DOCUMENT RESUME

ED 297 418 EA 019 986

AUTHOR Gottfredson, Gary D.; Hybl, Lois G.
TITLE An Analytical Description of the School Principal's Job. Report No. 13
INSTITUTION Center for Research on Elementary and Middle Schools, Baltimore, MD.
SPONS AGENCY Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE May 87
GRANT OERI-G-86-0006
NOTE 135p.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS Administrator Education; Administrator Responsibility; *Administrator Role; *Board Administrator Relationship; Comparative Analysis; Elementary Secondary Education; Parochial Schools; *Principals; Private Schools; Public Schools; *School Supervision

ABSTRACT

This report presents a description of the jobs of principals in a national sample of schools, summarizing the main results of a job analysis accomplished by using a structured task analysis inventory. It summarizes what principals in schools of different kinds report to be the most important aspects of their jobs. Results imply that principals are primarily supervisors of other personnel and that staff direction and observation and feedback of information about staff performance are the paramount job functions. Principals in schools of all types also have important roles in assessing school needs and planning for school improvement. Other results imply that the jobs of principals in public schools involve more interaction with higher levels of authority than do the jobs of principals in private schools. In contrast to public school principals, principals in private and Catholic schools may have more scope to make personnel and other administrative decisions and hence view these aspects of their jobs as more important than their public school counterparts. Differences among the jobs of principals in elementary, middle/junior, and high schools are described, as are differences in schools of different sizes. Differences associated with location (urban, suburban, rural) were usually not large or particularly meaningful. Implications of the job analysis for training and performance measurement are discussed. (Author/TE)

Center for Research On Elementary & Middle Schools

Report No. 13

May, 1987

AN ANALYTICAL DESCRIPTION OF THE SCHOOL PRINCIPAL'S JOB

Gary D. Gottfredson and Lois G. Hybl

Center Staff

Edward L. McDill, Co-Director
James M. McPartland, Co-Director

Karl L. Alexander
Henry J. Becker
Barbara A. Bennett
Jomills H. Braddock II
Renee B. Castaneda
Barbara S. Colton
Russell L. Dawkins
Doris R. Entwisle
Joyce L. Epstein
Anna Marie Farnish
Denise C. Gottfredson
Gary D. Gottfredson
Edward J. Harsch
John H. Hollifield
Lois G. Hybl
Nancy L. Karweit
Melvin L. Kohn
Nancy A. Madden
Alejandro Portes
Robert E. Slavin
Carleton W. Sterling
Robert J. Stevens
Tammi J. Sweeney
Shi Chang Wu

Center Liaison

Rene Gonzalez, Office of Educational Research and Improvement

National Advisory Board

Patricia A. Bauch, Catholic University of America
Jere Brophy, Michigan State University
Jeanne S. Chall, Harvard University
James S. Coleman, University of Chicago
Edgar G. Epps, University of Chicago
Barbara Heyns, New York University
David W. Hornbeck, Maryland State Department of Education
Michael W. Kirst, Chair, Stanford University
Rebecca McAndrew, West Baltimore Middle School
Sharon P. Robinson, National Education Association

An Analytical Description of the School Principal's Job

Report No. 13

May 1987

Gary D. Gottfredson
Lois G. Hybl

Center for Research on Elementary and Middle Schools
Johns Hopkins University
3505 N. Charles Street
Baltimore, Maryland 21218

Published by the Center for Research on Elementary and Middle Schools, supported as a national research and development center by funds from the Office of Educational Research and Improvement, U.S. Department of Education. The opinions expressed in this publication do not necessarily reflect the position or policy of the OERI, and no official endorsement should be inferred.

Grant No. OERI-G-86-0006

Printed and assembled by:
VSP Industries
2440 West Belvedere Avenue
Baltimore, Maryland 21215

THE CENTER

The mission of the Center for Research on Elementary and Middle Schools is to produce useful knowledge about how elementary and middle schools can foster growth in students' learning and development, to develop and evaluate practical methods for improving the effectiveness of elementary and middle schools based on existing and new research findings, and to develop and evaluate specific strategies to implement effective research-based school and classroom practices.

The Center conducts its research in three program areas: (1) Elementary Schools, (2) Middle Schools, and (3) School Improvement.

The Elementary School Program

This program works from a strong existing research base to develop, evaluate, and disseminate effective elementary school and classroom practices; synthesizes current knowledge; and analyzes survey and descriptive data to expand the knowledge base for effective elementary education.

The Middle School Program

This program's research links current knowledge about early adolescence as a stage of human development to school organization and classroom policies and practices for effective middle schools. The program's research aims to identify specific problem areas and promising practices in middle schools to contribute to wise policy decisions and to develop effective school and classroom practices.

School Improvement Program

This program focuses on improving the organizational performance of schools in adopting and adapting innovations and on developing school capacity for change.

This Report

This report from the School Improvement Program analyzes the job of school principal. It reports on the most important aspects of principals' work and on ways the job of principal differs in public, Catholic, and private schools. The information reported here has applications in the design of training, assessment, and selection procedures for school principals.

ACKNOWLEDGMENTS

Work to develop this report was supported in part by a grant from the Office of Education Research and Improvement, U.S. Department of Education. The opinions expressed are the authors' and do not necessarily reflect the position or policy of the Office. We are grateful to Kenneth Allwine (Londonderry Elementary School), Robert Anastasi (National Association of Elementary School Principals), Jere Eckenroth (Lower Dauphin Middle School), Irvin Engle (East Hanover Elementary School), Gene Estes (Glenwood Middle School), Joy A. Frechtling (Montgomery County Public Schools), Donald G. Hoes (Guilford Elementary School), Joyce Hogan (University of Tulsa), John H. Hollifield (Center for Research on Elementary and Middle Schools, Johns Hopkins University), William Kerewsky (Howard County Public Schools), Ellen Notar (Educational Administration Program, Johns Hopkins University), Dean S. Pickens (Baltimore County Public Schools), George D. Sauers (Lower Dauphin School District), Jesse Scharff (Harper's Choice Middle School), Neil Shipman (National Association of Elementary School Principals), Jesse K. Smith (Wilde Lake Middle School), and John K. Vermette (Whiskey Bottom Elementary School) for their help in various phases of this work. They contributed by offering advice on the inventory, posing important research issues that influenced our design, sharing the results of unpublished research, or advising us on the revision of a draft of this report.

We are most grateful to the hundreds of incumbent principals who generously donated the time to respond to our inventory.

ABSTRACT

A description of the jobs of principals in a national sample of schools is presented. This report summarizes the main results of a job analysis accomplished by using a structured task analysis inventory. It summarizes what principals in schools of different kinds report to be the most important aspects of their jobs. Results imply that principals are primarily supervisors of other personnel and that staff direction and observation and feedback of information about staff performance are the paramount job functions. Principals in schools of all types also have important roles in assessing school needs and planning for school improvement. Other results imply that the jobs of principals in public schools involve more interaction with higher levels of authority than do the jobs of principals in private schools. In contrast to public school principals, principals in private and Catholic schools may have more scope to make personnel and other administrative decisions and hence view these aspects of their jobs as more important than their public school counterparts. Differences among the jobs of principals in elementary, middle/junior, and high schools are described, as are differences in schools of different sizes. Differences associated with location (urban, suburban, rural) were usually not large or particularly meaningful. Implications of the job analysis for training and performance measurement are discussed.

CONTENTS

AN ANALYTICAL DESCRIPTION OF THE SCHOOL PRINCIPAL'S JOB

It has become a truism to say that the principal is key to school effectiveness (e.g., Brookover & Lezotte, 1977; Duke, 1982; Robinson & Block, 1982). Principals nowadays hear repeatedly that they are expected to be instructional leaders, innovators, shapers of the public image of the school, forgers of links with parents and community, and inspirers of faculty and student commitment.

Calls are heard with increasing frequency for greater accountability and more extensive performance review for principals. Principals' Institutes are extending in-service training in many states and at the national level. And increased interest in improving the selection of principals is leading to the use of assessment centers and other expressions of concern for improving the selection of new principals.

Much of this activity is based on limited knowledge of what principals actually do and which aspects of the job are most important and most burdensome. Furthermore, although much writing and advice on the principalship is generic, the role of the principal may differ according to the kind of school the principal leads. Most principals must learn the ropes on the job with limited support and guidance (Duke, Isaacson, Sagor, & Schmuck, 1984). Many schools do not have a clear written job description to spell out what is expected of the principal.

For these reasons, we are undertaking a program of research to determine

(a) what job factors are common to the jobs of all principals and what factors tend to be specific to the jobs in certain kinds of schools or school systems, (b) what specific behaviors illustrate especially effective performance on these job factors, (c) how principals' performance can be assessed, and (d) what this information implies for efforts to improve the performance of principals through the selection, training, and development of school administrators.

The present report summarizes results of the first step in this program of research.

METHOD

A structured job analysis inventory was used in a survey of principals in schools of various kinds to obtain analytical information about the importance of a large number of specific aspects of their jobs and about how much time was spent on each. This section explains how the inventory was composed and how the data obtained from the survey were organized.

The Survey

The development of an *Inventory of the School Administrator's Job* (Appendix A) was guided by recent summaries of research on the principalship (Blumberg & Greenfield, 1986; Bossert, Dwyer, Rowan, & Lee, 1982; Crowson & Porter-Gehrie, 1981; Duke & Imber, 1985; Leithwood & Montgomery, 1982; Lipham & Hoeh, 1974; Little & Bird, 1984; Manasse, 1985; Morris, Crowson,

Hurwitz, & Porter-Gehrie, 1982; Russell, Mazzarella, White, & Maurer, 1985; Shoemaker & Fraser, 1981), conversations with dozens of school principals and school system personnel, and the advice of a small number of principals who reviewed a preliminary version of the *Inventory*. The inventory asked respondents to indicate the importance of a large number of tasks or activities and, separately, to indicate how much of their time is typically devoted to those activities or tasks. An attempt was made to include exemplars of *all* tasks or activities cited by researchers or incumbent principals as important in the principal's work.

Task items were written following the method described by Gael (1983) after reviewing the literature cited above and an unpublished local job analysis.<1> An attempt was made to exhaust the domain of tasks or activities suggested by any perspective on the principalship and to include items reflecting managers' roles in (a) observing and feeding back information about worker performance (Komaki, 1986; Little & Bird, 1984), (b) developing policies to cover most day-to-day decision-making, setting goals for worker performance (Drucker, 1954), (c) coping with interruptions, and (d) planning and managing school improvement (Gottfredson, in press a).

A large number of items were written and sorted into the following conceptual categories used to label sections of the inventory:

<1>Joyce Hogan, personal communication, 1986.

Curriculum and instruction.

Job elements in this section were related to analyzing, examining, monitoring, deciding, planning, and seeking information about curriculum coverage and articulation, instructional materials, academic and co-curricular programs and requirements, educational assessment, and educational objectives and recognition.

Personnel management.

Job elements in this section involved information-seeking, analysis, arranging, arbitrating, delegating, assigning, directing, and training in areas related to personnel activities and interpersonal relations as well as the observation of subordinates' performance, casual or structured feedback of performance assessments, and personnel decision making.

Student personnel.

Job elements in this section were directed at ordering and observing student behavior, developing and monitoring procedures related to student behavior and records, direct interaction with students or their parents to resolve problems and provide rewards.

Building administration.

Job elements in this section involved analyzing, assessing, arranging, or developing plans and budgets; assessing or monitoring current arrangements, school needs or goals, and operating procedures. A variety of activities related to school improvement or renewal were included.

Home-school-community relations.

Job elements in this section included activity to analyze community concerns and public opinion, communicate with parents and community persons or groups, and seek parent and community support for the school.

School-system relations.

Job elements in this section involved communicating with, seeking assistance from, or coping with the demands of higher organizational levels. An attempt was made to word items so that they would be appropriate for principals in private and Catholic schools as well as public schools.

Unscheduled activities.

Job elements in this section involved unpredictable activities that might be expected to interrupt routine activities.

Personal and professional development.

Job elements in this section included assisting other principals, writing reports, and seeking information needed to manage or improve the school.

After sorting, redundant items were removed and items were edited for clarity and to avoid limiting their applicability to a single kind of school. In all, the final *Inventory* was composed of 149 items, and respondents were asked to rate the importance and the amount of time spent on each task or activity. The following scales were used to record responses separately for importance and time spent:

Importance

0 Not a part of my job; I never do it.
1 Not important.
2 Little importance.
3 Moderately important.
4 Very important.

Time spent

0 None.
1 Little.
2 Some -- spend time occasionally.
3 Moderate -- a frequent activity or task.
4 Extensive -- a major part of my job.

Half the inventories were supplemented with an additional 58 items that asked respondents to rate the importance of a variety of techniques or methods in their jobs.

Sample

The inventory was sent to a sample of 3066 principals in schools selected to represent public, private, and Catholic schools; urban, suburban, and rural schools; and elementary, middle/junior, and high schools. The aim was to enable a description of the commonalities and differences in the principals' jobs in each kind

of school. A commercial mailing list company provided a mailing list composed by taking a random sample of 200 public school principals in each cell of a two by two classification (location by level) and by taking a random sample of 100 each of Catholic and private school principals in each of these cells -- provided there were that many individuals in the cell. Inspection of the mailing list revealed that K to 12 schools had been classified as high schools; these schools were included in the sample but not treated as high schools in tabulations.

The inventories were sent by first class mail with a cover letter describing the research and offering the respondents a personalized feedback report summarizing how he or she spent time compared to other principals. After about four weeks a follow-up letter and replacement booklet were sent to each non-respondent.

A total of 42 surveys were returned by the Postal Service as undeliverable (n = 26), or returned with an indication that the school had closed, the principal had died, that a new principal had taken over, or that the principal was on leave or had retired (n = 16). A total of 1153 usable survey booklets were returned, for an overall response rate of 38%. An analysis of response rates by type of respondent (Table 1) reveals that public and Catholic school principals returned inventories at higher rates (42% and 37%, respectively) than did private school principals (26%), principals of K to 12 schools returned inventories at a low rate, rural school principals returned inventories at a somewhat higher rate than did urban principals, and males returned inventories at a higher rate than did females. Analyses not tabled revealed that principals who returned surveys came

Table 1

Response Rates by Respondent School Category and Sex

Respondent category	%	n
Auspices		
Public	42	1693
Catholic	37	733
Private	26	640
Level		
K to 12	22	129
Elementary	38	1006
Middle/Junior	37	853
High	40	1078
Location		
Urban	35	1009
Suburban	38	1038
Rural	40	1019
Sex		
Male	40	2146
Female	32	879

from larger schools and that principals who received the short inventory responded at a higher rate than did those receiving the longer form, but recent changes in either school or district enrollment (according to data supplied by the mailing list vendor) were unrelated to response rate. A more detailed accounting of response rates is provided in Appendix Table B-1. The highest response rate was for rural, public, middle/junior high schools (49%); the lowest was for private, rural, middle/junior high schools.<2>

Notes written by principals who failed to respond generally indicated that (a) they were too busy to respond, (b) they regarded their school as in some way atypical (a common explanation for non-response from private school principals), or (c) they felt they were too new at the job (having just become principals) to provide valid information. Furthermore, it appears likely, given the nature of the request, that more inquisitive principals with an interest in research would have been most likely to respond. Thus the major sources of bias -- if any -- introduced by failures to respond to the survey may be that more inquisitive principals were more likely to participate and that principals who regarded their jobs as atypical chose to abstain.

<2>By way of comparison, the National Association of Elementary School Principals (Pharis & Zakariya, 1979) conducted a 98-item survey of public elementary principals in 1978 and obtained a response rate of 66% with one follow-up. The present survey was far longer and undoubtedly more difficult to complete.

Analyses

To induce underlying dimensions on which school principals' jobs may differ, exploratory factor analyses were performed on the pooled sample's importance ratings. The number of items (149) was too large to permit a factor analysis of all items at once with available computational resources, so the items were broken into two groups for separate factor analyses. Items with small communalities in their respective analyses were then included in a subsequent factor analysis of the set from which they were originally omitted. These explorations resulted in a set of 14 clusters of items from which factor-based scales were composed. Then each of the 149 items was correlated with these factor-based scales to determine that each item was associated with the scale with which it had its highest correlation -- or that the item did not correlate substantially with *any* group of items. Internal consistency item analyses and inspection of the apparent meaningfulness of the item content of each scale were applied to include or exclude items from scales. This iterative procedure produced the final set of 14 factor-based importance scales examined in this report.

Two notes on the methods of analysis may help readers interpret the results. First, conducting these item analyses using the pooled sample allowed the emergence of dimensions on which principals in different kinds of school may differ; such dimensions would be less likely to emerge in analyses conducted within school type (Gottfredson, in press b). Second, respondents differed in the general elevation of their importance ratings. Accordingly, for most analyses (including the explorations leading to the construction of job-factor scales), each

respondent's item responses were centered on his or her mean item rating prior to subsequent analyses.<3> Thus, the mean item response for each respondent was zero. This procedure lowered the internal consistency reliability of each scale, but it presumably did so by removing unwanted but systematic "leniency" bias in the ratings.

Scales composed of item responses centered in this way are self-norming -- score values can be interpreted as "above average" or "below average" depending on the sign of the number. Furthermore, comparing a mean score to its standard deviation provides a quick sense of how far above or below "average importance" are the ratings of the job elements associated with each job factor in standard deviation units.

Each factor-based importance scale was treated as a dependent variable in an auspices (public, private, Catholic) by location (urban, suburban, rural) by level (elementary, middle/junior, high school) analysis of variance. Because sample sizes

---

<3>Davison (1985) has shown that when test or rating items reflect "yea-saying" or similar artifacts, multidimensional scaling approaches to the examination of item structure implicitly remove the standardized person mean from responses, and the scaling results may resemble those obtained in principal components analysis representations with the first dimension discarded. He illustrates some situations in which theoretically more satisfying results are obtained when person means are discarded, as they are in the present research. Whether or not the "elevation" information *should* be discarded depends on the theoretical and empirical evidence about its meaning and value. As Davison pointed out, theoretical interpretations of elevation are common in the area of intelligence testing, but in other areas (e.g., vocational interest measurement) it may be regarded as a nuisance. In the present instance, there is no theoretically interesting interpretation of a general "importance" factor other than as a response style.

were large enough that practically trivial differences or statistical interactions were likely to be statistically significant, and because there were so many significance tests to be conducted, an *alpha* level of .02 was the maximum value regarded as significant and an *eta squared* of .02 (indicating that a factor or interaction accounted for at least two percent of the variance in the dependent variable) was required for a difference to be regarded as meaningful. All differences described in the results section meet these two criteria for statistical and practical significance unless otherwise noted.

RESULTS

This section provides an overview of the main results of the job analysis. It begins by offering some general impressions. Then patterns of differences among the jobs of principals in different kinds of schools are highlighted and the clear commonalities in the jobs of almost all principals are described.

The most striking impression created by the responses to the inventory is that of an enormously complex and demanding job. Few tasks were rated unimportant by principals as a group. This impression of a burdensome and demanding job was created not only by the analysis of importance ratings of principals who responded, but also by the notes we received from principals who felt they could not respond because their jobs left them little time for completing such a survey.

Often a job analysis inventory makes it possible to identify a small

number of tasks or activities that are of greatest importance and a larger number of tasks of little importance. Although a few tasks were rated important by only a few principals (e.g., selecting insurance policies, negotiating with union representatives), even these tasks were judged important by some principals. Thus the varied and complex range of responsibilities of principals that we found prevented such a straightforward approach to describing the key aspects of the principal's job in *this* job analysis.

The average item importance rating for the total sample was 2.76 on the 0 to 4 scale (SD = .49, N = 1112). This means the average item was rated by the average principal as just below "moderately important." Average item importance ratings differed by school auspices ($p < .001$), with private school principals tending to give somewhat lower average importance ratings (M = 2.50, SD = .53, n = 149) than either public (M = 2.80, SD = .46, n = 698) or Catholic (M = 2.79, SD = .49, n = 265) school principals. These average importance ratings did not differ significantly by level or location of the school.

Factors of Job Importance

The explorations of importance ratings using factor and item analysis resulted in the development of the 14 factor-based scales listed in Table 2. (The specific job elements associated with each job factor are detailed in appendix Table B-2.) Co-Curricular Activity and Union Negotiation are doublet scales -- they represent only two items which are highly specific to the subject/content area. The remaining 12 scales represent relatively broad yet interpretable principal job

Table 2

Homogeneity Coefficients (*alpha*) for

Factor-Based Importance Scales

Scale name	N items	alpha	N
Staff Direction/Visibility	4	.47	1128
Observation and Feedback	8	.72	1101
Planning and Action	6	.64	1115
Personnel Management	17	.67	1046
Policy Development	7	.65	1112
Keeping Up-to-Date	3	.61	1126
Instructional Management	15	.68	1080
Student Interaction and Social Control	14	.79	1051
Parent and Community Relations	13	.73	1069
School-System Interaction	9	.72	1045
Coping with Disorder	11	.66	1065
Budget Management	9	.73	1071
Co-Curricular Activity	2	.67	1126
Union Negotiation	2	.88	1079

Note. These coefficients are based on data for the subset of respondents who answered every item in the scale in question.

functions. Homogeneity coefficients for the 2- to 17-item scales range from .47 to .88, with a median of .68.<4>

The following list names each of these 14 job factors and illustrates the job elements included under each:

Staff Direction and Visibility

The job elements exemplifying this job factor are tasks related to planning staff meetings, directing and orienting teachers, and establishing one's presence in the school.

Discussions with informed practitioners about the meaning of this factor suggested that the activities involved provide opportunities for observing school activities, resolving problems or giving directions or advice in brief verbal exchanges, and demonstrating the principals' presence and authority in a reassuring way. These discussions also suggested that the "orientation" of new teachers is often a long-term activity in which principals provide definitions of events and roles and help resolve problems as they emerge.

Observation and Feedback

Job elements include observing and reviewing with individual teachers their performance in instruction and classroom management, discussing formal performance evaluations with staff, and providing timely feedback on observed strengths and weaknesses for faculty and other staff members.

Planning and Action for School Improvement

Job elements include formally assessing the needs of the school, evaluating the effectiveness of school practices, discussing and developing plans for school improvement, setting goals, and establishing policies to cover day-to-day decision making.

Personnel Management

Job elements include holding staff meetings, assigning responsibilities to staff, analyzing school personnel needs, recommending the promotion or termination of employees, arbitrating disputes, and arranging for in-service training.

<4>These are reliability coefficients with person means excluded from the items. Scales with person mean variance treated as true-score variance results in higher reliability estimates. Because person mean (or elevation) was regarded as of no theoretical or practical interest, all item responses were adjusted to eliminate this source of variance.

Policy Development

Job elements entail activities to establish or modify policies, especially those related to attendance and discipline; and to oversee or monitor the activities of others in these areas.

Keeping Up-to-Date

Job elements include reading to identify useful research findings or to determine how federal, state, or local regulations affect the school; and visiting other schools to identify effective practices.

Instructional Management

Job elements include selecting achievement or competency tests and monitoring the school testing program, analyzing the curriculum to ensure curriculum coverage and articulation, setting specific educational objectives, establishing academic requirements, and planning or organizing curriculum development activities.

Student Interaction and Social Control

The job elements exemplifying this job factor are tasks or activities involving interaction with individual students in matters related to discipline, attendance problems, or academic difficulties; activities related to maintaining order and civility in the school through direct monitoring of and interaction with students; and selecting classroom management methods.

Parent and Community Relations

Job elements include meeting with parents and citizens to promote the school or discuss school programs, creating concrete programs to involve parents in school activities, assessing public opinion and developing a public relations plan for the school.

School-System Interaction

Job elements include negotiating with the district office or diocese to revise, change, or update educational goals and objectives or to forestall policies destructive of the school program; interpreting directives from the district office or diocese; or conforming school plans or practices to a policy established by higher officials.

Coping with Disorder

Job elements include unscheduled activities such as removing intruders from the school; rendering first aid; interacting with police, fire fighters, or emergency medical personnel; testifying in court; and troubleshooting incidents involving disgruntled persons.

Budget Management

Job elements involve developing budgets and financial plans, overseeing and deciding on expenditures, devising cost containment strategies, planning school maintenance or renovation, and raising money for the school.

Co-Curricular Activity
The elements involve planning or evaluating co-curricular activities.

Union Negotiation
Job elements involve negotiating with union representatives about working conditions or pay.

The mean importance ratings for each of the 14 job factors are presented in Table 3. These means describe the importance of the job factors in the sample, not the population. They imply that the importance accorded to the average job element associated with the 14 factors differs greatly among factors. Staff Direction/Visibility, Observation and Feedback, and Planning and Action were rated highest in importance, whereas only a small fraction of principals indicated that job elements related to Union Negotiation are a part of their jobs.<5>

Correlations among the 14 job factor scales are shown in Table 4. With few exceptions, the correlations imply that the factor-based scales measure relatively independent dimensions. The exceptions are (a) the moderate positive correlation between Staff Direction/Visibility and Observation and Feedback and (b) the moderate negative correlation between Student Interaction and Personnel Management. In the former case, the correlation is nearly as high as the reliability of one of the scales, suggesting that the Staff Direction/Visibility job factor measures a focus on supervision that is not independent of a job emphasis on observation of workers and feedback on their performance. (Still, the item analysis did not support combining the items from these two scales into a single

---

<5>The large standard deviation for this job factor indicates that those few principals who do perform this job function rated these activities as important.

Table 3

Means and Standard Deviations of Factor-Based Importance Scales

Job Factor	M	SD	N
Staff Direction/Visibility	.81	.45	1139
Observation and Feedback	.61	.46	1140
Planning and Action	.51	.46	1135
Personnel Management	.22	.40	1140
Policy Development	.30	.56	1138
Keeping Up-to-Date	.26	.62	1136
Instructional Management	.06	.45	1140
Student Interaction and Social Control	-.10	.60	1136
Parent and Community Relations	.07	.47	1135
School-System Interaction	-.12	.66	1115
Coping with Disorder	-.33	.59	1136
Budget Management	-.46	.72	1134
Co-Curricular Activity	-.48	.90	1131
Union Negotiation	-2.19	1.04	1088

Table 4

Correlations Among the Importance Scales

Scale	SDV	O&F	P&A	PM	PD	KUD	IM	SI	PCR	SSI	CD	BM	CCA	UN
Staff Direction/ Visibility (SDV)	--	.45	.06	.28	.02	.01	.08	-.03	-.21	-.22	-.13	-.20	-.04	-.06
Observation and Feedback (O&F)	.45	--	.02	.15	-.07	-.01	.16	-.03	-.18	-.08	-.17	-.30	-.05	-.07
Planning & Action (P&A)	.06	.02	--	.14	-.10	.10	-.08	-.37	.16	.04	-.31	.22	-.05	-.10
Personnel Management (PM)	.28	.15	.14	--	-.04	-.02	-.06	-.46	-.15	-.28	-.39	.06	.07	.04
Policy Development (PD)	.02	-.07	-.10	-.04	--	-.08	-.10	.15	-.22	-.13	-.01	-.07	-.04	-.02
Keeping Up-to-Date (KUD)	.01	-.01	.10	-.02	-.08	--	-.07	-.14	.12	.00	.04	-.11	-.08	-.09
Instructional Management (IM)	.08	.16	-.08	-.06	-.10	-.07	--	-.01	-.21	-.16	-.23	-.26	.16	.04
Student Interaction (SI)	-.03	-.03	-.37	-.46	.15	-.14	-.01	--	-.28	-.22	.34	-.35	-.05	-.06
Parent & Community Relations (PCR)	-.21	-.18	.16	-.15	-.22	.12	-.21	-.28	--	.12	-.16	.10	-.09	-.11
School-System Interaction (SSI)	-.22	-.08	.04	-.28	-.13	.00	-.16	-.22	.12	--	.05	-.05	-.09	-.03
Coping with Disorder (CD)	-.13	-.17	-.31	-.39	-.01	.04	-.23	.34	-.16	.05	--	-.20	-.13	-.14
Budget Management (BM)	-.20	-.30	.22	.06	-.07	-.11	-.26	-.35	.10	-.05	-.20	--	-.08	.04
Co-Curricular Activity (CCA)	-.04	-.05	-.05	.07	-.04	-.08	.16	-.05	-.09	-.09	-.13	-.08	--	.02
Union Negotiation (UN)	-.06	-.07	-.10	.04	-.02	-.09	.04	-.06	-.11	-.03	-.14	.04	.02	--

NOTE. N's range from 1069 to 1140.

measure.) In the latter case, we speculate that school size or complexity may structure the principal's job in ways that lead to an emphasis on direct interaction with students in small schools and on management functions in larger, more complex schools. (This is a matter for exploration later in this report.)

The negative correlations observed in the matrix are due in part to the ipsativity (Kuder, 1964) introduced by centering each person's data on his or her own item mean. As would be expected, the scales with large numbers of items tend to be negatively correlated with each other.

School Type

The importance of each of the 14 job factors by auspices, level, and location of school are shown in Table 5. This table omits combinations of auspices, level, and location for which the number of schools is small. For example, there are few Catholic middle or junior high schools, and breakdowns of these data by location result in very small *n*s. The results shown in Table 5 are representative of each type of school sampled within limits of sampling error and any potential bias introduced by nonresponse to the survey.

The following discussion of Table 5 highlights the results, including an account of statistically significant and practically important differences in job-factor importance among schools of different types.

Staff Direction/Visibility. This job factor was rated as highly important by the typical principal in schools of all types; there were no main or interaction

Table 5

Importance Ratings for Job Factors by Auspices, Level, and Location

School	Staff Direction/Visibility		Observation & Feedback		Planning & Action		Personnel Management		Policy Development		Keeping Up-to-date		Parent & Community Relations		Instructional Management		Student Interact./Social Control		School System Interaction		Coping with Disorder		Budget Management		Co-curricular Activity		Union Negotiation		
	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	N
PUBLIC																													
Elementary	.82	.44	.74	.39	.50	.42	.08	.32	.06	.53	.23	.56	.08	.45	.16	.39	.12	.40	-.10	.54	-.14	.51	-.73	.67	-.56	.93	-2.23	.93	225-230
Urban	.82	.43	.70	.40	.47	.42	.04	.28	.09	.55	.21	.54	.11	.35	.12	.38	.21	.37	-.20	.53	-.09	.48	-.87	.66	-.47	.89	-2.22	.94	78-80
Suburban	.84	.42	.72	.40	.54	.40	.08	.37	.00	.56	.27	.58	.07	.56	.20	.34	.06	.44	.00	.60	-.17	.52	-.66	.68	-.61	.95	-2.21	.93	82-84
Rural	.79	.47	.80	.34	.47	.44	.12	.28	.11	.47	.20	.57	.07	.42	.13	.46	10	.37	-.13	.44	-.17	.54	-.64	.66	-.62	.97	-2.27	.94	65-66
Middle/Jr.	.79	.45	.67	.41	.49	.49	.09	.32	.33	.53	.22	.64	.09	.46	.04	.41	07	.54	.02	.53	-.28	.58	-.56	.57	-.47	.87	-2.22	1.09	242-249
Urban	.86	.41	.66	.44	.56	.43	.10	.29	.13	.58	.12	.61	.12	.39	.03	.45	.05	.51	-.01	.51	-.31	.60	-.55	.53	-.42	.86	-2.39	.92	67-68
Suburban	.73	.44	.69	.39	.58	.43	.11	.36	.36	.46	.29	.66	.14	.46	.06	.38	-.08	.51	.05	.54	-.44	.58	-.56	.61	-.30	.74	-2.06	1.16	80-82
Rural	.79	.48	.65	.41	.36	.56	.07	.31	.44	.53	.23	.65	.02	.49	.03	.40	.20	.54	.03	.55	-.14	.53	-.57	.57	-.66	.94	-2.23	1.14	95-99
High	.75	.44	.62	.42	.47	.46	.18	.33	.40	.54	.28	.60	.09	.45	.07	.43	-.15	.64	.08	.53	-.34	.54	-.61	.60	-.48	.86	-2.02	1.14	216-219
Urban	.63	.46	.63	.34	.62	.37	.20	.30	.23	.54	.28	.59	.21	.40	.01	.38	-.25	.62	.01	.58	-.48	.50	-.46	.49	-.55	.96	-2.07	1.20	56-57
Suburban	.77	.41	.64	.45	.46	.46	.21	.32	.31	.55	.28	.64	.13	.46	.13	.50	-.29	.72	.15	.50	-.38	.58	-.60	.53	-.50	.83	-1.84	1.26	77-79
Rural	.80	.45	.61	.45	.38	.50	.13	.36	.59	.47	.30	.57	-.02	.46	.06	.39	.05	.53	.04	.51	-.21	.52	-.71	.71	-.41	.81	-2.17	.95	82-83
CATHOLIC																													
Elementary	.84	.43	.59	.36	.4?	.39	.22	.32	.30	.45	.28	.59	.05	.40	.19	.43	-.10	.38	-.02	.46	-.26	.62	-.52	.69	-.48	.90	-2.41	.99	99-106
Urban	.85	.49	.62	.38	.35	.34	.27	.38	.39	.42	.32	.65	-.07	.40	.18	.38	-.09	.38	-.10	.49	-.12	.46	-.55	.32	-.49	1.06	-2.56	.79	34-36
Suburban	.9?	.30	.57	.35	.49	.42	.24	.32	.21	.52	.34	.57		.45	.31	.47	-.12	.41	-.06	.50	-.45	.67	-.55	.65	-.44	.92	-2.68	.53	29-32
Rural	.74	.45	.59	.34	.44	.39	.14	.25	.30	.42	.20	.55		.32	.10	.43	-.10	.37	.07	.38	-.24	.67	-.47	.79	-.51	.74	-2.04	1.32	36-38
Middle/Jr.	.90	.46	.55	.44	.34	.40	.31	.39	.41	.60	.18	.62		.50	.09	.36	-.03	.57	-.20	.58	-.38	.50	-.49	.79	-.59	.94	-2.29	1.09	35-42
High	.80	.42	.49	.57	.60	.46	.53	.38	.37	.59	.26	.62		.48	-.11	.55	-.64	.70	-.06	.65	-.65	.62	.03	.75	-.38	.84	-2.00	1.24	101-117
Urban	.80	.39	.58	.50	.59	.45	.60	.41	.27	.64	.12	.69	.03	.47	-.15	.60	-.81	.75	.05	.75	-.68	.58	.05	.85	-.54	.77	-1.91	1.28	30-38
Suburban	.82	.51	.30	.70	.70	.50	.65	.36	.40	.62	.41	.56	.04	.52	-.16	.54	-.76	.70	-.22	.66	-.83	.59	.23	.65	-.18	.74	-1.98	1.30	36-39
Rural	.78	.36	.58	.43	.51	.42	.34	.31	.44	.50	.25	.57	.07	.47	-.03	.50	-.37	.59	-.02	.51	-.46	.63	-.17	.71	-.44	.96	-2.09	1.16	35-40
PRIVATE																													
Elementary	.76	.61	.28	.66	.60	.41	.26	.56	.25	.64	.25	.53	.14	.54	.12	.37	-.10	.44	-.78	.84	-.30	.65	.06	.56	-.45	.96	-2.24	.73	36-38
Middle/Jr.	.82	.35	.41	.50	.63	.25	.35	.35	.45	.44	.24	.64	-.07	.53	-.02	.49	-.08	.52	-.43	.79	-.18	.62	-.28	.96	-.71	1.06	-2.61	.71	19-23
High	.89	.49	.52	.60	.76	.52	.60	.44	.29	.60	.33	.66	-.01	.56	-.07	.51	-.34	.70	-.84	.93	-.59	.65	-.02	.87	-.36	.94	-2.26	.73	75-88
Urban	.90	.41	.61	.36	.69	.40	.59	.38	.44	.50	.13	.57	-.24	.59	.04	.41	-.11	.58	-.92	.92	-.46	.65	.02	.86	-.33	.85	-2.49	.51	20-23
Suburban	.94	.56	.53	.74	.85	.54	.69	.36	.20	.66	.47	.74	.15	.57	-.12	.60	-.50	.76	-.98	.76	-.75	.65	-.06	1.03	-.31	.94	-2.22	.72	27-32
Rural	.83	.48	.44	.58	.73	.57	.52	.53	.28	.61	.33	.63	-.01	.49	-.08	.49	-.36	.71	-.62	1.07	-.53	.64	.00	.73	-.43	1.04	-2.16	.85	27-33

effects in an analysis of variance. This job factor is clearly very important in every kind of school.

Observation and Feedback. This job factor was also rated very important by the typical principal in all types of schools, and there was a statistically significant and practically large association of auspices<6> with the importance ratings. Observation and Feedback appears to be a more important job function in public than in Catholic or private schools, although it is still rated as an important job factor in both Catholic and private schools. This job factor is therefore important in all kinds of schools.

Planning and Action. This third job factor was also rated as important by the typical principal in schools of all types. Private school principals rated the elements associated with this factor somewhat higher than did public or Catholic principals, but it was rated highly on average by principals in public and Catholic schools as well.<7> This job factor is therefore important in all kinds of schools.

Personnel Management. In contrast to the first three job factors, the importance of this factor differed significantly and substantially by auspices and level of school.<8> Personnel Management is more important in Catholic and

---

<6>A statistical interaction of auspices X level accounted for little variance in the job factor.

<7>Auspices accounted for just short of two percent of the variance in scores for Planning and Action. A significant association with location and a level by auspices interaction accounted for little variance.

<8>Significant but small associations of this factor with location, and interactions of auspices with both level and location, were found.

private schools than in public schools, and it is more important in higher- than lower-level schools. In Catholic and private secondary schools, the importance of this job factor is quite high. It is of about average importance in public elementary schools. The notes some public school principals wrote on their questionnaires near the job elements associated with this factor are instructive: A number complained that they had limited authority to perform these job elements; this was especially true for being able to terminate or promote employees.

Policy Development. This job factor is significantly and substantially more important in secondary than in elementary schools. Of only about average importance in public elementary schools, the importance of this factor is quite high in middle and high schools.<9>

Keeping Up-to-Date. This job factor was rated moderately important in schools of all types. There were no significant main effects or interactions.

Parent and Community Relations. This job factor was rated as of about average importance by principals in schools of all types.<10>

Instructional Management. This job factor, which was rated as of about

---

<9>The interaction of auspices X level is *not* statistically significant. This factor is significantly associated with location, and there were significant interactions of location with both level and auspices, but the interaction of location with auspices accounted for little variance. The details of the importance ratings for Policy Development for public schools are revealing in understanding the location data, and these details are discussed below together with the relation of school size to job factor importance.

<10>A significant interaction of auspices X location accounted for little of the variance in this factor.

average importance by principals in schools of most types, was rated as somewhat more important in elementary schools than in schools at higher levels.

Student Interaction and Social Control. The importance of this job factor depends on auspices, level, and location.<11> The factor was rated as more important in public schools than in schools of other kinds. This factor is relatively unimportant in high schools, and of about average importance in elementary schools, but both Catholic and private school principals rated this factor somewhat below average in importance (even at the elementary level). Ratings of importance tended to be somewhat lower in suburban schools.

School-System Interaction. The importance of this factor differed greatly by auspices: private school principals on average rated this factor as unimportant -- they may often have no larger system to cope with.<12> The factor was rated as around average in importance by public and Catholic school principals.

Coping with Disorder. This factor was rated as below average in importance by principals in schools of all types.<13>

Co-Curricular Activity. This job factor was rated as considerably below

---

<11>Significant and substantial main effects were found for auspices, level, and location. Statistical interactions of level with both auspices and location accounted for little variance.

<12>In addition to the significant main effect for auspices, there were significant interactions of auspices with both level and location, but these accounted for little of the variance.

<13>Significant associations with auspices and location accounted for little of the variance in the importance ratings for this factor.

average in importance by principals in schools of all types.<14> At the same time, large standard deviations for this factor imply that some principals *did* regard the job elements associated with this factor as important. These individual differences in the ways principals viewed their jobs were not associated with type of school, however. They simply imply that the view that this factor is relatively unimportant is not unanimous.

Budget Management. This job factor was usually rated below average in importance, but its importance differed according to auspices and level.<15> Budget Management job elements were rated about average in importance by principals of Catholic secondary schools and by private school principals, but they were rated considerably below average in importance by the typical public school principal and principals of Catholic elementary schools.

Union Negotiation. Most principals in schools of all types indicated that they never engaged in the job elements associated with this factor.<16>

An overall summary of the importance of the 14 job factors for public school principals is displayed in Figure 1. This figure shows the percentage of public elementary, middle/junior, and high school principals who rated each job factor

---

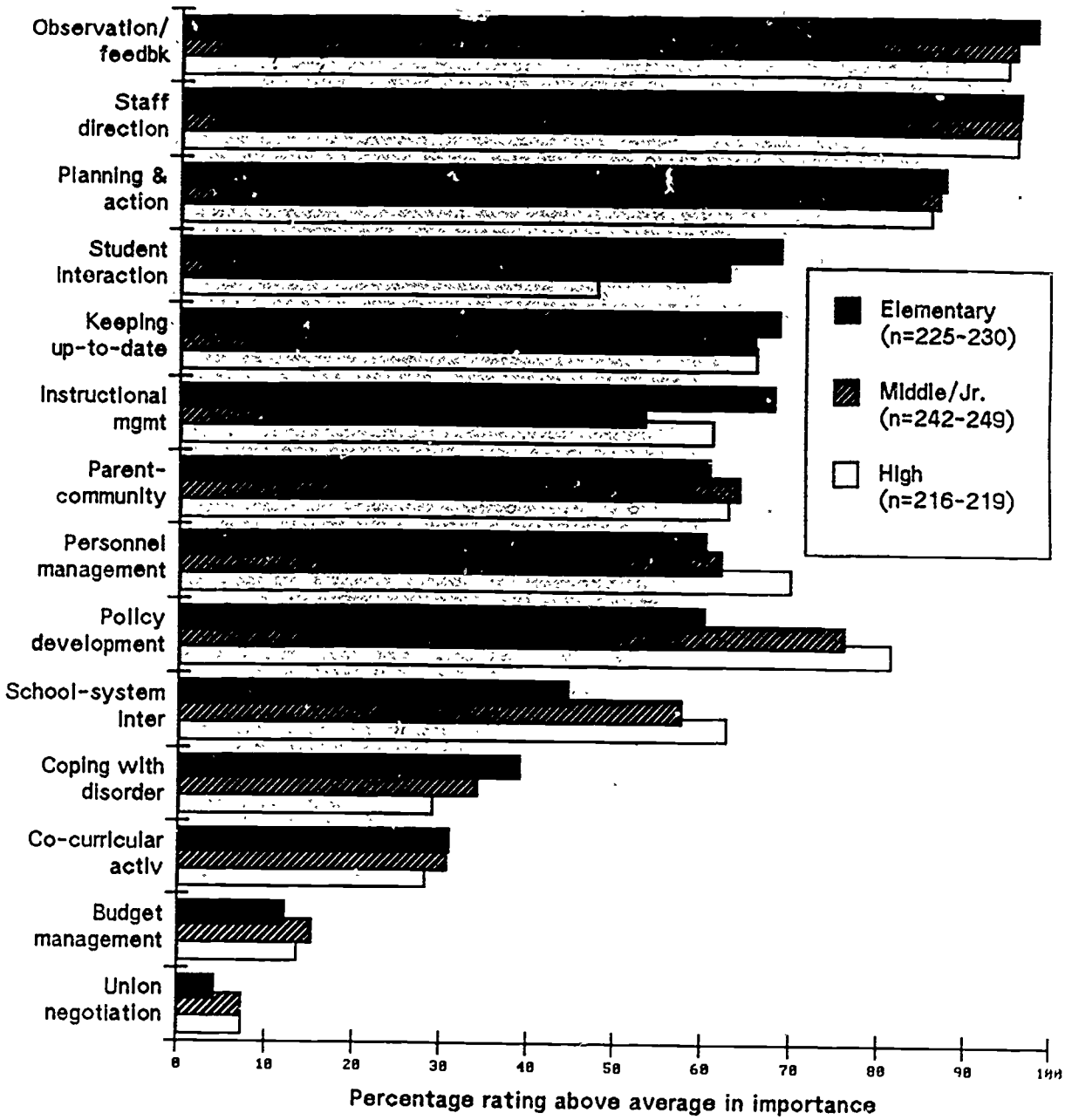
<14>No main effects; no interactions.

<15>The main effect for auspices and the interaction of auspices with level were significant and large (a significant main effect for level was small in size).

<16>A significant but small association with level was observed. The relatively high standard deviations for this factor imply that those very few principals who did engage in activities related to this factor regarded them as important.

Figure 1

Importance of 14 Job Factors--Public School Principals



above average in importance.<17> For example, it shows that over 90 percent of principals gave above average importance ratings to the typical job element exemplifying the Observation and Feedback and Staff Direction/Visibility factors, and almost 90% gave above average ratings to job elements exemplifying Planning and Action for school improvement. The figure is organized in descending order of importance of the job factors for public elementary school principals, which highlights the differences in the importance of specific job factors according to the level of the school a principal leads. For instance, Policy Development and School-System Interaction appear more important in secondary than in elementary schools.

Figure 2 shows results organized in the same way, but compares elementary school principals in public, Catholic, and private schools. Job elements associated with Student Interaction and Social Control are more important parts of the public elementary school principals' jobs than of the jobs of Catholic or private school principals, for example. Budget Management was rated above average in importance by a far larger proportion of private school principals than by principals in other schools. Finally, private elementary school principals rated School-System Interaction below average in importance more frequently than did principals in elementary schools of other auspices.

Figure 3, organized in descending order of the percentage of public high

---

<17>The figure was constructed by calculating the percentage of principals in schools at each level whose mean importance rating for job elements related to the factor was greater than his or her personal mean importance rating.

Figure 2

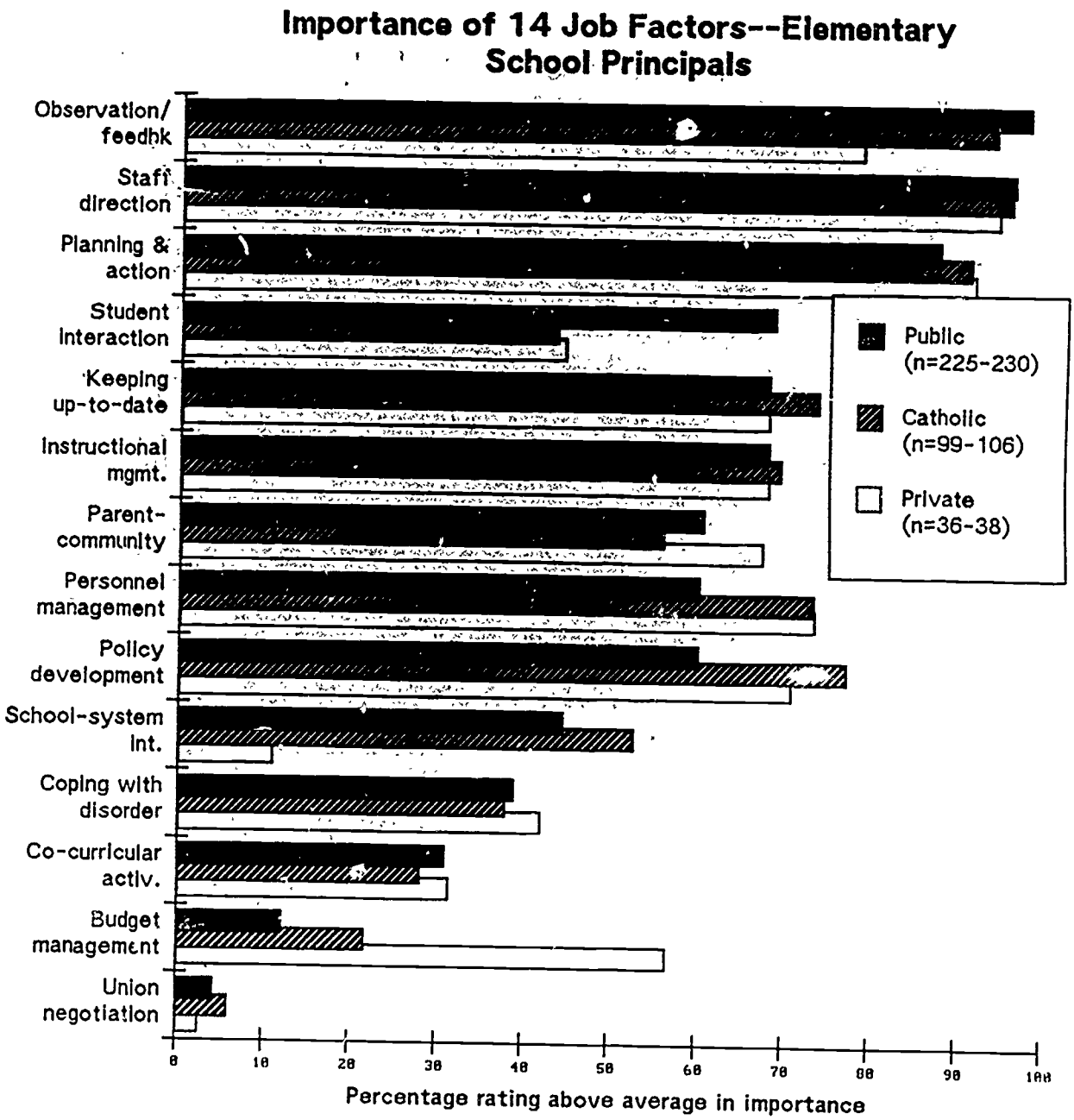
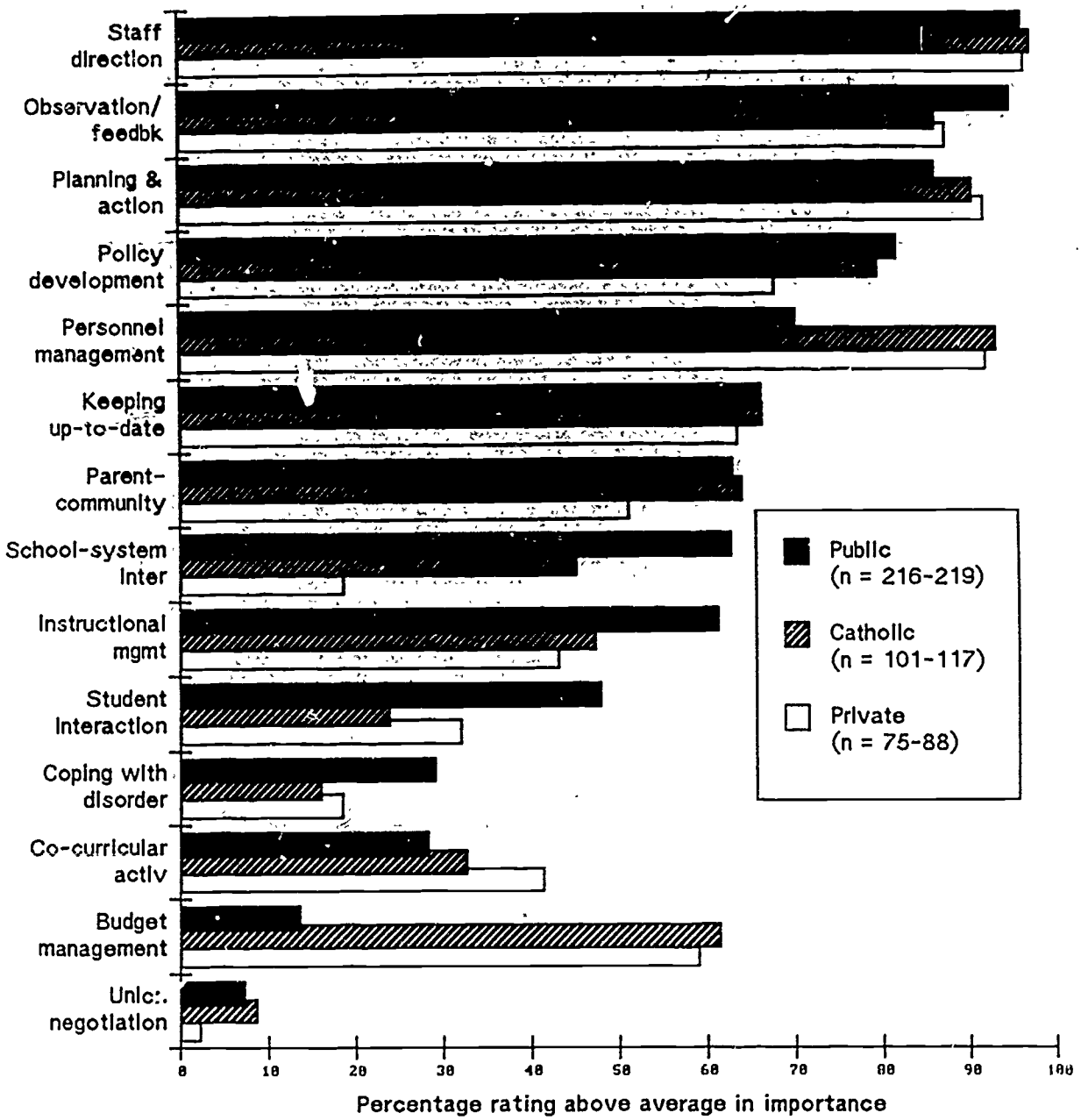

Importance of 14 Job Factors--Elementary School Principals
Observation/ feedbk
Staff direction
Planning & action
Student interaction
Keeping up-to-date
Instructional mgmt.
Parent-community
Personnel management
Policy development
School-system int.
Coping with disorder
Co-curricular activ.
Budget management
Union negotiation
Public (n=225-230)
Catholic (n=99-106)
Private (n=36-38)
0
10
20
30
40
50
60
70
80
90
100
Percentage rating above average in importance

Figure 3

Importance of 14 Job Factors--High School Principals



school principals rating each job factor above average in importance, compares public with Catholic and private high school principals' jobs. Personnel Management was rated as important by a higher percentage of private and Catholic principals than public principals. Fewer private high school principals (and somewhat fewer Catholic high school principals) rated School-System Interaction important than did public high school principals. Budget Management was rated important by a much smaller percentage of public high school principals than by private and Catholic high school principals.<18>

School Size and the Principal's Job

One might expect principals' jobs to be different in schools of different size. Schools differ in mean size by level, auspices, and location, but Table 6 shows that there is variation in size within school type. The standard deviation of enrollment for urban public high schools in the sample is 590 students. Analyses already reported that show results by auspices and level incorporate differences in principals' jobs due to that part of the variation in school size that is associated with auspices and level. The question remains whether the jobs of principals of schools of a given kind (e.g., public elementary or public high school) differ in larger and smaller schools of that kind. Tables 7 through 9 present relevant information for public, Catholic, and private schools, respectively.

<18>A figure comparing middle/junior high schools with different auspices was not prepared because of the small number of Catholic and private schools at this level.

Table 6

Number of Students Enrolled in Respondents' Schools

School	M	SD	n
Public			
Elementary			
Urban	460	199	81
Suburban	409	157	84
Rural	361	257	69
Middle/Junior High			
Urban	822	408	68
Suburban	660	341	82
Rural	469	251	101
High			
Urban	1615	590	57
Suburban	973	556	79
Rural	538	342	84
Catholic			
Elementary			
Urban	319	134	37
Suburban	309	203	32
Rural	183	95	38
High			
Urban	802	527	39
Suburban	694	341	39
Rural	282	198	40
Private			
Elementary			
Urban	192	138	17
Suburban	202	220	13
Rural	92	81	10
High			
Urban	184	178	23
Suburban	307	349	32
Rural	178	200	33

Table 7

Correlations of 14 Job Factors with Two Measures of School Size: Number of Teachers and Number of Students--Public Schools

Job Factor	Elementary		Middle/Jr.		High Schl.	
	Tchr.	Stud.	Tchr.	Stud	Tchr.	Stud.
Staff Direction/Visibility	-06	-07	06	14*	-14*	-09
Observation and Feedback	-08	-11	-05	-06	-01	00
Planning and Action	-04	-04	18*	15*	18*	21*
Personnel Management	08	02	11	12*	18*	18*
Policy Development	00	-04	-19*	-21*	-16*	-24*
Keeping Up-to-Date	-01	05	-04	-08	-06	00
Instructional Management	01	00	07	08	03	04
Student Interaction	-06	-01	-21*	-23*	-36*	-37*
Parent and Community Relations	06	06	10	13*	20*	24*
School-System Interaction	00	-01	-05	-12	10	04
Coping with Disorder	-01	00	-21*	-22*	-26*	-29*
Budget Management	-06	-03	08	15*	22*	25*
Co-Curricular Activity	08	06	14*	10	-11	-14*
Union Negotiation	-01	05	-02	02	07	05
(Smallest pairwise N)	(225)		(242)		(216)	

Note. Decimals omitted.

*$p < .05$

Table 8

Correlations of 14 Job Factors with Two Measures of School Size: Number of Teachers and Number of Students--Catholic Schools

Job Factor	Elementary		High Schl.	
	Tchr.	Stud.	Tchr.	Stud.
Staff Direction/Visibility	07	05	-03	-05
Observation and Feedback	09	03	-12	-07
Planning and Action	00	00	17	10
Personnel Management	28*	24*	40*	35*
Policy Development	-15	-01	-10	-10
Keeping Up-to-Date	-05	-02	-04	-07
Instructional Management	11	10	-11	-10
Student Interaction	-24*	-24*	-35*	-31*
Parent and Community Relations	-12	-09	08	04
School-System Interaction	-02	-10	16	18
Coping with Disorder	-14	-09	-33*	-24*
Budget Management	13	11	25*	26*
Co-Curricular Activity	-07	-23*	02	02
Union Negotiation	03	-02	21*	15
(Smallest pairwise N)	(99)		(101)	

Note. Decimals omitted.

*$p < .05$

Table 9

Correlations of 14 Job Factors with Two Measures of School Size: Number of Teachers and Number of Students--Private Schools

Job Factor	Elementary		High schl.	
	Tchr.	Stud.	Tchr.	Stud.
Staff Direction/Visibility	16	21	-03	01
Observation and Feedback	12	12	-02	-11
Planning and Action	-20	-18	38*	31*
Personnel Management	17	14	17	04
Policy Development	15	20	-24*	-21*
Keeping Up-to-Date	-20	-18	14	16
Instructional Management	-05	-07	-06	-06
Student Interaction	08	11	-43*	-37*
Parent and Community Relations	-04	-14	09	16
School-System Interaction	-11	-03	08	07
Coping with Disorder	-03	-03	-06	05
Budget Management	04	00	18	10
Co-Curricular Activity	04	-02	-01	04
Union Negotiation	07	02	10	05
(Smallest pairwise N)	(36)		(82)	

Note. Decimals omitted.

*$p < .05$

The Table 7 results for public schools imply that size of elementary school is unrelated to the importance of the principal job factors. (Elementary schools are relatively homogeneous in size.) School size *is* related to the importance of several job factors for public middle/junior and high school principals, however. In larger middle/junior and high schools, principals rated job elements related to Planning and Action, Personnel Management, Parent and Community Relations, and Budget Management as more important than they did in smaller schools. And principals in larger secondary schools rated elements related to Policy Development, Student Interaction, and Coping with Disorder as less important than did principals in smaller schools. Other significant correlations in Table 7 are neither large nor consistently observed for both measures of school size.

Parallel results for Catholic school principals are shown in Table 8. (Results for Catholic middle/junior high schools are not shown because the small number of schools renders the correlations of little value.) For both elementary and high schools, the larger the school the more important is Personnel Management and the less important is Student Interaction. For Catholic high school principals, larger size goes with greater importance of Budget Management and less importance of Coping with Disorder. Other correlations are neither large nor consistently observed across both indicators of school size.

Corresponding results for private school principals are shown in Table 9. (Again, results for middle/junior high schools are not shown because of the small *n*s, and the *n* for elementary schools for which results are shown is also small.) The larger the private high school, the less important Policy Development and

Student Interaction were rated by incumbent principals. High school principals in larger private schools rated Planning and Action as somewhat more important.

An examination of an apparent anomaly in the correlations for public schools is useful. The negative correlation between size of public secondary school and the importance of Policy Development is surprising -- it would seem that the larger the school, the greater the need to establish disciplinary or other policies that govern most day-to-day decision making. Furthermore, we found earlier that principals in public high schools (which are generally much larger than schools at lower levels) rated Policy Development as more important than did their counterparts in elementary and middle/junior high schools. A more detailed examination of the importance ratings by auspices, level, and location (Table 5) suggests a reconciling interpretation of the Table 7 results for Policy Development. This job factor is rated substantially more important by rural public high school principals than by suburban and urban principals. Perhaps the school systems of which urbanized area public high schools are a part retain more central authority over policy decisions regarding discipline and related matters than do their rural counterparts.

Other results for public school principals are easier to interpret. The Table 7 results converge to produce an impression that principals in larger public secondary schools are less involved in the day-to-day handling of student problems and unscheduled events than are principals of smaller schools and instead are more involved in directing school staff, personnel management, and representing the school to parents and the community.

To summarize the relations of school size to the importance of the 13 job factors for public schools, Figures 4 through 6 compare -- for public elementary, middle/junior, and high schools -- the importance profiles for large and small schools at each level. The patterns for large and small elementary schools (which vary relatively little in size) are similar. In contrast, for high schools (which vary greatly in size) the profiles differ markedly in some ways. Student Interaction, Policy Development, and Coping with Disorder are more important for principals of small high schools; and Parent-Community Relations, Planning and Action, Personnel Management, and Budget Management are more important in large high schools. (Similarly, Coping with Disorder and Student Interaction tend to be more important in small than in large middle/junior high schools.)

There was considerable variability in the responses of individual principals' reports about their *own* jobs, so these importance profiles do not necessarily represent any particular principal's job.

Time Spent

An important activity is not necessarily one that consumes much time. The following paragraphs discuss the amount of time spent on the thirteen job factors.

The measurement of time allocations through the use of a structured job analysis inventory is a difficult and ambiguous process. An inventory comprising all the activities potentially involved in a job necessarily includes a great many specific items, and it is beyond the capacity of respondents to render detailed and

Figure 4

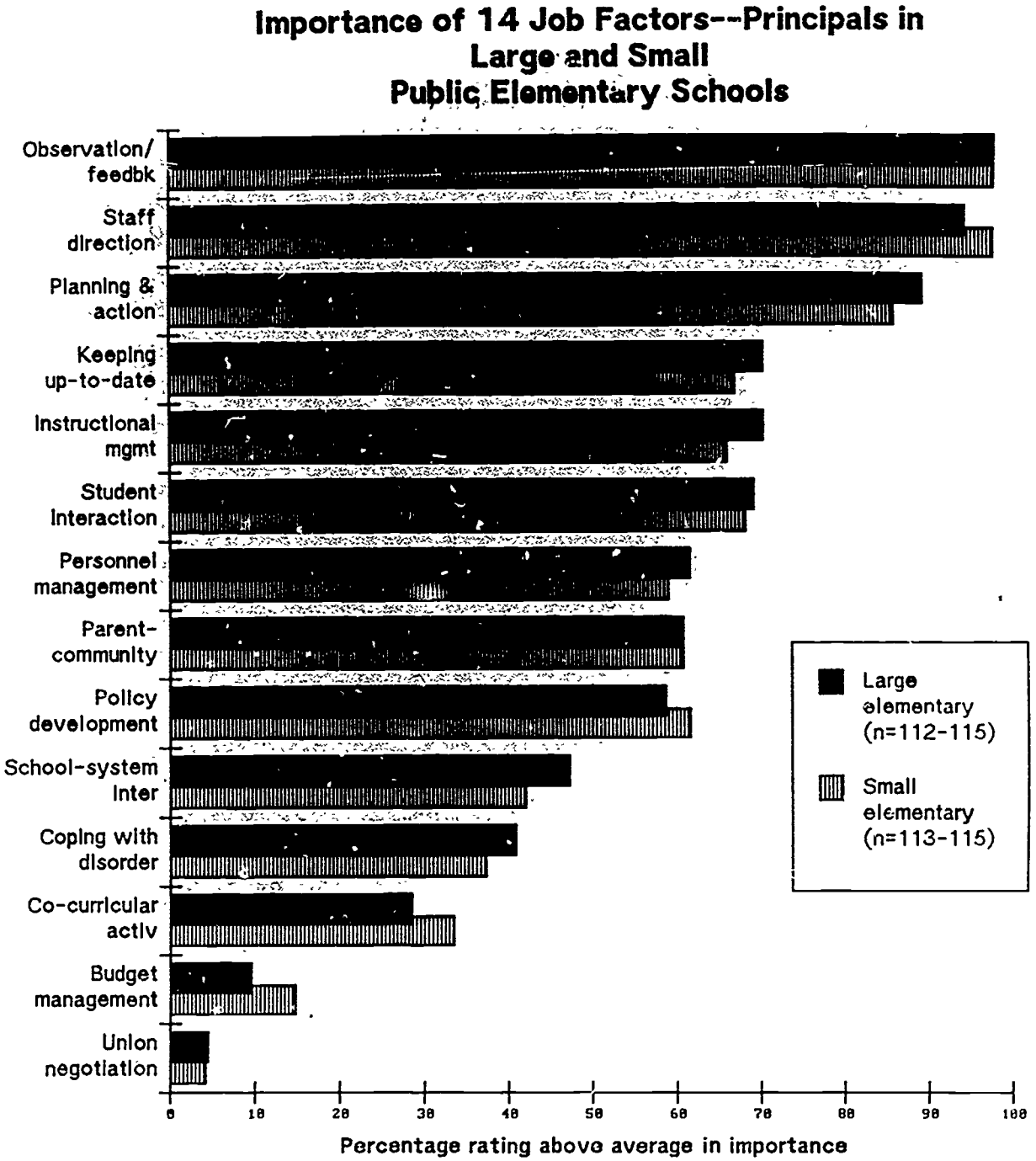

Importance of 14 Job Factors--Principals in Large and Small Public Elementary Schools
Observation/ feedbk
Staff direction
Planning & action
Keeping up-to-date
Instructional mgmt
Student interaction
Personnel management
Parent-community
Policy development
School-system inter
Coping with disorder
Co-curricular activ
Budget management
Union negotiation
Large elementary (n=112-115)
Small elementary (n=113-115)
0
10
20
30
40
50
60
70
80
90
100
Percentage rating above average in importance

Figure 5

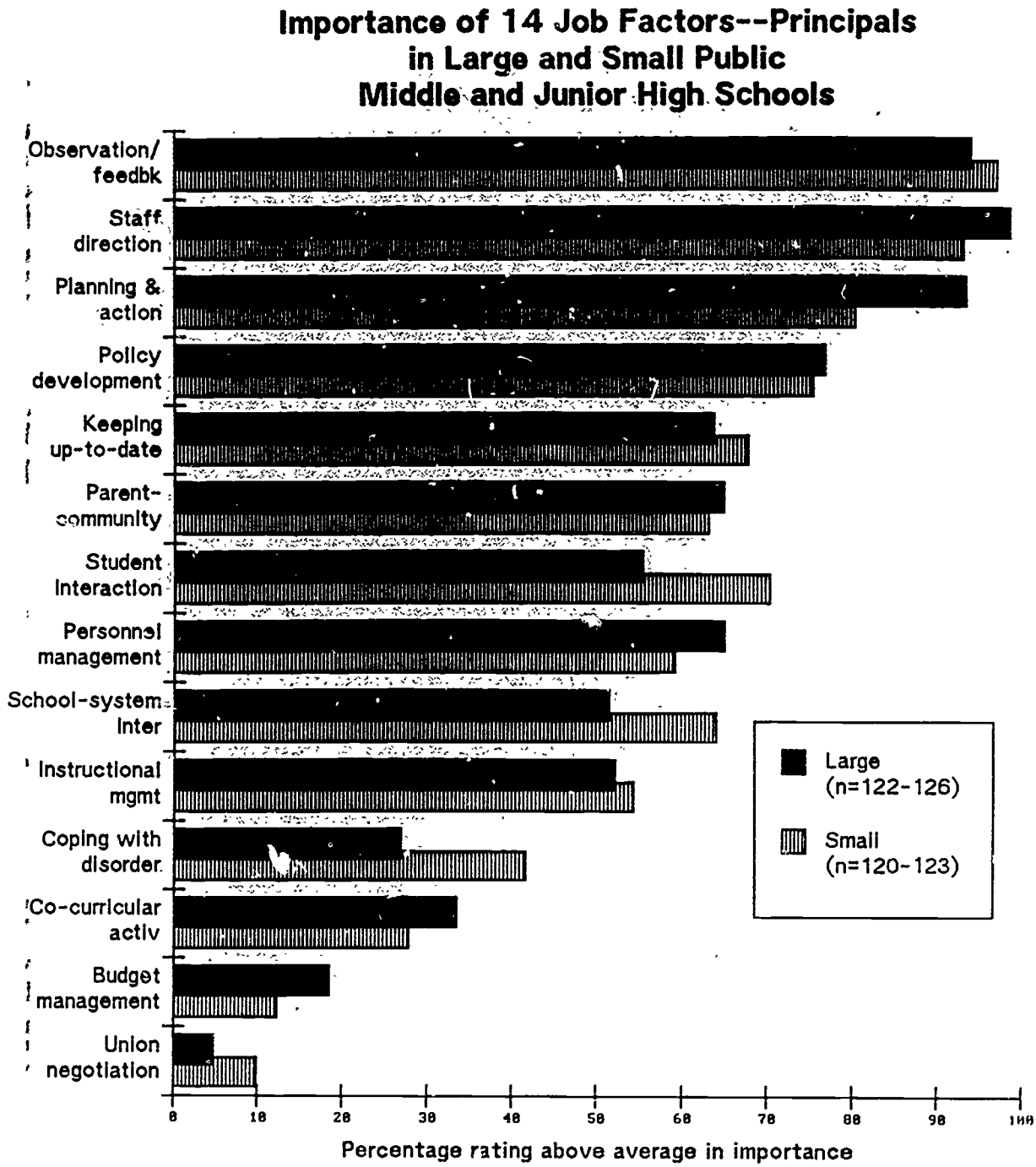
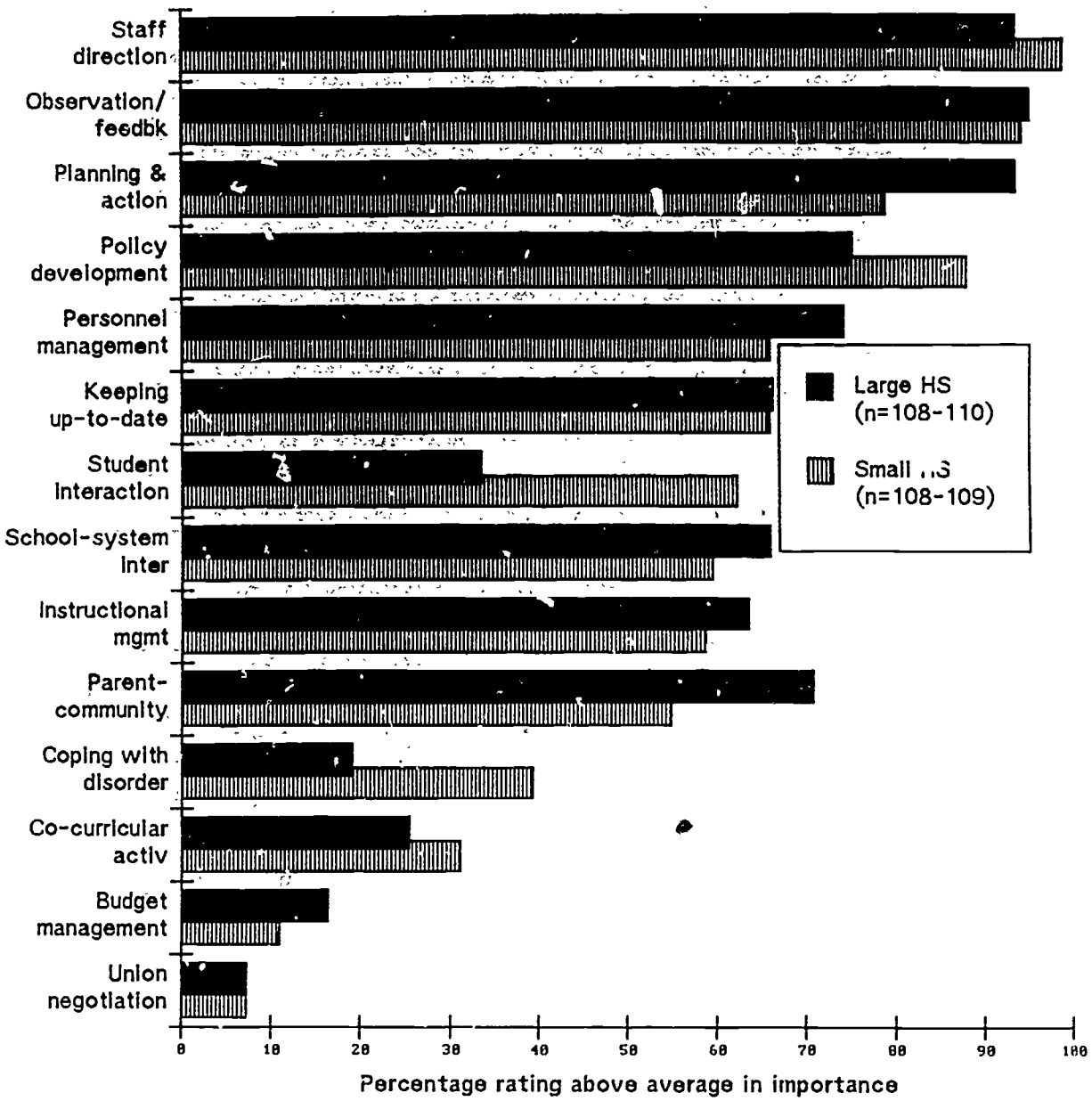

Importance of 14 Job Factors--Principals in Large and Small Public Middle and Junior High Schools
Observation/ feedbk
Staff direction
Planning & action
Policy development
Keeping up-to-date
Parent-community
Student interaction
Personnel management
School-system inter
Instructional mgmt
Coping with disorder
Co-curricular activ
Budget management
Union negotiation
Large (n=122-126)
Small (n=120-123)
0
10
20
30
40
50
60
70
80
90
100
Percentage rating above average in importance

Figure 6

Importance of 14 Job Factors--Principals in Large and Small Public High Schools



meaningful estimates of the percentage of time spent on specific tasks or of the number of hours per unit time spent when the distribution of effort is not constant across even large units of time. Furthermore, with relative time-spent ratings collected on a five- or seven-point scale and a large number of items, the ratio of the largest to smallest amount of time spent is limited. Nevertheless, job analysts have often attempted to construct some form of time-spent index (see Gael, 1983, pp. 29-30, for a discussion). We explored three alternative ways of measuring time spent.

The first way to examine time spent is to use the mean absolute time-spent ratings for each of the 14 job factors. The first column in Table 10 shows these data, computed by averaging -- across respondents -- the mean time-spent rating for the job elements associated with each job importance factor. On a scale from 0 (none) to 4 (extensive), these absolute rating means range from 0.3 for Union Negotiation to 2.9 for Staff Direction/Visibility.

A second way to examine time spent is to construct scores for persons in a way that parallels the construction of the importance ratings, i.e., to adjust the ratings by subtracting each person's own mean time-spent rating and then averaging these adjusted ratings. The means for these adjusted ratings are shown in the middle columns of Table 10. Finally, an index can be constructed to express the percentage of possible rating "points" assigned to job elements associated with each factor.<19> This index is similar to a method of developing

---

<19>This index implicitly assumes that the ratings have interval properties and that the inventory was so constructed that it contains completely nonoverlapping items. Neither of these conditions are likely to be true.

Table 10

Time Spent on Job Elements Related to

Each of Fourteen Job Factors

Job Factor	Absolute		Adjusted		Percentage		
	M	SD	M	SD	M	SD	n
Staff Direction/Visibility	2.89	.71	.97	.46	4.7	0.8	1136
Observation and Feedback	2.79	.72	.87	.51	9.1	2.0	1135
Planning and Action	2.59	.72	.68	.50	6.2	1.4	1129
Personnel Management	2.28	.61	.36	.36	15.6	2.9	1132
Policy Development	2.21	.84	.29	.56	6.1	1.6	1130
Keeping Up-to-Date	2.01	.77	.10	.60	2.4	0.8	1126
Instructional Management	2.10	.62	.18	.42	12.7	2.8	1133
Student Interaction	2.01	.76	.10	.53	11.3	3.2	1123
Parent and Community Relations	2.04	.73	.12	.46	10.5	2.6	1127
School-System Interaction	1.92	.83	-.01	.55	6.6	2.2	1104
Coping with Disorder	1.45	.67	-.47	.44	6.2	2.0	1129
Budget Management	1.94	1.28	.04	1.29	6.1	3.0	1136
Co-Curricular Activity	1.73	.91	-.18	.76	1.4	0.7	1128
Union Negotiation	.34	.79	-1.57	.79	0.2	0.5	1056

Note. Absolute time spent is the mean of simple item means. Adjusted time spent is the mean across persons of mean item responses for each scale with each person's own mean (across all items) removed. Percentage time is sensitive to the number of job elements associated with each job factor (see text). The n's shown are for absolute ratings; the n's for the other methods are somewhat lower due to occasional item non-response.

"percentages" of time suggested by Gael (1983), and it is shown in the columns at the right side of Table 10.

These three alternative time-spent indices have different properties. First, the percentage index rank orders the job factors differently than do the absolute and adjusted indices (which rank the job factors in a similar way). Second, both the adjusted and percentage time spent indices are moderately correlated with principals' factor importance scores, whereas the absolute indices are only modestly correlated with importance scores for the same set of job elements. Although there is no clear way to choose among these alternative indices, the adjusted indices appear most informative because (a) the absolute measures incorporate individual differences in the tendency to rate time spent in *all* job elements as high or low and (b) the percentage measures tend to be related to the number of job element *items* included in the inventory.<20> The adjusted time-spent measures are not directly influenced by investigator decisions about the numbers of job element items in various areas included in the inventory or by respondents' elevation response styles.

Correlations between adjusted time-spent scores for each job factor and job factor importance are shown in Table 11. The correlations between importance and time spent in each of the 14 job factors ranges from .35 to .79, implying a modest to high relationship between respondents' judgments of importance and their

<20>Decisions about the numbers of items in various areas was based in large part on investigator judgment. The percentage time-spent indices tend to be high for job factors represented by many job elements in the inventory.

Table 11

Correlations Between Importance and Time Spent for 14 Job Factors

Importance	Time spent on average job element													
	SDV	O&F	P&A	PM	PD	KUD	IM	SI	PCR	SSI	CD	BM	CCA	UN
Staff Direction/ Visibility (SDV)	.53	.23	-.06	.10	-.04	.01	.00	.01	-.22	-.21	-.01	-.05	-.06	.00
Observation and Feedback (O&F)	.22	.67	-.04	-.03	-.12	-.05	.05	.02	-.18	-.07	-.07	-.10	-.12	-.07
Planning & Action (P&A)	-.08	-.07	.65	.08	-.13	.10	-.04	-.30	.12	.01	-.26	.05	-.04	-.02
Personnel Management (PM)	.10	-.05	.08	.66	-.10	.07	-.13	-.37	-.08	-.23	-.18	.07	.05	.09
Policy Development (PD)	.01	-.11	-.09	-.04	.60	-.03	-.11	.12	-.15	-.10	.02	-.01	.00	.02
Keeping Up-to-Date (KUD)	.00	.00	.06	.02	-.07	.46	.04	-.12	.02	-.04	-.05	.00	-.04	.00
Instructional Management (IM)	.05	.11	-.06	-.12	-.05	-.01	.38	.04	-.16	-.11	-.10	-.11	.03	-.04
Student Interaction (SI)	.07	.06	-.29	-.36	.14	-.11	.03	.79	-.24	-.17	-.28	-.15	-.03	-.10
Parent & Community Relations (PCR)	-.15	-.10	.19	-.04	-.18	.01	-.09	-.27	.68	.08	-.22	.05	-.05	-.06
School-System Interaction (SSI)	-.12	.05	.08	-.18	-.04	-.05	-.08	-.16	.10	.75	-.04	-.08	-.09	-.02
Coping with Disorder (CD)	.01	-.02	-.26	-.24	.07	-.05	-.06	.32	-.18	.03	.55	-.07	-.04	-.10
Budget Management (BM)	-.19	-.28	.14	.14	-.08	-.06	-.16	-.36	.12	-.03	-.18	.35	.01	.05
Co-Curricular Activity (CCA)	.00	-.10	.02	.05	.02	.03	.03	-.01	-.01	-.03	-.01	.00	.71	-.05
Union Negotiation (UN)	-.06	-.08	-.05	.04	.04	-.04	-.03	-.06	-.03	-.01	.00	-.05	-.02	.69

NOTE. Pairwise N's range from 1042 to 1124.

reports of how they spend their time. In addition, inspection of the means for the absolute and adjusted time-spent ratings in Table 10 implies that respondents spend more time in job elements related to job factors that tend to be rated most important by respondents in general.

Write-In Responses

No structured inventory can provide a complete picture of any individual principal's job. For this reason, and because of a concern that major aspects of principals' jobs may have been overlooked in the development of the inventory, respondents were encouraged to write in "other" tasks or activities. They were also encouraged to write notes about other matters that would help to clarify their jobs.

The most typical write-in responses were of three types: (1) an expression of exhaustion after competing a long and burdensome inventory -- with or without expletive deleted, (b) a statement of a philosophy of school management -- e.g., "we do everything in a collaborative manner here, I don't have sole responsibility for making decisions and I don't want you to get the idea that I do," (c) an explanation that the school is not typical and that it may be inappropriate to generalize from the respondent's job to the jobs of other principals, or (d) a description of the complexity and demanding nature of the job.

Other common write-in responses emphasized that an "important" activity may not necessarily consume a great deal of time or even occur regularly, that the

inventory was difficult to complete, that certain items were ambiguous. Some comments drove home the meaning of the response. For example, one private school principal wrote beside an item about activity directed to conforming school disciplinary procedures to the requirements of officials at a higher level, "I am the final authority here." Some principals wrote that they desired more authority over some matters than they had, and that their ratings reflected their jobs as they were rather than as they should be.

These write-in comments are difficult to summarize succinctly, but they imply that (a) the inventory was reasonably thorough, (b) the differences observed among schools of different types are real differences, and (c) the inventory focused on specific job elements rather than philosophies of school leadership.

A Short List of Important and Time-Consuming Job Elements

To provide a brief description of the most important and time-consuming elements of principals' jobs in public schools, a small number of job elements rated highly important by public school principals *and* which they indicated were frequent activities are displayed in Table 12. Job elements listed in this table were rated highly important (mean absolute rating 3.1 or higher) by principals of two of the three levels of public schools (elementary, middle/junior, and high school), and the average absolute time-spent rating for these items was 3.0 ("a frequent activity or task) or higher by principals at at least one level.

The data displayed in Table 12 make the following generalization

Table 12

Important and Time Consuming Job Elements

for Public School Principals

Job element	Mean Importance Rating			
	Elem.	Mid./Jr.	High	
Plan staff meetings.	3.6	3.6	3.5	e
Formally assess the needs, problems, or goals of your school.	3.6	3.6	3.6	emh
Review student records and other information to gain an understanding of a student's problems.	3.3	3.1	2.9	em
Assign teaching responsibilities to teachers.	3.5	3.7	3.5	mh
Hold faculty or staff meetings.	3.6	3.4	3.4	e
Assign duties and responsibilities to staff.	3.5	3.5	3.4	emh
Observe teachers' instruction and classroom management practices.	3.9	3.8	3.8	emh
Watch the schoolyard or bus arrival and departure to ensure orderliness and safety.	3.4	3.2	2.6	e
Tour the school to establish your presence.	3.7	3.8	3.8	emh
Discuss formal performance evaluations with staff.	3.8	3.8	3.8	emh
Review teacher performance with individual teachers in a formal evaluation.	3.8	3.8	3.7	emh

Continued . . .

Table 12 (Continued)

Job element	Mean Importance Rating			
	Elem.	Mid./Jr.	High	
Mention observed strengths and weaknesses in classroom teaching to the teacher at the time of observation.	3.5	3.5	3.4	emh
Praise students who are doing well in school.	3.7	3.7	3.6	e

Note: Respondents rated job elements on the following scale:

0 Not a part of my job; I never do it.
1 Not important.
2 Little importance.
3 Moderately important.
4 Very important.

e The mean time-spent rating for elementary school principals was "a frequent activity or task" or higher.
m The mean time-spent rating for middle or junior high school principals was "a frequent activity or task" or higher.
h The mean time-spent rating for high school principals was "a frequent activity or task" or higher.

possible: Although there are individual differences in the jobs of specific principals, there is substantial agreement that public school principals at all levels must (a) assess the needs, problems, or goals of their schools, (b) assign duties and responsibilities to staff, (c) observe teachers' instruction and classroom management practices, (d) mention observed teaching strengths and weaknesses to teachers at the time of observation, (e) conduct formal performance reviews with staff, and (f) tour the school to establish the principal's presence. These activities consume much time and are important parts of the job of public elementary, middle/junior, and high school principals.

In addition, these principals may spend much time on the following important activities, depending on the level of the schools they lead: (a) Plan staff meetings, (b) review student records to diagnose student problems, (c) assign teaching responsibilities to teachers, (d) hold staff meetings, (e) watch the school yard or bus arrival and departure to ensure orderliness and safety, and (f) praise students who are doing well in school.

Techniques and Methods Needed by Principals

The questionnaires sent to half of the sample included a section that asked incumbents to indicate whether they knew about each of 58 specific techniques or methods, and if they knew about them to indicate how important the ability to apply these techniques or methods was in the conduct of their jobs. They used a scale from 0 (not important) to 4 (extremely important). Because only a half sample was asked these questions, the *n*s are sufficiently large to examine the

results in detail for the public school subsamples only. Results for principals of public elementary, middle/junior, and high school are shown in Table 13. The methods or techniques are listed in descending order of mean importance ratings for elementary school principals.

Formal classroom observation methods are most important for principals at all three levels (M = 3.6, 3.7, and 3.6 for elementary, middle/junior, and high school principals, respectively). Furthermore, the small standard deviations for this item indicate that most principals rated classroom observation methods at least "very important." Principals at all three levels rated the ability to apply classroom management techniques and procedures to achieve due process as very to extremely important (Ms = 3.3 to 3.5 on a scale where 3 means "very" and 4 means "extremely" important), and 99% to 100% of respondents indicated knowledge of the techniques. In addition, active listening methods, formal decision-making strategies, techniques for explicit performance appraisal, and individual staff improvement programs were rated very important or higher on average by principals at all three levels. Given the high importance of performance appraisal techniques, it appears problematic that only 73%, 79%, and 82% of elementary, middle/junior, and high school principals (respectively) indicated knowledge of such techniques.

Some expected patterns in the importance of skill with specific techniques or methods according to school level emerge in the Table 13 results. For instance, direct instruction (Becker & Carnine, 1980; Becker & Gersten, 1982; Engleman & Carnine, 1982) has been most thoroughly developed and evaluated in the elementary

Table 13

Importance of Techniques and Procedures

Method	Elementary				Middle/Jr.				High			
	%	N	M	SD	%	N	M	SD	%	N	M	SD
Formal classroom observation methods.	100	112	3.6	0.6	100	114	3.7	0.5	100	100	3.6	0.7
General classroom management techniques.	100	111	3.5	0.6	100	113	3.4	0.8	100	100	3.4	0.8
Due process.	100	111	3.3	0.9	99	113	3.4	0.8	100	100	3.5	0.6
Direct instruction.	97	110	3.3	0.8	95	112	2.9	1.1	96	99	2.8	1.1
Active listening methods.	93	111	3.2	0.8	93	113	3.4	0.7	94	100	3.3	0.8
Formal decision-making strategies.	94	111	3.2	0.7	96	114	3.2	0.7	99	100	3.2	0.8
Explicit performance appraisal.	73	110	3.2	0.8	79	114	3.2	0.8	82	99	3.0	0.9
Individual staff improvement programs.	97	111	3.2	0.8	100	114	3.1	0.8	100	100	3.1	0.8
Standardized achievement tests.	100	111	3.2	0.8	100	110	3.0	0.8	99	100	2.8	0.9
Heterogeneous classroom management methods.	94	110	3.2	0.9	94	113	2.9	0.9	85	100	2.9	1.0
Behavior modeling techniques.	97	109	3.1	0.8	96	113	3.0	0.9	93	100	3.0	0.8
Individualized instruction.	100	112	3.1	0.9	99	114	2.8	1.0	99	99	2.9	1.0
Formal personnel selection methods.	94	110	3.0	0.9	96	113	3.1	0.9	97	100	3.1	1.0
Assertive discipline.	98	110	3.0	1.0	99	113	3.0	0.9	98	100	2.9	0.9
Written discipline codes.	99	111	2.9	1.0	100	112	3.1	0.9	100	100	3.2	0.8
Curriculum development methods.	97	111	2.9	0.8	95	112	3.0	0.8	98	98	3.0	0.8
Mastery learning.	93	110	2.9	1.0	92	112	2.8	0.9	97	100	2.8	1.0
District or diocese regulations or requirements.	100	110	2.8	1.0	97	114	3.0	1.0	97	98	2.9	1.0
Curriculum content analysis methods.	86	110	2.3	0.9	87	113	2.8	0.9	90	99	2.8	0.9
Participatory goal setting.	93	111	2.8	1.1	93	111	2.7	1.0	93	100	2.9	0.8
Curriculum articulation assessment methods.	78	110	2.8	0.8	84	114	2.7	0.9	90	99	2.8	1.0
Criterion referenced tests.	95	110	2.8	1.0	95	113	2.6	1.0	98	99	2.5	1.0
Attendance improvement techniques.	97	110	2.7	1.1	99	114	3.1	0.8	99	100	3.2	0.8
Progressive disciplinary responses.	64	110	2.7	1.0	78	112	2.7	1.0	89	99	2.7	1.0
Principles of behavior contracting or behavior modification.	96	110	2.7	1.0	97	111	2.5	0.9	96	100	2.3	1.0
Procedures required for student removal.	97	110	2.6	1.1	99	112	3.0	1.0	98	100	2.9	0.9
Mandated curricula or instructional methods.	90	109	2.6	1.0	94	112	2.8	1.0	93	100	2.6	1.0
Teacher certification requirements.	98	109	2.6	1.3	100	110	2.7	1.2	97	100	2.8	1.1
Situational leadership.	72	110	2.6	0.9	78	112	2.7	1.0	88	100	2.7	1.1
Minimum competency tests.	97	109	2.6	1.0	98	110	2.5	1.2	98	100	2.8	1.0
Structured methods for writing curriculum objectives.	91	108	2.6	1.1	94	111	2.5	1.0	96	100	2.6	1.0
Cooperative learning.	73	109	2.6	1.0	83	112	2.5	0.9	87	100	2.5	1.0
Team-building interventions.	77	108	2.6	1.2	83	112	2.5	1.1	83	100	2.4	1.1
Expenditure accounting.	85	110	2.5	1.2	91	114	2.7	1.1	92	100	2.6	1.2
Crisis counseling techniques.	82	110	2.5	1.1	96	113	2.6	1.0	92	100	2.5	1.2
Management by objectives (MBO).	91	110	2.5	1.2	93	113	2.4	1.1	96	100	2.7	1.0
Structured interview techniques.	89	109	2.5	1.0	92	111	2.4	1.0	94	100	2.5	1.0
Item analysis.	84	109	2.4	1.0	80	112	2.2	1.1	76	98	2.3	1.0
Quality circles or other participatory management techniques.	68	108	2.4	1.1	76	111	2.1	1.3	73	100	2.2	1.1

Table 13 (Continued)

Method	Elementary				Middle/Jr.				High			
	%	N	M	SD	%	N	M	SD	%	N	M	SD
Budget preparation methods.	93	112	2.3	1.2	97	113	2.7	1.2	97	99	2.6	1.2
In-school suspension.	99	110	2.3	1.1	99	113	2.7	1.1	98	100	2.6	1.2
Centralized requisition procedures.	98	109	2.3	1.2	97	114	2.6	1.2	98	100	2.4	1.2
Home-based backup reinforcers.	48	109	2.3	1.1	45	114	2.4	1.1	47	100	2.3	1.0
Search and seizure procedures.	92	109	2.1	1.3	99	112	2.7	1.2	97	100	2.8	1.1
Affirmative action programs.	94	111	2.1	1.1	93	112	2.0	1.2	98	100	1	1.1
Adaptive testing.	60	110	2.1	1.0	65	112	2.0	0.9	81	100	3	1.1
Team teaching.	100	110	2.1	1.2	98	112	2.0	1.2	97	100	1.8	1.1
Flexible scheduling.	89	110	2.0	1.2	91	113	2.4	1.2	97	100	2.5	1.3
Standard press-release protocol.	76	109	2.0	1.2	85	112	2.3	1.1	88	99	2.3	1.0
Reality therapy.	70	110	2.0	1.3	73	111	1.8	1.2	72	99	1.8	1.2
Force-field analysis (FFA).	24	110	1.9	1.3	26	114	1.6	1.2	30	98	1.9	1.0
Cost/benefit analysis.	73	109	1.8	1.1	84	113	2.0	1.1	82	98	2.0	1.2
Program Evaluation Review Technique (PERT) techniques.	53	110	1.8	1.0	70	111	1.9	1.2	71	98	2.0	1.1
Non-graded classrooms.	97	110	1.7	1.3	90	110	1.2	1.0	89	98	1.4	1.2
Block scheduling.	86	109	1.5	1.2	95	113	2.1	1.4	94	100	1.8	1.3
Open classrooms.	98	108	1.2	1.2	91	112	0.8	1.0	91	99	1.1	1.1
Vocational counseling techniques.	75	109	1.1	1.1	90	112	1.9	1.2	97	100	2.0	1.2
Vocational interest or personality tests.	75	109	1.0	1.0	91	112	1.7	1.1	96	100	2.1	1.2

NOTE. Respondents rated each technique or method in the following way:

DK Don't know about this technique or method
0 Not important
1 Slightly important
2 Moderately important
3 Very important
4 Extremely important

The tabled value under "%" is the percentage of persons responding who chose response alternatives 0-4 (i.e., who "knew" about the technique). "N" is the number of respondents. "M" and "SD" exclude persons responding "DK."

grades and was rated as a more important technology by elementary school principals. Similarly, methods for coping with heterogeneous classrooms was rated as more important in elementary schools where less between-class ability grouping is customarily used than in secondary schools. In contrast, vocational counseling techniques and vocational assessment methods (although rated only moderately important) are judged to be more important in secondary schools, where career planning is more appropriate to students' life stage, and techniques to improve attendance are rated more important in secondary schools, where attendance is typically a greater problem.

Other patterns of results are more anomalous. For example, assertive discipline (Canter, 1976) -- a classroom management method that is aggressively marketed but which has been the subject of no known rigorous evaluations -- was judged more important than carefully researched principles and procedures of behavior modification (e.g., Ayllon & Roberts, 1974; Barrish, Saunders, & Wolf, 1969; Brooks & Snow, 1972; Hall, Axelrod, Foundopoulos, Shellman, Campbell, & Cranston, 1971; Hall, Fox, Willard, Goldsmith, Emerson, Owen, Davis, & Procia, 1971; Kazdin & Klock, 1973; Madsen, Becker, & Thomas, 1968; O'Leary, Kaufman, Kass, & Drabman, 1970).<21> Similarly anomalous is the result that a higher percentage of secondary than elementary school principals reported that they were

---

<21>Fewer than half of the principals reported knowing about a specific effective behavioral approach to managing student behavior, home-based backup reinforcers (Atkeson & Forehand, 1979; Barth, 1979). This result raises questions about how extensive the respondents' reported knowledge of behavior modification techniques really is.

familiar with cooperative learning (Slavin, 1983), and those who knew about the technique rated it as important at the secondary as at the elementary level; this is anomalous because the techniques were developed for, tested with, and disseminated for elementary and middle grade levels. Many principals may have interpreted "cooperative learning" in ways other than that intended.

Some results in Table 13 are instructive in understanding the relative priorities incumbent principals may place on maintaining order and predictability on the one hand versus introducing change on the other. Some of the techniques are identified with approaches to bringing about organizational change (team-building interventions, management by objectives, quality circles and participatory management, force-field analysis, and program evaluation review technique). These methods are listed in the bottom half of the table (although often rated between moderately and very important on average). Equally important, relatively small percentages of respondents indicated that they knew about these techniques; and only 24% to 26% of principals reported knowledge of force-field analysis (FFA), which is a method for identifying forces maintaining the status quo and resources for introducing planned change in an organization (Lewin, 1951). This pattern of outcomes suggests that bureaucratic (Weber, 1964) concerns typically outweigh a concern for innovation.

Finally, some of the Table 13 results may be interpreted as reflecting the respondents' judgments that a *general* kind of activity or pursuit rather than a *specific* recognizable technique is important. For example, the very high endorsement for behavior modeling suggests that respondents are indicating that

the capacity to model appropriate behavior is important rather than indicating knowledge of the specific procedures identified by the term "behavioral modeling" (Goldstein & Sorcher, 1974; Latham & Saari, 1979).

DISCUSSION

In this final section we discuss the dependability of the results and the implications of the results for understanding the work principals do. We discuss the extent and meaning of differences among the jobs of principals working in different kinds of schools, and we compare the present results with those obtained in earlier job analyses and observations of principals at work. We comment on the distinction between the job of principal in organizational maintenance and the job of principal as facilitator of school improvement. Then we discuss the implications of this research for the design of training interventions and for the assessment of principals' job performance.

Limitations

No single study can provide a complete account of a topic as complex as the work of school principals. Although the present empirical study appears to be the most comprehensive and analytical examination of principals' jobs undertaken to date, it has some limitations. The four most important of these appear to be (a) the limited number of private and Catholic school principals included in the sample coupled with low response rates -- especially for private school principals, (b) the

use of a structured job analysis method that may not capture information about rare but creative and important aspects of principals' jobs, (c) the reliance on incumbents to provide expert information about their own jobs, and (d) the description of what principals currently do rather than what they *might* do.

The first of these limitations implies that we can speak with most confidence about the work of public school principals, and that any biases resulting from survey non-response may influence the results in unknown ways. On the other hand, there is no known source of important biases in the results. Although larger schools tended to respond at higher rates, at least for public schools we have presented results showing the relation of school size to the job importance factors. There is no particular reason to expect that the lower response rates of women would introduce important biases. Finally, several presumably important sources of differences in principals' jobs -- auspices, level, and location -- were explicitly included in the sample design so that the influence of these factors could be examined.

The second limitation -- stemming from the use of a structured job analysis inventory -- implies that this research may fail to capture some idiosyncratic aspects of the jobs of individual principals or some features of the job that may be important from time-to-time but are not regular and recurring features of the work. By its nature, a structured job analysis technique focuses on what is common rather than what is rare or unique. The obverse of this limitation is, of course, the strength that led us to choose the structured task analysis inventory approach: It allows the statistical comparison of the similarities and differences in principals'

jobs in schools of different types, and it allows a quantitative and precise description of the jobs in ways that more qualitative approaches do not. In our discussion we will integrate our quantitative data with the qualitative experiences that led us to be interested in analyzing the principal's job in the first place.

The third limitation -- reliance on incumbents' reports about their jobs -- might lead a skeptic to characterize the results as mere "self-report" data. An incumbent survey was chosen because *current* incumbents were judged to be in the best position to describe their jobs; they are consummate subject matter experts. Furthermore, "expert" nonincumbent judgments about the nature of the job as reflected in the literature on the principalship were a main source of inventory content, and an attempt to be exhaustive in inventory construction was intended to limit the tendency of incumbents in highly complex jobs to overlook important aspects of the job that may have become routine (Howell & Dipboye, 1986). Finally, one potential limitation of the structured job analysis inventory approach -- that the job analyst must know a great deal about the job to write the inventory and may omit key job elements -- was guarded against by including free response items in each section of the inventory.<22> The discussion of the present results in the context of other literature on the principalship and of our own qualitative experience in working with principals in school improvement projects serves to guard against an over-reliance on incumbent reports in a structured inventory.

<22>These free responses were commented on in an earlier section, and they are summarized in detail in Appendix C.

The final limitation is that any job analysis can only describe what principals do, not what they should do. As a consequence, the results have implications for the skills or proficiencies needed by principals to do a good job of what they currently do (are expected to do? are allowed to do?).

Despite its limitations, the present research represents the most extensive and systematic attempt to date to describe varieties of principals' jobs. Compared to prior research, it is based on larger samples (even for the relatively small private school sample), on a more exhaustive inventory, and on analyses that look in a more penetrating way at principals' work in schools of different kinds. Accordingly, the results reveal detailed quantitative evidence about the similarities and differences among principals' jobs, and they allow to a greater degree than has previous work the differentiation of more important and less important aspects of the job.

Implications for Understanding the Job

The portrait of the principal's job created by the results is that of a complex and demanding job, a job that is primarily focused on the supervision of other people, and a job that -- despite some important differences -- is similar in schools of all types. It is a portrait of the principal as a manager who exercises authority in the supervision and direction of teachers and other workers in the school. It is also a portrait of the principal as a leader in school improvement. This leadership seems to be applied to school improvement generally rather than to the details of instructional practices and curriculum. Even at the elementary

level, where activity directed at curriculum and instructional methods was rated as more important than at the secondary level, these instructional management activities are less important and less time-consuming than activities related to directing staff, maintaining visibility, observing the work of subordinates, providing feedback on subordinate performance, assessing needs, and developing improvement plans.

An interpretation of the principals' job as primarily involving the supervision (direction, observation, feedback) of subordinates is supported by the results of the analyses of techniques or methods regarded as most important by job incumbents. Formal classroom observation, active listening skills, performance appraisal, staff improvement, and behavioral modeling are near the top of the list for public elementary, middle/junior, and high school principals.

This is a portrait of a supervisor involved with the application of particular technologies: The ability to apply techniques for classroom management, due process, direct instruction, and other within-class methods are important for public school principals at all levels. Indeed, the ability to apply the majority of our long list of specific techniques was judged to be of moderate importance or more by the average respondent. Therefore, effective principals will require proficiencies in managing others (especially directing, observing, and feeding back information about performance) as well as skills in specific instructional and classroom management technologies.

The quantitative results provide a way to rank the functions principals

must perform well to be effective. This is particularly important because of the ambiguity surrounding the notions of "strong administrative leadership" (Edmonds, 1979), "instructional management" (Bossert et al., 1982), and "instructional leadership" (Little & Bird, 1984). Although almost everyone agrees that principals can/must/should shape the school, most research studies on the role of the principal in school improvement have used global measures (or unclearly articulated conceptions) of leadership, "so we do not know the specific nature of this role" (Fullan & Pomfret, 1977, p. 384).

The confusion surrounding the meaning of instructional leadership is well illustrated by a recent report from the Montgomery County (Maryland) Public Schools (MCPS; Gross & Furey, 1987).

> Instructional leadership can mean many things. It can include assisting and/or training teachers in delivery of instruction, modeling or developing instruction, selecting materials to be used in instruction, and monitoring the implementation of instruction. When the term instructional leader is used in MCPS it is unclear which of these activities, or how many of them, are envisioned in the mind of the person using the term. The MCPS job description of the Elementary Principal position states that the principal's primary function is instructional leadership. (p. 6).

The illustrations of activities regarded by the MCPS authors as instructional leadership include job elements associated with the Instructional Management factor in the present research (e.g., one principal requires that each grade level team submit instructional plans and objectives to her), and they include job elements associated with Observation and Feedback (supervisory teacher observations). The present results imply that it is useful to distinguish these two kinds of job

function.<23>

The results imply that school leadership in assessing needs, planning for school improvement, setting goals and establishing policies (i.e., Planning and Action) is considerably more important than details of Instructional Management. Selecting specific instructional materials and guiding curricular and testing decisions is less important than broader aspects of school leadership, according to the principals' reports.

Our quantitative results for reasonably representative samples of schools of different types are also useful because they verify the prevalent belief that the roles or job functions of principals in different kinds of schools differ. Even the best previous descriptions of principals' work (Dwyer, Barnett, & Lee, 1987; Martin & Willower, 1981; Morris, Crowson, Porter-Gehrie, & Hurwitz, 1984; Little & Bird, 1984) are based on observations of only a few principals, and they sometimes do not even specify the level of the school being led or they describe a single principal's exemplary performance as if it were generic.

<23>The MCPS authors also observed that half of the time principals were engaged in "instructional leadership" activities they were conducting teacher observations, and that most of the remaining time in this category involved "instructionally-related paper work such as the minority priority reports . . . and minigrant proposals" (p. 8). Therefore, it is reasonably clear that half of what they regarded as instructional leadership is Observation and Feedback activity as described in the present report.

Important Aspects of the Job in All Kinds of Schools

Despite individual differences in job descriptions within each kind of school, the magnitude of the differences in the importance of the different job factors often leaves little doubt about the most important aspects of the jobs of principals in schools of various types -- or even of schools in general. Staff Direction and Visibility, and Observation and Feedback, and Planning and Action are highly important facets of the jobs of principals *in general.* It seems safe to regard these as key parts of the job and to be concerned that *all* principals perform these functions adroitly.

Some other generally important job facets are especially important in schools of some kinds. Personnel Management is usually more important in nonpublic schools than in public schools, presumably in part because central administrations exert more authority over personnel management in the public sector. Even in public schools, however, this job factor is of at least average importance.

Policy Development is of above average importance in all schools except public elementary schools, where it is of average importance. Keeping Up-to-Date is a sixth job factor that appears generally important.

Taken together, these six factors serve well to describe, in a statistical sense, the most important features of the principal's job. Disregarding some subtle differences in the rank ordering of the importance of these factors in schools of different types, these factors are -- in general -- quite important.

Differences

Beyond those job factors that are salient in all types of schools, certain functions are especially important in schools of different types.

1. Interaction with Students to maintain social control is especially salient in public elementary schools, and is usually judged to be less important in schools of other types.
2. Instructional Management is more salient in elementary schools than in schools at other levels.
3. Budget Management is often important in Catholic high schools and some private schools, but is usually less important in public schools.

The pattern of differences between public and other schools in the importance of Personnel Management is provocative. It suggests that the autonomy -- or degree of authority or encouragement -- of principals in public schools related to this job function may be limited by public school systems' organizational arrangements (cf. Salganik & Karweit, 1982). The observation of the difference raises questions about the sources of the difference and whether it is a desirable feature of school organization. A survey of public elementary school principals conducted a decade ago (Pharis & Zakariya, 1979) found that the number one problem reported by principals was "dismissing incompetent staff," with 53% of respondents indicating that this was a "serious problem."

Comparisons with Other Job Analyses

Comparisons with other job analyses are made difficult by differences in research methods and in the ways the data are summarized. Such comparisons are

nevertheless useful to provide a well rounded understanding of principals' work. The following paragraphs review several previous research efforts and attempt to integrate their results with ours.

How 17 principals spend their time. Dwyer et al. (1987) summarized their observations of 17 principals, obtained by "shadowing" and interviewing these individuals over a two-year period. They classified principals' routine behavior in nine categories: (a) goal setting and planning, (b) monitoring, (c) evaluating, (d) exchanging information, (e) scheduling, allocating resources, and organizing, (f) staffing, (g) modeling, (h) governing, and (i) filling in. They classified over 50% of the observed behaviors as information exchange, and reported that monitoring, scheduling/allocating resources/organizing, and governing accounted for most of the remainder of the behavior they observed. When these behaviors were cross-classified with the apparent intent of the behavior, their results implied that information exchange about work structure and monitoring students or staff were common categories -- as was governing directed at school safety and order.

The Dwyer et al. information exchange, monitoring, and planning and goal setting activities -- especially those directed at work structure--appear to relate to the Observation and Feedback and Planning and Action job factors in our results, and the emphasis on these activities found in both studies implies convergence in results. Dwyer et al. classified a portion of principals' time in information exchange activities as intended to promote an institutional ethos, safety and order, or staff relations. The design of our task analysis inventory may have precluded the emergence of such a job factor. There were, for example,

no items worded along the following lines: "Communicate with teaching staff about the ethos of the school." On the other hand, there were ample items directed at the establishment of an academic ethos through the setting of goals and objectives and monitoring a variety of activities in the school. Still -- to the extent that a culture or ethos may be communicated through the telling of yarns or the creation of symbols not associated with academic ceremonies or other explicit behaviors tapped by the structured job analysis inventory -- the present results require supplementation with the understanding that such activities may be important parts of principals' roles (see also Noblit, 1984).

The activities of five principals. Martin and Willower (1981) shadowed five high school principals and reported on the distribution of tasks and time spent on them. By far the most frequent activities were brief verbal exchanges and short unscheduled meetings. These exchanges and unscheduled meetings were used to make requests or transfer information. Touring the school or monitoring areas in the school were less frequent activities, consuming about 13% of the principals' time. The researchers saw the activity of principals observing teachers eight times (of a total of 3730 distinct activities) and reported that 2.4% of their time was spent in this activity. Some of the principals did not observe teachers at all during the period of shadowing (one week each).

The Martin and Willower observations confirm that the principal is a very busy person, apparently preferring current and pressing situations and spending little time in reflection or planning. Insofar as these five principals were discerned to have a role in "instructional leadership" it was primarily in

performing logistical and organizational maintenance functions related to curriculum articulation; curriculum generation and innovation in teaching devolved to the classroom teacher.

Although direct observational studies of the kind reported by Dwyer et al. (1987) and Martin and Willower (1981) allow a rich description, the description is filtered through the judgment and categories of the observers who tell the story. It is difficult to know if there was really as much of a difference in emphasis on teacher observation as there appears in the Dwyer et al. and Martin and Willower samples, if the apparent difference arises from the ways the respective investigators have chosen to impose order on their observations, or if sampling error with the tiny samples produced the apparent differences.

How five other principals established norms. Little and Bird (1984) reported on their observations of five secondary school principals -- observations directed at learning how principals can instill norms of collegiality and experimentation. Their work is a valuable supplement to the task analysis approach taken in the present research because it calls attention to organizing tactics in the way principals do their work. For example, the styles Little and Bird labelled "going to bat" and "infiltrating," both of which involve the principals in training teachers or in observation, are important to understand.

Little and Bird were led by their research problem to filter their observations through spectacles that focused on the establishment of norms in the school. Nevertheless, their results suggested that "classroom observation (whether

or not it is done for purposes of evaluation) brings administrators and teachers closest to confront ng crucial problems of teaching and learning" (p. 11). Although classroom obse: vation ranked high in the priorities of all of Little and Bird's principals, the actual practice of observation and feedback differed greatly.

> In one of the five schools, classroom observation is so frequent, so intellectually lively and intense, so thoroughly integrated into the daily work and so associated with accomplishments for all who participate, that it is difficult to see how the practices could fail to improve teaching. In still another school, the observation practices approach this standard. In three of the five schools, however, the observation of classroom life is so cursory, so infrequent, so shapeless and t ntative that if it were found to affect instruction favorably we would be hard-pressed to construct a plausible explanation. (p. 12)

This information about individual differences in performance in the face of universal agreement on the high priority of observation and feedback is important. Equally important are the Little and Bird descriptions of the arrangements principals created to conduct observation and feedback. In some schools, teams of persons conducted observation and trusted and predictable procedures existed for conducting this activity, greatly increasing its frequency and usefulness. In other schools, such activity was not expected or arranged for. This implies that effective performance may require not only doing the actual observation and feedback, but also putting in place arrangements and expectations that make this activity possible.

A classification of critical incidents according to an a priori structure. In an effort to elicit examples of effective and ineffective principal behaviors corresponding to a summary of the literature on "effective schools," Russell et al.

(1985) prompted informants from 16 secondary schools with categories (e.g., "high emphasis on curriculum articulation") and requested examples of effective and ineffective behavior related to those categories. They then reviewed behavioral exemplars obtained in this way to ensure agreement on the category placement and "effectiveness" of the exemplars.<24> The research methods employed ensured that the expected categories of behavior would emerge, so the value of this critical incident undertaking lies not in the organization of the behaviors these authors have provided but in their actual lists of presumably effective and ineffective behaviors. Fortunately, their report preserves the behavioral examples in an appendix. These examples might be used to construct behaviorally-anchored rating scales (Smith & Kendall, 1963). They also serve as reminders of the variety, complexity, and variability of principal behavior.

Job analysis interviews to develop performance measures. As part of a validation study of an assessment center procedure for secondary principals, Schmitt, Noe, Meritt, & Fitzgerald (1984) conducted job analysis interviews with principals, students, parents, teachers, support personnel, and superintendents in 13 school districts. The researchers then developed rating scales corresponding to 15 dimensions of principal behavior (listed below together with a behavioral anchor for the high end):<25>

1. Curriculum and instruction: monitoring curriculum objectives (visits the classroom to monitor the curriculum actually being taught)

<24>They also provided a list of unclassified behaviors that is as valuable as their classified lists.

<25>The rating scales are reproduced by Gomez (1985).

2. Curriculum and instruction: monitoring individual student progress (organizes student help sessions which meet after school hours for students who are failing)

3. Coordination of student activities: supervision (meets regularly with student leaders to coordinate activities and take suggestions)

4. Student activities. participation (participates in extracurricular school activity by actually working at the function, such as fun fair, school dinners)

5. Direction of support services (acknowledges the completion of tasks by school maintenance and food service personnel)

6. Support services: directing the behavior of students (maintains up-to-date staff manuals including statements on discipline policies, which communicate all procedural matters)

7. Staff evaluation (consults with individual staff members on a periodic basis to develop individual standards of performance [goals and objectives] and reviews subsequent accomplishment of goals)

8. Developmental activities (provides in-service programs for staff which include dealing with student behavior problems and interactions with parents)

9. Community relations (works with various community and local groups to develop cooperation with the school)

10. Interpersonal effectiveness (shows a sense of humor in times of conflict)

11. Community relations: parents (writes a letter to all parents inviting them to school, spends an evening talking with them and answering questions)

12. Coordination with district and other schools (participates in professional organization problem solving projects aimed at improving the functioning of central administration services which impact directly on the school)

13. Fiscal and monetary management (involves all staff in establishing priorities for the allocation of resources and materials)

14. Maintenance of school plant (initiates a program to clean up graffiti in school; provides students with cleaning materials and develops a contest for cleanest area, thereby unifying students and staff)

15. Structures communication which provides for cooperation among various groups in the school (plans meetings of staff, supervisors, and parents to air concerns regarding school programs or problems)

Schmitt et al. demonstrated modest correlations among ratings of incumbent principals by teachers, supervisors, and support staff using these rating scales.

The Schmitt et al. dimensions and those derived in the present research converge to some degree. For example, the first two Schmitt et al. dimensions appear related to Instructional Management; the third dimension appears related to Co-Curricular Activity; the sixth to Policy Development; the seventh to Observation and Feedback; the eighth to Personnel Management; the ninth and eleventh to Parent and Community Relations; the twelfth to School-System Interaction; the thirteenth to Budget Management; and the fifteenth to Staff Direction and Visibility. At least one of the Schmitt et al. dimensions, interpersonal effectiveness, seems to characterize a style of interaction that may influence the effectiveness of interpersonal interaction in any area. The present results suggest that most principals assign relatively little importance to coordination of student activities, Schmitt et al.'s third dimension.

A potentially useful feature of the Schmitt et al. job analysis and resulting characterization of job performance dimensions is that it is relatively uncontaminated by the verbal baggage that accompanies research adopting the "effective schools" perspective. That is, the behavioral anchors used in the rating scales are plain English statements about behavior that appear to reflect differing levels of competency, and they are free of circular jargon. (They do not, for example, include statements such as, "Displays instructional leadership in . . . .")

Although the Schmitt et al. dimensions appear sensible and appear to have

been derived through a reasonable procedure, little evidence is available about the relative importance and generality of these dimensions. The Schmitt et al. dimensions contrast with our results in suggesting the importance of management activities to the near exclusion of activities directed at innovation.

A school improvement perspective. Previous work in applying a generic school improvement and evaluation approach (G. Gottfredson, 1984) in efforts to increase the effectiveness of schools has led us to speculate about a number of principal behaviors and competencies which, if displayed, enhance school improvement efforts. If not displayed or poorly enacted these categories of behavior can thwart school improvement efforts. These behaviors and skills include:

1. Selecting appropriate interventions new to the school (innovations). This means:

   Diagnosing school academic and organizational problems -- assessing areas where school improvement, instructional revision, or behavior management is needed, and setting goals for improvement. This includes appropriate use of information about school attendance, discipline, achievement, and budgets -- and use of diagnostic data from surveys of teachers, students, businesses, and parents or community members.

   Analyzing schools as organizations using perspectives drawn from theories of organizational performance regarding task, authority, and reward structures.

   Selecting well-engineered and previously tested interventions aimed at ameliorating identified problems, or using theory and research to design innovations where suitable models do not already exist.

2. Analyzing the organizational context within which implementation will take place. These skills include:

The capacity to distance oneself from the regularities of the school, to perceive those regularities, and to ask what functions they serve and if they could productively be changed, e.g., asking where implicit "policies" that structure day-to-day behavior originate, whether they are useful, and whether they could productively be changed.

Recognizing barriers to communication that thwart clear and complete horizontal and vertical two-way communication within the school. This means recognizing and avoiding the distortion of information (March & Simon, 1958) and fostering accurate upward communication in conditions where subordinates often screen out information that might bring unfavorable reactions from superiors (Jones, Gergen, & Jones, 1963; Watson, 1965).

Leading intact working groups that have knowledge of the effects an innovation may have on the working life of members of the organization to identify the obstacles and resources that impinge on the school's capacity to implement specific innovations (Coch & French, 1948; Lewin, 1958).

3. Focusing working groups on accomplishable units of change so that a climate of accomplishment rather than demoralization is created. This usually means developing plans of appropriate scope and short time perspective so that early small achievements have a motivational and morale-building effect (Weick, 1984), creating concrete plans to specify who will do what instrumental tasks by when, and structuring activities so that small instances of progress cumulate towards the accomplishment of the broader goals and objectives.

4. Developing teams of administrators, teachers, students, community members, and other school personnel that are appropriately composed to implement and sustain innovations (Joyce et al., 1983). This includes skills in composing and leading groups according to a useful method for implementing innovation, noticing and rewarding groups members for their contributions, and sustaining the forward momentum of the group's activities. It also

includes skills in creating a sense of change in the school environment so that information is attended to and accurately processed rather than ignored or distorted (Roberts, 1971).

5. Creating and maintaining goal, task, observation, and reward structures so that expectations for performance are clear, performance is observed, and performance is rewarded in valued ways when it occurs (Porter & Lawler, 1968). This includes:

   The design and execution of monitoring, feedback, and reward structures that provide incentives for effective staff performance in implementing innovations.

   Measuring performance and communicating performance assessments to staff in productive ways (Nadler, Hackman, & Lawler, 1979) -- ways that emphasize observable results, focus on aspects of performance that can be influenced by the worker, that involve both administrators and subordinates in periodically interpreting performance information and setting specific, agreed-upon difficult goals.

6. Determining when local adaptations of technologies developed elsewhere are necessary and appropriate. This includes skills to identify the essential features of a technology or other innovation -- and to identify features that are arbitrary and can be modified without undermining the efficacy of the intervention.

The foregoing list, which focuses on the critical behaviors we have seen displayed with varying degrees of proficiency by principals with whom we have worked on school improvement projects, corresponds to some degree with the observations made by Little and Bird (1984) of the ways principals create normative climates and with the Schmitt et al. (1984) interpersonal effectiveness

dimension.

The elements of this list are ... clearly related to the Planning and Action job factor that emerged from the present research -- analyzing the organizational context appears to be a key part of effective Planning and Action, for example. But other job factors are also related to these school improvement behaviors: Focusing work groups on accomplishable units of change may be an effective practice in Staff Direction and in Observation and Feedback; composing improvement teams effectively should be related to adroit Personnel Management; creating effective goal, task, observation and reward structures is necessary to set the stage for the job elements included in Observation and Feedback to occur; selecting innovations may be called for as part of Instructional Management; and the behaviors associated with Keeping Up-to-Date will help the principal make judgments about adaptations of new technologies.

Our experience-based list of critical behaviors specifies what especially accomplished behavior in some principal job functions might look like. Because this specification is derived from the context of school change rather than the maintenance of stability, it may be appropriate to extend this list to include especially proficient behavior in the more routine aspects of managing schools on a day-to-day basis. A clue to how this might be done is represented by the fifth element in the list above, which specifies behaviors to *design* an observation and reward system and behaviors to adroitly *assess and communicate* about staff performance. The former is required to introduce change, the latter to effectively maintain a goal, task, observation, and reward system.

An Integration

What emerges from our analytical description of principals' work based on the structured job analysis inventory, together with the ethnographic and experience-based accounts of principal behavior reviewed in this discussion, is a two-fold perspective on principal performance. On the one hand we have a set of job functions that incumbent principals tend to agree are important regardless of the kind of school they lead. There can be little doubt about the preeminence and generic importance of three of these job functions: Staff Direction/Visibility, Observation and Feedback, and Planning and Action for school improvement. Personnel Management, Policy Development, and Keeping Up-to-Date are three additional job factors that are important in schools of all types, and the results imply that certain other job factors are very important depending on the type of school involved.

On the other hand are ethnographic and experience-based observations of researchers concerned with school improvement. Some of these researchers (ourselves included) have a bias for action; they tend to favor "action research" (Lewin, 1946) approaches and admire the principal who displays "creative insubordination" (Morris et al., 1984) to move things along in a school.

It appears likely that a survey of principals' work that aimed to be comprehensive -- as did our structured job analysis inventory -- would produce a description of what principals predominantly do and are allowed to do in the day-to-day conduct of their jobs. It also appears likely that researchers focusing on

innovation and school improvement would notice and catalog (as we did above) features of principal job performance that help or get in the way of school *change*.

Blumberg and Greenfield (1986) described a distinction between the leading and administering roles of principals -- leading is introducing change, policy formulation; and administering is maintaining things as they are. Although Blumberg and Greenfield's admiration for leading is clear in their report on eight principals, maintaining effective operations through routine behaviors is unquestionably an important aspect of principals' work. Creating change or improvement when improvement is needed is equally important. A balanced view of principals' work must include both aspects or phases of performance.

Finally, the observational studies of principals at work suggest circumspection in accepting the time-spent reports of the principals in our structured inventory at face value. Although the absolute ratings for time spent in Observation and Feedback were high (Table 10), as was the correlation between rated importance and time spent on job elements associated with this job factor (Table 11), the observational reports imply much variability in actual principal practices in this area.

Implications for Training

One implication of this dual view of principals' work is that principal training -- which presumably always aims to produce change in the way things are done in the school -- should always have a dual focus. One focus would be on the

regular or routine behavior that a principal is expected to display; a second focus would be on ways to bring about those changes in the routines of the school itself that make it possible to display desired new behaviors.<26>

Let us examine one example. There is little question that Observation and Feedback is an extremely important principal job function in schools of all types and that principals generally agree that this is so. There is likewise little question that the individual differences in the ways principals perform (or fail to perform) in this area are vast. Among the reasons for the individual differences are the differences among principals in (a) the knowledge of what to look for, (b) skills in the interpersonal process of communication about what was seen, and (c) predispositions to engage in this kind of persuasive social interaction. Also among the reasons for these differences, however, are differences among schools in aspects of social organization -- morale, role expectations, formal agreements with bargaining units about observation, school system requirements or regulations. Little and Bird (1984) illustrate the importance of expectations for observation or norms of collegiality for classroom observation practices.

Even well-intentioned school-system requirements may exert unplanned influences on the climate of expectation for observation and feedback. For example, several years ago one county school system formulated a set of rule (introduced as a reform) that required annual formal observations and

---

<26>Fullan and Pomfret (1977) suggested that there are at least five kinds of changes that may accompany implementation of an innovation: materials, structure, roles/behavior, knowledge, and values.

evaluations of teachers on a set of specified objectives. This reform subsequently led to dissatisfaction on the part of principals who questioned the appropriateness of formally observing and evaluating all teachers in this way. As one principal put it, "While teacher evaluation is the most important aspect of my job in my opinion, I would like to spend more time with those teachers who really need my supervision" (Gross & Furey, 1987). In response to such observations the county system is now changing its rules so that selected faculty members are to receive three formal observations in an evaluation year, without requiring a formal observation for other faculty.

In a recent workshop discussion with principals from this county it became apparent that the new required minimum for formal observations is already well on its way to becoming a normative standard of expectations for principals in this area. Because frequency of observation is related to the credibility of feedback (Bernardin, 1986; Landy, Barnes, & Murphy, 1978), and because feedback that is accepted by the recipient is more likely to be used by the recipient (Ilgen, Fisher, & Taylo , 1979), normative expectations for much more frequent observation than this would be desirable

Such considerations lead to the hypothesis that training interventions will be more effective if they include not only components directed at the knowledge, attitudes, and desired behaviors of the principals, but also components directed at helping the recipients of training manage changes in the organization. Such organizational changes will be needed to make the climate of expectations conducive to changes in principal behavior.

This hypothesis can be subjected to experimental examination. Research to develop and experimentally evaluate training interventions is greatly needed. A recent meta-analysis of the effects of management training interventions by Burke and Day (1986) produced ambiguous or conflicting results (although it suggested that outcomes tend to be positive). But even without screening out reports of low methodological quality, Burke and Day found only 70 nonredundant studies in a computer search of ERIC and PsycINFO. Only one of these (Miles, 1960, 1965) involved school principals.

Some priorities. The profiles shown in Figures 1 to 6, or the data displayed in Table 5, can be used to suggest an ordering of job factors to guide the prioritization of concerns for principal performance in schools of various types. In planning training or assessment interventions for public elementary school principals, one might focus on the following aspects of the job in the order listed: (1) observing teacher performance and giving immediate and more formal feedback based on those observations, (2) directing and orienting staff through formal staff meetings and maintaining a "presence" throughout the school, (3) diagnosing the school and planning for improvement, (4) diagnosing and acting to remedy student academic and conduct difficulties. For public high school principals, the fourth priority suggested by the data would be: establishing and maintaining disciplinary policies. Planning for Catholic high school principals would emphasize personnel management as a high priority.

Implications for Assessment

Measures of principal performance are required for many purposes. These include *research* on training and selection, where performance measures are needed as dependent or criterion variables; *professional development* interventions, where such assessments are needed to determine individuals' current status and to gauge progress; and *personnel decision-making*, where performance reviews can be used in making promotion, reassignment, compensation, or retention decisions. Although the kinds of measures needed for these three distinct purposes may differ somewhat, in all cases such measures must have four features in common: They must be reliable, valid, feasible, and acceptable.

The dual focus on the principal as manager of stability and as fosterer of school change and improvement implies that the assessment of principal performance in various job functions should be sensitive to behavior in both stable and change modes. For any dimension of principals' work, it may be useful to think of a continuum of unacceptable to outstanding performance that ranges from (a) poor or counterproductive behavior, to (b) the non-display of behavior, to (c) the display of appropriate role behavior, to (d) behavior that creates useful new arrangements, structures, or expectations surrounding the job function in question. The display of appropriate behavior versus counterproductive or no behavior would distinguish the good principal from a principal whose performance requires improvement. The display of accomplishment or creativity in establishing new organizational norms, arrangements, or techniques would distinguish the outstanding principal from his or her competent and capable peers.

This speculation seems a useful one for conceptualizing the task of assessment, but it remains a speculation. It may turn out to be useful to regard innovation as an extension of performance in each dimension, or it may be more useful to regard the display of adroitness in innovation as separate from the technical execution of competence in specific job functions. Research to develop and validate performance measures is required to probe the relative utility of these alternatives.

Vexing problems are posed by the task of measuring performance. Of these, the easiest to resolve is which aspects of performance to measure. The job analysis results reported here suggest that Staff Direction and Visibility, Observation and Feedback, Planning and Action, Personnel Management, Policy Development, and Keeping Up-to-Date be given priority -- followed by other job factors depending on the particular kind of school in question. For any particular school system, decisions about priorities could be made judgmentally by school authorities, or preferably by using the structured task analysis inventory to capture the expert opinions of system or building-level administrators or of the system's research personnel. This more structured procedure would involve a method that has the benefit of having been subjected to some scrutiny in this report, and would provide a means to make explicit the degree of consensus among identifiable "experts." Decisions about what to measure should rely not only on fundamental research results like those reported here, but also on the specific needs or problems of the school system in question.

More difficult questions pertain to *how* performance in these job functions

should be assessed. Despite a large and growing technical literature on the assessment of performance (e.g., Berk, 1986; Landy & Farr, 1980, 1983), the actual practice of performance assessment both in (Duke & Stiggins, undated) and outside of education (Lawler, Mohrman, & Resnick, 1984) is in a sorry state.

In approaching the task of developing performance assessments, it will be useful to go beyond the traditional supervisor rating approaches. At least for research purposes, it should be useful to explore diverse methods of measurement which may vary according to the job factor in question. For example, it may be sensible to examine the quantity, quality, clarity, and extent of accurate information available in a school about policies to assess performance in the Policy Development function, as well as to record and assess the steps taken by a principal to develop, inform others about, and monitor policies. For some purposes it may be useful to examine actual samples of principal behavior; observations or recordings of instances of principals giving faculty feedback on their performance could be made. (Although perhaps feasible and acceptable in a research context, such a procedure may be less so in other contexts.)

Another promising approach to the measurement of performance is the accomplishment record inventory method illustrated by Hough (1984). In applying this method, job incumbents describe examples of their performance using a reporting form similar to a critical incident format but with pre-defined job dimensions used to structure responses. Behaviorally anchored rating scales are then used to rate verifiable examples of performance. Other alternatives, including more traditional rating procedures with judgments provided by faculty

as well as supervisors, deserve exploration as well.

Conclusion

The research reported here provides a foundation for the development of job-related measures of principal performance and the specification of areas where the development of training interventions may be most useful. The data on the similarities and differences in the job of principal in different kinds of schools should find additional applications in understanding the nature of schools at different levels, of different auspices, and of different sizes.

REFERENCES

Atkeson, B. M., & Forehand, R. (1979).
Home-based reinforcement programs designed to modify classroom behavior: A review and methodological evaluation. *Psychological Bulletin, 86,* 1298-1308.

Ayllon, T., & Roberts, M. D. (1974).
Eliminating discipline problems by strengthening academic performance. *Journal of Applied Behavior Analysis, 7,* 71-76.

Barrish, H. H., Saunders, M., & Wolf, M. M. (1969).
Good behavior game: Effects of individual contingencies or group consequences on disruptive behavior in a classroom. *Journal of Applied Behavior Analysis, 2,* 119-124.

Barth, R. (1979).
Home-based reinforcement of school behavior: A review and analysis. *Review of Educational Research, 49,* 436-458.

Becker, W. C., & Carnine, D. W. (1980).
Direct instruction: An effective approach to educational intervention with the disadvantaged and low performers. In B. B. Lahey, & A. E. Kazdin (Eds.), *Advances in clinical child psychology* (Vol. 3). New York: Plenum.

Becker, W.C., & Gersten, R. (1982).
A follow through: The later effects of the direct instruction model on children in fifth and sixth grades. *American Educational Research Journal, 19,* 75-92.

Berk, R. A., (Ed.). (1986).
Performance assessment: Methods & applications. Baltimore: Johns Hopkins University Press.

Bernardin, H. J. (1986).
A performance appraisal system. In R. A. Berk (Ed.), *Performance assessment: Methods & applications.* Baltimore: Johns Hopkins University Press.

Blumberg, A., & Greenfield, W. (1986).
The effective principal: Perspectives on school leadership (2nd ed.). Boston: Allyn & Bacon.

Bossert, S. T., Dwyer, D. C., Rowan, B., & Lee, G. V. (1982).
The instructional management role of the principal. *Educational Administration Quarterly, 18* (3), 34-64.

Brookover, W. B., & Lezotte, L. W. (1977).
Changes in school characteristics coincident with changes in student achievement. East Lansing, MI: Michigan State University, College of Urban Development.

Brooks, R., & Snow, D. (1972).
Two case illustrations of the use of behavior modification techniques in the school setting. *Behavior Therapy, 3,* 100-103.

Burke, M. J., & Day, R. R. (1986).
A cumulative study of the effectiveness of managerial training. *Journal of Applied Psychology, 71,* 232-245.

Canter, L. (1976).
Assertive discipline. Los Angeles: Author.

Coch, L., & French, J. R. P. (1948).
Overcoming resistance to change. *Human Relations, 1,* 512-532.

Crowson, R. L., & Porter-Gehrie, C. (1981).
The urban school principalship: An organizational stability role. *Planning & Changing, 12,* 26-53.

Davison, M. L. (1985).
Multidimensional scaling versus components analysis of test intercorrelations. *Psychological Bulletin, 97,* 94-105.

Drucker, P. (1954).
The practice of management. NY: Harper.

Duke, D. L. (1982).
Leadership functions and instructional effectiveness. *NASSP Bulletin, 66* (October), 1-12.

Duke, D. L., & Imber, M. (1985).
Should principals be required to be effective? *School Organization, 5,* 125-146.

Duke, D. L., Isaacson, N. S., Sagor, R., & Schmuck, P. A. (1984).
Transition to leadership: An investigation of the first year of the principalship. Portland, OR: Lewis and Clark College, Educational Administration Program.

Duke, D. L., & Stiggins, R. J. (undated).
Evaluating the performance of principals: A descriptive study (NIE Contract No. 400-83-0005). Unpublished paper, Educational Administration Program, Lewis and Clark College, Portland Oregon.

Dwyer, D. C., Barnett, B. G., & Lee, G. V. (1987).
The school principal: Scapegoat or the last great hope? In L. T. Sheive & M. B. Schoenheit (Eds.), *Leadership: Examining the elusive.* Cucamonga, CA: Association for Supervision and Curriculum Development.

Edmunds, R. (1979).
Some schools work and more can. *Social Policy, 7,* 28-32.

Engleman, S., & Carnine, D. (1982).
Theory of instruction: Principles and applications. New York: Irvington.

Fullan, M. & Pomfret, A. (1977).
Research on curriculum and instruction implementation. *Review of Educational Research, 47,* 335-397.

Gael, S. (1983).
Job analysis: A guide to assessing work activities. San Francisco: Jossey-Bass.

Goldstein, A. P., & Sorcher, M. (1974).
Changing supervisory behavior. New York: Pergamon.

Gomez, J. J. (1985).
Final report on the evaluation of the management assessment center. Miami, FL: Dade County Public Schools, Office of Educational Accountability, Program Evaluation Department.

Gottfredson, G. D. (1984).
A theory-ridden approach to program evaluation: A method for stimulating researcher-implementer collaboration. *American Psychologist, 39,* 1101-1112.

Gottfredson, G. D. (In press a).
Diagnosing school climate. *NASSP Bulletin.*

Gottfredson, G. D. (In press b).
Employment setting, specialization, and patterns of accomplishment among psychologists. *Professional Psychology: Research and Practice.*

Gross, S., & Furey, S. (1987).
Study of the changing role of the elementary principal. Rockville, MD: Montgomery County Public Schools, Carver Educational Services Center.

Hall, R. V., Axelrod, S., Foundopoulos, M., Shellman, J., Campbell, R. A., & Cranston, S. S. (1971).
The effective use of punishment to modify behavior in the classroom. *Educational Technology, 11,* 24-26.

Hall, R. V., Fox, R., Willard, D., Goldsmith, L., Emerson, M., Owen, M., Davis, F., & Procia, E. (1971).
The teacher as observer and experimenter in the modification of disputing and talking out behaviors. *Journal of Applied Behavior Analysis, 4*, 141-179.

Hough, L. M. (1984).
Development and evaluation of the "accomplishment record" method of selecting and promoting professionals. *Journal of Applied Psychology, 69*, 135-146.

Howell, W., & Dipboye, R. (1986).
Essentials of industrial and organizational psychology. Chicago: Dorsey.

Ilgen, D., Fisher, C., & Taylor, M. (1979).
Consequences of individual feedback on behavior in organizations. *Journal of Applied Psychology, 64*, 349-371.

Jones, E. E., Gergen, K. J., & Jones, R. C. (1963).
Tactics of ingratiation among leaders and subordinates in a status hierarchy. *Psychological Monographs, 77* (2, Whole No. 521).

Joyce, B. R., Hersh, R. H., & McKibbin, M. (1983).
The structure of school improvement. New York: Longman.

Kazdin, A. E., & Klock, J. (1973).
The effect of nonverbal teacher approval on student attentive behavior. *Journal of Applied Behavior Analysis, 6*, 71-81.

Komaki, J. L. (1986).
Toward effective supervision: An operant analysis and comparison of managers at work. *Journal of Applied Psychology, 71*, 270-279.

Kuder, G. F. (1964).
Kuder General Interest Survey: Manual. Chicago: Science Research Associates.

Landy, F. J., Barnes, J. L., & Murphy, K. (1978).
Correlates of perceived fairness and accuracy of performance appraisal. *Journal of Applied Psychology, 63*, 751-754.

Landy, F. J., & Farr, J. L. (1980).
Performance rating. *Psychological Bulletin, 87*, 72-107.

Landy, F. J., & Farr, J. L. (1983).
The measurement of work performance: Methods, theory, and applications. New York: Academic Press.

Latham, G. P., & Saari, L. M. (1979).
Application of social-learning theory to training supervisors through behavioral modeling. *Journal of Applied Psychology, 64*, 239-246.

Lawler, E. E., III, Mohrman, A. M., & Resnick, S. M. (1984).
Performance appraisal revisited. *Organizational Dynamics, 13* (1), 20-35.

Leithwood, K. A., & Montgomery, D. J. (1982).
The role of the elementary school principal in program improvement. *Review of Educational Research, 52*, 309-339.

Lewin, K. (1946).
Action research and minority problems. *Journal of Social Issues, 2*, 34-46.

Lewin, K. (1951).
Field theory in social science. New York: Harper & Row.

Lewin, K. (1958).
Group decision and social change. In E. E. Maccoby, T. M. Newcomb, & E. L. Hartley (Eds.) *Readings in social psychology* (3rd ed.). New York: Holt, Rinehart, & Winston.

Lipham, J. M., & Hoch, J. A., Jr. (1974).
The principalship: Foundations and functions. New York: Harper & Row.

Little, J. W., & Bird, T. D. (1984).
Is there instructional leadership in high schools? First findings from a study of secondary school administrators and their influence on teachers' professional norms. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, April.

Madsen, C. H., Becker, W. C., & Thomas, D. R. (1968).
Rules, praise, and ignoring: Elements of elementary classroom control. *Journal of Applied Behavior Analysis, 1*, 139-150.

Manasse, A. L. (1985).
Improving conditions for principal effectiveness: Policy implications of research. *Elementary School Journal, 85*, 439-462.

March, J., & Simon, H. (1958).
Organizations. New York: Wiley.

Martin, W. J., & Willower, D. J. (1981).
The managerial behavior of high school principals. *Educational Administration Quarterly, 17*, 69-90.

Miles, M. B. (1960).
Human relations training: Processes and outcomes. *Journal of Counseling Psychology, 7*, 301-306.

Miles, M. B. (1965).
Changes during and following laboratory training: A clinical-experimental study. *Journal of Applied Behavioral Science, 1*, 215-242.

Morris, V. C., Crowson, R. L., Hurwitz, E., & Porter-Gehrie, C. (1982).
The urban principal: Middle manager in the educational bureaucracy. *Phi Delta Kappan* (June), 689-692.

Morris, V. C., Crowson, R. L., Porter-Gehrie, C., & Hurwitz, E., Jr. (1984).
The reality of managing schools. Columbus, OH: Merrill.

Nadler, D. A., Hackman, J. R., & Lawler, E. E., III. (1979).
Managing organizational behavior. Boston: Little, Brown, & Co.

Noblit, G. W. (1984).
Cultural change and political strategy in schools. Chapel Hill, NC: University of North Carolina, School of Education, Organizational Development and Institutional Studies.

O'Leary, K. D., Kaufman, K. F., Kass, R. E., & Drabman, R. S. (1970).
The effects of loud and soft reprimands on the behavior of disruptive students. *Exceptional Children, 37*, 145-155.

Pharis, W. L., & Zakariya, S. B. (1979).
The elementary school principalship in 1978: A research study. Arlington, VA: National Association of Elementary School Principals.

Porter, L. W., & Lawler, E. E., III. (1968).
Managerial attitudes and performance. Homewood, IL: Irwin-Dorsey.

Roberts, D. F., (1971).
The nature of human communication effects. In W. Schramm & D. F. Roberts (Eds.), *Process and effects of mass communication* (rev. ed.). Urbana, IL: University of Illinois Press.

Robinson, G. E., & Block, A. W. (1982).
The principal and achievement: A summary of 22 studies. *Principal, 62* (2), 53-57.

Russell, J. S., Mazzarella, J. A., White, T., & Maurer, S. (1985).
Linking the behaviors and activities of secondary school principals to school effectiveness: A focus on effective and ineffective behaviors. Eugene, OR: University of Oregon, Center for Educational Policy and Management.

Salganic, L. H., & Karweit, N. (1982).
Voluntarism and governance in education. *Sociology of Education, 55*, 152-161.

Schmitt, N., Noe, R. A., Meritt, R., & Fitzgerald, M. P. (1984).
Validity of assessment center ratings for the prediction of performance ratings and school climate of school administrators. *Journal of Applied Psychology, 69*, 207-213.

Shoemaker, J., & Fraser, H. W. (1981).
What principals can do: Some implications from studies of effective schooling. *Phi Delta Kappan* (November), 178-182.

Slavin, R. E. (1983).
Cooperative learning. New York: Longman.

Smith, P. C., & Kendall, L. M. (1963).
Retranslation of expectations: An approach to the construction of unambiguous anchors for ratings scales. *Journal of Applied Psychology, 47*, 149-155.

Watson, D. (1965).
Effects of certain social power structures on communication in task-oriented groups. *Sociometry, 28*, 322-336.

Weber, M. (1961).
The theory of social and economic organization [A. M. Henderson & T. Parsons, Trans.]. New York: Free Press.

Weick, K. (1984).
Small wins: Redefining the scope of social problems. *American Psychologist, 39*, 40-49.

APPENDIX A

Inventory of the School Administrator's Job

The purpose of this inventory is to determine what principals do in the day-to-day conduct of their jobs.

The inventory is being sent to a large scientifically selected sample of principals in schools of all types throughout the nation. Your name was selected at random from a mailing list of principals, so your responses represent the work of a much larger group of principals in schools like yours. We want to validly describe the work principals do and what parts of the job are most important. There is no better source of this information than active principals.

Your answers will be combined with the answers of a large number of other principals for research purposes, and your answers will be held in strictest confidence. Only averages for large groups of principals will ever appear in reports of this work.

Your help in completing this inventory is essential in producing knowledge of high quality and scientific integrity, but your participation is entirely voluntary. If, after examining the contents of the inventory, you decide not to answer any or all of the questions, you are free to decline to participate.

The knowledge gained through your cooperation in completing this inventory will contribute to research on effective performance of school administrators, and the development of training to enhance the skills principals need in the most important aspects of their jobs.

This job analysis is being conducted by
The Johns Hopkins University
Center for Social Organization of Schools
School Improvement Program
3505 N. Charles Street
Baltimore, Maryland 21218
(301) 338-7568

Instructions

Please read each task or activity statement listed below and decide whether it is part of your present job as school principal. No one principal is expected to perform all of the tasks listed. Think only of your current job, not previous jobs. Take into consideration your typical mix of work over an entire year; don't think just of what you have done during the past week or month.

First, please rate the importance of each task or activity in your job; then go back over the list and indicate how much time you spend on each activity that is part of your job. Please rate importance and time spent separately for each task or activity:

IMPORTANCE - the contribution of the task or activity to effective performance of your job.

TIME SPENT - how much of your time is spent performing this task or activity.

Use the following scales in describing your job:

IMPORTANCE	TIME SPENT
0 Not a part of my job; I never do it.	0 None.
1 Not important.	1 Little.
2 Little importance.	2 Some--spend time occasionally.
3 Moderately important.	3 Moderate--a frequent activity or task.
4 Very important.	4 Extensive--a major part of my job.

Here is an example of how to answer the questions:

Importance	Time Spent	Task or activity
0 1 2 (3) 4	2	1. Greet parents of new students.
(0) 1 2 3 4	0	2. Distribute incoming mail.

Part I: Tasks and Activities

Please start by circling one number in the importance column to show how important each activity or task is in the successful performance of your job. After you have rated the importance of each activity, go back and estimate time spent for each activity that is part of your job.

Curriculum and Instruction

Importance	Time Spent	
0 1 2 3 4	____	1. Analyze curriculum to ensure curriculum coverage and articulation.
0 1 2 3 4	____	2. Compare the school's grade distribution to the school's standing on standardized tests.
0 1 2 3 4	____	3. Decide which textbooks or other curricular materials to purchase.
0 1 2 3 4	____	4. Determine what additional information is needed to make educational program decisions.
0 1 2 3 4	____	5. Establish school-wide academic requirements.
0 1 2 3 4	____	6. Examine assessment data to evaluate instructional programs.
0 1 2 3 4	____	7. Meet with feeder or successor schools to plan for curriculum articulation.
0 1 2 3 4	____	8. Monitor a testing program to ensure that it is well conducted.
0 1 2 3 4	____	9. Monitor the implementation of new instuctional techniques or practices by teachers.
0 1 2 3 4	____	10. Plan and participate in assemblies or academic ceremonies.
0 1 2 3 4	____	11. Plan or organize co-curricular programs.
0 1 2 3 4	____	12. Plan or organize curriculum development activities.
0 1 2 3 4	____	13. Seek information to evaluate co-curricular activities.

Importance	Time Spent	
0 1 2 3 4	____	14. Select achievement or competency tests to be used in the school.
0 1 2 3 4	____	15. Select specific instructional techniques or practices.
0 1 2 3 4	____	16. Set specific educational objectives for school programs.
0 1 2 3 4	____	17. Set up systems to recognize academic success.
0 1 2 3 4	____	18. Teach a class (or classes) on a regular basis.
0 1 2 3 4	____	19. Other (specify)._____

Personnel Management

Importance	Time Spent	
0 1 2 3 4	____	20. Analyze school personnel needs to plan for staffing.
0 1 2 3 4	____	21. Arbitrate disputes or disagreements.
0 1 2 3 4	____	22. Arrange for in-service training to be conducted by others.
0 1 2 3 4	____	23. Arrange social activities with staff to promote collegiality.
0 1 2 3 4	____	24. Ask for clarification about problems and potential solutions.
0 1 2 3 4	____	25. Assign duties or responsibilities to staff.
0 1 2 3 4	____	26. Assign teaching responsibilities to teachers.
0 1 2 3 4	____	27. Conduct exit interviews with employees who are leaving the school.
0 1 2 3 4	____	28. Conduct in-service training.
0 1 2 3 4	____	29. Conduct negotiations with union representatives about pay or working hours.
0 1 2 3 4	____	30. Conduct negotiations with union representatives about teaching practices or educational programs.
0 1 2 3 4	____	31. Delegate responsibilities to staff.

Importance	Time Spent	
0 1 2 3 4	____	32. Discuss formal performance evaluations with staff.
0 1 2 3 4	____	33. Discuss with staff alternative ways for them to perform duties.
0 1 2 3 4	____	34. Establish procedures for evaluating the performance of teachers and other school personnel.
0 1 2 3 4	____	35. Hold faculty or staff meetings.
0 1 2 3 4	____	36. Interview prospective new staff members to assess their strengths and weaknesses.
0 1 2 3 4	____	37. Issue directives to resolve problems perceived by school staff.
0 1 2 3 4	____	38. Meet with other administrative personnel in the school to plan activities.
0 1 2 3 4	____	39. Mention observed strengths and weaknesses in classroom teaching to the teachers at the time of observation.
0 1 2 3 4	____	40. Observe clerical and custodial staff activities to provide feedback on performance.
0 1 2 3 4	____	41. Observe teachers' instruction and classroom management practices.
0 1 2 3 4	____	42. Orient new staff.
0 1 2 3 4	____	43. Prepare or revise written job descriptions.
0 1 2 3 4	____	44. Prioritize tasks.
0 1 2 3 4	____	45. Promote employees (or recommend their promotion).
0 1 2 3 4	____	46. Report to staff on actions taken in response to staff concerns.
0 1 2 3 4	____	47. Review lesson plans to assess content and objectives.
0 1 2 3 4	____	48. Review progress on improvement plans with individual staff members.

Importance	Time Spent	
0 1 2 3 4	____	49. Review teacher performance with individual teachers in a formal evaluation.
0 1 2 3 4	____	50. Review the work of school counselor, social worker, nurse, or psychologist to ensure conformity to quidelines.
0 1 2 3 4	____	51. Set goals for individual staff member performance.
0 1 2 3 4	____	52. Terminate employees.
0 1 2 3 4	____	53. Transfer or recommend the transfer of employees.
0 1 2 3 4	____	54. Other (specify)._____

Student Personnel

Importance	Time Spent	
0 1 2 3 4	____	55. Adjust student schedules.
0 1 2 3 4	____	56. Advise individual students about educational or career planning.
0 1 2 3 4	____	57. Approve policy or procedure statements prepared by subordinates.
0 1 2 3 4	____	58. Break up fights.
0 1 2 3 4	____	59. Counsel students with behavior problems.
0 1 2 3 4	____	60. Develop policies to cover most discipline issues.
0 1 2 3 4	____	61. Discuss individual attendance problems with students.
0 1 2 3 4	____	62. Establish or revise attendance policies.
0 1 2 3 4	____	63. Establish policies for student academic and conduct records.
0 1 2 3 4	____	64. Follow predetermined guidelines to make disciplinary decisions.
0 1 2 3 4	____	65. Intervene to help victims of crime or friends or relatives of a person who has died.

Importance	Time Spent	
0 1 2 3 4	____	66. Make disciplinary decisions on a case-by-case basis.
0 1 2 3 4	____	67. Modify discipline code to keep it up-to-date.
0 1 2 3 4	____	68. Monitor discipline practices to ensure that they accord with established policies.
0 1 2 3 4	____	69. Observe school cafeteria to promote orderliness.
0 1 2 3 4	____	70. Observe the behavior of students experiencing academic or conduct difficulties.
0 1 2 3 4	____	71. Praise students who are doing well in school.
0 1 2 3 4	____	72. Prepare policy and procedure manuals (e.g. school handbook, discipline code).
0 1 2 3 4	____	73. Report to students on actions taken in response to student concerns.
0 1 2 3 4	____	74. Review appeals or complaints about disciplinary decisions.
0 1 2 3 4	____	75. Review daily attendance data to diagnose and resolve attendance problems.
0 1 2 3 4	____	76. Review student records and other information to gain an understanding of a student's problems.
0 1 2 3 4	____	77. Schedule students into classes.
0 1 2 3 4	____	78. Seek parental assistance with attendance problems.
0 1 2 3 4	____	79. Select techniques to be used in classroom management.
0 1 2 3 4	____	80. Talk personally with students who are having difficulty with school work to diagnose problems.
0 1 2 3 4	____	81. Tour the school to establish your presence.
0 1 2 3 4	____	82. Watch the schoolyard or bus arrival and departure to ensure orderliness and safety.
0 1 2 3 4	____	83. Other (specify)._____

Building Administration

Importance	Time Spent	
0 1 2 3 4	____	84. Analyze the cost and benefits of alternative plans.
0 1 2 3 4	____	85. Arrange for substitute teachers.
0 1 2 3 4	____	86. Formally assess the needs, problems, or goals of your school.
0 1 2 3 4	____	87. Conduct experiments to learn what methods are most effective.
0 1 2 3 4	____	88. Conduct or interpret formal school climate assessments.
0 1 2 3 4	____	89. Decide about the purchase of equipment such as typewriters, photocopiers, duplicating equipment, or computers.
0 1 2 3 4	____	90. Develop budget for the school.
0 1 2 3 4	____	91. Develop long-range financial plans for the school.
0 1 2 3 4	____	92. Develop written plans to implement innovations in the school.
0 1 2 3 4	____	93. Devise cost containment or cost cutting strategies.
0 1 2 3 4	____	94. Discuss alternative plans for school improvement with staff, district personnel, or community members.
0 1 2 3 4	____	95. Establish policies or standard operating procedures to cover most day-to-day decision making.
0 1 2 3 4	____	96. Evaluate the effectiveness of existing school practices.
0 1 2 3 4	____	97. Monitor school food service operations to take corrective action when needed.
0 1 2 3 4	____	98. Monitor school transportation services to ensure safety and efficiency.
0 1 2 3 4	____	99. Oversee the accounting of expenditures.

Importance	Time Spent		
0 1 2 3 4	____	100.	Plan school maintenance, remodeling, or construction.
0 1 2 3 4	____	101.	Plan school security or safety procedures.
0 1 2 3 4	____	102.	Plan staff meetings.
0 1 2 3 4	____	103.	Raise money for the school.
0 1 2 3 4	____	104.	Review requests for the release of student records.
0 1 2 3 4	____	105.	Seek the advice of consultants.
0 1 2 3 4	____	106.	Select insurance policies.
0 1 2 3 4	____	107.	Set school improvement goals, taking into account such things as time, resources, obstacles, and cost.
0 1 2 3 4	____	108.	Other (specify). _____

Home-School-Community Relations

Importance	Time Spent		
0 1 2 3 4	____	109.	Analyze interest group concerns about education and the effects these may have on your school.
0 1 2 3 4	____	110.	Arrange direct personal contact between parents and teachers.
0 1 2 3 4	____	111.	Assess community values or priorities for education.
0 1 2 3 4	____	112.	Assess public opinions about your school.
0 1 2 3 4	____	113.	Communicate with parents about college entrance requirements.
0 1 2 3 4	____	114.	Create concrete programs to involve parents in school activities.
0 1 2 3 4	____	115.	Develop a public relations plan for the school.
0 1 2 3 4	____	116.	Establish policies or practices regarding teacher communication with parents.

Importance	Time Spent	
0 1 2 3 4	____	117. Meet with groups of community business persons or charitable organizations to get help with school programs.
0 1 2 3 4	____	118. Meet with groups of parents to discuss school programs.
0 1 2 3 4	____	119. Meet with parents and citizens to promote the school.
0 1 2 3 4	____	120. Prepare press releases or news conferences, or respond to reporters' requests for information.
0 1 2 3 4	____	121. Seek community advice on issues or problems in the school.
0 1 2 3 4	____	122. Seek public support for the school or school-system budget.
0 1 2 3 4	____	123. Write personal notes or letters to parents on special occasions.
0 1 2 3 4	____	124. Other (specify)._____

School-System Relations

Importance	Time Spent	
0 1 2 3 4	____	125. Attend school district meetings or staff development sessions to acquire information.
0 1 2 3 4	____	126. Conform a suspension or expulsion in your school to policy established by higher officials.
0 1 2 3 4	____	127. Defend budget requests before a school board or central administration.
0 1 2 3 4	____	128. Develop plans to achieve district or diocese goals and objectives.
0 1 2 3 4	____	129. Interpret directives from the district office or diocese.
0 1 2 3 4	____	130. Negotiate with district or diocese personnel to forestall policies destructive of your school program.

Importance	Time Spent	
0 1 2 3 4	____	131. Negotiate with the district office or diocese to revise, change, or update educational goals and objectives.
0 1 2 3 4	____	132. Seek district or diocese assistance in creating arrangements beneficial to your school.
0 1 2 3 4	____	133. Other (specify). _____

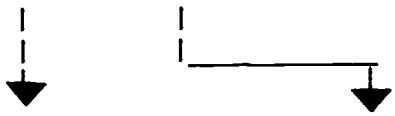
Unscheduled Activities

Importance	Time Spent	
0 1 2 3 4	____	134. Arrange for emergency school maintenance.
0 1 2 3 4	____	135. Call and interact with police, firefighters, or emergency medical personnel.
0 1 2 3 4	____	136. Determine who has child custody in disputes involving estranged parents to release child to the legal guardian.
0 1 2 3 4	____	137. Remove intruders from the school.
0 1 2 3 4	____	138. Render first aid.
0 1 2 3 4	____	139. Respond to questionnaires.
0 1 2 3 4	____	140. Substitute for an absent teacher.
0 1 2 3 4	____	141. Testify in court (e.g., child custody cases, litigation against the school or school system).
0 1 2 3 4	____	142. Troubleshoot incidents involving disgruntled persons to restore calm and satisfaction.
0 1 2 3 4	____	143. Other (specify). _____

Personal and Professional Development

Importance	Time Spent	
0 1 2 3 4	____	144. Assist other principals with problems in their schools.
0 1 2 3 4	____	145. Prepare written reports on school operations, accomplishments, or problems.

Importance	Time Spent	
0 1 2 3 4	____	146. Read books, magazines, or journals to identify research findings that can be used in the school.
0 1 2 3 4	____	147. Read federal, state, or local regulations or court decisions to determine how they affect your school.
0 1 2 3 4	____	148. Visit other schools to identify effective practices.
0 1 2 3 4	____	149. Other (specify). _____



Now please go back and indicate how much time you spend in each activity that is part of your job. 0 = none; 4 = extensive.

Now please go on to the next section.

Part II: Use of Techniques or Methods

For each of the following techniques or procedures, please indicate how important the ability to apply the technique or procedure is in your job. No one person knows about all of these techniques or procedures. Please use the following response scale in responding to these items, and circle one answer for each question.

DK	Don't know about this technique or method
0	Not important
1	Slightly important
2	Moderately important
3	Very important
4	Extremely important

Techniques and Methods

Importance	
DK 0 1 2 3 4	150. Active listening methods.
DK 0 1 2 3 4	151. Adaptive testing.
DK 0 1 2 3 4	152. Affirmative action programs.

Importance		
DK 0 1 2 3 4	153.	Assertive discipline.
DK 0 1 2 3 4	154.	Attendance improvement techniques.
DK 0 1 2 3 4	155.	Behavior modeling techniques.
DK 0 1 2 3 4	156.	Block scheduling.
DK 0 1 2 3 4	157.	Budget preparation methods.
DK 0 1 2 3 4	158.	Centralized requisition procedures.
DK 0 1 2 3 4	159.	Cooperative learning.
DK 0 1 2 3 4	160.	Cost/benefit analysis.
DK 0 1 2 3 4	161.	Crisis counseling techniques.
DK 0 1 2 3 4	162.	Criterion referenced tests.
DK 0 1 2 3 4	163.	Curriculum articulation assessment methods.
DK 0 1 2 3 4	164.	Curriculum content analysis methods.
DK 0 1 2 3 4	165.	Curriculum development methods.
DK 0 1 2 3 4	166.	Direct instruction.
DK 0 1 2 3 4	167.	District or diocese regulations or requirements.
DK 0 1 2 3 4	168.	Due process.
DK 0 1 2 3 4	169.	Expenditure accounting.
DK 0 1 2 3 4	170.	Explicit performance appraisal.
DK 0 1 2 3 4	171.	Flexible scheduling.
DK 0 1 2 3 4	172.	Force-Field Analysis (FFA).
DK 0 1 2 3 4	173.	Formal classroom observation methods.
DK 0 1 2 3 4	174.	Formal decision-making strategies.
DK 0 1 2 3 4	175.	Formal personnel selection methods.
DK 0 1 2 3 4	176.	General classroom management techniques.
DK 0 1 2 3 4	177.	Heterogeneous classroom management methods.
DK 0 1 2 3 4	178.	Home-based backup reinforcers.
DK 0 1 2 3 4	179.	In-school suspension.
DK 0 1 2 3 4	180.	Individual staff improvement programs.
DK 0 1 2 3 4	181.	Individualized instruction.

Please go on to the next page.

Importance		
DK 0 1 2 3 4	182.	Item analysis.
DK 0 1 2 3 4	183.	Management by Objectives (MBO).
DK 0 1 2 3 4	184.	Mandated curricula or instructional methods.
DK 0 1 2 3 4	185.	Mastery learning.
DK 0 1 2 3 4	186.	Minimum competency tests.
DK 0 1 2 3 4	187.	Non-graded classrooms.
DK 0 1 2 3 4	188.	Open classrooms.
DK 0 1 2 3 4	189.	Participatory goal setting.
DK 0 1 2 3 4	190.	Procedures required for student removal.
DK 0 1 2 3 4	191.	Program Evaluation Review Technique (PERT) charts.
DK 0 1 2 3 4	192.	Principles of behavior contracting or behavior modification.
DK 0 1 2 3 4	193.	Progressive disciplinary responses.
DK 0 1 2 3 4	194.	Quality circles or other participatory management techniques.
DK 0 1 2 3 4	195.	Reality therapy.
DK 0 1 2 3 4	196.	Search and seizure procedures.
DK 0 1 2 3 4	197.	Situational leadership.
DK 0 1 2 3 4	198.	Standard press-release protocol.
DK 0 1 2 3 4	199.	Standardized achievement tests.
DK 0 1 2 3 4	200.	Structured interview techniques.
DK 0 1 2 3 4	201.	Structured methods for writing curriculum objectives.
DK 0 1 2 3 4	202.	Teacher certification requirements.
DK 0 1 2 3 4	203.	Team-building interventions.
DK 0 1 2 3 4	204.	Team teaching.
DK 0 1 2 3 4	205.	Vocational counseling techniques.
DK 0 1 2 3 4	206.	Vocational interest or personality tests.
DK 0 1 2 3 4	207.	Written discipline codes.

Please go on to the next section.

Background Information

Next, please provide us with some background information about yourself. This information will be used only for research purposes and will be treated confidentially. This information will help us compare the jobs of principals with different personal characteristics and with different amounts of experience. (Please circle one number for each question.)

208. How many years have you been a school principal?

0 Less than a full year
1 1 full year or more, but less than 2 years
2 2 to 3 years
3 4 to 7 years
4 More than 7 years

209. Are you?

1 Male
2 Female

210. How do you describe yourself?

1 American Indian or Alaskan Native
2 Asian-American or Pacific Islander
3 Hispanic
4 Black or Afro-American (other than Hispanic)
5 White (other than Hispanic)
6 Other (please specify) _____

211. What is the highest level of education you have completed?

1 Less than a bachelor's degree
2 Bachelor's degree
3 Fifth-year certification
4 Master's degree
5 Doctoral degree
6 Other (please specify) _____

APPENDIX B

Table B1

Details of Response Rates

Respondent category	%	n
Urban Elementary	39	347
Public	42	193
Catholic	37	100
Private	32	54
Urban Middle/Junior	30	304
Public	34	200
Catholic	21	70
Private	21	34
Urban High	36	333
Public	40	144
Catholic	39	99
Private	26	90
Suburban Elementary	37	345
Public	43	196
Catholic	32	101
Private	27	48
Suburban Middle/Junior	38	291
Public	41	199
Catholic	40	45
Private	26	47
Suburban High	41	367
Public	46	173
Catholic	41	96
Private	33	98
Rural Elementary	37	314
Public	39	175
Catholic	41	92
Private	21	47
Rural Middle/Junior	45	258
Public	49	206
Catholic	32	31
Private	19	21
Rural High	42	378
Public	47	179
Catholic	40	99
Private	33	100

Table B2

Mean Importance Ratings for Tasks and Activities
Related to Job Factors: Public School Principals

Cluster and Task/Activity	Elem	Middle/ Junior	High
STAFF DIRECTION/VISIBILITY			
Tour the school to establish your presence.	3.7	3.8	3.8
Plan staff meetings.	3.6	3.6	3.5
Orient staff.	3.5	3.5	3.3
Assign teaching responsibilities to teachers.	3.5	3.7	3.5
OBSERVATION AND FEEDBACK			
Observe teachers' instruction and classroom management practices.	3.9	3.8	3.8
Discuss formal performance evaluations with staff.	3.8	3.8	3.8
Review teacher performance with individual teachers in a formal evaluation.	3.8	3.8	3.7
Mention observed strengths and weaknesses in classroom teaching to the teachers at the time of observation.	3.5	3.5	3.4
Review progress on improvement plans with individual staff members.	3.4	3.4	3.3
Discuss with staff alternative ways for them to perform duties.	3.3	3.2	3.2
Observe clerical and custodial staff to provide feedback.	3.3	3.3	2.9
Set goals for individual staff member performance.	3.1	3.1	3.0
PERSONNEL MANAGEMENT			
Hold faculty or staff meetings.	3.6	3.4	3.4
Interview prospective new staff members to assess their strengths and weaknesses.	3.5	3.6	3.6
Assign duties or responsibilities to staff.	3.5	3.5	3.4
Report to staff on actions taken in response to staff concerns.	3.5	3.5	3.5
Delegate responsibilities to staff.	3.5	3.4	3.4
Analyze school personnel needs to plan for staffing.	3.7	3.5	3.5
Ask for clarification about problems and potential solutions.	3.1	3.1	3.1

Table B2 (Continued)

Cluster and Task/Activity	Elem	Middle/ Junior	High
Issue directives to resolve problems perceived by school staff.	3.0	3.1	3.0
Arrange for in-service training to be conducted by others.	3.0	2.8	2.7
Arbitrate disputes or disagreements.	2.8	3.0	2.9
Plan and participate in assemblies or academic ceremonies.	2.8	2.7	3.0
Meet with other administrative personnel in the school to plan activities.	2.7	3.3	3.3
Arrange social activities with staff to promote collegiality.	2.3	2.3	2.2
Terminate employees.	2.3	2.5	2.7
Promote employees (or recommend their promotion).	2.0	2.2	2.4
Prepare or revise written job descriptions.	1.7	1.9	2.1
Conduct exit interviews with employees who are leaving.	1.5	1.7	1.9
POLICY DEVELOPMENT			
Develop policies to cover most discipline issues.	3.3	3.5	3.4
Monitor discipline practices to ensure that they accord with established policies.	3.2	3.4	3.4
Prepare policy and procedures manuals (e.g., school handbook, discipline code).	3.2	3.4	3.3
Follow predetermined guidelines to make disciplinary decisions.	3.1	3.2	3.1
Modify discipline code to keep it up-to-date.	2.8	3.2	3.2
Establish policies for student academic and conduct records.	2.3	2.9	3.0
Establish or revise attendance policies.	2.0	2.6	2.9
KEEPING UP-TO-DATE			
Read books, magazines, or journals to identify research findings that can be used in the school.	3.2	3.3	3.3
Read federal, state, or local regulations or court decisions to determine how they affect your school.	2.9	3.0	3.1
Visit other schools to identify effective practices.	2.9	2.8	2.8

Table B2 (Continued)

Cluster and Task/Activity	Elem	Middle/ Junior	High
INSTRUCTIONAL MANAGEMENT			
Analyze curriculum to ensure curriculum coverage and articulation.	3.5	3.5	3.5
Monitor the implementation of new instructional techniques or practices by teachers.	3.4	3.5	3.3
Set specific educational objectives for school programs.	3.4	3.3	3.3
Examine assessment data to evaluate educational programs.	3.2	3.2	3.1
Determine what additional information is needed to make educational program decisions.	3.2	3.1	3.1
Review lesson plans to assess content and objectives.	3.2	2.9	2.7
Plan or organize curriculum development activities.	3.1	3.0	3.1
Set up systems to recognize academic success.	3.1	3.3	3.3
Establish school-wide academic requirements.	2.9	3.0	3.3
Monitor a testing program to ensure it is well conducted.	2.9	2.6	2.3
Select specific instructional techniques or practices.	2.8	2.4	2.4
Decide which textbooks or other curricular materials to purchase.	2.7	2.5	2.4
Compare the school's grade distribution to the school's standing on standardized tests.	2.7	2.6	2.5
Meet with feeder or successor schools to plan for curriculum articulation.	2.3	2.7	2.6
Select achievement or competency tests to be used in the school.	1.6	1.5	1.7
STUDENT INTERACTION AND SOCIAL CONTROL			
Watch the schoolyard or bus arrival and departure to ensure orderliness and safety.	3.4	3.2	2.6
Make disciplinary decisions on a case-by-case basis.	3.4	3.2	2.7
Counsel students with behavior problems.	3.3	3.2	2.8
Review student records and other information to gain an understanding of a student's problems.	3.3	3.1	2.9
Seek parental assistance with attendance problems.	3.2	3.2	2.9
Observe the behavior of students experiencing academic or conduct difficulties.	3.2	3.0	2.8
Talk personally with students who are having difficulty with school work to diagnose problems.	3.2	3.0	2.7
Select techniques to be used in classroom management.	3.0	2.9	2.8

Table B2 (Continued)

Cluster and Task/Activity	Elem	Middle/ Junior	High
Observe school cafeteria to promote orderliness.	2.9	3.0	2.7
Discuss individual attendance problems with students.	2.9	2.9	2.7
Review daily attendance data to diagnose and resolve attendance problems.	2.6	2.9	2.8
Schedule students into classes.	2.5	2.6	2.2
Adjust student schedules.	2.2	2.5	2.1
Advise individual students about educational or career planning.	1.4	2.0	2.2
PARENT AND COMMUNITY RELATIONS			
Establish policies or practices regarding teacher communication with parents.	3.2	3.3	3.1
Write personal notes or letters to parents on special occasions.	3.2	3.3	3.1
Meet with groups of parents to discuss school programs.	3.1	3.2	3.0
Create concrete programs to involve parents in school activities.	3.1	3.0	2.9
Meet with parents and citizens to promote the school.	3.1	3.1	3.0
Develop a public relations plan for the school.	3.1	3.2	3.0
Assess public opinions about your school.	3.1	3.2	3.0
Assess community values or priorities for education.	3.0	3.0	3.0
Analyze interest group concerns about education and the effects these may have on your school.	2.7	2.8	2.8
Seek public support for the school or school-system budget.	2.6	2.6	2.4
Seek community advice on issues or problems in the school.	2.6	2.6	2.8
Prepare press releases or news conferences, or respond to reporters' requests for information.	2.4	2.6	2.8
Meet with groups of community business persons or charitable organizations to get help with school programs.	2.2	2.2	2.4
SCHOOL-SYSTEM INTERACTION			
Attend school district meetings or staff development sessions to acquire information.	3.5	3.4	3.4
Interpret directives from the district office or diocese.	3.1	3.2	3.0

Table B2 (Continued)

Cluster and Task/Activity	Elem	Middle/ Junior	High
Develop plans to achieve district or diocese goals and objectives.	2.9	3.0	3.0
Seek district or diocese assistance in creating arrangements beneficial to your school.	2.9	3.0	2.9
Conform a suspension or expulsion in your school to policy established by higher officials.	2.8	3.1	3.1
Assist other principals with problems in their schools.	2.7	2.6	2.6
Negotiate with the district office or diocese to revise, change, or update educational goals and objectives.	2.3	2.6	2.6
Negotiate with district or diocese personnel to forestall policies destructive of your school program.	2.1	2.4	2.5
Defend budget requests before a school board or central administration.	1.9	2.5	2.6
PLANNING AND ACTION			
Formally assess the needs, problems, or goals of your school.	3.6	3.6	3.6
Evaluate the effectiveness of existing school practices.	3.4	3.4	3.4
Discuss alternative plans for school improvement with staff, district personnel, or community members.	3.3	3.3	3.2
Establish policies or standard operating procedures to cover most day-to-day decision making.	3.2	3.3	3.2
Set school improvement goals, taking into account such things as time, resources, obstacles, and cost.	3.2	3.2	3.2
Develop written plans to implement innovations in the school.	2.9	3.1	2.9
COPING WITH DISORDER			
Troubleshoot incidents involving disgruntled persons to restore calm and satisfaction.	3.2	3.2	3.2
Remove intruders from the school.	2.9	3.0	3.0
Render first aid.	2.9	2.8	2.4
Arrange for emergency school maintenance.	2.9	2.7	2.6
Call and interact with police, fire fighters, or emergency medical personnel.	2.8	2.9	2.8
Determine who has child custody in disputes involving estranged parents to release child to the legal guardian.	2.8	2.3	2.2

Table B2 (Continued)

Cluster and Task/Activity	Elem	Middle/ Junior	High
Break up fights.	2.5	2.7	2.4
Arrange for substitute teachers.	2.4	2.2	2.2
Testify in court (e.g., child custody cases, litigation against the school or school system).	2.3	2.3	2.2
Review requests for the release of student records.	2.2	1.8	1.8
Substitute for an absent teacher.	2.1	2.1	1.8
BUDGET MANAGEMENT			
Develop budget for the school.	2.7	3.3	3.1
Oversee the accounting of expenditures.	2.7	2.8	2.6
Decide about the purchase of equipment such as typewriters, photocopiers, duplicating equipment, or computers.	2.7	2.8	2.6
Devise cost containment or cost cutting strategies.	2.2	2.4	2.4
Plan school maintenance, remodeling, or construction.	2.1	2.2	2.2
Develop long-range financial plans for the school.	2.0	2.5	2.4
Analyze costs and benefits of alternative plans.	1.8	2.3	2.3
Raise money for the school.	1.8	1.8	1.4
Select insurance policies.	.4	.3	.6
CO-CURRICULAR ACTIVITIES			
Plan or organize co-curricular programs.	2.3	2.5	2.4
Seek information to evaluate co-curricular activities.	2.2	2.2	2.3
UNCLUSTERED ACTIVITIES			
Praise students who are doing well in school.	3.7	3.7	3.6
Arrange direct personal contact between parents and teachers.	3.2	3.2	3.0
Prepare written reports on school operations, accomplishments, or problems.	2.9	3.0	3.0
Plan school security or safety procedures.	2.9	2.8	2.7
Report to students on actions taken in response to student concerns.	2.8	3.1	3.3
Establish procedures for evaluating the performance of teachers and other school personnel	2.8	2.9	3.0

Table B2 (Continued)

Cluster and Task/Activity	Elem	Middle/ Junior	High
Review the work of school counselor, social worker, nurse, or psychologist to ensure conformity to guidelines.	2.7	2.9	3.0
Conduct or interpret formal school climate assessments.	2.7	2.7	2.7
Conduct in-service training.	2.7	2.7	2.5
Review appeals or complaints about disciplinary decisions	2.6	3.0	3.1
Seek the advice of consultants.	2.6	2.5	2.4
Approve policy or procedure statements prepared by subordinates.	2.4	2.8	3.0
Monitor school transportation services to ensure safety and efficiency.	2.4	2.0	1.6
Conduct experiments to learn what methods are most effective.	2.3	2.3	2.2
Monitor school food service operations to take corrective action when needed	2.2	2.0	1.8
Transfer or recommend the transfer of employees.	2.1	2.3	2.1
Respond to questionnaires	2.1	2.0	2.2
Intervene to help victims of crime or friends or relatives of a person who has died.	2.0	2.2	2.3
Teach a class (or classes) on a regular basis	1.8	1.4	1.2
Communicate with parents about college entrance requirements.	.5	.9	2.3

Appendix C: Summary of Respondent Comments

Two types of written comments were requested from respondents. First, principals were encouraged to write notes about anything else they felt was needed to describe their jobs in an open-ended section at the end of the inventory. Second, each section of the structured inventory included a space to write in "other" tasks or activities related to that section. A summary of comments and some sample quotes from the open-ended portion of the survey are provided here, followed by a summary of "other" tasks or activities.

I. Comments in the Open-Ended Section

Uniqueness of the Respondent's School

The largest category of write-in responses--over 60--emphasized that the school was not typical and that it may be inappropriate to generalize from the respondent's job to the jobs of other principals, e.g., "Some questions are difficult to answer and/hardly pertain to us." Another wrote, "Many of the questions did not seem appropriate for this rural-suburban fifth and sixth-grade school. Our school is a very tranquil school. . . . We are proud of our good school and we perform well."

A principal of a rapidly growing church school found her job being gradually redefined; her role had been "all-inclusive" at first but was changing from "nitty-gritty" work to more "supervision and conceptual work."

A Catholic school principal appreciated the freedom to make decisions for his school without excessive red tape but, at the same time, characterized his job as "principal and superintendent rolled into one." Another parochial school principal emphasized the need to work cooperatively with the pastor while another considered religious training, morals, and value education a large part of his job.

Several leaders of private and parochial schools emphasized that their jobs combined principal and superintendent roles with much time spent on development, fund raising, and alumni and parent relations. One described headmasters of boarding schools as "the last of the feudal lords," who "must spread themselves over acres of land . . . buildings, years of traditions, generations of families, and miles of travel among families, students, graduates, friends, and potential donors." Instructional leadership and day-to-day administration were delegated to assistants (academic dean, dean of students).

Some principals said that discipline and community relations did not concern them: "We are a private, independent boarding high school that only accepts about 60 top-quality students/year. Discipline problems, community relations, etc. are not 'normal' problems." The academic dean of a grade 4-12 military academy stated that "discipline problems are reported by my staff to the commandant who

is in charge of student life and punishment/rewards." Another principal wrote, "Many of the questions in regard to discipline are non-existing in our school. We can't afford to have counselors, social workers, nurses or psychologists; the parents of Catholic Schools finance our entire school budget plus pay taxes to support public schools." Others complained that discipline problems and interfering board members sapped time and momentum.

Two Texas principals reported spending a lot of time keeping up with the changing legislation and regulations on discipline and extra-curricular activities. These principals recommended stress-management techniques for principals to prevent experienced administrators from leaving the job. "So much of principalship in *Texas* is now *structural* with all the mandates of NB 72 and TAC 75. The principal's position has changed under these two laws. Principals are now more or less considered *the* instructional leader of their school and staff developer to meet this goal. In Texas we are spending a lot of time dealing with teacher stress over the New Texas Teacher Assessment System and Career Ladder."

"My school is a newly established high academic alternative (magnet) program in a large urban school system. Student recruitment and selection take much attention. Program building along with publicity efforts are unusually heavy responsibilities due to transitional nature of program at this time. Change agentry skills are most important in leading staff, students, and community during transition. Our school is very unlike the great majority of schools you are selecting principal responses from. . . . I might add that I was formerly a principal in a comprehensive school, and consequently know first hand how much differently I work here than I did there."

"Some items did not seem applicable either to an elementary principalship or to my district where we have excellent support staff to handle staff development, maintenance, etc."

"My job as principal is not 'typical' because I am the 'continuation' high school principal in my (CA) school district. There is no vice-principal, and we are (or have been) always pressured to take 'more' or larger numbers of students. However, we have an excellent staff (5-1/2 teachers) and work hard to do the best we can for our students. The typical profile of our student(s), who are with us for a relatively short time, is one who is short credits, has low achievement (at least 2 grades). They are also quite transient--we have a high turnover, i.e. we enroll over 300 kids but have only 150 at a time (during a typical school year)."

Philosophy

Next in frequency were statements of philosophy about the job. For example:

"In my opinion, it is of utmost importance that the principal 'set the tone' or 'atmosphere' for the school which promotes *positive* self-image and a warm relationship among its faculty and student body in cooperation with Parents/Guardians."

"To be an excellent facilitator--and deal with a community of all attorneys, doctors, Indian chiefs and *no* Indians."

Another principal wrote that he "Worked for 30 yea- o decentralize [the] school, carefully choosing and working with assistant administrative staff and department chairs--giving them much responsible autonomy with only the most necessary supervision."

"A school principal's job is partly science, but it's mostly art. The questions and issues which have been raised on this survey would indicate that the survey's authors might not understand this. You have an impossible task, as far as I'm concerned, unless you address this 'art' component of the job."

"There are two broad areas which are ntained in my job--instructional leadership and building management. Ea area is becoming so complex that it seems one must choose a priority. To do , ice to both areas each school should be staffed with an administrator in charge of ach area."

One principal described personal priorities for the job: "Tasks by importance (1) improvement of instruction, (2) management of personnel, (3) public relations."

"There is a Hebrew word for what a principal does: me'afsher, 'make things possible.'"

"Developing a vision (conceptual thinking) for the organization. Communicating the vision to Board, parents, staff and students enabling each to identify the roles and tasks to set their goals so that the organization achieves the mission. Developing a learning community climate where the goals of students, parents and staff can be achieved. Principals must see themselves not as superb technicians with knowledge of up-to-date techniques, but as leaders who have vision, communicate the vision well to others, and establish a climate enabling everyone to contribute in helping the organization achieve the mission."

"One is called upon constantly to be a beacon of hope for students and faculty . . . an affirmer and believer in what can be. It requires the understanding of Solomon, the leadership of Moses, . . . the vision of John F. Kennedy, [the] patience of Job and the commitment and care of a teacher--one who loves and believes in kids and their future."

Principal as Many-Hatted Stalwart

"A principal must be a jack of all trades. He must to a degree be a teacher, disciplinarian, nurse, coach, counselor, custodian, accountant and leader. There is no way a person could write a job description that was not flexible. What is done day to day is determined by many factors including the cycle of the moon. I think the best quality a good administrator can possess is the ability to adapt to many different situations and to be able to resolve them when they occur."

"(1) Time consuming from the beginning of the day to the end of the day--often 24 hours a day. (2) Expected to be mother, father, teacher, preacher, social worker, baby sitter and psychologist. Spend too much time dealing with social problems and disruptive student behavior."

"The building principal must be: policeman, probation officer, teacher, counselor, materials control, bus expert, budget director, arbitrator, negotiator, compromiser, building manager, educational leader, personnel director, and evaluator. At the same time he/she must be highly visible, discreet, guiding, wise, up to date on educational research and laws as well as knowing just what wax works best on the hall floors. If one gets to school when they should (an hour before the first secretary and leaves when they should (an hour after the last secretary) and attends assorted meetings two to three nights a week, then [one] easily [has] at least a 60 hour week. One has to know where the band-aids are, how to soothe the ruffled parent, appease the the Superintendent and Board, keep morale high among the staff and yet convince students school should be enjoyable--*not fun* (fun is what you have at Disneyland). After 11 years of teaching and 13 years of administration--*I love it!*"

"A principal should be able to read blue prints, understand machinery, know something about use and operation of a computer, and something about plant maintenance and hygiene."

One principal sent a copy of the 1958 Row, Peterson and Company monograph no. 90, "What is an Elementary School Principal?" by Roger Bredenkamp, a Missouri principal. The first paragraphs reflect the view of principal as jack-of-all-trades:

> What is an elementary school principal? He is a doctor, a dentist, a nurse, and a comforter. He is a judge, a one-man jury, a prosecuting attorney, and a counselor. He is an administrator, a supervisor, a teacher, and a learner. He is a clerk, a receptionist, an accountant, a budget expert, and a dollar stretcher. He is a personnel director, a human relations counselor, and a listener. He is a planner, an idea man, an organizer, and a doer. He is a resource person and a helper to parents, teachers, and children.
>
> He is a "fall guy" and a scapegoat. He is a buffer between parents and teachers, teachers and teachers, and teachers and children. He

must know about curriculum, child psychology, subject matter, educational trends, textbooks, library books, supplementary books. . . .

"The school administrator of today needs to be, not necessarily in this order: a lawyer, an accountant, an exorcist, a damn fool. I have yet to master the first three!"

Additional Tasks Not Covered

A number of comments pertained to tasks respondents thought were not covered in the inventory. For example:

- (Curriculum and Instruction) "Help teachers to decide what are the most vital parts of our different curricula."
- (Personnel Management) "Staff meetings"
- (Student Personnel) "Self Concept Activities"
- (Stewardship of a Public Place) "Be available when building is used for voting and present for opening/closing."
- "Counsel parents"
- "Attend diocese/state meetings/conventions"
- "Purchase of school materials"
- "Clean building when maintenance is not available"
- "Take care of school vehicle (up-keep)"
- "Attend workshops for teachers' (when they can't attend)"
- "Meet with the pastor frequently concerning school matters"
- "Be noticeable and active in community"
- "The only major area of activity that your survey misses is the purchasing/stocking of texts and supplies which a small school administrator must take care of on a regular basis."
- "I don't feel the questions reflect the great amount of importance and time spent in being available -- to students, staff, parents -- and the nurturing and support the principal is constantly supplying."

Comments about the Survey

Another category of response either complimented us on the comprehensiveness of the survey or complained about its length and difficulty.

- "Whew! That was a lot of work. But I'm looking forward to the results."
- "Difficult to do! I appreciate being able to take part in this survey. I'm anxious to see the results."
- "It helps to know how others are handling their job. Glad to be of help!"
- "This inventory was too long. Please send a copy of your findings if possible. Thank you. I hope my answers are helpful."
- "This was a thorough inventory of administrative duties. A comprehensive

document. This was an excellent survey. Well prepared and very extensive."
- "Wow--I'm tired. This form is too long."
- "Too damn long!"
- "This inventory is too long!"

"I hope you realize the amount of time required to complete this questionnaire. I trust that the data I receive as a result will justify the time spent. If not, I will complete no further forms for Johns Hopkins University."<1>

"It took a good deal of time. I found I hurried through it and didn't give adequate thought to many items."

"Responses to questionnaire would fluctuate from year to year."

"This questionnaire was so long that my interest waned quickly. I find it hard to believe that past the first couple of pages you are going to get valid information. This is the kind of document I would discourage teachers from using."

Understandably many principals found it difficult to rank job factors in terms of importance and time spent. Some remarks indicated that many important job elements were seasonal but did not consume large amounts of time. And many important jobs were carried out in a collaborative fashion, delegated to department heads within the school, or dictated by district policy. For example: "Some of the items mentioned are seasonal or one-time items which you spend a lot of concentrated time in doing, and then you forget about them for the year."

Finally, some principals were uncomfortable reporting that they personally did not perform certain activities, although they felt responsible for them, because they made use of delegation. As one head of a Catholic high school put it, "My role . . . as 'principal' or head administrator is to be made aware of what is happening throughout the school . . . and to maintain high visibility with the staff and the students. This does not mean that I do not accept responsibility for all of the items listed on the inventory, but rather that I have delegated these functions to other qualified staff." (This principal did not complete the inventory.)

<1>Each respondent received a printed 17-page nontechnical summary of the results, together with a personalized report showing how he/she rated the importance of the job factors and how he/she spent time in the associated activities. This personalized report compared the respondent with other principals in schools of the same type. Many principals wrote kind notes thanking us for this feedback, and told us that it was useful, reassuring, or thought-provoking.

II. Write-in Responses from Other Sections of the Survey

Respondents described the following "other" tasks or activities under the sections of the inventory listed below.

Curriculum and Instruction

Several principals reported using a consultative process with faculty for many tasks in this category. One indicated that he delegated many tasks in this category but oversaw most of them.

A public urban school principal noted that purchasing of curriculum materials, testing and evaluation, monitoring of new instructional techniques, and organization and evaluation of co-curricular activities were performed by another administrator. Another public school principal wrote that many of these duties are done by district committees. One principal noted that decisions on textbooks and curricular materials were made at the county level while two others indicated that faculty committees or textbook committees made those decisions. In another case, department chairs made textbook purchasing decisions. Another noted that meetings for curriculum articulation with feeder and successor schools, monitoring testing, and monitoring instructional techniques were done by district supervisory personnel. One public school principal wrote, "Exams and curricula are pretty much determined for us by [the city school system]."

One Catholic school principal used a "5" (to indicate that he used a consultative process with his teachers) by items about analyzing curriculum, grades, and results on standardized tests, purchasing textbooks, establishing academic requirements, monitoring testing programs, planning and participating in assemblies, organizing curriculum development activities, setting educational objectives, and setting up systems for recognition of academic success.

Some tasks in this category were determined at another level of authority. At least two Catholic school principals noted that decisions about achievement or competency tests were made at the diocese level, while a public school principal noted that the state made the decision about competency tests.

One principal *reviewed* plans for assemblies and academic ceremonies.

Few principals were themselves directly involved in classroom teaching. Although some principals noted that they were also full-time teachers or taught on an irregular basis, one said that his district did not allow principals to teach. Another taught a class once a year. One commented, "Few times a year--would like to do more." One principal gave book talks. For each of four quarters he taught eleven advisory lessons on "Reading is Fun." Still another characterized any teaching he did as motivational activity.

Some other curriculum and instruction tasks added were:

- Personal contact, teacher-student
- Athletic director
- Model instruction for teachers
- Develop school (building) goals
- School improvement program site control
- Research new ideas
- Seek administrative and board approval for modification of curriculum content to support alternative program concept
- Communicate system-wide requirements to staff
- Administer district and school policy
- Have a working knowledge of course outlines and curriculum
- Substitute in regular classroom in absence of teacher(s)
- Organize departments to share education development
- Initiate other programs--Transition (K-1)
- Order textbooks
- Arrange to bring in resource people from community
- Meet/work with department heads
- Assist teachers in evaluating curriculum
- Work with department chairs to improve curriculum and its articulation
- Clinical supervision
- Coordination of departments
- Serve as chairperson and/or member of district-wide curriculum and testing committees
- Check values presented in books
- Evaluate and monitor grading system and range/frequency
- Delegate much of curriculum development to an academic dean
- Familiarize myself with curriculum materials, texts
- Provide in-service programs to facilitate instruction
- Coordinate teacher groups that plan curriculum
- Be the catalyst for good things to happen among teachers and students
- Many creative aspects in relationship to district-wide processes or goals
- Facilitate staff discussion and consensus on many tasks listed in the "Curriculum and Instruction" section of the inventory
- Participate in system-wide (county) curriculum development and implementation

One respondent's comment in this category was, "I hope these subjects are not in your order of importance. Testing?"

Personnel Management

Remarks entered in the "personnel management" category implied diversity in the arrangements for accomplishing these activities in different schools.

Unions are not a feature of all schools, as noted by a Catholic school and a public suburban school principal. A public school principal indicated that union negotiations were a county-level concern.

The ways staffing and staff-development activities are handled also differ. A Catholic principal said he delegated details of most in-service training and social activities to staff, and a public school principal said it was a city-wide function. Another stressed that he used a "collaborative process" for in-service training, social activities, assigning teaching responsibilities, and goal-setting. A private school principal said that department heads and deans are responsible for mentioning observed strengths and weaknesses to teachers, while a Catholic school principal said he had conferences with teachers before and after observations. One suburban public elementary principal reported that teacher teams observe teachers' instruction and classroom management practices.

One principal wrote that job descriptions were prepared at the county level.

One administrator did say that he could promote employees "within school." Another noted "mutual agreement" by the task "Terminate employees." Another remarked, "School board terminates--I may recommend and document need."

By the item on interviewing prospective staff members, an urban elementary principal wrote "No turnover" while another said, "Few new staff members."

Three principals said they were the only administrators in their schools, so they did not meet with other administrative personnel.

The item on setting goals for individual staff member performance elicited notes such as: "help [set goals]. . . . They set their own goals. I review them." "They (individuals) should set goals;" ". . .only if they are in trouble;" "committee." One principal changed setting goals *for* individuals to setting goals *with* individuals.

Other tasks specified under "Personnel Management" were:

- Compliment teachers whenever possible to boost staff morale
- Fund raising, development work
- Interviews with students' parents
- Establish a happy working environment in which adults have control of their own destinies
- Work with total staff in setting school-wide goals
- Weekly bulletins

- Work with staff members to achieve goals that they have established for themselves
- Personal conferences
- Set salary scale with pastor
- Serve on Central Office Committee on Evaluation
- Beginning Teachers program
- Complete North Central Accrediting reports
- Attend management workshops

Student Personnel

Remarks in this section of the inventory often reflected differences among schools in the extent to which student problems occurred. For example, a Catholic school principal wrote "none" by the task of breaking up fights, "?" by the item about counseling students with behavior problems, and "NA" by the item on intervening to help victims of a crime. A private elementary school principal wrote, "We do not have fights at our school." The comment of a suburban public middle school principal was "Spring is the only time."

One Catholic suburban elementary school principal wrote "and parents" next to the item about discussing attendance problems with students. One Catholic rural elementary principal wrote "No problems so far" next to "Review attendance data . . . to resolve attendance problems;" another said, "Secretary does this." In contrast, a suburban public high school principal reported that he reviews attendance data daily. A K-12 school principal noted that his "answers seem a bit strange because we have few or no discipline problems."

Remarks also indicated some differences in the style used to develop or apply policies. By the item about approving policy or procedure statements prepared by subordinates, an urban public junior high principal wrote, "I usually develop with input from subordinates except for specific committees." Another wrote, "Collaborative process with faculty in developing discipline policies and record-keeping policies, modifying discipline code, preparing procedure manuals, selecting classroom management techniques."

Commenting on the items in this section of the inventory, one principal wrote, "Most of these functions are fulfilled by assistant principals." Another wrote, "Many tasks partially done by principal." Still another (a public suburban high school principal) wrote, "I have four assistant principals and four counselors who assist with many of these tasks." It was common to remark that the principal monitors the performance of these tasks, rather than performing them him/herself.

One principal wrote that policies to cover most discipline issues were developed four years ago, and another wrote "Use handbook" by the item "Make disciplinary decisions on a case-by-case basis." Another used predetermined guidelines as a basis for decisions but added that each case is different.

A public suburban elementary principal reported, "I'm seen in the halls every a.m. before school." A suburban public middle/junior high principal wrote "visibility *Very Important*." This sentiment was echoed by other remarks as well.

Other "student personnel" tasks listed were:

- Pray with students
- Delegate
- Personal conferences
- Guide and work with teachers to carry out tasks involving student personnel
- Delegate to dean of students
- Tutor students who need extra help
- Call students on their birthdays
- Delegate many of these but keep in touch
- Help train students as lectors, readers, etc. for church
- Attend school masses
- Greet students and acknowledge their presence
- Coach
- Design and consult regarding drug and human development programs (a private suburban high school)
- Attend student council meetings and other student leadership groups
- Be available when a student wants to talk
- Monitor students moving from one class to another
- Work with staff to develop academic motivation strategies
- Special education staffing and records (a public suburban elementary principal)
- Learn students' names
- Seek parental assistance with discipline problems (a public rural middle school principal)
- Visit each classroom each week
- Provide for service by community agencies, Alateen, SADD, Single Parents, etc.
- Design master schedule (three write-ins)

Building Administration

Written remarks sometimes indicated that many of these tasks were delegated or performed in consultation with others.

Remarks in the "Other" category included the following:

- From Catholic school principals: "Help maintain school," "maintain good PR with food service," and "use services of a business manager."
- From private school principals: "Produce periodic parental information sheets," " board of trustee relations."
- From a public urban middle/junior high school principal: "Provide equity and an excellent education for all students."
- From a public suburban middle/junior high principal: "Develop strong department chairpersons."

- From public suburban high school principals: "Work with department chairs and teachers in many endeavors"; "Supervise assistant principals in their responsibilities for cafeteria, custodian, and maintenance."

Home-School-Community Relations

Again some principals indicated that many tasks in this category were done collaboratively or delegated. Communication about college entrance requirements was the responsibility of the counselor, for example, and a public relations department handled press releases.

"Other" tasks included the following:

By Catholic school principals: "Attend development workshops," "inspire parents to prayer," "coordinate volunteer program," "work with the school board to accomplish home-school relations tasks," "board meetings," "employ a director of development," and "weekly reports--given to each child in order to communicate with parents."

From private school principals: "Articulate school purposes to internal/external community," "seek foundation support," "serve as speaker at community events or lecture series sponsored by other groups in the community," and "promote relations with nurturing church organizations."

The principal at the institution school for a youth center marked this section "not appropriate."

From a rural public middle/junior high principal: "Recognize volunteers; assist community groups in using school facilities."

From a public suburban elementary school principal: "School adopted by McDonald's in community."

From urban public middle/junior high principals: "Get local newspapers to support us." "Help to organize and support the PTA!"

Others: Prepare parent-education newsletters, publicize academic achievement, and parent education programs.

School-System Relations

Many private school principals wrote that these tasks were not applicable because they were private schools. Next to the item about conforming a suspension to policy established by higher officials, a principal wrote, "I am the highest official."

"Other" tasks added in this category were: Attending board meetings and staff meetings, reading all guidelines and attending workshops concerning the policies of the district, reading through directives from various educational offices, communicating with office of education, handling board of trustee relations, seeking diocese assistance on legal matters, and interpreting directives from the state. A public suburban middle/junior high principal added, "*collaborative* planning with administrative team."

One respondent wrote, "Most of your questions have a 'we/they' or power-struggle tone to them. Our district does not function in such an adversarial way as the questions imply."

Unscheduled Activities

A Catholic rural elementary principal wrote "Never had any" next to the item about removing intruders from the school while a suburban public high school principal wrote "Liaison officer assists." A suburban public elementary school principal wrote "never happens."

The suburban public elementary school principal noted "only once in 17 years" for the "testify in court" item.

In the "other" category private school principals wrote "Moderate/facilitate disagreements" and "Assisting Board members in doing their job." A Catholic school principal wrote, "I'm the head of the School. I'm aware of all problems--I delegate authority--I never deal with legal matters. . . ." A rural public school principal wrote "attend state functions at request of director of local system."

Personal and Professional Development

After the item about assisting other principals with problems in their schools, an urban public middle/junior high principal wrote, "I lead a collegial group." Another wrote "Once or twice a year" after the item on preparing written reports on school operations.

"Other" tasks and comments included:

- A workshop or course yearly to keep up with the trends of education

- Do research and writing
- Each year we use a spring in-service day to take the faculty to an area high school to view their school and programs.
- Chair regional accrediting visitation teams on an annual basis
- Graduate programs at U of Iowa
- Attend workshops, professional meetings, conferences, seminars, etc.
- Membership and activities in professional organizations
- Who has time with all the other?