas of curriculum and instruction. They are seen as leaders and are effective in maintaining support of parents and the local community.
>
> 3. Principals in effective schools devote more time to the coordination and management of instruction and are more skilled in instructional matters. They observe their teachers at work, discuss instructional problems and support teachers' efforts to improve.
>
> 4. Effective principals recognize the styles and needs of teachers and help those teachers achieve their own performance goals. They instill a sense of pride in the school among teachers, students and parents" (p. 346).

The Northwest Regional Education Lab (NREL,1990) compiled the most up-to-date listing on effective schools correlates. Their publication, Effective Schooling

Practices: A Research Synthesis 1990 Update, stated first and foremost, effective site principals were instructional leaders who set high standards and goals and observed teachers frequently (Bossert et al., 1982; Good & Brophy, 1985; Purkey & Smith, 1983). The principal continually expressed expectations for improvement and expected all staff members to meet high instructional standards (Brookover et al., 1979). When demonstrating instructional leadership, the principal worked closely with teachers on curricular and teaching issues (Blumberg & Greenfield, 1980; Lipham, 1981).

The strategic image of effective schools has emphasized the importance of the instructional leader (Bliss, 1991). Lipham (1981) studied effective schools and titled his book Effective Principal, Effective School because the correlates for leadership were so strong. Effective schools data stated that effective site principals knew and used teaching and learning principles. They modeled effective teaching practices for staff as appropriate. And, they were accessible to staff members for consultation. Principals established trouble-shooting routines to help staff get quick resolution of instruction related concerns.

Effective schools research revealed that classroom visits by the principal to observe instruction were frequent (Blumberg & Greenfield, 1980; Lipham, 1981; NREL, 1990). Instruction and implementation were checked carefully and frequently. Building principals set up systems of incentives and rewards to encourage excellence in teacher performance. Resources were made available for professional development of teachers and the building principal provided skill-building activities and staff development over time so that practice was able to take place (NREL, 1990). The effective schools data on instructional leadership represents a broad and integrated picture of effective schooling practices. Effective schools research demonstrates the

importance of the building principal and his/her relationship with teachers (Bossert, 1988).

Public School Reform

The twin themes of reform in our country have always been equity and excellence (Cuban, 1990). Equity is the pressure to make each school responsive to the needs of its community and to ensure that all students have an opportunity to make it in society. Excellence is described as the pressure to ensure that the general needs of the country are being met and that schools produce good citizens and a ready workforce (p. 3).

Reform is common in the American education system with cycles of reform coming and going each decade (Schubert, 1993). The current passion among states for a traditional education is a reoccurring solution that dates back over a century (Cuban, 1990, p. 135). The differences, however, are whether or not the reforms make an impact on the educational system and to what magnitude (Chance, 1992). Significant reform efforts for American schools began as early as the mid-nineteenth century when the idea of tax-supported public schooling prevailed so that all students could be exposed to the same curriculum - common schooling (Cuban, 1990). Early in 1893 the Committee of Ten on Secondary School Studies, chaired by Harvard President Charles Eliot, recommended changes in the educational curriculum and advocated an academic core curriculum for all students consisting of English, history, mathematics, science, and foreign language (p. 136).

In 1918, the publication, The Cardinal Principles of Secondary Education, sponsored by the National Education Association, challenged the concept of a single best curriculum as advocated by the Committee of Ten on Secondary Schools and

recommended a varied curriculum designed for different futures that became the impetus for the comprehensive high school (Chance, 1992). The invention of the comprehensive high school represented a workable compromise that both the lay public and professional educators could endorse (Cuban, 1990). Within this comprehensive high school some minor changes would take place. Over the next thirty years secondary school progressives headed the comprehensive high school into a varied curriculum including vocational education, college preparatory classes, and business classes (Cuban, 1990). Prior to 1920, school supervision consisted of inspection. By the mid 1930's the concept of supervision changed to one of coordination and service (Jacobson et al., 1973). The 1930's fostered the concept of progressivism which expanded the traditional curricula with more diverse offerings (Bode, 1938; Dewey, 1938).

In the 1950's, the curriculum again expanded with the launch of the Soviet satellite, Sputnik, in 1957 which precipitated an increased emphasis on math and science. The perceived need to regain the lead in the space race was so great that justification for monies from the National Defense Education Act of 1956 was used in the late 1950's on the basis of defense needs (Schubert, 1993). This period in American education has been called the Era of Curriculum Innovation (Passow, 1990). The 1950's saw education become the target of ridicule with reports citing the U.S. for having low academic standards and low quality of teaching in high schools (Cuban, 1990). The concern for a challenging educational system to regain the competitive edge in the world was echoed by Conant's (1959) report, American High Schools Today. Conant emphasized the need for new approaches in American education such as new math and new science.

The 1960's saw a back-to-basics movement toward a re-establishment of a core curriculum that found few lasting changes (Passow, 1990). Silberman (1970) stated in Crisis in the Classroom: The Remaking of American Education that the 1960's had produced a vast amount of change in education, yet the schools themselves were largely unchanged (p. 50). By the mid 1960's social and political movements aimed at helping the poor and minorities swept across schools (Cuban, 1990). "Education became a weapon in the war on poverty, a medium for breaking down the walls of segregation, a ladder for the culturally deprived to climb to opportunity, and an engine for propelling a technologically advanced economy" (Culbertson, 1988, p. 18). Another factor influencing national reform was the fact that America was trying to understand and interpret Vietnam (Chance, 1992; Schubert, 1993). This was a time of questioning authority, wanting to achieve greater equity, and the developing of curriculum which dealt with world wide events (Schubert, 1993). This same period brought changes in American demographics with increased minority and lower income students entering schools (Chance, 1992). The 1970's found educational litigation as the means to bring about educational change. Public Law 94-142 represented this political-legal path to reforming the educational system (English, 1990). In the 1970's several reports called for school reform by criticizing schools as unchanging institutions (Passow, 1990).

The current reform movement began in 1983 with the publication of the report, A Nation At Risk: The Imperative for Educational Reform, by the National Commission on Excellence in Education. This educational reform movement is unique in that it has yet to end (Murphy, 1990). It has evolved during the past decade to encompass the restructuring movement and other programmatic shifts but has remained constant in its reform orientation (Chance, 1992). Since the publication of A

Nation At Risk in 1983, every state in the nation has acted to impose higher standards called for by the report (Clinton, 1990), and spending for K-12 education has increased 40% (Fullan, 1993; Goodlad, 1984).

This current reform effort represents one of our nation's most sustained periods of school reform (Boyd, 1990), and has been categorized into two waves. The first wave started in 1983 with the publication of A Nation At Risk, and ended in 1986. It was categorized by a move toward centralization, tougher state mandated standards, standardization of curriculum, and basically an intensification of the education system as it has evolved over the decades (Bacharach, 1990; Kirst, 1990; Metz, 1990; Passow, 1990).

The second wave started during 1986 with the publication Time for Results (National Governor's Association) and continues today. This wave is categorized as a reaction to the first wave and is a move toward district and site-based improvement, teacher empowerment, shared governance, more curriculum planning time for teachers, addressing at-risk students and an investment in teaching strategies (Bacharach, 1990; Hawley, 1990; Metz, 1990). The 1986 Carnegie Forum on Education and the Economy report, A Nation Prepared: Teachers for the 21st Century, added momentum for the second wave of reform calling for the restructuring of schools which included providing a professional environment and a better induction process for new teachers. Realizing that a new second wave of this reform was beginning, efforts began to recognize the crucial function of teachers, principals and other professionals and how they all relate to each other in the reform process (Passow, 1990, p. 17). One thing that has become clear from this current reform agenda is that administrative leadership and those in the leadership role in schools hold

the key to success (English & Hill, 1990; Hersey & Blanchard, 1988; Honig, 1990; National Policy Board for Educational Administration, 1993; Sergiovanni, 1984).

Mentoring

Once the assignment decision for a new teacher has been made, new personnel must be appropriately inducted into the organization because new teachers will not be productive until they are knowledgeable of the work to be performed and the environment in which it is to be performed (Griffin & Millies, 1987; Harris, 1979). "Historically, we have assumed that a teacher's education is largely complete once the initial hurdle of licensure has been cleared. This contrasts with other professions where new professionals receive the supervision of more experienced peers" (Wagner, 1990, p. 342).

Mentorship research confirms that the relationship between the teacher and the principal/mentor who models and communicates effectively is important (Gorton, 1991; Wagner, 1985; Harris, 1979). Research also confirms that the relationship of mentors and mentees to career advancement is fairly direct (Miklos,1988). New teachers must receive guidance and assistance during their induction into the classroom in order to be successful (Honig, 1990). The teacher's first year of experience may have far reaching and long-term consequences including the teacher's effectiveness. Effective schools research indicated that the classroom teacher's performance is an important factor in student and school outcomes (NREL, 1990). Most importantly, the school administrator must establish expectations, norms of conduct, and standards of practice in addition to providing the resources for new teachers (Sykes, 1990).

Mentoring has been practiced for thousands of years (Gray & Gray, 1985). It has been a successful practice in major corporations, industries, and in the education setting (Gray & Gray, 1985; Taylor, 1986; Wagner, 1985). Kram (1985) described the practice of mentoring as being two fold. One side deals with career and cultural issues; the other side deals with role modeling, counseling and friendship. Pavan (1986) described the functions of mentoring for education administration in two areas as well:

> 1. Career mentoring included sponsorship, exposure and visibility, coaching, protection, challenge, shared expertise, information, observation, experience, salary negotiations, feedback and access to others in the field.
>
> 2. Psychosocial mentoring included role modeling, support and encouragement, counseling, friendship, risk taking, self concept, career plan formulation, sounding board and the facilitation of moving from teacher to administrator (p. 22).

Mentors are often referred to as coaches, trainers, role models, advisors, counselors and sponsors (Burke & McKeen, 1990; Bushardt, Fretwell & Holdnak, 1991; Zey, 1991). The person being mentored is often referred to as the protege, mentee, trainee, and understudy (Brown, 1990; White, 1990; Zey, 1991). The concept of mentoring deals in terms of relationships between the mentor and mentee (Whitely et al., 1991) and is a people-oriented practice (Gray & Gray, 1985).

Mentoring relationships have been considered important in professional identity and career development (Brown, 1990; Burke & McKeen, 1990; Daresh & Playko, 1992; Fowler, 1982). Mentoring is a socialization process in which the young professional learns the implicit and explicit ways in which the organization functions

(Fowler, 1982) along with the group norms and values (White, 1990) and, it is generally accepted that mentoring contributes positively to the mentor (Zey, 1991). Wagner (1990) states "Induction into the [teaching] profession implies the development of a set of values and mores about good teaching" (p. 346).

Many teacher induction programs have a mentor-mentee component in them. The success of a mentor program relies heavily upon the quality of mentors involved in the programs (Gorton, 1991). Wagner (1985) identified the following five skills as necessary for a mentor to possess: (a) communication, (b) modeling, (c) leadership, (d) trust, and (e) closure (p.24). In large districts a career/master teacher is often the one who assumes the title of mentor. In smaller districts it is the building principal who assumes the position of mentor. "Through such practices, good principals make good teachers even better" (DeLong, 1989, p. 27).

Perhaps at no time in a teacher's career is there a greater need for consideration and guidance than during the first few months of service (Harris, 1979). Research on beginning teachers identified seven areas with which teachers experience difficulty and in which they typically need assistance during their first year. These areas include: "(a) knowing what is expected of them, (b) planning and organization for teaching, (c) motivating and evaluating students, (d) achieving personal and professional self confidence, (e) establishing cooperative relationships with other members of the school, (f) communicating with parents and the community, and (g) classroom management" (Ryan, 1980, pp. 6-8). The first year of public school teaching has a lasting effect on individuals entering the education field and the principal plays a crucial leadership role (Krajewski, 1988). The beginning year for a teacher can make or break the individual who chooses a career in teaching (Krajewski, 1988). Gorton (1991) and Wagner (1990) stated that the most important step principals can take to

decrease problems incurred by teachers is to work with the staff, particularly new teachers, in regard to their roles in the organization. Good mentors do whatever it takes to facilitate success for the mentee (Shelton, Bishop & Pool, 1991) and successful managers inevitably become mentors to others (Burke & McKeen, 1990; Leizar, 1984).

Many first year teachers, also known as entry-year teachers, are thrust into the world of teaching with little more than a semester of practical on-the-job teaching experience (Gorton, 1991). In Oklahoma, entry-year teachers are mandated by law to meet with their administrator, cooperating teacher and an educator from higher education a minimum of three times a year to evaluate their teaching performance (The Teacher Reform Act of 1981, Oklahoma House Bill 1706). House Bill 1706, passed in 1981, implemented the Entry Year Teacher Assistance Program in Oklahoma. The purpose of the current entry-year teacher program, as stated by the Oklahoma State Department of Education, is to (a) assist the entry-year teacher during the initial year, (b) make recommendations regarding certification, (c) make recommendations for a staff development program for the teacher for the following year (Entry Year Assistance Program, 1981, p. 1).

The entry-year teacher program lasts for a minimum of 180 days, and can last up to twice that long if needed. Upon the successful evaluation period entry-year teachers qualify to obtain their standard certification. A basic assumption, however, is that site administrators have adequately assisted entry-year teachers prior to evaluating them as mandated by House Bill 1706. If the necessary guidance and assistance have not been provided for, the entry-year teacher has no recourse but to repeat the process again in hopes that performance might be more positively evaluated. "Many teachers fail and leave the teaching profession because of the frustrations they meet in the first

year of teaching. . . because of this, every principal should have a definite plan for helping new teachers" (Jacobson et al., 1973, p. 138).

## SUMMARY

The role of the principalship is much different today than historically (Culbertson, 1988; English & Hill, 1990; Passow, 1990; Raubinger et al., 1974). The concept of principal supervision has evolved from inspection to coordination of resources (Jacobson et al., 1973). Leadership research too has evolved over the past century (Culbertson, 1988; Griffiths, 1988). Leadership research has gone beyond the big man theory (Immegart, 1988) to instructional leadership (Jacobson et al., 1973; Raubinger et al., 1974; Sergiovanni, 1984). School administrative leadership research is also inclusive of leadership behavior (Boyan, 1988; Immegart, 1988; Martinko & Gardner, 1984), leadership characteristics (Brown, 1977; Guthrie, 1991; Powell, 1984), and effective practices as documented by the effective schools data (Berman & McLaughlin, 1978; Clark, Lotto, & Astuto, 1984; Edmunds, 1979; Goodlad, 1984; Henderson & Perry, 1981; Lezotte, 1989).

Public school reform has always been concerned with equity and excellence (Cuban, 1990). Although there have been previous attempts at school reform in the past (Schubert, 1993), the current wave of reform has existed for over a decade and remains constant in its orientation (Chance, 1992; Murphy, 1990). Another reform constant is that administrative leadership and those in leadership positions hold the key to success for schools today (English & Hill, 1990; National Policy Board for Educational Administration, 1993).

Mentor research confirms the relationship between principal and new teacher as vital to the success of the teacher (Gorton, 1991; Harris, 1979; Jacobson et al.,

1973; Wagner, 1985). New teachers must receive guidance and assistance during their induction into the classroom in order to be successful (Honig, 1990). In Oklahoma, the Entry Year Assistance Program, part of Oklahoma House Bill 1706, mandated meetings between new teachers and administrators for the purpose of evaluating the new teacher's performance. Upon completion of the successful evaluation period, entry-year teachers qualify to obtain their standard certification. A basic assumption, however, is that site administrators have adequately assisted entry-year teachers prior to evaluating them as mandated by House Bill 1706. Every principal should have a definite plan for assisting new teachers (Jacobson et al., 1973).

# CHAPTER 3

# METHODOLOGY

## Introduction

The term principal initially meant principal teacher of the school. The responsibilities of early principals were fairly routine in that he or she was charged with providing basic resources for the school such as curriculum planning and instructional delivery (Raubinger, Sumption & Kamm, 1974). As schools grew in size and the number of faculty members increased, tasks such as school scheduling, assignment of personnel, and curriculum development assumed greater importance and this change resulted in the need for continued evolution in the public schools (English & Hill, 1990; Raubinger et al, 1974; Williams, 1957). The concept of accountability became more deeply ingrained in the role expectations for the principal. As early as 1887, the principal was no longer seen as the principal teacher confined to a single classroom but now was viewed as one who inspected the work of other teachers (English & Hill, 1990). Accountability was the first of many efforts to reform the role of the principal and education in America (English & Hill, 1990).

Reform is common in the American education system with cycles of reform coming and going each decade (Schubert, 1993). The differences, however, are whether or not the reforms make an impact on the educational system and to what magnitude (Chance, 1992). The current reform movement began in 1983 with the publication of the report A Nation At Risk by the National Commission on Excellence in Education. This educational reform movement is unique in that it has yet to end (Murphy, 1990). Since that publication, every state in the nation has acted to impose higher standards called for by the report (Clinton, 1990), and spending for K-12

education has increased 40% (Fullan, 1993; Goodlad, 1984). One thing that has become clear from this current reform agenda is that leadership in schools holds the key to success (English & Hill, 1990; Hersey & Blanchard, 1988; Sergiovanni, 1984).

Educational reform efforts depend upon adequate leadership at the building level to ensure the success of the reform (English & Hill, 1990; Gainey, 1993; Hersey & Blanchard, 1988; Sergiovanni, 1984). The 1987 publication Leaders for America's Schools, sponsored by the University Council for Educational Administration was the first major attempt to identify deficiencies and recommend policy in regard to administrators (Chance, 1992). This report provided the basis for administrator training modules later developed by the National Policy Board for Educational Administration.

In 1989, the National Association of Secondary School Principals and the National Association of Elementary School Principals agreed to jointly sponsor the National Commission on the Principalship. The National Commission for the Principalship defined 21 performance domains for the principalship which represented the scope and responsibility faced by principals as well as the knowledge and skills required to accomplish the various tasks of the job. In 1993, the National Policy Board for Educational Administration published the work Principals For Our Changing Schools: Knowledge and Skill Base. This publication described a knowledge and skill base that encompassed the 21 performance domains developed by the National Commission for the Principalship (1990). "These 21 performance domains, as identified in the (NPB) document Principals For Our Changing Schools: Knowledge and Skill Base, comprise the most comprehensive description currently available of the core knowledge and skills required for the principalship." (National Policy Board for Educational Administration, 1993, p. xvi).

In the document Action for Excellence (1983), published by the Education Commission of the States, it states, "In study after study, it has been shown that one key determinate of excellence in public schooling is the leadership of the individual school principal" (p. 29). Principals must facilitate the development of shared visions to create the desired reforms needed in their schools (Deal & Peterson, 1990; Sergiovanni, 1990). In empowering faculties, the principal must make certain that each individual of the group is at a state of readiness (Hersey & Blanchard, 1988). For the first-year teacher, the relationship between teacher and principal is crucial (Dunn & Dunn, 1983; Gorton, 1991; Harris, 1979).

The relationship between new teachers and their principals is the key component in the success of the new teacher (Ward, 1988). Oklahoma House Bill 1706, passed in 1981, mandated administrative and peer assistance for the entry-year teacher. Research in educational leadership indicates that administrators should spend continuous time in developing teachers (Edmunds, 1979; Gorton, 1991; Jacobson et al., 1973; Raubinger et al., 1974; Sergiovanni,1984). If improved teacher performance and professional growth is to be an outcome for all teachers, most importantly new ones, the building principal must provide the instructional leadership to achieve such an outcome (Edmunds, 1979; Goodlad, 1984; Harris, 1979; NREL, 1990; Shoemaker & Fraser, 1981). Greenfield (1982) stated that there is a real need for devoting more systematic attention to the personal characteristics of educational administrators (pp. 40-48).

## METHODS

This study was designed to utilize both quantitative and qualitative methodology to obtain and measure data. The use of both quantitative and qualitative

methods to obtain multiple perspectives can be used to continuously inform and formulate research and has proven useful (Firestone, 1980; Morey & Luthans, 1984; Peterson, 1976; Pitner, 1988). Quantitative methods were used to obtain entry-year teachers' perceptions of knowledge and skills of their principals as leaders and how the knowledge and skills correlated to those identified as essential by the National Policy Board for Educational Administration in the document Principals For Our Changing Schools: Knowledge and Skill Base (1993). Qualitative methodology was employed in selected interviews with entry-year teachers to gain further understanding of these perceptions as they pertained to building leadership. Boyan (1988) stated that "thick descriptions of administrator life and activities that have come from qualitative analysis of field and interview studies convincingly support the position that the person remains important in attempts to explain administrative behavior" (p. 82).

Quantitative methods, specifically the descriptive survey questionnaire, have been utilized in business administration and school administration research as early as 1911 (Tatsuoka & Silver, 1988). Tatsuoka and Silver continued that "despite the development during the past 30 years of a wide range of quantitative techniques . . . surveys have been and continue to be the prevailing quantitative method used in the study of educational administration (1988, p. 677).

The purpose of utilizing a questionnaire in quantitative methodology is to describe and characterize a situation that exists in the relevant target population with respect to some phenomena of interest (Tatsuoka & Silver, 1988, p. 678). Reporting results of the quantitative survey questionnaire is primarily done in frequency counts, distributions, cross-tabulations, mean scores, and graphical representations (Good, 1972; Isaac & Michael, 1981; Tatsuoka & Silver, 1988). Questionnaires do not have to survey an entire population. Sample populations can be employed. "The main

requirement of a sample is that it be representative of the population to which the researcher wants to generalize the findings" (Tatsuoka & Silver, 1988, p. 681).

According to Tesch (1988), qualitative methodology is the study of the structure, and the variations of structure, of the consciousness to which any thing, event, or person appears (p. 1). In qualitative research, the theoretical base is located within the interpretive paradigm, where the purpose of research is to seek explanations within the reality of the individual's consciousness and subjectivity (Burrell, 1979). "The nature of perception, or of remembrance, or of other modes of experience is the proper theme of phenomenological inquiry. The aim is to bring evident the conscious essence of that which is experienced" (Farber, 1966, p. 49). Qualitative research is dedicated to the development and refinement of concepts grounded in attentiveness to what is being conceived, such as experience itself (Hamrick, 1985). Qualitative techniques such as interviewing and observation allow the researcher to describe the phenomenon (Tesch, 1988). Van Dalen (1979) maintained that there is an interdependence between quantitative and qualitative methodologies.

## STATEMENT OF THE PROBLEM

This study obtained entry-year teachers' perceptions of knowledge and skills of their principals as leaders by utilizing the National Policy Board for Educational Administration document Principals For Our Changing Schools: Knowledge and Skill Base (1993).

## PURPOSE OF THE STUDY

The purpose of this study was to identify the knowledge and skills which comprise the components of the Functional, Programmatic, Interpersonal and

Contextual performance domains in building principals which contribute to the leadership of the building principal as perceived by entry-year teachers. By examining the perceptions of these entry-year teachers with regard to the identified domains as presented in Principals For Our Changing Schools: Knowledge and Skill Base (1993), this study established answers to the following questions:

1. What interpersonal skills, demonstrated by the building principal, are identified by teachers during their first year of teaching? Interpersonal skills are those identified in the definition section.

2. What contextual skills, demonstrated by the building principal, are identified by teachers during their first year of teaching? Contextual skills are those identified in the definition section.

3. What programmatic skills, demonstrated by the building principal, are identified by teachers during their first year of teaching? Programmatic skills are those identified in the definition section.

4. What functional skills, demonstrated by the building principal, are identified by teachers during their first year of teaching? Functional skills are those identified in the definition section.

## POPULATION

The focus population for this study was entry-year teachers in the state of Oklahoma. The participants were be men and women who had recently completed their very first year of teaching in public schools. According to information from the Entry-Year Teacher office of the Oklahoma State Department of Education (1993), there were 2,296 entry-year teachers in the state of Oklahoma, for school year 1992-93, who recently completed their first year of teaching. Of the 2,296 entry-year

teachers in the state of Oklahoma this past year, a proportionate random sample based on the following census definitions of rural, suburban and urban districts was used. A rural school district is an area with a population of 2,500 inhabitants or fewer. A suburban school district is an area with fewer than 400,000 inhabitants but more than 25,000 population. An urban school district is a central city of a standard metropolitan statistical area (SMSA) with 400,000 or more population.

Borg and Gall (1989) noted that once a professional group is selected, a stratified sample from the total population can be used. Two hundred and seventy (270) entry-year teachers were selected by a proportionate random sample of the total 1992-93 entry-year population in the state of Oklahoma as documented by the Data Section of the State Department of Education. Approximately one third (90) of the participants were elementary teachers; one third (90) were middle school/ junior high school teachers; and the remaining third (90) were high school teachers. Also, approximately one third (90) of the districts were rural; one third (90) were suburban; and the remaining third (90) were from large urban districts.

In order to create a sample population from each of the three census and school level categories, the total entry-year teacher population was first divided into the three census groups of rural, suburban and urban school districts as defined by the U.S. Census Bureau. Next, each of the three census categories was divided into school level categories (elementary, middle/junior high, high school). A proportionate random selection was then performed using a random numbers table so that the resulting sample population of 270 entry-year teachers would include 90 from each census category and 90 from each school level category. Each person of the sample population of 270 entry-year teachers was mailed a letter through the U.S. Postal

Service asking him/her to participate and a survey and a survey instrument addressed to that teacher.

In addition, the researcher contacted nine (9) eligible participants from across the state by phone and asked them to participate in a personal interview. Again, these nine were selected through a proportionate random sample based on the census definitions of rural, suburban and urban and school levels of elementary, middle/junior high and high school. Three entry-year teachers from each census category and school level were used. All participating entry-year teachers signed a consent form (see Appendix A) giving permission to use information obtained from them in the interviews.

The nine interview participants were contacted by phone so that an acceptable time was set for individual interviews. The researcher arrived at the site, met the participant and proceeded with the interview. Both the researcher and the participant were seated facing each other to facilitate face to face communication (Henerson et al., 1987). These interviews lasted approximately 60 minutes in length. The researcher began by asking an open-ended, general question and then followed with several specific probing questions (Henerson et al., 1987, p. 96). This cycle was repeated throughout the interview. The researcher's questions and the participant's responses were tape recorded in addition to notes taken by the researcher. The tapes were transcripted and initially analyzed within 24 hours after the interviews so that all nuances of the interview were included in the data.

## DESIGN OF THE STUDY

This study was designed to utilize both quantitative and qualitative methods to obtain entry-year teachers' perceptions of knowledge and skills of their principals as

leaders and how the knowledge and skills correlated to those identified by the National Policy Board for Educational Administration in the document Principals For Our Changing Schools: Knowledge and Skill Base (1993).

Quantitative methodology, through the use of a questionnaire, was employed to gain an understanding of selected entry-year teachers' perceptions as they pertained to building leadership. Qualitative methodology was utilized to gain knowledge by interviewing a proportionate randomly selected group of nine entry-year teacher participants.

The data was collected with a survey questionnaire reflecting the entry-year teachers' perceptions of leadership in their building principal. Survey questionnaires have been used in studies of leadership, role perceptions and decision making (Good, 1972; Tatsuoka & Silver, 1988). Isaac and Michael (1981) stated that several purposes for survey questionnaires include making comparisons, evaluations, identifying problems and justifying current conditions and practices (p. 46). Henerson et al. (1987) observed that questionnaires have certain advantages that make them popular attitude evaluation tools. Care was taken in designing the format and question content of the questionnaire. Survey methodology utilizing questionnaires requires careful attention be paid to the overall design including objectives and questionnaire items (Borg & Gall, 1989; Selltiz, Wrightsman, & Cook, 1976). Questionnaires have advantages in that they permit anonymity, allow a considerable amount of time and provide greater uniformity across measurement situations (Henerson et al., 1987).

## Instrumentation

For the purposes of this study, a questionnaire was developed using a Likert-type scale to get the entry-year teachers' perceptions of knowledge and skills of their

building principals as leaders. Multiple-choice questionnaires are useful in determining gradations of attitudes and are generally used in cases where the researcher needs answers to a variety of questions (Henerson et al., 1987, p. 67). Bridges (1982) noted that 90% of all administrative studies during the past 20 years have utilized the questionnaire as the primary research tool. The questions used to form the questionnaire were derived from the 21 performance domains as published by the National Policy Board for Educational Administration in Principals For Our Changing Schools: Knowledge and Skill Base (1993). The items on the questionnaire numerically corresponded to the number of performance domains within each of the four categories. The first 42 questions on the questionnaire correspond to the 21 performance domains as documented by the National Policy Board for Educational Administration. Because inter-rater reliability was used, it was necessary to develop a second set of parallel questions. Thus, 42 survey questions relate to the 21 performance domains. The first 42 survey questions can be grouped into four major categories which coincide with the Functional, Programmatic, Interpersonal and Contextual categorical domains in the (NPB) publication. Thus, fourteen questionnaire items were developed for the seven functional performance domains. Twelve questionnaire items were developed for the six programmatic performance domains. Eight questionnaire items were developed for the four interpersonal performance domains. And, eight questionnaire items were developed for the four contextual performance domains. Each question represents a discrete concern and yields a score specific to that concern (Henerson et al., 1987). In addition, the questionnaire included several open-ended items at the end to permit some ventilation of feelings (p. 61).

The questionnaire was validated for content in three stages:

1. The questionnaire was given to practicing state administrators and University of Oklahoma professors in the field of public school administration to evaluate the question content and construction of the instrument (Henerson et al., 1987, p.81).

2. A panel of five nationally known experts in the field of school administration then evaluated the questionnaire for content and clarity (Van Dalen, 1979). Each panel expert was from a different state and was a representative from an institution of higher education.

3. A field test was conducted to gain further content validity. Six entry-year teachers were given the questionnaire and asked to complete it. These six teachers were not part of the sample population used in the final study. Upon completion of the questionnaire, the researcher reviewed the survey with the entry-year teachers to obtain their input on the instrument. They were asked to circle question numbers that were difficult to understand and asked to submit any suggestions to improve the questions. They were also asked if the directions were clear as stated on the questionnaire page.

Split-half reliability was utilized to achieve consistency (Henerson et al., 1987). This allowed the researcher to obtain the two necessary scores used in figuring the correlation coefficient of reliability in just one administration of the test (p. 148). The use of split-half reliability separated reliability considerations from the effects of learning the instrument or developmental change in the respondents (p. 148). In using split-half reliability, the researcher designed the instrument so that there are actually two instruments in one (p. 149). The questionnaire was initially designed in two halves, each half containing the same number of questions and comparable question content. "The questions must be considered equivalent enough for random

distribution to essentially separate forms" (p. 148). The questions were then randomly placed in the single questionnaire so that respondents answered each content item twice (Henerson et al., 1987).

A high split-half correlation means that the test will be internally consistent (Henerson et al., 1987, p. 149). This means that there is a tendency of different items to elicit the same attitude from any given respondent on a single administration of the instrument. Henerson et al. (1987) observed that reliability coefficients of .70 or above are usually considered respectable, although lower coefficients are sometimes tolerated, depending on the instrument (p. 154). The researcher utilized split-half reliability by administering one questionnaire containing the questions from the two halves to all respondents and then calculated the correlation between the two halves containing similar questions as if they were two separate administrations of the same instrument (Henerson et al., 1987).

Two hundred and seventy entry-year teachers were selected by a proportionate random sample from the total entry-year population of 2,296 in the state of Oklahoma as documented by the State Department of Education for school year 1992-93. The 270 teachers were divided into thirds of 90 based on the U.S. Census Bureau definitions of rural, suburban and urban school districts. The 270 entry-year teachers were mailed a survey instrument addressed to that teacher and a letter asking them to participate in this study. Reminders were mailed to those participants who did not return the questionnaire after ten working days.

Qualitative methodology was also employed in this study. This provided the researcher with face to face interviews with entry-year teachers to discuss the knowledge and skills of their building principals as leaders. According to Tesch (1988), qualitative methodology is the study of the structure, and the variations of

structure, of the consciousness to which any thing, event, or person appears (p. 1). In qualitative research, the theoretical base is located within the interpretive paradigm, where the purpose of research is to seek explanations within the reality of the individual's consciousness and subjectivity (Burrell, 1979). "The nature of perception, or of remembrance, or of other modes of experience is the proper theme of phenomenological inquiry. The aim is to bring evident the conscious essence of that which is experienced" (Farber, 1966, p. 49).

Qualitative research is dedicated to the development and refinement of concepts grounded in attentiveness to what is being conceived, such as experience itself (Hamrick, 1985). Qualitative techniques such as interviewing participants to obtain research data and observing participants to record data allow the researcher to describe the phenomenon (Tesch, 1988). Van Dalen (1979) maintained that there is an interdependence between quantitative and qualitative methodologies.

Semi-structured interviews (Henerson et al., 1987) were utilized to get the entry-year teachers' perceptions of the knowledge and skills of their principals as leaders and how the knowledge and skills correlated to those identified by the National Policy Board for Educational Administration in the document Principals For Our Changing Schools: Knowledge and Skill Base (1993).

The use of semi-structured interviews using open-ended questions is useful for allowing participants to answer in their own words to best describe their feelings and perceptions (Borg & Gall, 1989). Interviews added to this study by allowing the interviewer flexibility in clarifying questions and estimating the strength of an attitude (Henerson et al., 1987). The questions used in the interview were derived from the 21 performance domains as documented by the National policy Board for Educational Administration (1993). These questions were clustered under the four main themes of

performance domains: Functional, Programmatic, Interpersonal and Contextual. The content validity of the questions used in the interview was designed in three stages:

1. The interview questions were subjected to review by practicing Oklahoma administrators and University of Oklahoma professors in the field of public school administration to evaluate the question content.

2. A panel of five nationally known experts in the field of school administration then evaluated these questions for content and clarity in order to establish content validity (Van Dalen, 1979).

3. The researcher field tested the interview questions to improve content validity. Three entry-year teachers were interviewed by the researcher. Upon completion of the interview, the researcher reviewed the interview process and questions with the entry-year teachers to receive their input on the instrument.

A proportionate random sample of nine (9) entry-year teachers from across the state were contacted by phone to ask them to participate in this study by granting an interview with the researcher. These nine were selected through a proportionate random sample based on the census definitions of rural, suburban and urban and school levels of elementary, middle/junior high and high school. Three entry-year teachers from each census category and level were interviewed. The face-to-face interview lasted approximately 60 minutes. Each interview was audio taped and then transcribed after the interview by the researcher. All participating entry-year teachers signed a consent form (see Appendix A) giving permission to use information obtained from them in the interviews. The participants were contacted and an acceptable time was set for individual interviews.

Reliability and validity of qualitative research is enhanced when multiple sources of data are used to assess the same phenomenon (Borg & Gall, 1989; LeCompte & Goetz, 1982; McCracken, 1988; Selltiz, Wrightsman, & Cook, 1976). For this study, multiple sources of data included nine qualitative interviews and 270 quantitative survey questionnaires. Multi-methods, quantitative and qualitative procedures, have been used in this study to identify the components of the Functional, Programmatic, Interpersonal and Contextual performance domains in building principals which contribute to the leadership of the building principal.

Intra-rater reliability was utilized in maintaining consistency (Henerson et al., 1987). According to Goetz and LeCompte (1984), reliability refers to the extent to which studies can be replicated. Thus, in a qualitative study there must be a way of maintaining accuracy in the reporting of data. Bowers and Courtright (1984) stated that there must be a "degree of agreement of a rater with himself when he judges the same object at different times" (p. 116). This is intra-rater reliability. The researcher in this study analyzed the data as soon as all interviews were transcribed. After a period of time passed, the researcher re-analyzed the data from the very beginning to reaffirm the results obtained the first time. In re-analyzing the data this way, the researcher established intra-rater reliability. A high degree of consistency is obtained when the recorder analyzes the data utilizing the same set of rules for interpreting the data and achieves the same results (Henerson et al., 1987, p. 270).

Triangulation of data was achieved by the use of two different kinds of data-collection instruments. They were: (a) questionnaires sent to 270 participating entry-year teachers across Oklahoma to get their perceptions of their building principal's leadership, and (b) semi-structured interviews utilizing open-ended questions with nine (9) participating entry-year teachers. Triangulation, as stated by Lincoln & Guba

(1985) is also a mode for improving the probability that findings will be credible. It is the technique of using multiple data sources to corroborate evidence and findings. These multiple sources may refer to multiple copies of one type of source such as interviews with participants (Lincoln & Guba, 1985). Thus, all entry-year teachers who completed the questionnaire, and the nine interviews, contributed to this one study on the leadership of the principal.

Procedure for Collecting Data

Data was collected through survey questionnaires which were mailed to 270 Oklahoma entry-year teachers as derived by a proportionate random sampling. A letter of introduction to each entry-year teacher was used to introduce and describe the study (see Appendix J). A self-addressed stamped envelope was included to facilitate the return of the completed questionnaire. Those not responding within ten work days were sent a follow-up letter with an additional questionnaire and self-addressed stamped envelope. Henerson et al. (1987) observed that second mailings significantly improve the return rate.

Treatment of the Data

The survey questionnaire was designed to give attention to and collect data on the four main themes of performance domains: Functional, Programmatic, Interpersonal and Contextual. In addition, the collection of the data addressed the following research questions:

1. What interpersonal skills, demonstrated by the building principal, help teachers during their first year of teaching? Interpersonal skills are those identified in the definition section.

2. What contextual skills, demonstrated by the building principal, help teachers during their first year of teaching? Contextual skills are those identified in the definition section.

3. What programmatic skills, demonstrated by the building principal, help teachers during their first year of teaching? Programmatic skills are those identified in the definition section.

4. What functional skills, demonstrated by the building principal, help teachers during their first year of teaching? Functional skills are those identified in the definition section.

Reduction of the data in this study was accomplished through the use of quantitative and qualitative analysis. The quantitative use of descriptive statistics utilized measures of frequency analysis and central tendency analysis. Tatsuoka and Silver (1988) confirmed that "the simplest way in which to report the results of a survey study is to present the frequency counts, distributions, and graphical displays" (p. 679). Indexing (Henerson et al., 1987) of similar content questions was utilized to achieve an indexed means, thus creating greater reliability (p. 71). Tatsuoka and Silver also maintained that "simple, clearly understandable analyses are preferable to complicated, esoteric analyses that are not essential to the purpose" (p. 681). The resulting analysis is presented in graphical format with frequency and central tendency tabulations in addition to a descriptive written summary (Henerson et al., 1987, p. 170).

Cross-tabulation was also used in comparing the results of this study with the 21 essential performance domains as identified in the publication Principals For Our Changing Schools: Skills and Knowledge Base by the National Policy Board for Educational Administration (1993). By using cross-tabulations the researcher is able

to see similarities and differences in rural, suburban and urban results, male and female results, and elementary, middle/junior high, and high school results on the perceptions of entry-year teachers on principal leadership (Tatsuoka & Silver, 1988, p. 678).

The qualitative use of phenomenology was utilized in collecting data from the audio tapes used in each interview with the participants (Giorgi, 1985; Noblit, 1988; Tesch, 1987). From the perspective of existential-phenomenology, the world is studied through the perceptions of others. It asks "What was the participant's experience like?" In other words, perception is the understanding of an event from the point of view of the participant. The feature that distinguishes phenomenology from other qualitative research approaches is that the subjective experience is at the center of the inquiry (Tesch, 1988, p. 1). The qualitative interview is different from the ethnographic type of interview. The researcher in phenomenology encourages reiteration, expression, facial gestures and body movement, while recording all. "In the concrete, objective sense, language embodies our intentions" (Scudder, 1985, p. 87).

Qualitative data analysis in phenomenology is the process of reducing text from interviews into manageable chunks (Hamrick, 1985). There must be a method for doing this and it must be systematic. This reduction must select and emphasize not only the essential features of the interview, but also the emotion, vividness and personality in order to grasp the essence of perception of the phenomenon (Tesch, 1987). The phenomenological analysis of the transcribed interview is thorough and systematic. Yet, the analysis is more intuitive than most research analysis. Phenomenologists identify and examine meaning units, which are the smallest segments of text that are understandable by themselves. The researchers do establish categories but aim at discovering themes in the data, also called constituents of the

phenomenon (Tesch, 1987). The thematic objects, to purely descriptive phenomenology, are mental life-processes. It seeks to analyze and describe these life-processes that other research philosophies, such as empirical psychology, try to explain genetically (Kersten, 1989).

The transcribed interview with participants became the texts of data. The texts were the verbatim transcripts of audio taped interview sessions. The researcher systematically collected, analyzed and interpreted the interview data. Each interview produced thematic units of identifiable data (Hamrick, 1985). The texts were also interpreted ideographically by the use of symbols and graphics. The interpretive context was broadened as the researcher identified common patterns within the transcripts. These common patterns became the themes for analysis. The final result was a narrative that delineates a pattern of a particular type of experience (Tesch, 1988). The emerging thematic units assisted in the results and conclusions of this study.

Selltiz, Wrightsman & Cook (1978) state that "data reduction is the translation of information from one form to another form to simplify problems of analyses, storage, and dissemination to other scholars" (p. 440). The data from this study was reported in numerical form as well as in graphical representations (Hernon, 1991; Tatsuoka & Silver, 1988).

## SIGNIFICANCE OF THE STUDY

This study developed a profile of the building principal's knowledge and skills in public schools, as identified by entry-year teachers and correlated the knowledge and skills to the Functional, Interpersonal, Programmatic, and Contextual performance

domains established by the National Policy Board for Educational Administration. The research findings:

1. Examined the perceptions of entry-year teachers which provided a more comprehensive profile of building principals and added to the body of knowledge.

2. Provided further information regarding building level administrators and how their knowledge and skills impacted entry-year teachers.

3. Examined the performance domains of the National Policy Board for Educational Administration and how these domains correlated to the knowledge and skills of principals as leaders as perceived by first year teachers.

4. Provided data as to what Functional, Programmatic, Interpersonal and Contextual skills were identified as essential to first-year teachers.

5. Provided data that improved administrator preparation programs at the university level as the recognition of the relationship of the building principal and the entry-year teacher is examined.

## LIMITATIONS

The ability of the individual researcher to perform the necessary tasks is a potential limitation of a study. According to Tesch (1988), the researcher must be skilled in interviewing and also in interpreting and synthesizing the data. The researcher became proficient in the interview process so that objectivity and reliability were ensured. Another possible limitation was that the credibility of participants in the interview process can be a limitation. The participant may omit relevant data in the interview. However, Goetz and LeCompte (1984) indicated that all information is valid even though it represents a particular point of view.

A possible limitation could have occurred if the response rate was less than expected. This could have had a diminishing effect in the research if participants did not return their questionnaires.

The use of a tape recorder may have caused some limitations by keeping participants from being sincere and straightforward. However, all the participants had been informed of the purpose of this study in advance, and they had freely volunteered to give the interview (Guba, 1980).

## SUMMARY

This study was designed to utilize both quantitative and qualitative methodology to obtain and measure data. Quantitative methods were used to obtain entry-year teacher's perceptions of the knowledge and skills of their principals as leaders and how the knowledge and skills correlated to those identified as essential by the National Policy Board for Educational Administration in the document Principals For Our Changing Schools: Knowledge and Skill Base (1993). Qualitative methodology was employed in selected interviews with entry-year teachers to gain further understanding of these perceptions as they pertained to building leadership.

The population for this study was entry-year teachers in the state of Oklahoma. The participants were men and women who had just completed their very first year of teaching in public schools. According to information from the Entry-Year Teacher office of the Oklahoma State Department of Education (1993), there were 2,296 entry-year teachers in the state of Oklahoma who recently completed their first year of teaching. Of the 2,296 entry-year teachers in the state of Oklahoma this past year, a proportionate random sample based on the following census definitions of rural, suburban and urban districts were used.

A questionnaire was developed using a Likert-type scale to get the entry-year teachers' perceptions of the knowledge and skills of their building principals as leaders. The questions used to form the questionnaire were derived from the 21 performance domains as published by the National Policy Board for Educational Administration in Principals For Our Changing Schools: Knowledge and Skill Base (1993).

Reduction of the data in this study was accomplished through the use of quantitative and qualitative statistics. The quantitative use of descriptive statistics utilized measures of frequency analysis and central tendency analysis. Tatsuoka and Silver (1988) stated that "the simplest way in which to report the results of a survey study is to present the frequency counts, distributions, and graphical displays" and that "simple, clearly understandable analyses are preferable to complicated, esoteric analyses that are not essential to the purpose" (p. 681) Cross-tabulation was also used in comparing the results of this study with the 21 essential performance domains as identified in the publication Principals For Our Changing Schools: Skills and Knowledge Base by the National Policy Board for Educational Administration (1993). By using cross-tabulations the researcher was able to see similarities and differences in rural, suburban and urban results, male and female results, and elementary, middle/junior high, and high school results.

# CHAPTER 4

# FINDINGS AND DATA ANALYSIS

## Introduction

The role of the principalship has continued to evolve over the past one hundred years in public education (Culbertson, 1988; English & Hill, 1990; Passow, 1990; Raubinger et al., 1974). The term principal initially meant principal teacher of the school. The responsibilities of early principals were fairly routine in that he or she was charged with providing basic resources for the school such as curriculum planning and instructional delivery (Raubinger, Sumption & Kamm, 1974). As schools grew in size and the number of faculty members increased, tasks such as school scheduling, assignment of personnel, and curriculum development assumed greater importance and this change resulted in the need for continued evolution in the public schools (English & Hill, 1990; Raubinger et al., 1974; Williams, 1957). The concept of principal supervision has changed from inspection to coordination of resources (Jacobson et al., 1973). Leadership research too has developed over the past century (Culbertson, 1988; Griffiths, 1988). School administrative leadership research is now inclusive of leadership behavior (Boyan, 1988; Immegart, 1988; Martinko & Gardner, 1984), leadership characteristics (Brown, 1977; Guthrie, 1991; Powell, 1984), and effective practices as documented by the effective schools data (Berman & McLaughlin, 1978; Clark, Lotto, & Astuto, 1984; Edmunds, 1979; Goodlad, 1984; Henderson & Perry, 1981; Lezotte, 1989).

The effective schooling research base identified instructional leadership characteristics associated with measurable improvements to determine what principals do to support teaching and learning. The Northwest Regional Education Lab

(NREL,1990) compiled the most up-to-date listing on effective schools correlates. Their publication, Effective Schooling Practices: A Research Synthesis 1990 Update (1990), stated first and foremost, effective site principals were instructional leaders who set high standards and goals and observed teachers frequently (Bossert et al., 1982; Good & Brophy, 1985; Purkey & Smith, 1983). Effective schools research demonstrates the importance of the building principal and his/her relationship with teachers (Bossert, 1988).

Public school reform has always been concerned with administrative leadership, and those in leadership positions. One constant throughout all school reform movements is that school leadership holds the key to success for schools today (English & Hill, 1990; National Policy Board for Educational Administration, 1993). The current reform movement began in 1983 with the publication of the report, A Nation At Risk: The Imperative for Educational Reform, by the National Commission on Excellence in Education. This educational reform movement is unique in that it has yet to end (Murphy, 1990). It has evolved during the past decade to encompass the restructuring movement and other programmatic shifts but has remained constant in its reform orientation (Chance, 1992).

The first wave started in 1983 with the publication of A Nation At Risk, and ended in 1986 (Bacharach, 1990). It was categorized by a move toward centralization, tougher state mandated standards, standardization of curriculum, and basically an intensification of the education system as it has evolved over the decades (Bacharach, 1990; Kirst, 1990; Metz, 1990; Passow, 1990). The second wave started during 1986 with the publication Time for Results (National Governor's Association) and continues to this date (Bacharach, 1990; Hawley, 1990; Metz, 1990). This wave is categorized as a reaction to the first wave and is a move toward

district and site-based improvement, teacher empowerment, shared governance, more curriculum planning time for teachers, addressing at-risk students and an investment in teaching strategies (Bacharach, 1990; Hawley, 1990; Metz, 1990). One thing that has become clear from this current reform agenda is that administrative leadership and those in the leadership role in schools hold the key to success (English & Hill, 1990; Hersey & Blanchard, 1988; Honig, 1990; National Policy Board for Educational Administration, 1993; Sergiovanni, 1984).

Mentorship research confirms that the relationship between the teacher and the principal/mentor who models and communicates effectively is important (Gorton, 1991; Wagner, 1985; Harris, 1979). Mentoring relationships have been considered important in professional identity and career development (Brown, 1990; Burke & McKeen, 1990; Daresh & Playko, 1992; Fowler, 1982). Harris (1979) argued that perhaps at no time in a teacher's career is there a greater need for consideration and guidance than during the first few months of service. Gorton (1991) and Wagner (1990) stated that the most important step principals can take to decrease problems incurred by teachers is to work with the staff, particularly new teachers, in regard to their roles in the organization.

Administrative leadership must translate intent into reality (Sergiovanni, 1984). The relationship between principal and new teacher is vital to the success of the teacher (Gorton, 1991; Harris, 1979; Jacobson et al., 1973; Wagner, 1985). New teachers must receive guidance and assistance during their induction into the classroom in order to be successful (Honig, 1990). Every principal should have a definite plan for assisting new teachers (Jacobson et al., 1973).

In Oklahoma, the Entry Year Assistance Program, an element of Oklahoma House Bill 1706, mandated meetings between new teachers and administrators for the

purpose of evaluating the new teacher's performance. Upon completion of the successful evaluation period, entry-year teachers qualify to obtain their standard certification. A basic assumption, however, is that site administrators have adequately assisted entry-year teachers prior to evaluating them as mandated by House Bill 1706.

Methodology

This study obtained entry-year teachers' perceptions of knowledge and skills of their principals as leaders by utilizing the National Policy Board for Educational Administration document Principals For Our Changing Schools: Knowledge and Skill Base (1993). The focus population for this study was entry-year teachers in the state of Oklahoma. The participants were men and women who had recently completed their first year of teaching in public schools. According to information from the Entry-Year Teacher office of the Oklahoma State Department of Education (1993), there were 2,296 entry-year teachers in the state of Oklahoma, for school year 1992-93, who had completed their first year of teaching. A proportionate random sample based on the following census definitions of rural, suburban and urban districts was taken from the 2,296 entry-year teachers in the state of Oklahoma this past year. A rural school district was defined as an area with a population of 2,500 inhabitants or fewer. A suburban school district was an area with fewer than 400,000 inhabitants but more than 25,000 population. An urban school district was identified as a central city of a standard metropolitan statistical area (SMSA) with 400,000 or more population.

Two hundred and seventy (270) entry-year teachers were selected utilizing a proportionate random sample of the total 1992-93 entry-year population in the state of Oklahoma as documented by the Data Section of the State Department of Education. One third (90) of the participants selected were elementary teachers; one third (90)

were middle school/ junior high school teachers; and the remaining third (90) chosen were high school teachers. Also, one third (90) of the districts selected were rural; one third (90) were suburban; and the remaining third (90) were from urban districts.

In order to create a sample population from each of the three census and school level categories, the total entry-year teacher population was first divided into the three census groups of rural, suburban and urban school districts as defined by the U.S. Census Bureau. Next, each of the three census categories was divided into school level categories (elementary, middle/junior high, high school). A proportionate random selection was then performed using a random numbers table (The Rand Corporation, 1955) so that the resulting sample population of 270 entry-year teachers would equal 90 from each census category and 90 from each school level category. Each of the 270 possible participants were sent a letter explaining the study and were asked to complete the survey enclosed in the mailed envelope. A postage-paid addressed return envelope was supplied to all possible participants as well. All mailings were conducted through the U. S. Postal Service.

In addition, the researcher contacted nine (9) additional randomly selected eligible participants from across the state by phone and asked them to participate in a personal interview. Again, these nine were selected through a proportionate random sample based on the census definitions of rural, suburban and urban and school levels of elementary, middle/junior high and high school. Three entry-year teachers from each census category and school level were used. Several entry-year teachers refused the interview for various reasons. Two stated they were too busy. One stated that she'd rather not be involved with any research. When this happened, the random numbers table was again used to select another possible participant within the same census and school level category. All participating entry-year teachers signed consent

forms (see Appendix A) giving permission to use anonymous information obtained from them in the interviews.

The nine interview participants were contacted by phone so that an acceptable time was established for individual interviews. The researcher arrived at the site, met the participant and proceeded with the interview. Both the researcher and the participant were seated facing each other to facilitate face to face communication (Henerson et al., 1987). These interviews lasted approximately 60 minutes in length. The researcher began by asking open-ended, semi-structured general questions (see Appendix G) and then followed with several specific probing questions (Henerson et al., 1987, p. 96). This cycle was repeated throughout the interviews. The researcher's questions and the participant's responses were tape recorded in addition to notes taken by the researcher. The tapes were transcripted and initially analyzed within 24 hours after the interviews so that all nuances of the interview were included in the data. The researcher analyzed the data as soon as all interviews were transcribed. After a period of two weeks passed, the researcher re-analyzed the data from the very beginning to reaffirm the results obtained the first time. In re-analyzing the data this way, the researcher established intra-rater reliability.

The semi-structured interview questions (see Appendix G) were divided into the four main themes of the performance domains as identified by the National Policy Board for Educational Administration. In addition, each of the semi-structured questions pertained to specific performance domains. Each of the 21 performance domains were covered within the semi-structured questions.

The survey questions and the semi-structured interview questions were subjected to three stages of refinement for content validity. The questions were designed to address the stated purpose of this study which was: to identify the

knowledge and skills which comprise the components of the Functional, Programmatic, Interpersonal, and Contextual performance domains in building principals which contribute to the leadership of the building principal as perceived by entry-year teachers. By examining the perceptions of these entry-year teachers with regard to the identified domains as presented in Principals For Our Changing Schools: Knowledge and Skill Base (1993), this study established answers to the following research questions:

1. What Interpersonal skills, demonstrated by the building principal, are identified by teachers during their first year of teaching? Interpersonal skills are those identified in the definition section.

2. What Contextual skills, demonstrated by the building principal, are identified by teachers during their first year of teaching? Contextual skills are those identified in the definition section.

3. What Programmatic skills, demonstrated by the building principal, are identified by teachers during their first year of teaching? Programmatic skills are those identified in the definition section.

4. What Functional skills, demonstrated by the building principal, are identified by teachers during their first year of teaching? Functional skills are those identified in the definition section.

The quantitative use of descriptive statistics utilized measures of frequency analysis and central tendency analysis. Tatsuoka and Silver (1988) confirmed that "the simplest way in which to report the results of a survey study is to present the frequency counts, distributions, and graphical displays" (p. 679). Indexing (Henerson et al., 1987) of similar content questions was utilized to achieve an indexed means, thus creating greater reliability (p. 71). The researcher concluded the analysis and

presented the findings in graphical format and tables with frequency and central tendency tabulations in addition to a descriptive written summary (Henerson et al., 1987, p. 170). Cross-tabulation was used in comparing the results of this study with the 21 essential performance domains as identified in the publication Principals For Our Changing Schools: Skills and Knowledge Base by the National Policy Board for Educational Administration (1993). By using cross-tabulations the researcher was able to see similarities and differences in rural, suburban and urban results, gender results, and elementary, middle/junior high, and high school results in the perceptions of entry-year teachers on principal leadership (Tatsuoka & Silver, 1988, p. 678).

The nine personal interviews were recorded on tape and transcribed. This information, together with notes taken by the researcher, was organized into different thematic units established by the questions and participant responses, and analyzed by the researcher. Intra-rater reliability was utilized by the researcher to maintain accuracy in the reporting of data. Bowers and Courtright (1984) stated that there must be a "degree of agreement of a rater with himself when he judges the same object at different times" (p. 116). The researcher analyzed the data as soon as all interviews were transcribed. After a period of two weeks, the researcher re-analyzed the data from the very beginning to reaffirm the results obtained the first time. In re-analyzing the data this way, the researcher established intra-rater reliability. A high degree of consistency is obtained when the recorder analyzes the data utilizing the same set of rules for interpreting the data and achieves the same results (Henerson et al., 1987, p. 270).

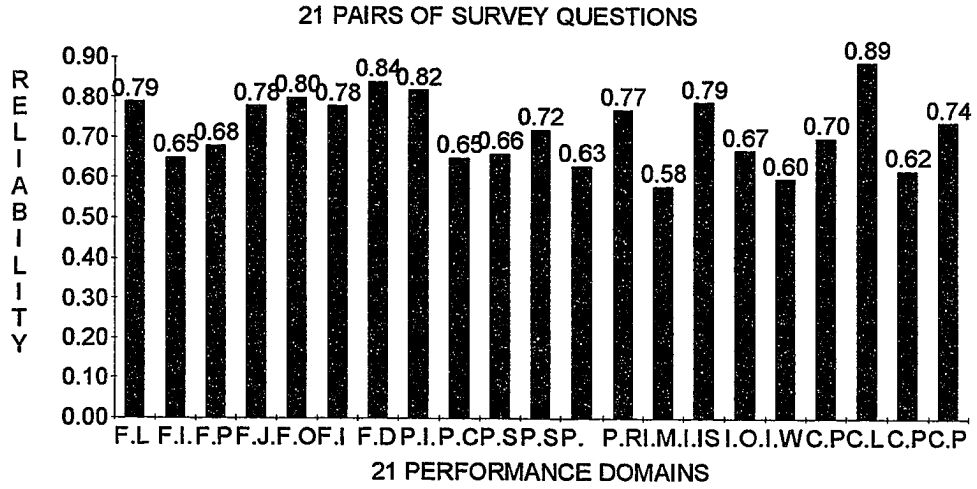
Split half reliability was utilized to achieve consistency (Henerson et al., 1987). This allowed the researcher to obtain the two necessary scores used in figuring the correlation coefficient of reliability in just one administration of the test (p. 148). The

use of split-half reliability separated reliability considerations from the effects of learning the instrument or developmental change in the respondents (p. 148). In using split-half reliability, the researcher designed the instrument so that there are actually two instruments in one (see Appendix I). The questionnaire was initially designed in two halves, each half containing the same number of questions and comparable question content. The questions were then randomly placed in the single questionnaire so that respondents must answer each content item twice. The researcher administered one questionnaire containing the questions from the two halves to all respondents and then calculated the correlation between the two halves containing similar questions as if they were two separate administrations of the same instrument (Henerson et al., 1987).

Reliability Coefficients

The first 42 questions of the questionnaire polled the respondents about the 21 performance domains. Each domain was worded to solicit responses with two similar questions originally designed in two separate halves of the questionnaire. The researcher then calculated the correlation between the two halves containing similar questions as if they were two separate administrations of the same instrument Henerson et al., 1987). The researcher calculated the reliability coefficient by developing a computer program utilizing a spread sheet data base using the raw score method for deriving the Pearson coefficient, also known as the product-moment reliability coefficient. This type of coefficient correlational technique is best when two variables are involved and both are to be expressed in quantitative form (Minium, 1978). The coefficient for each of the 21 pairs of questions dealing with the 21 performance domains was calculated to demonstrate the reliability of each of the

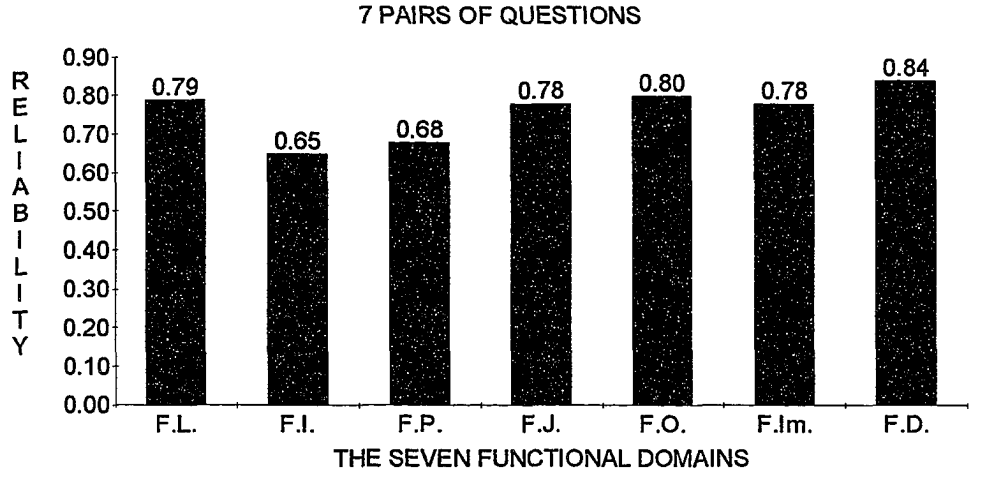
survey questions (see Appendix L). The researcher then graphed the coefficients of all questions to examine the strength of the entire 42 question survey (see Figure 1).




Key: FL=Functional Leadership, FI=Functional Information, FP= Functional Problem Analysis, FJ=Functional Judgment, FO=Functional Organization Oversight, FI=Functional Implementation, FD=Functional Delegation, PI=Programmatic Instruction, PC=Programmatic Curriculum Design, PS=Programmatic Student Guidance, PSD=Programmatic Staff Development, PM=Programmatic Measurement, PR=Programmatic Resource Allocation, IM=Interpersonal Motivating Others, IIS=Interpersonal Sensitivity, IO=Interpersonal Oral & Nonverbal Expression, IW=Interpersonal Written Expression, CP=Contextual Philosophy & Culture, CL=Contextual Legal & Regulatory, CPP=Contextual Policy & Political Influences, CPR=Contextual Public Relations.

Figure 1. The 21 performance domains

The survey questions were placed into four domain theme groups to facilitate data analysis and reliability coefficients. The first thematic group concentrated on the Functional performance domains. The fourteen questions dealing with the seven Functional domains were tested for reliability and produced the following coefficients (see Figure 2).




Key: FL=Functional Leadership, FI=Functional Information, FP= Functional Problem Analysis,

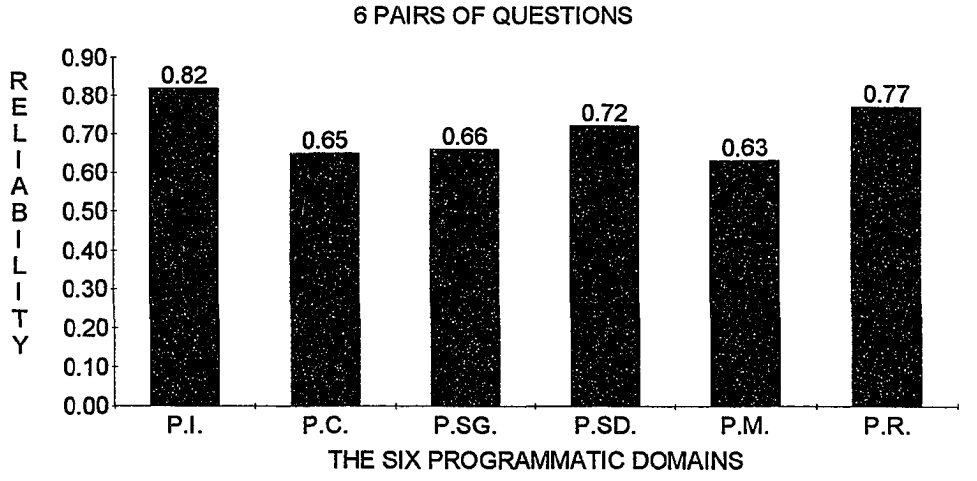
FJ=Functional Judgment, FO=Functional Organization Oversight, FIm=Functional Implementation, FD=Functional Delegation.

Figure 2. Seven Functional domains

Questions 20 and 26 asked the respondent to rate the leadership of the principal. These two questions produced a reliability coefficient of .79. This represented a strong correlation that the two survey questions asked the same content and that each respondent answered them the same way both times. Questions 15 and 37 pertained to the principal's abilities to collect information. These two questions produced a reliability coefficient of .65. Although this correlation is under .70, Henerson (1987) states that correlations under .70 are often acceptable in descriptive survey methodology. Questions 1 and 40 asked the respondents to rate the principal's abilities in problem analysis resulting in a reliability coefficient of .68. Again, this correlation is under the expected .70, but acceptable and strong enough to statistically elicit the same response from the two questions. Questions 2 and 29 dealt with the principal's judgment and resulted in a reliability coefficient of .78. Questions 11 and

27 asked the respondents to rate their principals' abilities in organizational oversight. These two questions produced a reliability coefficient of .80. Questions 3 and 38 pertained to the building principal's methods of implementation and resulted in a reliability coefficient of .78. The final two Functional domain questions,41 and 42, dealt with the delegation abilities of the principal. These two questions produced a reliability coefficient of .84, the highest of all Functional coefficients. These four sets of questions all resulted in strong correlations (above .70) indicating that the sets of questions asked the same content and were answered the same by each respondent.

The second thematic group concentrated on the Programmatic performance domains. The twelve questions concerning the six Programmatic domains produced the following reliability coefficients (see figure 3).



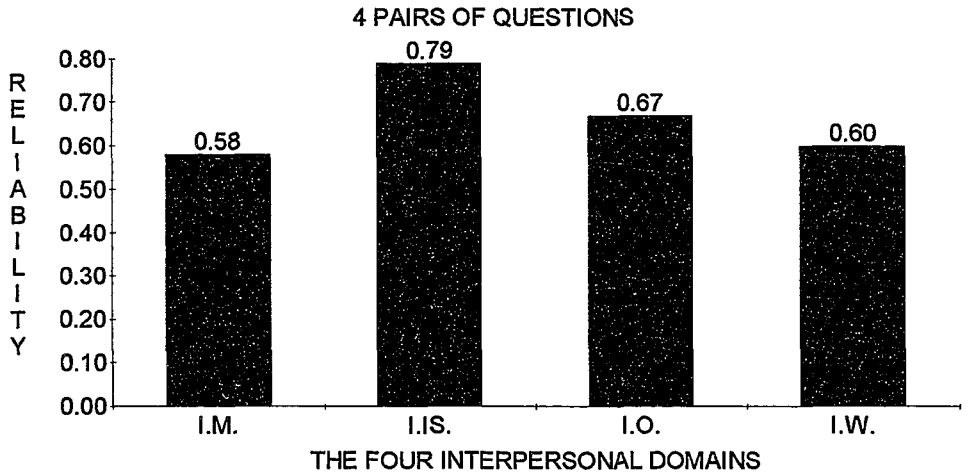

Key: PI=Programmatic Instruction, PC=Programmatic Curriculum Design, PSG=Programmatic Student Guidance, PSD=Programmatic Staff Development, PM=Programmatic Measurement, PR=Programmatic.

Figure 3. Six Programmatic domains

Questions 16 and 21 asked the respondents to rate their principals' effectiveness in instruction and environment. These two questions produced a reliability coefficient of .82, a strong indication that respondents answered the two questions the same way. Questions 12 and 22 polled the respondents regarding their principals' abilities in curriculum design. The results produced a coefficient of .65, a weaker but acceptable correlation between the two questions. Questions 4 and 23 dealt with student guidance and development and resulted in a reliability coefficient of .66. Questions 5 and 30 asked respondents to rate their building principals' role in staff development. These two questions resulted in a coefficient of .72, indicating that respondents answered staff development questions the same way. Questions 6 and 39 concentrated on the principal's abilities in measurement and evaluations. Participants responded with a coefficient of .63. Although this is a weaker correlation, the respondents indicated that they understood the questions by their responses. The final two Programmatic domain questions dealt with the principals' skills in resource allocation and resulted in a reliability coefficient of .77, a strong indication that respondents answered the two questions the same way.

The third thematic group concentrated on the Interpersonal performance domains. Eight survey questions asked participants to respond to the four Interpersonal domains as identified by the National Policy Board for Educational Administration (see figure 4). Questions 7 and 18 asked respondents to rate the principal's ability in motivating others. The result was a reliability coefficient of .58. This was the weakest correlation of the entire study. It is also the single domain in which respondents reported that principals lacked skills. Questions 13 and 28 questioned participants about their building principals' Interpersonal sensitivity which produced a coefficient of .79, a strong indication that the two questions elicited the

same responses. Questions 19 and 33 polled participants about their principals' oral and nonverbal expression and resulted in a .67 coefficient. Questions 8 and 35 asked respondents to



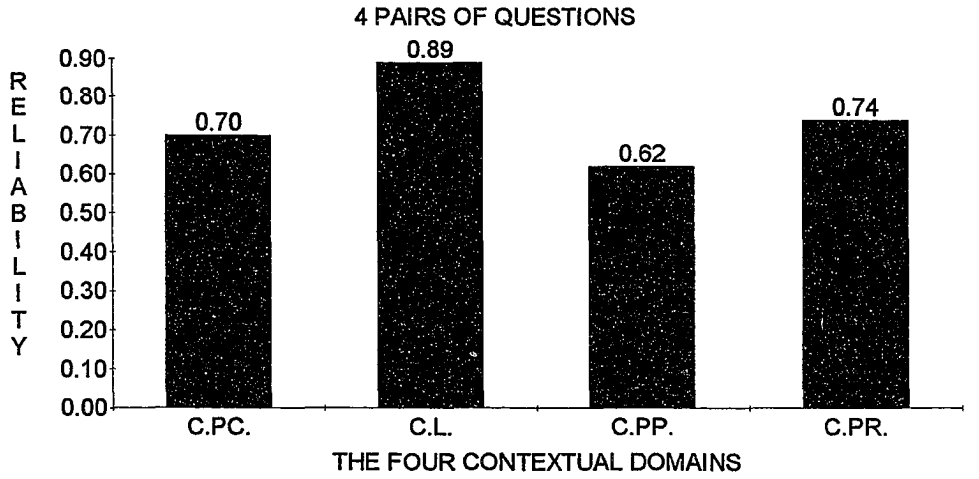

Key: IM=Interpersonal Motivating Others, IIS=Interpersonal Sensitivity, IO=Interpersonal Oral & Nonverbal Expression, IW=Interpersonal Written Expression.

Figure 4. Four interpersonal domains

rate their principals' written expression. These two questions produced a reliability coefficient of .60. These two questions were weaker in correlation yet acceptable for survey results.

The fourth and final thematic group concentrated on the Contextual performance domains. The remaining eight survey questions asked respondents to rate their building principals' abilities in the four Contextual domains (see figure 5). Questions 9 and 36 asked participants to rate their principals' knowledge of philosophical and cultural values. These two questions produced a reliability coefficient of .70. Questions 14 and 34 rated the legal and regulatory applications of

the building principal. These two questions resulted in a .89 coefficient. Questions 24 and 32 asked respondents to rate their principals' ability to politic and use his/her influence. These two questions produced a reliability coefficient of .62. The final two survey questions asked respondents to rate their building principals' abilities in public relations. The two questions resulted in a reliability coefficient of .74. These four sets of questions were strong indicators of question sets eliciting the same responses. Although the two questions on political influence were the weakest of the Contextual




Key: CPC=Contextual Philosophy & Culture, CL=Contextual Legal & Regulatory, CPP=Contextual Policy & Political Influences, CPR=Contextual Public Relations.

Figure 5. Four Contextual domains

domains, the coefficient of .62 was still able to measure a strong enough return. None of the 21 question sets produced correlation coefficients under .50, and only 4 sets of questions produced coefficients under .65. This indicates that the survey questionnaire was reliable and that it elicited the same results from respondents across the state.

Demographics

From the criteria established, the gender of the respondents included 39 (26 %) males and 113 (74 %) females (see figure 6). The age span for the participants was grouped into five categories: (a) 20-25, (b) 26-30, (c) 31-35, (d) 36-40 and (e) 41-45.

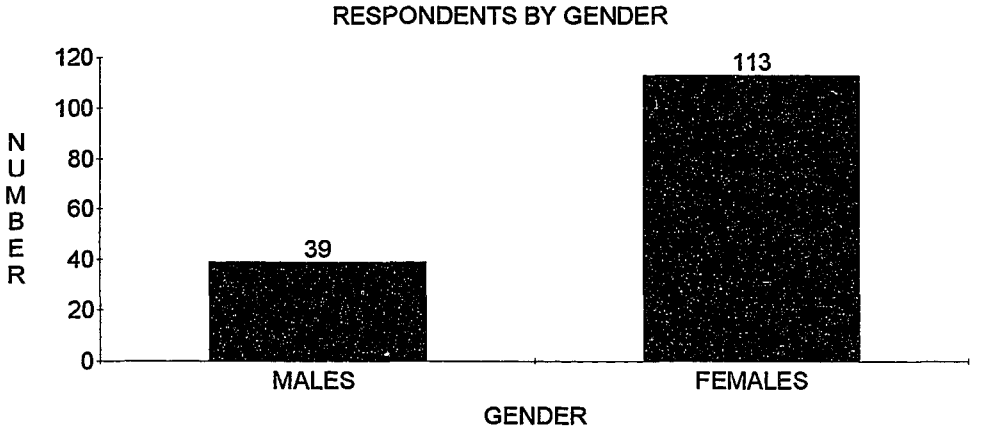



Figure 6. Respondents by gender

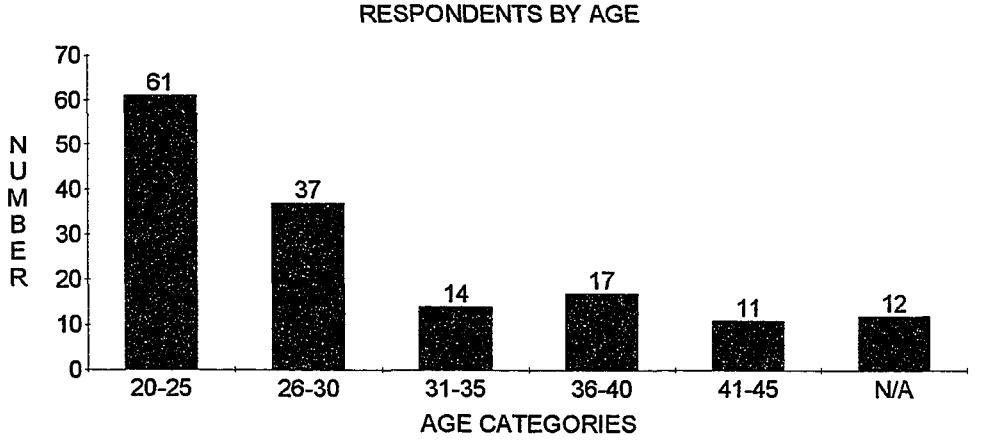



Figure 7. Respondents by age

There were 61 (40 %) participants that indicated their ages were in the 20-25 year range. Thirty-seven (24 %) participants indicated they were in the 26-30 year range. Fourteen (9 %) participants said they were in the 31-35 year range. Seventeen (11 %) participants indicated they were in the 36-40 year range, and 12 (7 %) participants stated they were in the 41-45 year range group (see figure 7). Twelve (8%) respondents failed to respond to the age category on the survey questionnaire. The predominant age group for the study was the 20-25 year age group in which most participants placed themselves.

Fifty-two (34 %) respondents indicated they were from elementary schools, 52 (34 %) from junior high/middle schools and 48 (32 %) from high schools (see figure 8). Fifty-six (37 %) of the respondents indicated they were from rural school districts, 52 (34 %) from suburban districts and 44 (29 %) were from urban districts (see figure 9). A total of 270 questionnaires were mailed. The 270 entry-year participants were selected through a proportionate random sample from the total 2,296 entry-year teacher population in Oklahoma for the 1992-93 school year. Ten surveys were returned by the U. S. Postal Service indicating that the entry-year teacher had moved. A return rate of 56 % (n=142) was achieved. Although this rate was lower than desired, it must be remembered that many teachers move, marry, or leave the profession (Chance, 1993).

The data was placed into three school level groupings and three census level groupings to facilitate data analysis. School level groupings consisted of those levels recognized by national principal organizations. They were: (a) elementary, (b) middle school/ junior high, and (c) high school. Elementary and middle level school respondents were the two highest return groups. High school respondents were the smallest return group in the study.

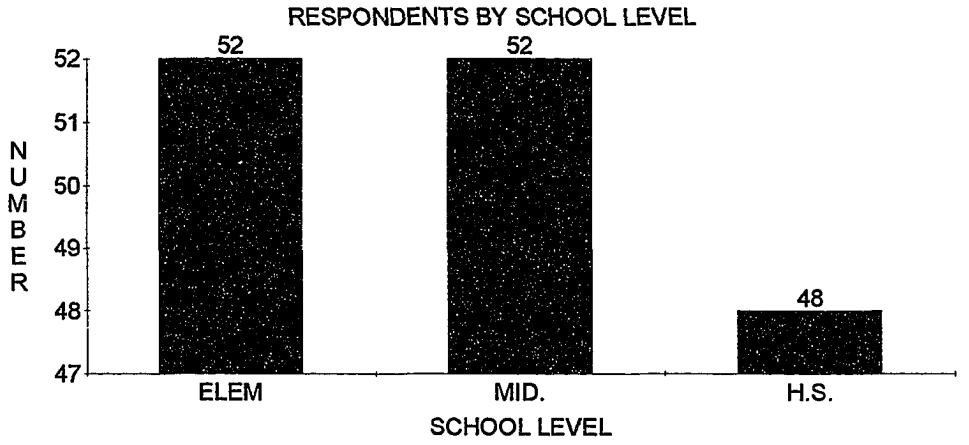



Figure 8. Respondents by school level

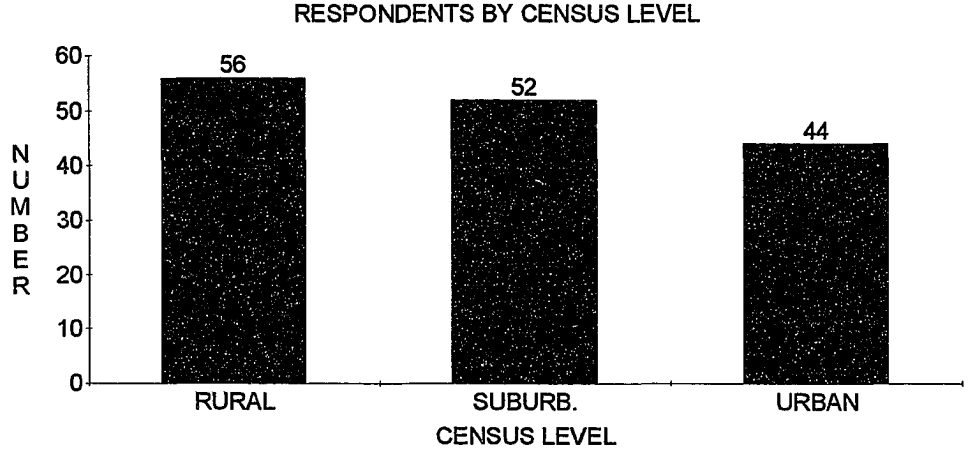



Figure 9. Respondents by census level

The three census level groupings for school districts were those identified by the U. S. Census Bureau by specific populations. They were: (a) rural, (b) suburban, and (c) urban. Table 1 reflects the age levels of respondents in relation to the census size of their school district. Respondents from rural school districts were the largest

census return group in the study. Urban respondents were the smallest group returning survey questionnaires in the study.

Table 1

Number of Respondents by Age Group and Census Size

| | Age Groups | | | | |
|---|---|---|---|---|---|
| | **20-25** | **26-30** | **31-35** | **36-40** | **41-45** |
| **Rural** | 17 | 14 | 10 | 8 | 3 |
| **Suburban** | 25 | 17 | 1 | 4 | 4 |
| **Urban** | 19 | 6 | 3 | 5 | 4 |

**Mean Age: 26**

The most frequently marked age group in the study was the 20-25 age group. The mean age group of respondents for all school district sizes was 26-30 years of age. Table 2 reflects the age levels of respondents in relation to their school level. The mean age group of respondents for all school levels was 26-30 years of age.

Table 2

Number of Respondents by Age Group and School Level

| | Age Groups | | | | |
|---|---|---|---|---|---|
| | **20-25** | **26-30** | **31-35** | **36-40** | **41-45** |
| **Elem.** | 23 | 13 | 3 | 7 | 4 |
| **Middle Lev.** | 16 | 17 | 6 | 4 | 3 |
| **H.S.** | 22 | 7 | 5 | 6 | 4 |

**Mean Age: 26**

Again, the most frequently marked age group in the study was the 20-25 age group. Forty-three percent of the respondents marked this category as representative of their age.

The overwhelming majority of respondents for this study were female. Table 3 reflects the gender of all participants in relation to census size of their school district. Table 4 reflects the gender of all participants in relation to their school level.

Table 3

Number of Respondents by Gender and Census Size

| | Gender | |
|---|---|---|
| | **Male** | **Female** |
| **Elem.** | 6 | 46 |
| **Middle Lev.** | 12 | 40 |
| **H.S.** | 21 | 27 |

Table 4

Number of Respondents by Gender and School Level

| | Gender | |
|---|---|---|
| | **Male** | **Female** |
| **Rural** | 14 | 42 |
| **Suburban** | 16 | 36 |
| **Urban** | 9 | 35 |

The predominant gender for both school level and census level categories was female. There were more rural elementary female respondents than any other category in the study.

Question 45 on the survey asked respondents if they were teaching at a public school this year. An overwhelming majority, 93 %, indicated that they were teaching at the same or different public school in Oklahoma.

The 21 Performance Domains

The questionnaire had five columns labeled left to right: 1, Strongly Disagree; 2, Disagree; 3, Neutral; 4, Agree; and 5, Strongly Agree. Participants were asked to read each statement and then circle the number to the right of the statement that best reflected their perceptions of the knowledge and skills of their building principals based on their first year of teaching (see Appendix H).

The data from the questionnaire was used to identify the knowledge and skills of the building principal as perceived by entry-year teachers. The 42 questionnaire items comprised the four themes of the performance domains as identified by the National Policy Board for Educational Administration in the publication, Principals For Our Changing Schools: Knowledge and Skill Base (1993). These four themes, Functional, Programmatic, Interpersonal, and Contextual, contained the 21 identified performance domains in building principals which contributed to the leadership of the building principal as perceived by entry-year teachers.

The data was analyzed as a whole as well as placed into three school level groupings and three census level groupings to facilitate data analysis and answer the research questions in regard to the Functional, Programmatic, Interpersonal and Contextual skills of building principals. Table 5 presents the mean score and rating

frequency for all 21 essential performance domains for all principals in this study as reported by all entry-year teacher respondents.

Seven Functional Domains

The seven Functional performance domains netted a cumulative mean score of 3.77 from all respondents. Specifically, leadership received a mean score of 3.85 and information collection was rated at 3.62. Problem analysis scored 3.69 and judgment received a mean score of 3.78. Total respondents rated organizational oversight skills in principals as 3.75 and implementation skills rated as 3.67. The skill of delegation received a mean score of 4.02 by total respondents in this study. Of all the Functional skills and knowledge of the principal, delegation rated the highest (4.02) as perceived by all entry-year teachers in the study.

The seven Functional domains all received more ratings of 4 than any other score. The majority of respondents agree that their principals possess Functional skills and knowledge.

Cross-tabulation allowed the researcher a disaggregated view of the data as it pertains to school level. The data was cross-tabulated using the Functional skills and knowledge of the building principal as perceived by entry-year teachers in the specific elementary, middle and high school levels.

Table 5

21 Performance Domains: Mean Scores and Rating Frequency

| | Mean Score | 1's | 2's | 3's | 4's | 5's |
|---|---|---|---|---|---|---|
| **Seven Functional Domains:** | | | | | | |
| Leadership. | 3.85 | 1 | 19 | 23 | 55 | 43 |
| Information Collection. | 3.62 | 3 | 11 | 50 | 49 | 28 |
| Problem Analysis. | 3.69 | 3 | 12 | 23 | 52 | 51 |
| Judgment. | 3.78 | 6 | 16 | 23 | 54 | 42 |
| Organizational Oversight. | 3.75 | 2 | 15 | 34 | 55 | 35 |
| Implementation. | 3.67 | 4 | 16 | 39 | 45 | 37 |
| Delegation. | 4.02 | 2 | 16 | 16 | 50 | 57 |
| **Six Programmatic Domains:** | | | | | | |
| Instruction & Learning Environ. | 3.94 | 5 | 8 | 27 | 51 | 50 |
| Curriculum Design. | 3.57 | 5 | 18 | 42 | 43 | 33 |
| Student Guidance & Dev. | 3.66 | 4 | 21 | 31 | 48 | 37 |
| Staff Development. | 3.79 | 3 | 17 | 27 | 53 | 41 |
| Measurement and Evaluation. | 3.64 | 5 | 16 | 36 | 52 | 32 |
| Resource Allocation. | 3.57 | 9 | 16 | 38 | 41 | 37 |
| **Four Interpersonal Domains:** | | | | | | |
| Motivating Others. | 3.45 | 15 | 17 | 32 | 44 | 33 |
| Interpersonal Sensitivity. | 3.61 | 8 | 25 | 24 | 41 | 43 |
| Oral and Nonverbal Expression. | 3.92 | 8 | 10 | 18 | 54 | 51 |
| Written Expression. | 3.94 | 4 | 14 | 19 | 53 | 51 |
| **Four Contextual Domains:** | | | | | | |
| Philos. & Cultural Values. | 3.77 | 2 | 9 | 46 | 47 | 37 |
| Legal and Regulatory Applic. | 4.28 | 5 | 6 | 11 | 41 | 78 |
| Policy and Political Influences. | 3.62 | 5 | 18 | 36 | 48 | 34 |
| Public Relations. | 3.82 | 6 | 13 | 25 | 54 | 43 |

Elementary entry-year respondents rated their building principals' overall Functional skills and knowledge as 3.86 (see table 6). Specifically, elementary entry-year respondents rated their building principals' leadership skills as 4.02, and appraised information collection skills and knowledge as 3.7. Problem analysis scored 4.02 and judgment received a mean score of 3.8. Elementary entry-year respondents rated organizational oversight skills in principals as 3.88 and implementation skills as 3.68.

The skill of delegation received a mean score of 3.94 by all elementary respondents. Elementary respondents agree that their building principals possess high skills and knowledge within the seven Functional domains. Elementary principals were reported to be best at both leadership and problem analysis at this level.

Table 6

Seven Functional Domains by School Level and Mean Score

| Seven Functional Domains: | Elementary | Middle Level | High School |
|---|---|---|---|
| Leadership. | 4.02 | 3.78 | 3.73 |
| Information Collection. | 3.70 | 3.74 | 3.42 |
| Problem Analysis. | 4.02 | 4.07 | 3.80 |
| Judgment. | 3.80 | 3.67 | 3.87 |
| Organizational Oversight. | 3.88 | 3.70 | 3.67 |
| Implementation. | 3.68 | 3.74 | 3.60 |
| Delegation. | 3.94 | 4.24 | 3.89 |

Again, through cross-tabulation, mean scores from middle level entry-year respondents were analyzed. Middle level entry-year respondents rated their building principals' overall Functional skills and knowledge as 3.85. Specifically, middle level entry-year respondents rated their building principals' leadership skills as 3.78, and appraised information collection skills and knowledge as 3.74. Problem analysis scored a high 4.07 and judgment received a mean score of 3.67. Middle level entry-year respondents rated organizational oversight skills in principals as 3.7 and implementation skills rated as 3.74. Delegation received a high score of 4.24 by all middle level respondents. Middle level respondents agree their building principals possess a high degree of skills and knowledge in the Functional domains. Middle school principals were reported to be best at problem analysis at this level.

High school entry-year respondents rated their building principals' overall Functional skills and knowledge as 3.71. Specifically, high school entry-year respondents rated their building principals' leadership skills as 3.73, and appraised information collection skills and knowledge as 3.42. Problem analysis scored 3.8 and judgment received a mean score of 3.87. High school entry-year respondents rated organizational oversight skills in principals as 3.67 and implementation skills rated as 3.6. The skill of delegation received a mean score of 3.89 from all high school respondents. High school level respondents rated their principals lower than the other two elementary and middle levels. However, high school entry-year teachers agree that their principals do possess a better than average degree of skills and knowledge in the Functional domains. High school principals were reported to be best at the skill of delegation.

Another cross-tabulation of data afforded the researcher to disaggregate the data according to census size of school/city. Three levels of school size were used in this study: rural, suburban and urban. The data was cross-tabulated using the Functional skills and knowledge of the building principal as perceived by entry-year teachers in the specific rural, suburban and urban census levels.

Rural entry-year respondents rated their building principals' overall Functional skills and knowledge as 3.67 (see table 7). Specifically, rural entry-year respondents rated their building principals' leadership skills as 3.54, and appraised information collection skills and knowledge likewise as 3.55. Problem analysis scored a high 3.92 and judgment received a mean score of 3.65. Rural entry-year respondents rated organizational oversight skills in principals as 3.67 and implementation skills as 3.5. The skill of delegation received a mean score of 3.88 by all rural respondents. Rural entry-year respondents reported that their building level principals all possessed a

better than average knowledge and skill base in the Functional domains. Specifically, rural principals were rated best at problem analysis.

Table 7

Seven Functional Domains by Census Level and Mean Score

| Seven Functional Domains: | Rural | Suburban | Urban |
|---|---|---|---|
| Leadership. | 3.54 | 4.12 | 3.92 |
| Information Collection. | 3.54 | 3.75 | 3.58 |
| Problem Analysis. | 3.92 | 4.14 | 3.79 |
| Judgment. | 3.65 | 4.08 | 3.55 |
| Organizational Oversight. | 3.67 | 3.98 | 3.55 |
| Implementation. | 3.50 | 3.92 | 3.58 |
| Delegation. | 3.88 | 4.37 | 3.74 |

Suburban entry-year respondents rated their building principals' overall Functional skills and knowledge a high 4.05. Specifically, suburban entry-year respondents rated their building principals' leadership skills as 4.12, and appraised information collection skills and knowledge as 3.75. Problem analysis scored a high 4.14 and judgment received a mean score of 4.05. Suburban entry-year respondents rated organizational oversight skills in principals as 3.98 and implementation skills as 3.92. Delegation received a high mean score of 4.37 by all suburban respondents. Suburban entry-year respondents all agree that their building principals possess a high degree of skill and knowledge in the Functional domains. Specifically, suburban principals were reported to be best at delegation.

Urban entry-year respondents rated their building principals' overall Functional skills and knowledge as 3.67. Specifically, urban entry-year respondents rated their building principals' leadership skills as 3.92, and appraised information collection skills

and knowledge as 3.58. Problem analysis scored 3.79 and judgment received a mean score of 3.55. Urban entry-year respondents rated organizational oversight skills in principals as 3.55 and implementation skills as 3.58. The skill of delegation received a mean score of 3.74 by all urban respondents. Urban entry-year respondents reported their principals as being best in leadership skills and knowledge. Urban respondents agree that their building principals all possess better than average (3.0) skills and knowledge in the seven Functional domains.

Qualitative interviews with nine participants revealed favorable evaluations concerning the Functional skills and knowledge of their principals. Eight of the nine participants all mentioned that their principal delegated to faculty members and included them in the decision process. One participant stated the following concerning delegation skills: "He always delegates to the faculty". Another stated "She includes teachers in everything", and "My principal empowers us to be involved through committees".

Eight of the nine participants rated their principal as progressive, a risk taker and always available for teachers. Some participants stated the following concerning their principal as a risk taker: "My principal is always willing to try new things, even if it's not popular" and "He encourages us to try new things".

All nine participants stated that their principals were good leaders. Many of them stated that their principals varied in their leadership styles, yet were effective in the way in which they ran the school. One participant stated the following concerning the leadership skills of their principal: "He shares the responsibilities with us". Another stated "He's a very strong leader, even autocratic at times, but it works". A third participant stated "I wouldn't want his job at all", "He does good with all the

pressures he deals with", and "He's pretty laid back. He handles problems that would drive me crazy".

Six Programmatic Domains

The six Programmatic performance domains netted a cumulative mean score of 3.70 from all respondents (see table 5). Building principals are doing a better than average job in the Programmatic skills. Specifically, the instruction and environment skills and knowledge received a mean score of 3.94. Respondents were very favorable in their ratings when asked about the instructional skills of their principal. Curriculum design was rated at 3.57 and student guidance and development scored 3.66. Although these scores are lower than the other Programmatic scores, the most frequent rating for these two skill domains was a 4. This indicated that while the majority gave high marks, a few entry-year teachers were dissatisfied with their principals' performance in the Programmatic areas. Staff development received a mean score of 3.79 indicating that principals possess a high degree of skill and knowledge in this area. Measurement and evaluation skills rated 3.64 and resource allocation skills and knowledge rated as 3.57 as reported by entry-year teachers. Of all the Programmatic skills and knowledge of the principal, instruction and learning environment rated the highest (3.94) as perceived by all entry-year teachers. Thus, principals were perceived by entry-year teachers to be instructional leaders.

Through cross-tabulation, the researcher disaggregated the data according to school level. The data were cross-tabulated using the Programmatic skills and knowledge of the building principal, as perceived by entry-year teachers in the specific elementary, middle and high school levels.

Elementary entry-year respondents rated their building principals' overall Programmatic skills and knowledge as 3.8 (see table 8). A large majority of elementary entry-year teachers were satisfied with their individual building principal's performance in the programmatic domains. The six Programmatic performance domains were each individually rated by entry-year teachers. Instruction and environment received a high mean score of 4.08 from elementary respondents. Curriculum design rated 3.78 and student guidance and development received a 3.74 mean score. Staff development was appraised as 3.84 while measurement and evaluation received a mean score of 3.68. Elementary respondents rated resource allocation also as 3.68 in Programmatic skills and knowledge. None of the individual Programmatic domains were rated under 3.68 by elementary entry-year teachers indicating that a large percent agreed with the survey questions assessing their building principals' skills and knowledge in the programmatic domains. Elementary entry-year teachers rated their principals higher than the other two school level categories in the study.

Table 8

Six Programmatic Domains by School Level and Mean Score

| **Six Programmatic Domains:** | **Elementary** | **Middle Level** | **High School** |
|---|---|---|---|
| Instruction & Learning Environment | 4.08 | 3.98 | 3.76 |
| Curriculum Design | 3.78 | 3.57 | 3.36 |
| Student Guidance & Development | 3.74 | 3.85 | 3.38 |
| Staff Development | 3.84 | 3.74 | 3.80 |
| Measurement & Evaluation | 3.68 | 3.61 | 3.62 |
| Resource Allocation | 3.68 | 3.59 | 3.44 |

Middle level entry-year respondents rated their building principals' overall Programmatic skills and knowledge as 3.72, another good indication that building principals are demonstrating Programmatic skills. The six Programmatic performance domains were each individually rated by entry-year teachers. Instruction and environment received a high mean score of 3.98 from middle level respondents revealing that middle level principals were perceived as instructional leaders. This was the highest rated domain as perceived by middle level respondents. Curriculum design rated 3.57 and student guidance and development received a 3.85 mean score. Staff development was appraised as 3.74 while measurement and evaluation received a mean score of 3.61. Middle level entry-year teachers rated resource allocation as 3.59 in Programmatic skills and knowledge possessed by the building principal. Resource allocations remains the lowest scoring domain in all school levels and census levels. This is consistent with qualitative interviews. It concludes that fiscal empowerment and allocation skills of the principal are of the lowest domain exhibited by the building administrator. Middle level entry-year teachers rated their building principals second to the highest in the three school level categories in this study.

High school entry-year respondents rated their building principals' overall Programmatic skills and knowledge as 3.56. This was the lowest rating of the three school level groups. However, the rating of 4 continued to be the most frequent rating given by high school respondents. The six Programmatic performance domains were each individually rated by entry-year teachers. Instruction and environment received a mean score of 3.76 from responding high school entry-year teachers. Curriculum design rated 3.36 and student guidance and development received a 3.38 mean score. Staff development was appraised as 3.8 while measurement and evaluation received a mean score of 3.62. High School respondents rated resource allocation as 3.44 in

Programmatic skills and knowledge. High school entry-year teachers perceived their principals to be better at staff development and instruction and learning environment skills and less skilled in the domains of curriculum design and student guidance.

Another cross-tabulation of data afforded the researcher disaggregated data according to census size of school/city. The same three levels of school size were used: rural, suburban and urban. The data was cross-tabulated using the six Programmatic skills and knowledge of the building principal as perceived by entry-year teachers in the specific rural, suburban and urban census levels.

Rural entry-year respondents rated their building principals' overall Programmatic skills and knowledge as 3.57 (see table 9). Again, the most frequent rating given by entry-year teachers was a 4. This data analysis concludes that while many rural entry-year teachers gave high ratings to their principals several gave poor marks in regard to the Programmatic skills and knowledge of their principals, thus the mean score was lowered. Rural entry-year teachers rated their principals' Programmatic skills the lowest of the three census groups.

The six Programmatic performance domains were each individually rated by entry-year teachers. Instruction and environment received a mean score of 3.85 from responding rural entry-year teachers. Curriculum design rated 3.58 and student guidance and development received a 3.56 mean score. Staff development was appraised as 3.5 while measurement and evaluation received a mean score of 3.58. Rural entry-year respondents rated resource allocation as 3.37 in Programmatic skills and knowledge.

Table 9

Six Programmatic Domains by Census Level and Mean Score

| Six Programmatic Domains: | Rural | Suburban | Urban |
|---|---|---|---|
| Instruction & Learning Environment | 3.85 | 4.16 | 3.79 |
| Curriculum Design | 3.58 | 3.75 | 3.34 |
| Student Guidance & Development | 3.56 | 3.86 | 3.53 |
| Staff Development | 3.50 | 4.02 | 3.89 |
| Measurement & Evaluation | 3.58 | 3.76 | 3.55 |
| Resource Allocation | 3.37 | 3.86 | 3.47 |

Suburban entry-year respondents rated their building principals' overall Programmatic skills and knowledge a high 3.9. Suburban entry-year teachers rated their principals' Programmatic skills and knowledge the highest of the three census groups. The six Programmatic performance domains were each individually rated by entry-year teachers. Instruction and environment received a high mean score of 4.16 from responding suburban entry-year teachers. This was the highest score of all the Programmatic skills demonstrating that suburban entry-year teachers believed their principals possessed the necessary skills and knowledge in the Programmatic domains. Curriculum design rated 3.75 and student guidance and development received a 3.86 mean score. Staff development was appraised as high at 4.02, again demonstrating that suburban principals are perceived to be well versed in staff development skills. Measurement and evaluation received a mean score of 3.76 while resource allocation rated a higher 3.86 in Programmatic skills and knowledge. Suburban principals are perceived to possess much better resource allocation skills than any other school or census category.

Urban entry-year respondents rated their building principals' overall Programmatic skills and knowledge as 3.6, the second highest rating of the three census categories. The six Programmatic performance domains were each individually rated by entry-year teachers. Instruction and environment received a mean score of 3.79 from responding urban entry-year teachers. Curriculum design rated 3.34 and student guidance and development received a 3.53 mean score. Staff development was appraised as 3.89, the highest rating given by urban respondents regarding the Programmatic skills and knowledge of their principals. Measurement and evaluation received a mean score of 3.55. Urban entry-year respondents rated their building principals' resource allocation skills and knowledge as 3.47. Urban entry-year teachers perceived their principals to possess higher skills in instruction and learning environment and staff development and lower skills in curriculum design and resource allocation.

Qualitative interviews with nine participants revealed mixed responses concerning the Programmatic skills and knowledge of their principals. All nine mentioned that each of their principals did what was best for students, even when it was not popular with others. One interview participant stated "My principal did what he knew was best for the student even when he knew the community would not be happy". Another respondent stated, "My principal was great at focusing us on our mission so that students were always our main goal, not teachers".

There was a varied view on the principal's effect on curriculum design. The nine participants gave various accounts of their principals effect. This ranged from no impact to great influence. One participant stated, "I've not seen any impact on our curriculum here by the principal. We design and deliver it- not him". Yet, another

interview participant stated, "She has brought so many new ideas to this school- I don't know where to begin".

Eight of the nine participants rated their principals highly in the area of staff development. Participants stated, "He gave lots of time, advice and input to ensure my success" and "She did an excellent job. I couldn't have asked for a better principal and mentor". A majority of the participants stated that their principals conducted staff development especially for entry-year teachers and new teachers in their buildings.

Four Interpersonal Domains

The four Interpersonal performance domains netted a cumulative mean score of 3.73 from all respondents (see table 5). This high cumulative score demonstrated that entry-year teachers perceive their building principals to possess higher than average Interpersonal skills. The most common rating given for interpersonal domains by entry-year respondents was a 4. Motivating others received a mean score of 3.45, the lowest rating of all the 21 performance domains. Entry-year teachers perceive their building principals to be lacking in motivation skills as compared to the other performance domains. Interpersonal sensitivity was rated at 3.61. Oral and nonverbal expression was appraised by respondents and received a high rating of 3.92. Total respondents rated the written expression skills and knowledge in their principals as 3.94. Of all the Interpersonal performance domains assessed by the respondents about their principals, written expression rated the highest (3.94) . Entry-year teachers perceived their building principals to possess very good skills in communication while lacking in motivation skills.

Through cross-tabulation, the researcher disaggregated the data according to school level. The data was cross-tabulated using the Interpersonal skills and

knowledge of the building principal as perceived by entry-year teachers in the specific elementary, middle and high school levels.

Elementary entry-year respondents rated their building principals' overall Interpersonal skills and knowledge as 3.78, the highest rating given by respondents of the three school levels (see table 10).

Table 10

Four Interpersonal Domains by School Level and Mean Score

| Four Interpersonal Domains: | Elementary | Middle Level | High School |
|---|---|---|---|
| Motivating Others | 3.58 | 3.48 | 3.27 |
| Interpersonal Sensitivity | 3.56 | 3.61 | 3.67 |
| Oral & Nonverbal Expression | 3.96 | 3.89 | 3.91 |
| Written expression | 4.02 | 3.85 | 3.96 |

The four Interpersonal performance domains were each individually rated by entry-year teachers. Motivating others received a mean score of 3.58 from elementary respondents. Interpersonal sensitivity rated 3.56. Oral and nonverbal communication skills received a high 3.96 mean score. Elementary entry-year respondents scored the written expression skills and knowledge of their principals a high 4.02. Elementary respondents perceived their principals to possess high skills and knowledge in written, oral and nonverbal expression. Elementary respondents rated their principals lowest in Interpersonal sensitivity.

Middle level entry-year respondents rated their building principals' overall Interpersonal skills and knowledge as 3.70. The four Interpersonal performance domains were each individually rated by entry-year teachers. Motivating others received a mean score of 3.48 from middle level respondents. Interpersonal sensitivity

rated 3.61; and oral and nonverbal communication skills received a 3.89 mean score. Middle level entry-year respondents scored the written expression skills and knowledge of their principals as 3.85. Middle level entry-year teachers perceived their building principals to possess a high degree of skill and knowledge in oral, nonverbal and written communication while lacking in motivation skills.

High School entry-year respondents rated their building principals' overall Interpersonal skills and knowledge as 3.70. The four Interpersonal performance domains were each individually rated by entry-year teachers. Motivating others received a mean score of 3.27, the lowest Interpersonal skill rating of all school levels. High school entry-year respondents perceived their building principals to be lacking in motivation skills. Interpersonal sensitivity rated 3.67; and oral and nonverbal communication skills received a high 3.91 mean score. High school entry-year respondents scored the written expression skills and knowledge of their principals a high 3.96.

Through cross-tabulation, the researcher disaggregated the data according to census size of school/city. The same three levels of school size were used: rural, suburban and urban. The data was cross-tabulated using the four Interpersonal performance domains in building principals as perceived by entry-year teachers in the specific rural, suburban and urban census levels.

Rural entry-year respondents rated their building principals' overall Interpersonal skills and knowledge as 3.6 (see table 11). The four Interpersonal performance domains were each individually rated by entry-year teachers of all census levels. Motivating others received a mean score of 3.19 from rural respondents. Again, motivation skills were perceived to be low according to rural entry-year teachers. Interpersonal sensitivity rated 3.58. Oral and nonverbal communication

skills received a 3.69 mean score from rural respondents. Rural entry-year teachers rated the written expression skills and knowledge of their principals a high 3.94.

Table 11

Four Interpersonal Domains by Census Level and Mean Score

| Four Interpersonal Domains: | Rural | Suburban | Urban |
|---|---|---|---|
| Motivating Others | 3.19 | 3.82 | 3.29 |
| Interpersonal Sensitivity | 3.58 | 3.9 | 3.26 |
| Oral & Nonverbal Expression | 3.69 | 4.25 | 3.79 |
| Written expression | 3.94 | 4.18 | 3.63 |

Suburban entry-year respondents rated their building principals' overall Interpersonal skills and knowledge a high 4.03. The most frequent score recorded by entry-year teachers on the questionnaire survey was a 4. The analysis of this data points to the fact that a large majority of suburban entry-year teachers believe their building principals possess Interpersonal skills and knowledge. The four Interpersonal performance domains were each individually rated by entry-year teachers of all census levels. Motivating others received a mean score of 3.82 from suburban respondents. This is the single category where motivating others rated high. Suburban principals were perceived to possess higher motivation skills than any other census or school level category. Interpersonal sensitivity rated 3.9; and oral and nonverbal communication skills received a high 4.25 mean score from suburban respondents. Suburban entry-year teachers rated the written expression skills and knowledge of their principals a high 4.18, indicating that principals do well in these domains.

Urban entry-year respondents rated their building principals' overall Interpersonal skills and knowledge as 3.49. Individually, the four Interpersonal

performance domains were rated by entry-year teachers of all census levels. Motivating others received a mean score of 3.29 from urban respondents. Interpersonal sensitivity rated 3.26; and oral and nonverbal communication skills received a 3.79 mean score from urban respondents. All responding urban entry-year teachers rated the written expression skills and knowledge of their principals as 3.63.

The highest rated domain was oral and nonverbal expression and the second highest rating was written expression. Urban responses indicated that principals possess better than average skills and knowledge in these domains. Urban responses indicated that motivating others was lowest on the ratings of all domains. This indicated that urban principals rated low in motivation skills and knowledge.

Qualitative interviews with nine participants revealed positive responses from participants concerning the Interpersonal skills and knowledge of their principals. Five of the nine participants stated that their principals motivated them to do their best. One participant stated, "She makes me want to be the very best". Another stated "My principal has high expectations and we want to meet those expectations". Another participant stated, "He demands a lot, but that in itself encourages me to be my best". The remaining four rated their principals as average in motivating skills.

All participants stated that their principals were excellent in written and oral communication skills. One interview participant stated, " She is superb, I've never even noticed a typo on any of our memos" and "He's absolutely excellent. I wish I had those skills". Another participant stated, "She's great at all kinds of communication. She even gives us little inspirational quotes on the bottom of our weekly agenda memos".

Four Contextual Domains

The four Contextual performance domains netted a cumulative mean score of 3.87 from all respondents (see table 5). Philosophical and cultural values received a mean score of 3.77; and legal and regulatory applications were rated at 4.28. Policy and political influences were appraised by respondents and received a rating of 3.62. Total respondents rated the public relations skills and knowledge in their principals as 3.82. Of all the Contextual performance domains assessed by the respondents about their principal, legal and regulatory applications rated the highest (4.28) as perceived by all entry-year teachers.

The highest rated domain was legal and regulatory applications indicating that a large majority of principals have a very good understanding of school law and regulations in the state of Oklahoma and exhibit those skills in their schools. The second highest Contextual rating was public relations indicating that a large majority of building principals possess the necessary skills and knowledge to communicate with their communities and constituents concerning their school, inhabitants and curriculum. The lowest rated Contextual domain was policy and political relations (3.62). Although this was the lowest rated domain of the four, principals displayed this skill enough to their entry-year teachers to receive a majority rating of 4 on the questionnaire indicating that a majority of principals know their policies and understand the politics of their district and state.

Through cross-tabulation, the researcher again disaggregated the data according to school level. The data was cross-tabulated using the Contextual skills and knowledge of the building principal as perceived by entry-year teachers in the specific elementary, middle and high school levels.

Elementary entry-year respondents rated their building principals' overall Contextual skills and knowledge a high 4.02 (see table 12). The four Contextual performance domains were each individually rated by entry-year teachers. Philosophical and cultural values received a mean score of 3.98 from elementary respondents. Legal and regulatory applications rated a high 4.38. Elementary entry-year teachers appraised the policy and political influential skills and knowledge of their principals as 3.70. Elementary respondents scored the public relations skills and knowledge of their principals with a high mean score of 4.02.

Table 12

Four Contextual Domains by School Level and Mean Score

| **Four Contextual Domains:** | **Elementary** | **Middle Level** | **High School** |
|---|---|---|---|
| Philosophical & Cultural Values | 3.98 | 3.70 | 3.60 |
| Legal & Regulatory Applications | 4.38 | 4.33 | 4.13 |
| Policy & Political Influences | 3.70 | 3.72 | 3.44 |
| Public Relations | 4.02 | 3.83 | 3.58 |

The elementary level entry-year respondents rated Contextual domains at the very top of the list. With an overall average rating of 4.02, none of the four Contextual domains rated under 3.7 indicating that elementary principals manifest a very good knowledge of Contextual skills. Elementary principals rate very high in legal and regulatory skills and public relation skills as well as demonstrating a high knowledge base in philosophy and politics.

Middle level entry-year respondents rated their building principals' overall Contextual skills and knowledge as 3.9. The four Contextual performance domains were each individually rated by entry-year teachers. Philosophical and cultural values

received a mean score of 3.7 from middle level respondents. Legal and regulatory applications rated a high 4.33. Middle level entry-year teachers appraised the policy and political influential skills and knowledge of their principals as 3.72. Middle level entry-year teachers scored the public relations skills and knowledge of their principals with a mean score of 3.83.

Middle level principals rated highest in legal and regulatory skills indicating that they exhibited a thorough knowledge of school law in Oklahoma. The second highest domain was public relations. Middle level principals were very good at communicating with the public and promoting their schools to their constituents. Philosophical and political skills rated high with the most frequent score being a 4. This data indicated that middle level principals possessed better than average knowledge and skills in these two domains as well.

High school entry-year respondents rated their building principals' overall Contextual skills and knowledge as 3.69. Again, the four Contextual performance domains were each individually rated by entry-year teachers. Philosophical and cultural values received a mean score of 3.6 from high school respondents. Legal and regulatory applications rated a high 4.13. High school entry-year teachers appraised the policy and political influential skills and knowledge of their principals as 3.44. High school respondents scored the public relations skills and knowledge of their principals with a mean score of 3.58.

High school entry-year teacher responses indicated that their building principals displayed a very good knowledge of school law and regulations in the state of Oklahoma. The second highest rating domain for high school principals was Philosophical and cultural values. This data revealed that high school principals most frequently received a rating of 4 in the survey. A large majority of high school

principals understand and exhibit skills in philosophical and cultural decisions. The lowest rating Contextual domain for high school principals was policy and political influences (3.44). The most frequent rating in this domain by high school entry-year teachers was 4. This indicates that a large majority of high school principals possess knowledge and skills in policy and understand the political culture in their district.

Through cross-tabulation, the researcher disaggregated the data according to census size of school/city. The same three levels of school size were used: rural, suburban and urban. The data was cross-tabulated using the four Contextual performance domains in building principals as perceived by entry-year teachers in the specific rural, suburban and urban census categories.

Rural entry-year respondents rated their building principals' overall Contextual skills and knowledge as 3.82 (see table 13). The four Contextual performance domains were each individually rated by entry-year teachers of all census levels. Philosophical and cultural values received a mean score of 3.62 from rural respondents. Legal and regulatory applications rated a high 4.31 and policy and political influences received a 3.73 mean score from rural respondents. Rural entry-year teachers rated the public relations skills and knowledge of their principals as 3.62.

Table 13

Four Contextual Domains by Census Level and Mean Score

| **Four Contextual Domains:** | **Rural** | **Suburban** | **Urban** |
|---|---|---|---|
| Philosophical & Cultural Values | 3.62 | 3.92 | 3.76 |
| Legal & Regulatory Applications | 4.31 | 4.55 | 3.89 |
| Policy & Political Influences | 3.73 | 3.67 | 3.42 |
| Public Relations | 3.62 | 4.00 | 3.84 |

The highest Contextual domain rating from rural entry-year teachers was legal and regulatory applications indicating that rural principals possess a thorough knowledge and understanding of Oklahoma school law. The second highest rating was policy and politics revealing that rural principals are in tune with the political climate of their district and community and understand their district policies. Public relations and philosophical and cultural values both rated at 3.62 with the most frequent rating given by rural respondents being 4. This data indicated that rural principals possess better than average knowledge and skills in these two domains.

Suburban entry-year respondents rated their building principals' overall Contextual skills and knowledge a high 4.03. The four Contextual performance domains were each individually rated by entry-year teachers of all census levels. Philosophical and cultural values received a mean score of 3.92 from suburban respondents. Legal and regulatory applications rated a high 4.55 and policy and political influences received a 3.67 mean score from suburban respondents. Suburban entry-year teachers rated the public relations skills and knowledge of their principals as 3.84.

Suburban entry-year teachers rated their principals at the top of the list in Contextual domains. The highest Contextual domain rating from suburban entry-year teachers was legal and regulatory applications (4.55) indicating that suburban principals possess a very high knowledge and understanding of Oklahoma school law. The second highest rating was public relations (4.0) revealing that suburban principals know how to promote their schools to the community and consistently exhibit these skills. Policy and politics rated the lowest (3.67) of the Contextual domains. However, respondents' scores indicated that a large majority of suburban principals are

in tune with the political climate of their district and community and understand their district policies.

Urban entry-year respondents rated their building principals' overall Contextual skills and knowledge as 3.73. The four Contextual performance domains were each individually rated by entry-year teachers of all census levels. Philosophical and cultural values received a mean score of 3.76 from urban respondents. Legal and regulatory applications rated 3.89 and policy and political influences received a 3.42 mean score from urban respondents. Urban entry-year teachers rated the public relations skills and knowledge of their principals as 3.84.

Responses indicated that urban principals possessed a thorough knowledge of school law and regulations in the state of Oklahoma. The second highest Contextual domain for urban principals was public relations. This data indicated that urban principals are very good at promoting their schools to their communities and to the general public. The lowest Contextual rating for urban principals was policy and political influence (3.42). However, the most frequent rating given by urban entry-year teachers concerning this domain was a 4 indicating that urban principals understand the political climate of their district and community.

Qualitative interviews with nine participants revealed that their principals possessed Contextual skills and knowledge. All participants stated that their principals were the very best at public relations. One participant stated, "My principal does a wonderful job in this area" and "He's the very best at PR, he's like a salesman on the move". One participant even stated "She's just like a politician... always working it".

Additionally, all participants stated that their principals were very knowledgeable in policy and legal matters concerning education. One interview participant stated, "He really knows his stuff". Another participant remarked, "He's

like a walking policy book. He knows it inside and out". One hundred percent of the participants rated their principals very high in the Contextual skills and knowledge.

Rural, Suburban and Urban Analysis

The researcher looked at the data in regard to specific census categories. Overall, entry-year teachers from rural school districts indicated their principals rated above average (higher than a neutral score of 3.0) on all of the knowledge and skills questioned on the survey (see table 14). The mean score for the seven Functional performance domains in rural principals was 3.67 with the score of 4 being reported most frequently. The majority of rural school principals possess and exhibit the seven Functional skills as perceived by rural entry-year teachers. The highest domain was problem analysis with an overall mean of 3.92. The lowest mean score for the seven Functional domains was implementation (3.50) revealing that even the lowest mean score (implementation) was rated better than average by all rural respondents. Responses indicated that rural principals exhibited better than average knowledge and skills in leadership, information collection, judgment, organizational oversight, implementation and delegation.

The mean score for the six Programmatic performance domains, as perceived by rural respondents, was 3.57 with a score of 4 being reported most frequently. Responses indicated that rural entry-year teachers perceived their building principals to possess better than average knowledge and skills in all six Programmatic domains.

Table 14

Rural Level Performance Domains and Mean Score

| Census Level: Domains: | Rural Mean Score |
|---|---|
| **Seven Functional Domains:** | |
| Leadership. | 3.54 |
| Information Collection. | 3.54 |
| Problem Analysis. | 3.92 |
| Judgment. | 3.65 |
| Organizational Oversight. | 3.67 |
| Implementation. | 3.50 |
| Delegation. | 3.88 |
| **Six Programmatic Domains:** | |
| Instruction & Learning Environ. | 3.85 |
| Curriculum Design. | 3.58 |
| Student Guidance & Dev. | 3.56 |
| Staff Development. | 3.50 |
| Measurement and Evaluation. | 3.58 |
| Resource Allocation. | 3.37 |
| **Four Interpersonal Domains:** | |
| Motivating Others. | 3.19 |
| Interpersonal Sensitivity. | 3.58 |
| Oral and Nonverbal Expression. | 3.69 |
| Written Expression. | 3.94 |
| **Four Contextual Domains:** | |
| Philos. & Cultural Values. | 3.62 |
| Legal and Regulatory Applic. | 4.31 |
| Policy and Political Influences. | 3.73 |
| Public Relations. | 3.62 |

Rural principals rated the highest in instruction and learning environment with a mean of 3.85. The lowest rating Programmatic domain was resource allocation (3.37) indicating that while this domain rates above average, there are rural principals who do not involve teachers in the fiscal side of education.

The four Interpersonal domains for rural principals netted a mean score of 3.6 with 4 being the most frequent score. Rural principals rated above average in all four Interpersonal domains. The highest rating domain was written expression (3.94) which revealed rural principals to be highly skilled in written communication. Rural principals also rated better than average in oral and nonverbal expression and Interpersonal sensitivity. The lowest rating domain was motivating others (3.19) which indicated that rural principals are barely average when it comes to motivating employees and students about their work.

The remaining four Contextual performance domains for rural principals resulted in a mean score of 3.82 with a score of 4 being reported most frequently by rural entry-year teachers. The highest rating domain was legal and regulatory applications (4.31) which demonstrated a high level of expertise in rural principals regarding school law in Oklahoma. The data also revealed that rural principals are good at policy (33.73) and understanding the political climate of their districts and communities. Rural principals also rated better than average in philosophy and public relations as perceived by rural entry-year teachers.

Entry-year teachers from suburban school districts indicated their principals rated above average (higher than a neutral score of 3.0) on all the knowledge and skills questioned on the survey (see table 15). The mean score for the seven Functional performance domains in suburban principals was 4.05 with the score of 4 being reported most frequently. It can be concluded that suburban principals were viewed as highly skilled administrators in the seven Functional domains. The highest rating Functional domain was delegation (4.3) which demonstrated that suburban principals get others involved and share governance.

Table 15

Suburban Level Performance Domains and Mean Score

| Census Level: Domains: | Suburban Mean Score |
|---|---|
| **Seven Functional Domains:** | |
| Leadership. | 4.12 |
| Information Collection. | 3.75 |
| Problem Analysis. | 4.14 |
| Judgment. | 4.08 |
| Organizational Oversight. | 3.98 |
| Implementation. | 3.92 |
| Delegation. | 4.37 |
| **Six Programmatic Domains:** | |
| Instruction & Learning Environ. | 4.16 |
| Curriculum Design. | 3.75 |
| Student Guidance & Dev. | 3.86 |
| Staff Development. | 4.02 |
| Measurement and Evaluation. | 3.76 |
| Resource Allocation. | 3.86 |
| **Four Interpersonal Domains:** | |
| Motivating Others. | 3.82 |
| Interpersonal Sensitivity. | 3.90 |
| Oral and Nonverbal Expression. | 4.25 |
| Written Expression. | 4.18 |
| **Four Contextual Domains:** | |
| Philos. & Cultural Values. | 3.92 |
| Legal and Regulatory Applic. | 4.55 |
| Policy and Political Influences. | 3.67 |
| Public Relations. | 4.00 |

The lowest Functional domain was information collection (3.75) which revealed that suburban principals do a better than average job in profiling their school information.

The mean score for the six Programmatic performance domains was 3.9 with a score of 4 being reported most frequently. The data indicated that suburban principals

are highly effective in Programmatic skills and knowledge. The highest rated Programmatic domain was instruction and learning environment (4.16) which revealed that suburban principals are instructional leaders and promote academic environments.

The data also indicated that suburban principals were very good at staff development (4.02) indicating that suburban teachers were the beneficiaries of instruction and guidance from their principals. Suburban principals are also perceived to be good at curriculum design, student guidance and measurement and evaluation. Resource allocation was rated higher in suburban principals (3.86) than other census level categories which indicated that the suburbs involve teachers much more in fiscal education decisions.

The four Interpersonal domains for suburban principals netted a mean score of 4.03 with 4 being the most frequent score. The data revealed that suburban principals possess a high level of skill and knowledge in Interpersonal domains. Oral expression rated the highest (4.25) and written expression the second highest (4.18) which demonstrated that suburban entry-year teachers saw their principals as very good communicators. The lowest ranking domain was motivating others (3.82). Although this was the lowest Interpersonal domain, the data indicated that suburban principals motivated their employees and students.

The remaining four Contextual performance domains for suburban principals resulted in a mean score of 4.03 with a score of 5 being reported most frequently by suburban entry-year teachers. The data revealed suburban principals are highly skilled in Contextual skills and knowledge. The highest Contextual domain was legal and regulatory applications (4.55) which demonstrated the expertise suburban principals have in Oklahoma school law. Suburban entry-year teachers indicated that their principals were also highly skilled in public relations (4.0), philosophy (3.92) and

policy (3.67). Suburban principals rated higher in the Contextual domains than any other census category.

Entry-year teachers from urban school districts indicated their principals rated above average (higher than a neutral score of 3.0) on all the knowledge and skills questioned on the survey (see table 16). The mean score for the seven Functional performance domains in urban principals was 3.67 with the score of 4 being reported most frequently. It can be concluded that urban entry-year teachers viewed their principals as possessing better than average Functional skills and knowledge.

The mean score for the six Programmatic performance domains was 3.6 with a score of 4 being reported most frequently. Urban principals are perceived by urban entry-year teachers as demonstrating better than average Programmatic skills and knowledge. The four Interpersonal domains for urban principals netted a mean score of 3.49 with 5 being the most frequent score. Urban respondents revealed that a slight majority of urban principals exhibit Interpersonal skills and knowledge while others need attention in this area. Those principals who rated high in Interpersonal skills received a frequent rating of 5.

The remaining four Contextual performance domains for urban principals resulted in a mean score of 3.69 with a score of 5 being reported most frequently by urban entry-year teachers. Again, the majority of urban principals rated better than average. However, some urban entry-year teachers were very disappointed with their principals' skills and knowledge in the Contextual domains.

Table 16

Urban Level Performance Domains and Mean Score

| Census Level: Domains: | Urban Mean Score |
|---|---|
| **Seven Functional Domains:** | |
| Leadership. | 3.92 |
| Information Collection. | 3.58 |
| Problem Analysis. | 3.79 |
| Judgment. | 3.55 |
| Organizational Oversight. | 3.55 |
| Implementation. | 3.58 |
| Delegation. | 3.74 |
| **Six Programmatic Domains:** | |
| Instruction & Learning Environ. | 3.79 |
| Curriculum Design. | 3.34 |
| Student Guidance & Dev. | 3.53 |
| Staff Development. | 3.89 |
| Measurement and Evaluation. | 3.55 |
| Resource Allocation. | 3.47 |
| **Four Interpersonal Domains:** | |
| Motivating Others. | 3.29 |
| Interpersonal Sensitivity. | 3.26 |
| Oral and Nonverbal Expression. | 3.79 |
| Written Expression. | 3.63 |
| **Four Contextual Domains:** | |
| Philos. & Cultural Values. | 3.76 |
| Legal and Regulatory Applic. | 3.89 |
| Policy and Political Influences. | 3.42 |
| Public Relations. | 3.84 |

Elementary, Middle Level and High School Analysis

The researcher looked at the data in regard to specific school level categories. Tables 17, 18 and 19 present the analysis of school level data with regard to elementary, middle level and high school principals as perceived by entry-year teachers concerning the 21 performance domains.

Entry-year teachers from elementary schools indicated their principals rated above average (higher than a neutral score of 3.0) on all the knowledge and skills questioned on the survey. The mean score for the seven Functional performance domains in elementary principals was 3.86 with the score of 4 being reported most frequently. The conclusion can be postulated that elementary principals possess better than average skills and knowledge in the Functional domains. The highest rating Functional domains were leadership (4.02) and problem analysis (4.02) revealing that elementary principals are leaders among staff and students and are complex thinkers who analyze and solve problems. The lowest rating Functional skill was implementation (3.68). Although this domain rated the lowest of the seven, it demonstrates that elementary principals are perceived by their entry-year teachers as administrators who can bring about change.

The mean score for the six Programmatic performance domains was 3.8 with a score of 4 being reported most frequently. The data showed that elementary principals are perceived by their entry-year teachers as possessing Programmatic skills and knowledge. The highest rating Programmatic domain was instruction and learning environment (4.08) revealing that elementary principals are instructional leaders among staff and students. The lowest rated programmatic domains were measurement and evaluation (3.68) and resource allocation (3.68). It can be concluded that a large majority of elementary principals assessed their schools to bring about improvement and involved their staff in fiscal educational decisions.

The four Interpersonal domains for elementary principals netted a mean score of 3.78 with 4 being the most frequent score. Elementary principals were perceived by entry-year teachers to possess better than average skills and knowledge in the Interpersonal domains.

Table 17

Elementary Level Performance Domains and Mean Score

| School Level: Domains: | Elementary Mean Score |
|---|---|
| **Seven Functional Domains:** | |
| Leadership. | 4.02 |
| Information Collection. | 3.70 |
| Problem Analysis. | 4.02 |
| Judgment. | 3.80 |
| Organizational Oversight. | 3.88 |
| Implementation. | 3.68 |
| Delegation. | 3.94 |
| **Six Programmatic Domains:** | |
| Instruction & Learning Environ. | 4.08 |
| Curriculum Design. | 3.78 |
| Student Guidance & Dev. | 3.74 |
| Staff Development. | 3.84 |
| Measurement and Evaluation. | 3.68 |
| Resource Allocation. | 3.68 |
| **Four Interpersonal Domains:** | |
| Motivating Others. | 3.58 |
| Interpersonal Sensitivity. | 3.56 |
| Oral and Nonverbal Expression. | 3.96 |
| Written Expression. | 4.02 |
| **Four Contextual Domains:** | |
| Philos. & Cultural Values. | 3.98 |
| Legal and Regulatory Applic. | 4.38 |
| Policy and Political Influences. | 3.70 |
| Public Relations. | 4.02 |

The two highest rated Interpersonal domains were written expression (4.02) and oral and nonverbal expression (3.96) which indicated that elementary principals were very good at communication. The lowest rated Interpersonal domain was Interpersonal sensitivity (3.56). It can be concluded that a large majority of elementary principals possess this skill although some principals did not.

The remaining four Contextual performance domains for elementary principals resulted in a mean score of 4.02 with a score of 4 being reported most frequently by elementary entry-year teachers. Elementary principals were perceived by entry-year teachers to possess better than average skills and knowledge in the Contextual domains. The highest rated Contextual domain was public relations (4.02) revealing that elementary principals promoted their schools to their communities and constituents. The lowest rated Contextual domain was policy and political influences (3.70) indicating that the large majority of elementary principals were skilled in school law in Oklahoma.

Entry-year teachers from middle level schools indicated their principals rated above average (higher than a neutral score of 3.0) on all the knowledge and skills questioned on the survey. The conclusion can be postulated that middle level principals possess better than average skills and knowledge in the 21 performance domains.

The mean score for the seven Functional performance domains in middle level principals was 3.85 with the score of 4 being reported most frequently. The data revealed that middle level principals were perceived by entry-year teachers to exhibit the seven Functional skills.

Table 18

Middle Level Performance Domains and Mean Score

| School Level: Domains: | Middle Level Mean Score |
|---|---|
| **Seven Functional Domains:** | |
| Leadership. | 3.78 |
| Information Collection. | 3.74 |
| Problem Analysis. | 4.07 |
| Judgment. | 3.67 |
| Organizational Oversight. | 3.70 |
| Implementation. | 3.74 |
| Delegation. | 4.24 |
| **Six Programmatic Domains:** | |
| Instruction & Learning Environ. | 3.98 |
| Curriculum Design. | 3.57 |
| Student Guidance & Dev. | 3.85 |
| Staff Development. | 3.74 |
| Measurement and Evaluation. | 3.61 |
| Resource Allocation. | 3.59 |
| **Four Interpersonal Domains:** | |
| Motivating Others. | 3.48 |
| Interpersonal Sensitivity. | 3.61 |
| Oral and Nonverbal Expression. | 3.89 |
| Written Expression. | 3.85 |
| **Four Contextual Domains:** | |
| Philos. & Cultural Values. | 3.70 |
| Legal and Regulatory Applic. | 4.33 |
| Policy and Political Influences. | 3.72 |
| Public Relations. | 3.83 |

The highest rated domain was delegation (4.24) revealing that middle level principals involve their teachers with shared governance. The lowest rated Functional domain was judgment (3.67) which showed that middle level principals are perceived by entry-year teachers to possess the skills and knowledge to make sound decisions.

The mean score for the six Programmatic performance domains was 3.72 with a score of 4 being reported most frequently. The data indicated that middle level principals possess better than average skills and knowledge in these domains. The highest rated Programmatic domain was instruction and learning environment (3.98) indicating that middle level principals are instructional leaders. The lowest rated Programmatic domain was curriculum design (3.57) which demonstrated that the majority of middle level principals influenced the curriculum offered at their buildings.

The four Interpersonal domains for middle level principals netted a mean score of 3.70 with 5 being the most frequent score. Middle level principals were perceived by entry-year teachers as possessing better than average interpersonal skills and knowledge. The majority of the respondents rated their building principals a 5 while some indicated their principals needed help in this area by marking a lower rating. The two highest rated Interpersonal domains for middle level principals were oral and nonverbal expression (3.89) and written expression (3.85). This data revealed that middle level principals were very good communicators. The lowest rated domain was motivating others (3.48) which indicated that the majority of middle level entry-year teachers perceived their principal as an effective motivator while some did not.

The remaining four Contextual performance domains for middle level principals resulted in a mean score of 3.9 with a score of 5 being reported most frequently by middle level entry-year teachers. The data revealed that middle level principals are perceived by entry-year teachers as possessing better than average Contextual skills and knowledge. The highest Contextual domain was legal and regulatory application (4.33) which demonstrated that middle level principals possessed expertise in Oklahoma school law. The lowest rated domain was

philosophy and cultural values (3.70) which indicated that middle level principals were in touch with the cultural values and current pedagogy in education.

Entry-year teachers from high schools indicated their principals rated above average (higher than a neutral score of 3.0) on all the knowledge and skills questioned on the survey. It can be concluded that high school level entry-year teachers perceive their building principals as possessing better than average skills and knowledge in the 21 performance domains. The mean score for the seven Functional performance domains in high school principals was 3.71 with the score of 4 being reported most frequently. High school principals are perceived to exhibit better than average Functional skills in their buildings. The highest rated Functional skill was delegation (3.89) indicating that high school principals involved others on staff and delegated the authority to complete tasks in their schools. The lowest rated Functional domain was information collection (3.4) which demonstrated that the majority of high school principals profiled their school data to make improvements while a minority of high school principals needed additional help in this area.

The mean score for the six Programmatic performance domains was 3.56 with a score of 4 being reported most frequently. The data showed that high school principals were perceived by entry-year teachers to possess better than average knowledge and skills in the Programmatic domains. The highest rated programmatic domain was staff development (3.80) revealing that high school principals provide ongoing education for all teachers in their buildings. The lowest rated domain was resource allocation (3.44) indicating that the majority of high school principals involve teachers in the fiscal side of education decisions while a minority of principals do not.

Table 19

High School Level Performance Domains and Mean Score

| School Level: Domains: | High School Mean Score |
|---|---|
| **Seven Functional Domains:** | |
| Leadership. | 3.73 |
| Information Collection. | 3.42 |
| Problem Analysis. | 3.80 |
| Judgment. | 3.87 |
| Organizational Oversight. | 3.67 |
| Implementation. | 3.60 |
| Delegation. | 3.89 |
| **Six Programmatic Domains:** | |
| Instruction & Learning Environ. | 3.76 |
| Curriculum Design. | 3.36 |
| Student Guidance & Dev. | 3.38 |
| Staff Development. | 3.80 |
| Measurement and Evaluation. | 3.62 |
| Resource Allocation. | 3.44 |
| **Four Interpersonal Domains:** | |
| Motivating Others. | 3.27 |
| Interpersonal Sensitivity. | 3.67 |
| Oral and Nonverbal Expression. | 3.91 |
| Written Expression. | 3.96 |
| **Four Contextual Domains:** | |
| Philos. & Cultural Values. | 3.60 |
| Legal and Regulatory Applic. | 4.13 |
| Policy and Political Influences. | 3.44 |
| Public Relations. | 3.58 |

The four Interpersonal domains for high school principals netted a mean score of 3.70 with 4 being the most frequent score. The data showed high school principals possessed better than average skills and knowledge in the Interpersonal domains. The two highest rated Interpersonal domains were written expression (3.96) and oral and nonverbal expression (3.91) revealing that high school principals are very good

communicators. The lowest rated domain was motivating others (3.27) which demonstrated that over half of the high school principals were perceived as motivators for staff and students while an almost equal half of principals were perceived as needing help in this domain.

The remaining four Contextual performance domains for high school principals resulted in a mean score of 3.69 with a score of 4 being reported most frequently by high school entry-year teachers. It can be postulated that most high school principals were perceived as possessing better than average Contextual skills and knowledge. The highest rated Contextual domain was legal and regulatory applications (4.13) which revealed high school principals as possessing expertise in the area of school law. The lowest rated Contextual domain was policy and political influences (3.44) indicating that the majority of high school principals were in touch with the political climate and policies of their district.

Other Data Collected

The final question on the survey, question 46, encouraged respondents to add statements or clarification on the survey questionnaires with regard to additional ways in which the principal assisted entry-year teachers during their first year of teaching. Thirty-eight percent of the responding entry-year teachers reciprocated by including the following remarks and insights. Within these remarks, 70 % were positive while 30% were negative concerning their building principals. The statements have been organized into thematic patterns regarding the content of each remark.

The following 27 remarks submitted by entry-year teachers on the survey indicated that they regarded each of their principals as an encourager and supporter:

As a first year teacher I was given full rein and lead to feel I was more than competent to handle the job or I wouldn't be there to begin with. This really helped build my self confidence and self esteem.

He gave me emotional support.

By supporting my decisions and giving me a wide teaching style parameter in which to work.

My principal encouraged me. He gave positive feedback on evaluations.

My principal was supportive.

He encouraged me to seek out peers at other schools in similar positions. Positive attitude and objective about expectations. He anticipated problems and offered solutions.

Supportive, caring, understanding, confidence building. Not intimidating... helped you to feel at ease.

Being very supportive in every decision I had to make. He was there even after hours.

I had trouble once with a parent. He talked to me about different ways I could do things, but he also talked to the parent and backed me in what I did. He is very supportive. I know he would be available if I had a problem and needed to talk to him.

He was very positive and supportive of my ideas. He, along with the other staff, made me feel welcomed and as a result, I feel my first year went as smoothly as it possibly could.

Provided a service for me by recognizing my immediate needs as a beginning teacher and boosting my confidence when needed.

Support given through entry-year committee. Continuous positive reinforcement.

Very encouraging.

Very supportive and gave me the opportunity to try my own ideas.

Positive reinforcement.

Supportive, honest, helpful and encouraging.

My principal was always there to assist or give advice. She was supportive and caring.

Very supportive, helpful, always had time to listen.

He was great! He always had a listening ear for me. Plus, he always supported my method of teaching.

My principal was an encourager. My principal was a source of knowledge, offering personal experiences, articles and research findings to help me in my classroom. My principal let me know when I needed to improve in an area without making me feel like a failure. She worked with me until I got it right- which usually didn't take long. I felt a great desire to do better and be the best teacher I could be.. My principal encouraged me to feel like I was already the best!

Direct encouragement and understanding.

He was always available and knowledgeable about the goings on in our school. He was very supportive of my decisions.

He gave positive moral support, understanding and patience and insightful direction.

She was excellent.

I cannot list the ways. She is great! and very fair.

I realize I am biased, but I believe my principal is the best! He is a great support system and other things too long to mention!

My entry-year was a very positive experience. I owe so much to XXX for making this such an easy task to accomplish. She had so many things going on but was always available to assist and encourage me.

Conversely, the following 16 remarks from survey question 46 specifically indicated that their principals did not assist them or had a negative impact on them during their first year:

> I wish you luck in your research. The last time it was promised to me that my name would not be used, I was quoted twice in the XXX newspaper. As my comments would not be positive, I am requesting to be removed from your survey.
>
> Not at all! I am currently working in another school in my district.
>
> I wish you asked how he didn't assist me.
>
> I really don't think he assisted me in any procedures. The secretary and superintendent did in a round about way! As a graduate of XXX, I myself would like to see if others had the same problems.
>
> The man never spoke to me.
>
> If she had only been honest and truthful, supporting teachers in their decisions and been a fair disciplinarian. If she had been the things above I would probably feel better about my first year. However, she was not. In my opinion, she was not an effective administrator.
>
> When I say things weren't legal- I'm just saying some things at this school were swept under the carpet.
>
> My cooperating teacher was much more help to me than my principal.
>
> He didn't do much.
>
> My principal was little (or no) help during my entry-year. I had to go to him with every question. He did not make it easy. The first day I reported for work he showed me my room, handed me a key and said textbooks are in the closet. Any information about policy and procedure, paper work, etc. I had to get from other teachers. He rated me low in evaluation for record keeping (he never saw my records) and parent communication (I made it a point to contact

every parent twice every 9 weeks) and various other things. He spent a total of less than 30 minutes in my classroom all year!

Administrators are over-paid and under worked. They spend too much time working on image and not on solutions. We need two education systems: college bound and trade so we can teach and not have to corral.

I have virtually no knowledge of the activities of my principal- and not much interest. I am far too busy doing my job. In my opinion, the only important meaningful activity of any principal is hiring good teachers.

None at all. He came in my room once for 55 minutes. His suggestion- move students out of straight rows! With 36 students per class!

My principal was not very supportive. She did encourage my efforts but also belittled my suggestions stating that new teachers "think they know everything but are too young to really know what they want or what is needed.

Instead, my principal assigned a cooperative energetic and caring teacher as my cooperating teacher.

Our principal is a very informed person, but at times he would answer yes/no questions by asking you questions and giving you facts that were irrelevant to your problem, He also had a habit of inconsistency on building policies that helped add confusion to an already confusing time.

Participants also commented that their principal was a good listener when they needed someone to talk to and discuss their teaching strategies. The following four statements were included by respondents on the survey regarding the principal as a good listener:

Just being there- he is a very good listener and is a positive role model to the children. He is out in the hallways and in the cafeteria.

Always available to help and listen and would always have good concrete ideas.

> Was always willing to listen. Made the time to hear what I had to say. Explained well and why circumstances existed.
>
> My principal was always available when he was needed. He never looked at anything as unimportant or irrelevant- no matter how small the problem.

Another statement that several respondents wrote in on their survey included the principal as one who gives constructive criticism and advise to the entry-year teacher throughout the year. The following four statements regard the principal as advisor:

> He gave constructive criticism throughout the whole school year.
>
> Made recommendations on student behavior, ethnic diversity and controversial issues discussed in class.
>
> Constructive criticism during observations- positive comments and tips.
>
> I didn't see him very often, but positive remarks meant a lot.

Participants also listed several other ways in which principals provided assistance to entry-year teachers during their first year. The following three statements describe the building principal with varying descriptors:

> He had me observe other teachers teach and I wrote on a note card what I saw such as: classroom management, and what lesson was presented.
>
> He opted to allow me to make my own mistakes. He never made me feel inferior. He gave me a permanent contract for teaching!
>
> She helped me to formulate a computer tutoring program for students K-8 in Saturday school. She gave a lot of extra time to me outside of the regular day.

The above data indicated that principals are perceived in many lights by entry-year teachers. What one teacher sees is not necessarily what another teacher sees in his/her principal. Seventy percent of the comments remitted by respondents were

positive while 30% were negative. It can be postulated that this may be a reason for many of the survey questions achieving a mean score between 3.0 and 4.0. When averages were derived from the many individual entry-year teacher ratings, the resultant score had a central tendency to group around 3.0. However, it can also be postulated that because this study also looked at the frequency of responses for each question, the overwhelming majority of public school principals rated 4.0 on each domain question.

Summary

The results from this study indicated that public school principals in the state of Oklahoma possess better than average (higher than a rating of 3.0) skills and knowledge in the 21 performance domains as described by the National Policy Board for Educational Administration (1993).

Suburban entry-year teachers rated their principals better than a 3.5 on all 21 performance domains and rated half (10) of the 21 performance domains better than 4.0. It can be concluded that suburban entry-year teachers perceive their principals as highly skilled and knowledgeable in the 21 essential performance domains.

Rural entry-year teachers rated their principals better than a 3.5 on 20 of the 21 performance domains; the single low domain, motivating others, received a 3.19. Only one domain, legal and regulatory applications, received a better than 4.0 rating. Rural principals are perceived by their entry-year teachers to be highly skilled and knowledgeable in 20 of the 21 performance domains.

Urban entry-year teachers rated their principals better than a 3.5 on 17 of the 21 performance domains. The remaining four domains- curriculum design, motivating others, interpersonal sensitivity and resource allocation- received scores between 3.26

and 3.47. None of the performance domains rated higher than a 4.0 for urban principals. It can be concluded that urban principals exhibited fewer skills in the domains than did suburban and rural principals.

Cumulatively, principals were rated favorably by their entry-year teachers with scores ranging from the lowest score, 3.45 - motivating others, to the highest score, 4.28 - legal and regulatory applications. Of all 21 performance domains, only one domain, motivating others, rated under 3.5. The remaining 20 performance domains all received cumulative ratings of 3.5 or better. It can be postulated that Oklahoma public school principals are exhibiting most of the 21 performance domains and are doing so frequently.

Qualitative interviews with nine entry-year teacher participants also revealed similar results concerning the 21 essential performance domains. Motivating others was the lowest area of agreement among the nine participants. Policy and legal applications were unanimously voiced as being the highest area of optimum expertise. Verification of the 21 performance domains exhibited in Oklahoma public school principals was echoed both in survey and interview processes in which the vast majority of principals are performing above average (>3.0) to very good (>4.0).

# CHAPTER 5

## SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

### Introduction

The responsibilities of principals broadened as schools grew in size and the number of faculty members increased. Tasks such as school scheduling, assignment of personnel, and curriculum development assumed greater importance and this change resulted in the need for continued evolution of the principalship in public schools (English & Hill, 1990; Raubinger et al, 1974; Williams, 1957). The concept of accountability became more deeply ingrained in the role expectations for the principal and was the first of many efforts to reform the role of the principal and education in America (English & Hill, 1990).

Reform is common in the American education system with cycles of reform coming and going each decade (Schubert, 1993). The current reform movement began in 1983 with the publication of the report A Nation At Risk by the National Commission on Excellence in Education. This educational reform movement is unique in that it has yet to end (Murphy, 1990). One thing that has become clear from this current reform agenda is that leadership in schools holds the key to success (English & Hill, 1990; Hersey & Blanchard, 1988; Sergiovanni, 1984)

Educational reform efforts depend upon adequate leadership at the building level to ensure the success of the reform (English & Hill, 1990; Gainey, 1993; Hersey & Blanchard, 1988; Sergiovanni, 1984). In 1989, the National Association of Secondary School Principals and the National Association of Elementary School Principals agreed to jointly sponsor the National Commission on the Principalship. The National Commission for the Principalship defined 21 essential performance

domains for the principalship which represented the scope and responsibility faced by principals as well as the knowledge and skills required to accomplish the various tasks of the job. In 1993, the National Policy Board for Educational Administration (NPB) published the work Principals For Our Changing Schools: Knowledge and Skill Base. This publication described a knowledge and skill base that encompassed the 21 performance domains developed by the National Commission for the Principalship (1990). "These 21 performance domains, as identified in the (NPB) document Principals For Our Changing Schools: Knowledge and Skill Base, comprise the most comprehensive description currently available of the core knowledge and skills required for the principalship." (National Policy Board for Educational Administration, 1993, p. xvi).

Principals must facilitate the development of shared visions to create the desired reforms needed in their schools (Deal & Peterson, 1990; Sergiovanni, 1990). In empowering faculties, the principal must make certain that each individual of the group is at a state of readiness (Hersey & Blanchard, 1988). For the first-year teacher, the relationship between teacher and principal is crucial (Dunn & Dunn, 1983; Gorton, 1991; Harris, 1979). The relationship between new teachers and their principals is the key component in the success of the new teacher (Ward, 1988). Oklahoma House Bill 1706, passed in 1981, mandated administrative and peer assistance for the entry-year teacher.

Research in educational leadership indicates that administrators should spend continuous time in developing teachers (Edmunds, 1979; Gorton, 1991; Jacobson et al., 1973; Raubinger et al., 1974; Sergiovanni,1984). If improved teacher performance and professional growth is to be an outcome for all teachers, most importantly entry-year teachers, the building principal must provide the instructional

leadership to achieve such an outcome (Edmunds, 1979; Goodlad, 1984; Harris, 1979; NREL, 1990; Shoemaker & Fraser, 1981).

This study obtained entry-year teachers' perceptions of knowledge and skills of their principals as leaders by utilizing the National Policy Board for Educational Administration document Principals For Our Changing Schools: Knowledge and Skill Base (1993). The purpose of the study was to identify the knowledge and skills which comprise the components of the Functional, Programmatic, Interpersonal and Contextual performance domains in building principals as perceived by entry-year teachers in the state of Oklahoma. By examining the perceptions of these entry-year teachers with regard to the identified domains, this study established answers to the following questions:

1. What Interpersonal skills, demonstrated by the building principal, are identified by teachers during their first year of teaching? Interpersonal skills are those identified in the definition section.

2. What Contextual skills, demonstrated by the building principal, are identified by teachers during their first year of teaching? Contextual skills are those identified in the definition section.

3. What Programmatic skills, demonstrated by the building principal, are identified by teachers during their first year of teaching? Programmatic skills are those identified in the definition section.

4. What Functional skills, demonstrated by the building principal, are identified by teachers during their first year of teaching? Functional skills are those identified in the definition section.

The focus population for this study was entry-year teachers in the state of Oklahoma. The participants were men and women who had recently completed their

first year of teaching in public schools. According to information from the Entry-Year Teacher office of the Oklahoma State Department of Education (1993), there were 2,296 entry-year teachers in the state of Oklahoma for school year 1992-93 who had completed their first year of teaching. A proportionate random sample based on census definitions of rural, suburban and urban districts was taken from the 2,296 entry-year teachers in the state of Oklahoma this past year.

Two hundred and seventy (270) entry-year teachers were selected utilizing a proportionate random sample of the total 1992-93 entry-year population in the state of Oklahoma as documented by the Data Section of the State Department of Education. One third (90) of the participants selected were elementary teachers; one third (90) were middle level school teachers; and the remaining third (90) chosen were high school teachers. Also, one third (90) of the districts selected were rural; one third (90) were suburban; and the remaining third (90) were urban districts.

In order to create a sample population from each of the three census and school level categories, the total entry-year teacher population was first divided into the three census groups of rural, suburban and urban school districts as defined by the U.S. Census Bureau. Next, each of the three census categories was divided into school level categories (elementary, middle/junior high, high school). A proportionate random selection was then performed using a random numbers table (The Rand Corporation, 1955) so that the resulting sample population of 270 entry-year teachers would equal 90 from each census category and 90 from each school level category. Each of the 270 possible participants were sent a letter explaining the study and were asked to complete the survey enclosed in the mailed envelope. A postage-paid addressed return envelope was supplied to all possible participants as well. All mailings were conducted through the U. S. Postal Service.

In addition, the researcher contacted another nine (9) randomly selected eligible participants from across the state by phone and asked them to participate in a personal interview. Again, these nine were selected through a proportionate random sample based on the census definitions of rural, suburban and urban and school levels of elementary, middle/junior high and high school. Three entry-year teachers from each census category and school level were interviewed.

## SUMMARY

The data gathered from the questionnaires and interviews of entry-year teachers in this study can be most effectively summarized by reflecting on each of the four research questions in this study.

1. What Interpersonal skills, demonstrated by the building principal, are identified by teachers during their first year of teaching?

Responses from all entry-year teachers (100%) revealed that their building principals possessed better than average (higher than a neutral score of 3.0) Interpersonal skills and knowledge. The four Interpersonal performance domains netted a cumulative mean score of 3.73 from all respondents. The most frequent rating given for Interpersonal domains by all entry-year teachers was a 4.

Cross-tabulated data analysis indicated that specific school and census level examinations revealed the same results. Elementary respondents gave the highest level cumulative rating (3.78) with middle level and high school level respondents both rating the Interpersonal skills at 3.70. Census level data analysis demonstrated that suburban respondents rated their principals' Interpersonal skills the highest (4.03) with rural school respondents second (3.60) and urban school respondents third (3.49). Again, the most frequent rating given by all respondents at all levels concerning the

Interpersonal domains was a 4. Qualitative interviews with nine participants revealed a majority of positive responses from entry-year teachers concerning the Interpersonal skills and knowledge of their principals. First year teachers identified a large majority of their principals as possessing Interpersonal skills and knowledge.

2. What Contextual skills, demonstrated by the building principal, are identified by teachers during their first year of teaching?

Responses from all entry-year teachers (100%) revealed that their building principals possessed better than average (higher than a neutral score of 3.0) Contextual skills and knowledge. The four Contextual performance domains netted a cumulative mean score of 3.87 from all respondents. The most frequent rating given for Contextual domains by all entry-year teachers was a 4.

Cross-tabulated data analysis indicated that specific school and census level examinations revealed the same results. Elementary respondents gave the highest level cumulative rating (4.02) with middle level respondents second (3.90) and high school level respondents (3.69) third. Census level data analysis demonstrated that suburban respondents rated their principals' Contextual skills the highest (4.03) with rural school respondents second (3.82) and urban school respondents third (3.73). Again, the most frequent rating given by all respondents at all levels concerning the Contextual domains was a 4. Qualitative interviews with nine participants revealed 100% positive responses from entry-year teachers concerning the Contextual skills and knowledge of their principals. First year teachers identified a large majority of their principals as possessing Contextual skills and knowledge.

3. What Programmatic skills, demonstrated by the building principal, are identified by teachers during their first year of teaching?

Responses from all entry-year teachers (100%) revealed that their building principals possessed better than average (higher than a neutral score of 3.0) Programmatic skills and knowledge. The six Programmatic performance domains netted a cumulative mean score of 3.70 from all respondents. The most frequent rating given for Programmatic domains by all entry-year teachers was a 4.

Cross-tabulated data analysis indicated that specific school and census level examinations revealed the same results. Elementary respondents gave the highest level cumulative rating (3.80) with middle level respondents second (3.72) and high school level respondents (3.56) third. Census level data analysis demonstrated that suburban respondents rated their principals' Programmatic skills the highest (3.90) with urban school respondents second (3.60) and rural school respondents third (3.57). Again, the most frequent rating given by all respondents at all levels concerning the Contextual domains was a 4. Qualitative interviews with nine participants revealed a majority of positive responses from entry-year teachers concerning the Programmatic skills and knowledge of their principals with the exception of curriculum design. Interview participants gave varying views concerning the skills and knowledge of curriculum design regarding their principal. Cumulatively, first year teachers identified a large majority of their principals as possessing Programmatic skills and knowledge.

4. What Functional skills, demonstrated by the building principal, are identified by teachers during their first year of teaching?

Responses from all entry-year teachers (100%) revealed that their building principals possessed better than average (higher than a neutral score of 3.0) Functional skills and knowledge. The seven Functional performance domains netted a cumulative mean score of 3.77 from all respondents. The most frequent rating given for Functional domains by all entry-year teachers was a 4.

Cross-tabulated data analysis indicated that specific school and census level examinations revealed the same results. Elementary respondents gave the highest level cumulative rating (3.86) for Functional domains with middle level respondents second (3.85) and high school level respondents (3.71) rating a close third. Census level data analysis demonstrated that suburban respondents rated their principals' Functional skills the highest (4.05) with rural and urban school respondents both rating their principals' skills and knowledge at 3.67. Again, the most frequent rating given by all respondents at all levels concerning the Functional domains was a 4. Qualitative interviews with nine participants revealed very positive responses from entry-year teachers concerning the Functional skills and knowledge of their principals. Eight of the nine participants rated their principals' Functional knowledge and skills at the top. First year teachers identified a large majority of their principals as possessing Functional skills and knowledge.

## SIGNIFICANCE OF THE STUDY

This study developed a profile of the building principal's knowledge and skills in public schools as identified by entry-year teachers, and compared the knowledge and skills to the Functional, Interpersonal, Programmatic, and Contextual performance domains established by the National Policy Board for Educational Administration. It is significant to note that this is the first study to test the 21 performance domains against practicing Oklahoma public school principals.

The completed research examined the perceptions of entry-year teachers which provided a more comprehensive profile of building principals and added to the body of knowledge in education administration, curriculum and supervision. This study also provided further information regarding building level administrators and how their

knowledge and skills impacted entry-year teachers. It is the first study in Oklahoma that assesses public school principals through the perceptions of entry-year teachers. Entry-year teachers were the focus population because they have not yet been normed into the socialization processes of the school site. They are the new members of the profession who need guidance and who bring new opinions to the building.

This study provided data as to what Functional, Programmatic, Interpersonal and Contextual skills were identified as essential to first-year teachers. Clearly, this study has pointed out strengths and weaknesses of the skills and knowledge of public school principals as perceived by entry-year teachers from across the state of Oklahoma.

Finally, this study provided data that will improve administrator preparation programs at the university level as strengths and weaknesses are evaluated in principals from this study. And, the recognition of the important relationship of the building principal and the entry-year teacher was examined. It is significant to acknowledge that first year teachers' success, or failure, is due in part to the assistance given them by their building administrators. When they succeed - principals succeed. When they fail - principals fail.

## LIMITATIONS

The ability of the individual researcher to perform the necessary tasks was a potential limitation of the study. According to Tesch (1988), the researcher must be skilled in interviewing and also in interpreting and synthesizing the data. In this study, the researcher became proficient in the qualitative interview process so that objectivity and reliability were ensured. All possible steps were taken to conduct each interview in the same manner without any varying responses given to specific participants.

Another potential limitation was that the credibility of participants in the interview process could be a limitation. The participant may omit relevant data in the interview. However, Goetz and LeCompte (1984) indicated that all information is valid even though it represents a particular point of view. The researcher kept each interview in a timely manner, tried to make each participant feel at ease, and assured them that what was said would be kept in strict confidence. The researcher did notice that a climate of mistrust was evident in several interviews. Participants stated that their opinions had been used against them in the past and that they did not want this to happen again. The researcher assured them that their names, schools, districts and communities would not appear anywhere in print in this study.

An additional limitation could be that the response rate was less than expected. Two hundred and seventy questionnaire surveys were sent out originally with a second mailing following ten days later. The total number returned was 152 with 10 marked "return to sender" leaving a return rate of 56% (n=142) for the study. Although this rate was lower than desired, it must be remembered that many teachers move, relocate, transfer, marry or leave the profession.

The use of a tape recorder may have caused some limitations by keeping participants from being as sincere and straightforward as they might be without it. However, all the participants had been informed of the purpose of this study in advance and they had freely volunteered to give the interview (Guba, 1980). All participants signed an informed consent form (see Appendix A) and were assured that all information given would remain confidential.

Another limitation to this study could be that it only pertains to one state, Oklahoma. The resulting data pertains to Oklahoma public school principals as perceived by entry-year teachers. Conclusions and recommendations from this study

impact practicing administrators in Oklahoma but may not carry implications for other states. Also, this study focused on entry-year teachers only. Different conclusions and implications may have been achieved if the total teaching population was used.

Another limitation in this study is that entry-year teachers possess a limited knowledge of what their principals do. They have had just one year to observe and interact with their building principal.

Finally, the question correlation coefficients could pose a possible limitation. The 21 pairs of questions used in split-half reliability methodology aim at .70 reliability coefficients although the use of lower coefficients have been used and accepted (Henerson et al., 1978). This study achieved .70 reliability coefficients on 12 pairs of questions. Eleven pairs of questions fell below this level.

## RECOMMENDATIONS

After analyzing the data in this study, holistically and through cross tabulations using school levels and census levels, the researcher concluded that there is a need for institutions of higher education to initiate added courses concentrating in two areas (domains) in which principals were perceived to be the weakest and rated the lowest.

The two domains in which principals need additional skills are resource allocation and motivating others. All cross-tabulations of data consistently pointed to these two domains at the bottom of the domain rating hierarchy. Administrator preparation programs which emphasize the shared fiscal operations of the school site and motivational strategies should be increased at the college/university level and through professional organizations such as the Cooperative Council of Oklahoma School Administrators, the umbrella organization which encompasses administrators at all levels, and the state affiliate organizations of national principal organizations.

There is a further need for study in the public school principalship. This study selected the entry-year population and their perceptions concerning the leadership of the building principal. Future studies should explore the perceptions of the total teacher population toward public school principals. Different teacher populations may also provide additional data that can affect and enhance the research on today's principal. Other research needs to address teacher attitudes toward principals, the teaching profession, and how we proceed to effect change in the organizational development of public school administration.

## CONCLUSIONS

Studies conducted on the principalship (Bacharach, 1990; Boyan, 1988; Cuban, 1990; Kirst, 1990; Martinko & Gardner, 1984; Metz, 1990; Passow, 1990) and on effective schools (Berman & McLaughlin, 1978; Bossert, 1988; Clark, Lotto, & Astuto, 1984; Edmunds, 1979; Goodlad, 1984; Henderson & Perry, 1981; Lezotte, 1989) have developed profiles of the effective principal. Mentorship research (Gorton, 1991; Griffin & Millies, 1987; Harris, 1979; Wagner, 1990) has also helped establish the relationship between new teachers and success. However, because these earlier studies focused on either case studies, or behaviors and theoretical leadership models, a void was left because the entry-year teacher was not part of that body of research. This study, which has been an in-depth study of public school principals as perceived by entry-year teachers, has provided the data to fill the void left by earlier studies on the leadership of the principal. The perspectives and experiences of these entry-year teachers have been gathered through questionnaire surveys and in-depth interviews with participants from across the state of Oklahoma.

This study supports the research done by the National Policy Board for Educational Administration in their document Principals For Our Changing Schools: Knowledge and Skill Base (1993). Oklahoma public school principals possess and exhibit the 21 essential domains and knowledge base as prescribed by the (NPB). Additionally, this study corroborated the research that the principal remains one of the most important individuals in the success or failure of a first year teacher (Dwyer et al., 1983; Harris, 1979; Jacobson, 1973; Raubinger et al. 1974; Ryan, 1980; Wagner, 1990).

The study determined that Oklahoma entry-year teachers viewed their principals as effective in all the 21 essential performance domains. Specifically, entry-year teachers perceived their principals best in the areas of legal/regulatory applications, delegation, written expression, oral/nonverbal expression, instruction/learning environment, leadership and public relations. This means that the typical Oklahoma principal concentrates his/her energy on issues related to communication, law and leading the school.

Oklahoma entry-year teachers assessed their principals as very effective in the areas of staff development, implementation, philosophical/cultural values, judgment, organizational oversight, student guidance/development and problem analysis. Oklahoma principals are concerned with the big picture of schooling in their communities and in the state of Oklahoma as well as continued growth of their teachers.

And finally, first year teachers in Oklahoma viewed the majority of their principals as possessing better than average skills in information collection, curriculum design, measurement/evaluation, resource allocation, motivation, policy/political influences and Interpersonal sensitivity. Principals in Oklahoma spend less time,

compared to the other 14 domains, on profiling their schools toward improvement and the personal affective area of teachers.

The analysis of cross-tabulated and disaggregated data reveals how different teacher populations perceive their principals. In looking at the data, it can be concluded that elementary entry-year teachers perceive their principals' skills and knowledge to be the highest of the three school levels. Middle level entry-year teachers' perceptions were slightly lower than those of elementary teachers. And, high school entry-year teachers perceived their principals' skills and knowledge the lowest of the three school level categories. Census level data revealed additional differences. Suburban entry-year teachers perceived their principals' skills and knowledge to be the highest of the three census levels. Rural entry-year teachers perceived their principals' skills to be lower than those in suburban districts but higher than those in urban districts. Urban entry-year teachers perceived their principals' skills and knowledge to be the lowest of all census levels. However, it is important once again to note that all principals were perceived to possess better than average (average is a neutral rating of 3.0) skills and knowledge as perceived by all entry-year teachers.

Based on the analysis of the research data, the 21 essential performance domains are listed in order from strongest to weakest to paint the portrait of the Oklahoma public school principal. Legal/regulatory applications- 4.28. Oklahoma principals are school law experts. They act in accordance with relevant laws, rules and policies and stay current with new legislation. Delegation- 4.02. Principals in Oklahoma assign projects and/or tasks together with the authority and responsibility to accomplish them. They are true professionals and believe in involving others in the work place. Written expression- 3.94. Administrators know their audiences and

clearly write in the style and manner appropriate. They communicate often with parents, students, teachers and their communities.

Instruction/learning environment- 3.94. Oklahoma principals believe in the improvement of teaching and learning. And more importantly, they keep this as their priority and mission. They have an educational vision for their school and strive to achieve that vision every day. They know that a positive learning environment is the most crucial element for their school sites. Oral/nonverbal expression- 3.92. Public school principals are great communicators. They communicate clearly to their staffs and summarize when they make presentations. They know when to speak and when to be quiet. Leadership- 3.85. Oklahoma principals are leaders. They set priorities, initiate and maintain direction, set goals, create successes and plan organizational change. Public relations- 3.82. Principals are the best salesmen. The foster a sense of unity while enlisting public participation and approval. They know the tricks of the media and can beat them at their own game.

Staff development- 3.79. Building administrators believe and foster the need for continuous improvement in the teaching profession. Principals solicit the needs of the professional staff and plan and participate in the development process with teachers. Judgment- 3.78. Oklahoma principals are great decision makers. They base their decisions on facts. They stay informed and believe in research. They reach logical conclusions in a timely manner. Philosophical/cultural values- 3.77. Principals truly look at the big picture of education. They know what is important to their communities and they also know what students must experience for tomorrow's global economy. Principals take a stand for ethical behavior and cultural plurality. They reflect the customs of yesterday while promoting the standards for tomorrow.

Organizational oversight- 3.75. Building administrators know what is going on all around them. They structure their time as well as time for others. The keep all their "irons in the fire". The manage facilities, time schedules, short and long term goals, and make recommendations for tomorrow. Problem analysis- 3.69. Principals know that to solve problems one must look at the cause not the symptom. They identify possible solutions and believe in shared decision making. They involve others so that others become problem solvers too. Implementation- 3.67. Oklahoma principals make things happen. The don't sit and wait. They are proactive and believe in progressive education. They utilize technology, philosophy, methodologies and look for unconventional and alternative approaches to implement their ideas. They don't take "no" for an answer.

Student guidance and development- 3.66. Oklahoma principals make sure their schools provide for all the needs of their students. They utilize community organizations and professional services and respond to the student's family needs as well. Measurement and evaluation- 3.64, and information collection- 3.62. Site administrators profile their buildings' activities in order to improve. They continuously assess the curriculum, the environment and testing data to make informed decisions about the future of education. Policy and political influences- 3.62. Principals relate how state and district policies affect students. They meet in professional organizations and public groups to discuss policy items and implications. They keep students in the forefront and do what is best for them.

Interpersonal sensitivity- 3.62. Principals know that school can be a place for stress as well as fun. Principals are sensitive toward the needs of others and consider the implications of their actions before they act. They are tactful when dealing with others, especially when others are in an emotionally stressful situation. Curriculum

design- 3.57 and resource allocation- 3.57. Oklahoma principals are better than average when it comes to curriculum and money. They know how to implement new curricula and monitor the regular curriculum in order to make changes for the future. Building administrators also monitor and adjust their site budgets based on the needs of their buildings. Motivating others- 3.45. Oklahoma principals rated the lowest on motivating others. Although they still scored above average (average =3.0), principals cannot risk losing the energy level of their employees and students. Principals can do more with motivated, happy and energetic teachers. Oklahoma principals need to take the lead here as well. We must take time to celebrate the successes, share the moments, and renew relationships that foster the motivation for tomorrow.

Although these domains are listed from strongest to weakest, it is noted that the lowest mean score domain was 3.45 with a frequency score of 4. Oklahoma public school principals can and should always strive for improvement. This study revealed that Oklahoma principals are, in fact, exhibiting the essential performance domains with a better than average score. The application of these domains to the role of the principal enhances the linkage of the principal's behaviors and activities to assist entry-year teachers.

The findings of this study make it evident that public school principals in the state of Oklahoma possess the 21 essential performance domains as identified by the National Policy Board for Educational Administration in their document Principals For Our Changing Schools: Knowledge and Skill Base (1993). And, more importantly, Principals For this knowledge and skill base is being exhibited to entry-year teachers as principals assist them during their crucial first year and provide the leadership necessary to ensure their success in the teaching profession.

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# APPENDICES

# APPENDIX A

APPENDIX A

***THE PRINCIPAL AS LEADER***
**INFORMED CONSENT FORM**

This to certify that I, _____ (print full name), hereby agree to participate as a volunteer in the research conducted by Ed Costa. The purpose of this study is to obtain the knowledge and skills of building principals as perceived by entry-year teachers. This research may result in increasing knowledge about building administrators and the entry-year process that all new teachers experience. Further, this research may lead to a greater understanding of the entry-year teacher and the experiences that entail during the first year of employment.

I understand that the information obtained from me will be held confidential. None of the interview (audio or transcribed) will contain my name. All such materials will be coded. The only place my name will appear will be on this informed consent form, and it will be kept confidential and locked in storage. All reports, papers, and publications will use aggregate data which cannot be used to identify individual responses.

I understand that I am free to refuse to participate in any procedure or to refuse to answer any question at any time without prejudice to me. I understand that I am free to withdraw my consent and to withdraw from the research at any time without prejudice to me. I understand that by agreeing to participate in this research and in signing this form I do not wave any of my legal rights. I understand that the research investigator named above will answer any of my questions about the research procedures and my rights as a participant at any time.

_____ _____
Participant's Signature Date

# APPENDIX B

APPENDIX B

## RESEARCHERS IN THE FIELD OF LEADERSHIP OF THE PRINCIPAL

Dr. Robert Decker
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# APPENDIX C

# APPENDIX C

EDWARD W. COSTA II
2313 Louise Lane Norman, Ok. 73071
(405) 364-9643

Name
University
Address
City, State, Zip

Dear Name,

I am a doctoral student at the University of Oklahoma and Dr. Edward W. Chance is the Chair of my committee. He has suggested that I submit a copy of the questionnaire I propose to use in my study to a number of respected researchers in the field of leadership and the principalship. My problem statement is:

> This study will obtain entry-year teachers' perceptions of behaviors, characteristics and attributes of the leadership of their principals and how these behaviors, characteristics and attributes correlate to those identified as essential by the National Policy Board for Educational Administration in the document Principals For Our Changing Schools: Knowledge and Skill Base (1993).

The entry-year teacher office at the Oklahoma State Department of Education has reported that 2289 entry-year teachers recently completed their first year of teaching in Oklahoma this past year. A stratified random sample will be used for my study. Therefore, my population for this study will be 270 entry-year teachers as participants. Equal thirds (90) will be selected from urban, suburban and rural school districts in Oklahoma as well as equal thirds selected from elementary, middle/junior high and high school levels.

I would sincerely appreciate it if you would help in the refinement of this questionnaire by critiquing the questions to see if they are designed to elicit responses which are necessary to address the stated problem. Because I am utilizing split-level reliability you will find two questions asking about the same content. I have listed them together for you, they will be randomly assigned on the actual questionnaire.

This is a working copy, so please feel free to mark, delete, or add any adaptational notations you are willing to make. I truly appreciate the time you are willing to give to help me in this matter.

Sincerely,

Edward W. Costa II

Enc. (1) Questionnaire, and Questions
(1) copy of (NPB) 21 essential domains

APPENDIX D

APPENDIX D

## PRINCIPALS FOR OUR CHANGING SCHOOLS:
### *Knowledge and Skill Base*
*(National Policy Board for Educational Administration, 1993)*

The National Policy Board published the above document this year stating the 21 performance domains that are considered essential for all principals. The 21 domains are organized under four main themes as listed below (NPB).

**Functional Domains:**
1. Leadership.
2. Information Collection.
3. Problem Analysis.
4. Judgment.
5. Organizational Oversight.
6. Implementation.
7. Delegation.

**Programmatic Domains:**
8. Instruction and the Learning Environment.
9. Curriculum Design.
10. Student Guidance and Development.
11. Staff Development.
12. Measurement and Evaluation.
13. Resource Allocation.

**Interpersonal Domains:**
14. Motivating Others.
15. Interpersonal Sensitivity.
16. Oral and Nonverbal Expression.
17. Written Expression.

**Contextual Domains:**
18. Philosophical and Cultural Values.
19. Legal and Regulatory Applications.
20. Policy and Political Influences.
21. Public Relations.

# APPENDIX E

## APPENDIX E

### PROPORTIONATE RANDOM SAMPLE MATRIX

| | Rural | Suburban | Urban |
|---|---|---|---|
| High School | 30 | 30 | 30 |
| Middle School | 30 | 30 | 30 |
| Elementary School | 30 | 30 | 30 |

Total Sample Population
270
Entry-Year Teachers

# APPENDIX F

## APPENDIX F

***Principal Profile Inventory*:**
***The Perceptions of Entry-Year Teachers on Building-Level Leadership***

**Please rate the following statements concerning your first year of teaching and your principal that year. Circle the appropriate response:**

**1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree.**

| **Questions** | **Rating** |
|---|---|
| 1. My principal formulated goals with individuals and groups to accomplish tasks. | 1 2 3 4 5 |
| My principal interacts with others as he/she designs long range goals for our school. | 1 2 3 4 5 |
| 2. My principal gathered data about our school from a variety of sources to use in decision making. | 1 2 3 4 5 |
| My principal profiled our school data from many sources in order to make informed decisions. | 1 2 3 4 5 |
| 3. My principal could identify the important elements of a problem and identify possible solutions. | 1 2 3 4 5 |
| My principal sought solutions to problems by identifying parts of the problem into manageable parts first. | 1 2 3 4 5 |
| 4. My principal gave timely decisions to those who asked for assistance. | 1 2 3 4 5 |
| Teachers who asked for assistance were given timely decisions by my principal. | 1 2 3 4 5 |
| 5. My principal was able to plan and schedule work so that short term and long-term goals were met. | 1 2 3 4 5 |
| Short-term and long-term goals were met because my principal was able to plan and schedule work to accomplish goals. | 1 2 3 4 5 |
| 6. My principal made things happen by using alternative approaches, management technologies, and adapting. | 1 2 3 4 5 |
| My principal accomplished goals by utilizing alternative approaches, technologies and because he was able to adapt to situations. | 1 2 3 4 5 |

7. My principal empowered others by giving them the responsibility to accomplish assigned tasks. 1 2 3 4 5

   My principal believed in shared governance and responsibility by empowering others. 1 2 3 4 5

8. My principal recognized the needs of students in designing the instructional program and established a positive learning environment. 1 2 3 4 5

   My principal promoted a positive learning environment and designed instruction around the needs of students. 1 2 3 4 5

9. My principal initiated needs analysis for our school and adjusted curricular content as the needs and conditions changed. 1 2 3 4 5

   My principal made changes in the curriculum in response to changing school conditions. 1 2 3 4 5

10. My principal enlisted the participation of individuals who could provide student counseling and guidance both inside and outside our school. 1 2 3 4 5

    My principal secured human resources in and our of school for student counseling and guidance. 1 2 3 4 5

11. My principal planned and organized programs to improve staff effectiveness and development. 1 2 3 4 5

    My principal designed staff development meetings to improve teaching and learning for staff. 1 2 3 4 5

12. My principal decided what diagnostic information was needed about students and staff and interpreted these measures to the staff and others who needed to be informed. 1 2 3 4 5

    School diagnostic information was utilized by my principal and he/she interpreted the results to the staff and others. 1 2 3 4 5

13. My principal planned and developed a school budget by including others in the decision process for expenditures on human resources and materials. 1 2 3 4 5

    Budgetary decisions were made with the inclusion of staff members for personnel and material resources. 1 2 3 4 5

14. My principal was the impetus of energy for me and others while supporting innovation at our site. 1 2 3 4 5

    My principal encouraged and supported innovation and risk taking at my school. 1 2 3 4 5

15. My principal perceived the needs and concerns of others and managed conflict professionally. 1 2 3 4 5

My principal managed conflict effectively and recognized the concerns and needs of others. 1 2 3 4 5

16. My principal's oral communication was clear and easy to understand. 1 2 3 4 5

My principal was an effective oral communicator to staff and community. 1 2 3 4 5

17. My principal's written communication was clear, concise, and appropriate for different audiences. 1 2 3 4 5

My principal communicated effectively in a concise and clear manner through written documents to a variety of audiences. 1 2 3 4 5

18. My principal understood historical, cultural and global events in education and based his/her decisions accordingly. 1 2 3 4 5

Historical, cultural and global events were all taken into consideration when my principal made decisions about education. 1 2 3 4 5

19. My principal acted in accordance to federal and state laws, district policy and local procedures. 1 2 3 4 5

My principal made sure our school was in accordance with all district policies and federal and state laws. 1 2 3 4 5

20. My principal consistently examined policies affecting students and staff and made policy recommendations when needed. 1 2 3 4 5

My principal recommended changes in policy to benefit all students after careful examination. 1 2 3 4 5

21. My principal interacted with parents and community and responded skillfully to electronic and printed news media. 1 2 3 4 5

My principal was effective in public relations with the media and interacted with community and parents. 1 2 3 4 5

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**Additional Information (please circle the appropriate response)**

22. My age is: 20-25 26-30 31-35 36-40 41-45

23. Sex: Male Female

24. I am teaching in a public school this year: Yes No

25. List any additional ways your principal assisted you during your first year of teaching:

# APPENDIX G

# APPENDIX G

**Open-Ended Questions on Leadership for Interviews**

*(the corresponding domain is in parentheses)*

1. How would you describe your principal's leadership style? (#1)
2. Would you describe your principal as being democratic or autocratic and why? (#1)
3. How did your principal deal with school related problems? (#3, #4)
4. In what ways did your principal try to assist you during your first year of teaching? (#6, #11, #14, #15)
5. Would you describe your principal as progressive or status quo and why? (#1, #5, #14 #18, #21)
6. In what ways did your principal delegate authority? (#7)
7. Would you consider your principal to be student centered? Why? (#8, #9, #10, #14, #15)
8. In what ways did your principal affect the school curriculum? (#8, #9, #10, #12, #13, #20)
9. In what ways did your principal provide guidance and counselling to students? (#10)
10. What role did your principal play in staff development for new teachers? (#11)
11. What role did your principal play in staff development for all staff? (#7, #11, #12, #14, #18)
12. How was the school budget decided? Did your principal include teachers in fiscal decisions? (#11, #13, #15)
13. Would you describe your principal as a risk taker? If so, why? (#1, #5, #14, #18, #21)
14. How did your principal manage conflict? (# 3, #4, #15)
15. Describe your principal's written and oral communication? (#16, #17)
16. Was your principal knowledgeable in district policy and state and federal laws? How? (# 19, #20)
17. Describe your principal's role in public relations for your school? Can you cite examples? (#1, #14, #16, #17, #21)

APPENDIX H

## APPENDIX H

***Principal Profile Inventory*:**
***The Perceptions of Entry-Year Teachers***

**Please rate the following statements concerning your first year of teaching and your principal that year. Circle the appropriate response:**

**1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree.**

| **Questions** | **Rating** |
|---|---|
| 1. My principal could identify the important elements of a problem and identify possible solutions. | 1 2 3 4 5 |
| 2. Teachers who asked for assistance were given timely decisions by my principal. | 1 2 3 4 5 |
| 3. My principal accomplished goals by utilizing alternative approaches, technologies and because he was able to adapt to situations. | 1 2 3 4 5 |
| 4. My principal enlisted the participation of individuals who could provide student counseling and guidance both inside and outside our school. | 1 2 3 4 5 |
| 5. My principal designed staff development meetings to improve teaching and learning for staff. | 1 2 3 4 5 |
| 6. My principal decided what diagnostic information was needed about students and staff and interpreted these measures to the staff and others who needed to be informed. | 1 2 3 4 5 |
| 7. My principal encouraged and supported innovation and risk taking at my school. | 1 2 3 4 5 |
| 8. My principal's written communication was clear, concise, and appropriate for different audiences. | 1 2 3 4 5 |
| 9. My principal understood historical, cultural and global events in education and based his/her decisions accordingly. | 1 2 3 4 5 |
| 10. My principal was effective in public relations with the media and interacted with community and parents. | 1 2 3 4 5 |
| 11. Short-term and long-term goals were met because my principal was able to plan and schedule work to accomplish goals. | 1 2 3 4 5 |
| 12. My principal made changes in the curriculum in response to changing school conditions. | 1 2 3 4 5 |
| 13. My principal managed conflict effectively and recognized the concerns and needs of others. | 1 2 3 4 5 |

14. My principal acted in accordance to federal and state laws, district policy and local procedures. 1 2 3 4 5

15. My principal profiled our school data from many sources in order to make informed decisions. 1 2 3 4 5

16. My principal promoted a positive learning environment and designed instruction around the needs of students. 1 2 3 4 5

17. My principal planned and developed a school budget by including others in the decision process for expenditures on human resources and materials. 1 2 3 4 5

18. My principal was the impetus of energy for me and others while supporting innovation at our site. 1 2 3 4 5

19. My principal's oral communication was clear and easy to understand. 1 2 3 4 5

20. My principal interacts with others as he/she designs long range goals for our school. 1 2 3 4 5

21. My principal recognized the needs of students in designing the instructional program and established a positive learning environment. 1 2 3 4 5

22. My principal initiated needs analysis for our school and adjusted curricular content as the needs and conditions changed. 1 2 3 4 5

23. My principal secured human resources in and our of school for student counseling and guidance. 1 2 3 4 5

24. My principal consistently examined policies affecting students and staff and made policy recommendations when needed. 1 2 3 4 5

25. My principal interacted with parents and community and responded skillfully to electronic and printed news media. 1 2 3 4 5

26. My principal formulated goals with individuals and groups to accomplish tasks. 1 2 3 4 5

27. My principal was able to plan and schedule work so that short term and long-term goals were met. 1 2 3 4 5

28. My principal perceived the needs and concerns of others and managed conflict professionally. 1 2 3 4 5

29. My principal gave timely decisions to those who asked for assistance. 1 2 3 4 5

30. My principal planned and organized programs to improve staff effectiveness and development. 1 2 3 4 5

31. Budgetary decisions were made with the inclusion of staff members for personnel and material resources. 1 2 3 4 5

32. My principal recommended changes in policy to benefit all students after careful examination. 1 2 3 4 5

33. My principal was an effective oral communicator to staff and community. 1 2 3 4 5

34. My principal made sure our school was in accordance with all district policies and federal and state laws. 1 2 3 4 5

35. My principal communicated effectively in a concise and clear manner through written documents to a variety of audiences. 1 2 3 4 5

36. Historical, cultural and global events were all taken into consideration when my principal made decisions about education. 1 2 3 4 5

37. My principal gathered data about our school from a variety of sources to use in decision making. 1 2 3 4 5

38. My principal made things happen by using alternative approaches, management technologies, and adapting. 1 2 3 4 5

39. School diagnostic information was utilized by my principal and he/she interpreted the results to the staff and others. 1 2 3 4 5

40. My principal sought solutions to problems by identifying parts of the problem into manageable parts first. 1 2 3 4 5

41. My principal believed in shared governance and responsibility by empowering others. 1 2 3 4 5

42. My principal empowered others by giving them the responsibility to accomplish assigned tasks. 1 2 3 4 5

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**Additional Information (please circle the appropriate response)**

43. My age is: 20-25 26-30 31-35 36-40 41-45

44. Sex: Male Female

45. I am teaching in a public school this year: Yes No

46. List any additional ways your principal assisted you during your first year of teaching:

# APPENDIX I

# APPENDIX I

***Principal Profile Inventory:***
***The Perceptions of Entry-Year Teachers***

**SPLIT-HALF RELIABILITY QUESTION MATRIX**

**Question Pairs**

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**Functional: Leadership**

26. My principal formulated goals with individuals and groups to accomplish tasks.

20. My principal interacts with others as he/she designs long range goals for our school.

---

**Functional: Information Collection**

37. My principal gathered data about our school from a variety of sources to use in decision making.

15. My principal profiled our school data from many sources in order to make informed decisions.

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**Functional: Problem Analysis**

1. My principal could identify the important elements of a problem and identify possible solutions.

40. My principal sought solutions to problems by identifying parts of the problem into manageable parts first.

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**Functional: Judgment**

29. My principal gave timely decisions to those who asked for assistance.

2. Teachers who asked for assistance were given timely decisions by my principal.

---

**Functional: Organizational Oversight**

27. My principal was able to plan and schedule work so that short term and long-term goals were met.

11. Short-term and long-term goals were met because my principal was able to plan and schedule work to accomplish goals.

---

**Functional: Implementation**

38. My principal made things happen by using alternative approaches, management technologies, and adapting.

3. My principal accomplished goals by utilizing alternative approaches, technologies and because he was able to adapt to situations.

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**Functional: Delegation**

42. My principal empowered others by giving them the responsibility to accomplish assigned tasks.

41. My principal believed in shared governance and responsibility by empowering others.

---

**Programmatic: Instruction & Environment**

21. My principal recognized the needs of students in designing the instructional program and established a positive learning environment.

16. My principal promoted a positive learning environment and designed instruction around the needs of students.

---

**Programmatic: Curriculum Design**

22. My principal initiated needs analysis for our school and adjusted curricular content as the needs and conditions changed.

12. My principal made changes in the curriculum in response to changing school conditions.

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**Programmatic: Student Guidance & Development**

4. My principal enlisted the participation of individuals who could provide student counseling and guidance both inside and outside our school.

23. My principal secured human resources in and our of school for student counseling and guidance.

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**Programmatic: Staff Development**

30. My principal planned and organized programs to improve staff effectiveness and development.

5. My principal designed staff development meetings to improve teaching and learning for staff.

---

**Programmatic: Measurement & Evaluation**

6. My principal decided what diagnostic information was needed about students and staff and interpreted these measures to the staff and others who needed to be informed.

39. School diagnostic information was utilized by my principal and he/she interpreted the results to the staff and others.

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**Programmatic: Resource Allocation**

17. My principal planned and developed a school budget by including others in the decision process for expenditures on human resources and materials.

31. Budgetary decisions were made with the inclusion of staff members for personnel and material resources.

---

**Interpersonal: Motivating Others**

18. My principal was the impetus of energy for me and others while supporting innovation at our site.

7. My principal encouraged and supported innovation and risk taking at my school.

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**Interpersonal: Interpersonal Sensitivity**

28. My principal perceived the needs and concerns of others and managed conflict professionally.

13. My principal managed conflict effectively and recognized the concerns and needs of others.

---

**Interpersonal: Oral & Nonverbal Expression**

19. My principal's oral communication was clear and easy to understand.

33. My principal was an effective oral communicator to staff and community.

---

**Interpersonal: Written Expression**

8. My principal's written communication was clear, concise, and appropriate for different audiences.

35. My principal communicated effectively in a concise and clear manner through written documents to a variety of audiences.

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**Contextual: Philosophical & Cultural Values**

9. My principal understood historical, cultural and global events in education and based his/her decisions accordingly.

36. Historical, cultural and global events were all taken into consideration when my principal made decisions about education.

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**Contextual: Legal & Regulatory Applications**

14. My principal acted in accordance to federal and state laws, district policy and local procedures.

34. My principal made sure our school was in accordance with all district policies and federal and state laws.

---

**Contextual: Policy & Political Influences**

24. My principal consistently examined policies affecting students and staff and made policy recommendations when needed.

32. My principal recommended changes in policy to benefit all students after careful examination.

---

**Contextual: Public Relations**

25. My principal interacted with parents and community and responded skillfully to electronic and printed news media.

10. My principal was effective in public relations with the media and interacted with community and parents.

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**Additional Information (please circle the appropriate response)**

22. My age is: 20-25 26-30 31-35 36-40 41-45

23. Sex: Male Female

24. I am teaching in a public school this year: Yes No

25. List any additional ways your principal assisted you during your first year of teaching:

# APPENDIX J

APPENDIX J

## *Principal Profile Inventory*:
***The Perceptions of Entry-Year Teachers***

Dear Fellow Educator,

I am a doctoral student at the University of Oklahoma conducting research on school building principals using the responses of first-year teachers. This survey is the instrument in which I will obtain the data. I would greatly appreciate you taking a few minutes to fill out this survey. We can improve education. To do so, we must first know what is working and what is not.

Now that you have finished your first year of teaching, look back on your year of experience and answer these questions as they pertain to your perceptions of your building principal. I hope to develop a profile of school principals and how they have, or have not, assisted first-year teachers during the entry-year process.

Your name will remain confidential and it will never appear in any of my published or non-published data. I have been granted permission by the Oklahoma State Department of Education to do this study with entry-year teachers and they too are interested in the results. Please complete this survey today and return it in the postage paid envelope I have included by September 14. The return envelope is coded for school size and elementary and secondary levels. Thank you. The time you invest in this survey may bring about positive changes in education.

Sincerely,

Ed Costa

# APPENDIX K

APPENDIX K

***Principal Profile Inventory*:**
***The Perceptions of Entry-Year Teachers***

# THIS IS YOUR REMINDER ...DID YOU FORGET ?

Dear Fellow Educator,

I am a doctoral student at the University of Oklahoma conducting research on school building principals using the responses of first-year teachers. This survey is the instrument in which I will obtain the data. I would greatly appreciate you taking a few minutes to fill out this survey. We can improve education. To do so, we must first know what is working and what is not.

Now that you have finished your first year of teaching, look back on your year of experience and answer these questions as they pertain to your perceptions of your building principal. I hope to develop a profile of school principals and how they have, or have not, assisted first-year teachers during the entry-year process.

**Your name will remain confidential** and it will never appear in any of my published or non-published data. I have been granted permission by the Oklahoma State Department of Education to do this study with entry-year teachers and they too are interested in the results.

**Please** complete this survey today and return it in the postage paid envelope I have included by September 27. I have invested over $500.00 of my own money in postage because I believe in education. The return envelope is coded for school size and elementary and secondary levels. Thank you. The time you invest in this survey may bring about positive changes in education.

Sincerely,

Ed Costa