



Actual and Ideal Role Perceptions of the Elementary Principal as Seen by Superintendents, Teachers, and Elementary Principals
by RUSSELL S CARLSON

A dissertation submitted to the Graduate Faculty in partial fulfillment of the requirements for the degree of DOCTOR OF EDUCATION with concentration in Educational Administration
Montana State University
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Abstract:

The purpose of this study was: (a) to discover the actual and ideal perceptions held by a sample of Montana teachers, principals, and superintendents for 60 duties commonly included in the elementary school principal's role; (b) to offer suggestions, based on the results of the study, that would assist Montana elementary school principals in improving their role performance; and (c) to improve the elementary school principal's working relationships with teachers and superintendents through broadening their understanding of the duties performed as part of the principal's role.

The problem was investigated by: (a) a review of the literature related to the problem; (b) surveying 541 teachers, 42 elementary school principals, and 17 superintendents, with a written questionnaire, on their actual and ideal perceptions of 60 duties commonly performed by elementary school principals; and (c) tabulation, analysis, and comparison of data gathered.

The major conclusion of the study was that Montana elementary school teachers, principals, and district superintendents lacked agreement of perceptions on many of the role duties performed by elementary school principals.

Other findings of the study were: (a) teachers, principals, and superintendents all perceived more duties actually being performed as a principal's duty than any one of the groups ideally thought should be performed in that manner, (b) superintendents ideally perceived more duties as totally a principal's duty than either teachers or principals and less of the duties as a combination teacher/principal duty, (c) each respondent group perceived more duties ideally needing to be done as a combination teacher/principal duty than were actually being performed as such, and (d) principals and teachers were in closer agreement with each other on the ideal role of the principal than with superintendents.

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SEEN BY SUPERINTENDENTS, TEACHERS, AND ELEMENTARY PRINCIPALS

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RUSSELL STANFORD CARLSON

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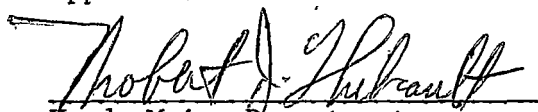
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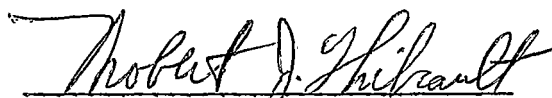
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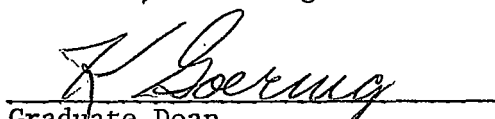
with concentration in

Educational Administration

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MONTANA STATE UNIVERSITY
Bozeman, Montana

June, 1971

ACKNOWLEDGMENT

The completion of a study of this kind depends upon the assistance and cooperation of many persons. The investigator wishes to thank participating teachers, principals, and superintendents for completing the study questionnaire. He is also appreciative of the valuable guidance he received from Dr. Robert Thibeault and other graduate committee members at Montana State University.

The writer is grateful to co-workers and supervisors in the Great Falls Public Schools system for their encouragement and help. In addition, he would like to thank his family for their patience and support throughout the entire research project.

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ABSTRACT

The purpose of this study was: (a) to discover the actual and ideal perceptions held by a sample of Montana teachers, principals, and superintendents for 60 duties commonly included in the elementary school principal's role; (b) to offer suggestions, based on the results of the study, that would assist Montana elementary school principals in improving their role performance; and (c) to improve the elementary school principal's working relationships with teachers and superintendents through broadening their understanding of the duties performed as part of the principal's role.

The problem was investigated by: (a) a review of the literature related to the problem; (b) surveying 541 teachers, 42 elementary school principals, and 17 superintendents, with a written questionnaire, on their actual and ideal perceptions of 60 duties commonly performed by elementary school principals; and (c) tabulation, analysis, and comparison of data gathered.

The major conclusion of the study was that Montana elementary school teachers, principals, and district superintendents lacked agreement of perceptions on many of the role duties performed by elementary school principals.

Other findings of the study were: (a) teachers, principals, and superintendents all perceived more duties actually being performed as a principal's duty than any one of the groups ideally thought should be performed in that manner, (b) superintendents ideally perceived more duties as totally a principal's duty than either teachers or principals and less of the duties as a combination teacher/principal duty, (c) each respondent group perceived more duties ideally needing to be done as a combination teacher/principal duty than were actually being performed as such, and (d) principals and teachers were in closer agreement with each other on the ideal role of the principal than with superintendents.

CHAPTER I

INTRODUCTION

American educators in the 1960's were constantly reminded of the changing nature of their society. Living was described as having an explosive quality. Some people claimed society was gripped in a dynamism whose direction was unclear. (44:35)* Speculation has been prevalent that thirty years from now our present youngsters will be molding and making a century which we today can barely imagine, much less understand. (23:91) Consequently, many roles in society will be subject to change. The role of the elementary school principal is no exception. In fact, role study seems inevitable if the elementary school principal is to provide the type of leadership future life demands. (44:37)

McNally (36:85) suggested that our only clues to what the principalship will be like in the schools of tomorrow are embedded in dead yesterday and in the exciting and perplexing turmoil of today. Research into the past indicates that American public school administration is a rather recent addition to the field of education. (4:42) The position of supervising principal did not become well known until the twentieth century. (34:5) Presently, the position of elementary school principal is well accepted throughout the country, but not

* Numbers in parentheses refer to numbered references in the bibliography; those after the colon are page numbers.

clearly defined as evidenced by the myriad of opinions on the role of the elementary school administrator.

Authorities and related personnel in the field of education differ considerably in their perception of the elementary school principal's role. Morphet, Johns, and Reller (38:91) viewed a function of executive leadership within any group as being a coordinator. Myers (29:25) felt the major responsibility of the elementary school principal in the area of curriculum and instruction was to act as a taskmaster. Boyles (2:7) in a journal article broadly stated the principal's job as being two things--leadership and in-service training. Giles (19:289) saw the administrator as a catalyst assisting with the teaching-learning process. Mial (37:27) claimed the elementary school principal should be primarily a change agent. A recent survey of teachers (13:172) indicates the image of the elementary school principal to be anything but the instructional leader which some authorities (25:265) claim the principal should be.

A seemingly appropriate summation on how other people view the role of the elementary school principal is Lipham's (33:29) report that theorists, researchers, and practitioners agree: "The role of the school principal is one of high conflict."

The future of the elementary school principalship was favorably portrayed by Elsbree (14:40) when he predicted the tempo of change in education will accelerate rapidly; education will hold an increasingly

important position in man's affairs; and the position of elementary school principal will become more important. The present writer shares this opinion and suggests that only through identification and acceptance of common expectations by teachers, principals, and superintendents will maximum productivity be achieved by the elementary school principal.

Statement of the Problem

The purpose of this study was: (a) to discover the actual and the ideal perceptions held by a sample of teachers, principals, and superintendents in 22 Montana class I and II school districts on 60 duties commonly included in the elementary school principal's role; (b) to offer suggestions, based on the findings of the study, that would assist Montana Elementary School Principals in improving their role performance; and (c) to improve the elementary school principal's working relationships with teachers and superintendents through broadening their understanding of the duties commonly performed as part of their role.

Need for the Study

This study is important because elementary school principals, in recent years, have been accused of being ineffective (1:16) and lacking

a sense of direction. (33:8) The traditional role and responsibilities of the elementary school principal are asserted, by some scholars, to have been complicated by accelerating social and technological change to the point that the position is no longer effective or relevant. (35:359)

Presently, the elementary school principalship usually occupies an intermediate position in most school systems, a position that is subordinate to some personnel and superordinate to others. (8:22)

"The experience of persons who have held principalships and the professional literature on the subject reveal a surprising spread in the demands on the time, energy, and ingenuity of principals. . ." (31:3)

The principal is in somewhat of a dilemma at times because he has the burden of many responsibilities (29:26-31) as well as trying to figure out which of these responsibilities should get priority in the daily work schedule. Sometimes this is further complicated by contradicting and unclear role duty expectations by other members of the professional staff, such as the superintendent and teachers.

During the middle 1960's, the Montana Department of Elementary School Principals recognized the need for assisting elementary school principals with their everyday duties. The result was the creation of a principal's handbook. The handbook gave general ideas on "how" to do certain things in broad areas, but did nothing about helping the principal sort out "what" to do.

Perhaps the most recent research substantiating a need for role study came out of the Goldhammer and Becker study. (21:11-13) This study, conducted by a staff of researchers from Oregon State University, interviewed more than 300 elementary school principals from every state in the Union. In addition, personnel from 50 state departments of education, officials of the U. S. Office of Education, professors from 87 universities, and presidents of state principal's associations were questioned on the problems confronting elementary school principals.

The conclusion reached, as a result of the study, was that a leadership crisis existed in elementary education. Among the causes identified as contributing to this crisis was an apparent need for some type of guidance of behavior for principals. They suggested a guide that would help the principal establish priorities concerning how he should spend his time and most effectively perform the principal's duties. The investigator has felt this same need for role clarification and guidance, during the past six years as an elementary school administrator, in order to achieve a higher degree of on-the-job success and professional satisfaction.

Educational literature lends support to the usefulness of previous role studies. According to Lipham:

They have tended to refute the platitudinous preachment, "The principal should be all things to all people." More accurately, the

principal must give greater attention to the discrete tasks judged to be important by each of his primary reference groups. Knowledge of the systematic differences in expectations held for his role should permit the principal to structure on-the-job behavior more effectively and purposefully. (33:30, 31)

Questions Answered by the Study

Analysis of data gathered in the study answered the following questions:

A. How does the elementary school teacher perceive the work role duties of the elementary school principal as they are actually being performed?

B. How does the elementary school teacher perceive the work role duties of the elementary school principal being done ideally?

C. How do the elementary school teacher's actual and ideal perceptions differ on the work role duties of the elementary school principal?

D. How does the elementary school principal perceive work role duties as they are actually being performed?

E. How does the elementary school principal perceive work role duties being performed ideally?

F. How do the elementary school principal's actual and ideal perceptions of the principal's work role duties differ?

G. How does the district superintendent of schools perceive the

work role duties of the elementary school principal as they are actually being performed?

H. How does the district superintendent of schools perceive the work role duties of the elementary school principal being done ideally?

I. How does the district superintendent's perceptions of the elementary school principal's actual and ideal work role duties differ?

J. How does the elementary school teacher's ideal role duties perception of the elementary school principal's role differ from the principal's actual role duties perception?

K. How do the elementary school principal's ideal role duties perceptions differ from the district superintendent's actual role duties perceptions of the elementary school principal's role duties?

L. How do the elementary school teacher's actual role duties perceptions of the elementary school principal differ from that of the district superintendent's actual role duties perceptions?

M. What could be done to improve the effectiveness of the elementary school principal in Montana?

Procedures

The problem was investigated by: (a) a review of literature related to the problem; (b) surveying 22 district school superintendents, 42 elementary school principals, and 675 elementary school teachers in

22 Montana class I and II school districts; (c) an analysis of survey data to answer questions posed in the study; and (d) an enumeration of recommendations for improvement of the elementary school principal's role based on the analysis of the data collected and literature reviewed.

The survey was conducted by mail. Superintendents of 24 class I and II school districts were written a personal letter asking for their permission to survey their school district. Out of the 24 superintendents contacted, 22 granted permission for their school district to be surveyed. Then, 42 form letters were written to elementary school principals asking them to participate in the study with their teachers. All principals contacted agreed to take part in the study themselves and distribute an instrument to their staff with a request to complete it and drop it in the mail individually.

A cover letter asking teachers to participate and a stamped, self-addressed envelope were attached to each questionnaire and sent to building principals for distribution. A total of 741 questionnaires were sent to superintendents, principals, and teachers in 22 Montana school districts. Follow-up postcards were sent to elementary school principals two weeks after the initial mailing asking them to remind staff members to return the questionnaires.

Of the 741 questionnaires sent out, 612 were returned. Twelve questionnaires were discarded as unusable leaving a total of 600 for

tabulation. This was an 80.9 per cent return of the instrument used.

Limitations of the Study

The study was confined to 22 class I and II school districts in the State of Montana. In each school district, the superintendent of schools, two elementary school principals, and their entire teaching staff were asked to complete the questionnaire. In only two districts did the surveying of one principal and staff occur. This was due to the school systems having only one large elementary school.

Definition of Terms

Several terms have been used in this study which need interpreting. They are defined in order to clarify their meaning as used in this study.

District superintendent of schools. The chief administrative officer of a school district.

Elementary school teacher. A person employed full time as a classroom teacher in grades K-8. This could include related positions such as teacher of reading improvement, special education, library, and specialized subject area teachers, as long as they are a part of the regular elementary school faculty.

Elementary school principal. A person employed, by a school

district, to administer and supervise an elementary school building or buildings. This person would spend a minimum of one-half of each school day performing the duties of an elementary school principal.

Role. Duty expectations of the position of elementary school principal.

Respondents. Teachers, principals, and superintendents involved in the study.

Secondary perception. The second largest perception of respondent groups.

CHAPTER II

REVIEW OF LITERATURE

As indicated in Chapter I, the objectives of this study were to identify actual and ideal role perceptions for the position of elementary school principal, by teachers, principals, and superintendents. Also, to compare differences in perceptions and offer suggestions that would improve role performance and relationships. This chapter will review the history of the position of the elementary school principal and report on related studies significant to the research being reported.

History and Development

Perhaps more than anything else the growth of cities influenced the creation of the position of elementary school principal. (5:77) Increased school enrollments brought about a need for someone to handle many clerical duties that evolved from a growing student body. In answer to this need, the city of Cincinnati, Ohio, in 1839, appointed a head teacher-principal. The Board of Education also appointed a citizen's committee that outlined the responsibilities of the teacher-principal:

- a. To function as the head of the school charged to his care
- b. To regulate the classes and courses of instruction of all pupils
- c. To discover any defects in the school and apply remedies

d. To make defects known to the visitor or trustee of the ward or district if he were unable to remedy conditions

e. To give necessary instruction to his assistants

f. To classify pupils

g. To safeguard school house and furniture

h. To keep the school clean

i. To refrain from impairing the standing of assistants, especially in the eyes of their pupils

j. To require cooperation of his assistants

This move by the city of Cincinnati, more or less launched the position of elementary school principal in the field of education. The idea of the principalship spread to other cities and soon another milestone in the history of the position was reached when Boston, in 1857, began giving principal-teachers some released time from teaching for inspection and examination of classes. By 1862, the principal-teachers in the Chicago schools were assigned half-time teaching. Supervisors in the New York City schools, in 1867, were totally released from all teaching responsibilities. (20:3,4)

A number of events occurred during the formative years of the elementary school principalship that gave impetus to the development of the post. Elsbree, McNally, and Wynn (15:1-4) enumerated five developments and how they influenced the growth of the position:

a. Urbanization and compulsory school attendance laws swelled

enrollments and forced schools to accommodate large numbers of scholars, many of them reluctant and inept. The burden of policing student behavior increased considerably. The mushrooming numbers in school also prompted the liberalization of the curriculum to include a greater variety of subjects than just the three R's. Needless to say, the scope of the duties of the principal was extended a little further.

b. The pioneering work of Rousseau, Hall, Thorndike, and others added appreciably to society's understanding of child growth and development, fostering a new supervisory concern for teacher-pupil relations.

c. Mann, Barnard, Hebart, Parker, and Dewey contributed new ideas on the improvement of teaching materials and teacher preparation during this century. This required the principal to broaden his role.

d. The emergence of the graded school organization presented the principal and staff with new tasks, such as pupil grouping, promotions, establishment of grade standards, and gradation of instructional materials.

e. Finally, the growth of the secondary school in the late nineteenth and early twentieth centuries created problems in the continuity of curriculum between elementary school and high school.

Reviewing the development of the principalship, Goldman (20:5) suggested the turning point for the position professionally was when released time was allowed from teaching duties for administration.

Perhaps this is where role ambiguity really began for this is when the

position took on its own status as well as new expectations.

As the elementary school principalship was being nurtured into an important position in education, it experienced changes that left some principals confused in their role interpretation. (3:100) This confusion persisted into modern times for some elementary administrators as evidenced by the number of journal articles, such as Goldhammer and Becker's that states: "The elementary school principal is the focal point of the dilemmas confronting elementary education today. He is the man caught in the middle. His position is uncertain and ambiguous." (21:11)

Other scholars (24:50) have referred to the role and tasks of administration as being a collection of unrelated activities. These observations have aroused concern on the part of many people in elementary education today. Some scholars have sought to improve conditions by conducting role studies to clarify various task areas of the elementary school principalship. The following section of this chapter will review some of this research.

Related Studies

One of the theoretical assumptions of this study is that the role of the elementary school principal is often erroneously viewed as being a prescribed type of role that is clearly defined. In fact, some

people have viewed this position as being the least complicated, in terms of role duties, of all the administrative posts in education. It has sometimes been viewed as a position that is so clearly defined that anyone can do the job. This section of the study does not seek to debate the area of greatest difficulty in educational administration or the fact that anyone can do the job. Rather it seeks to show what other related research studies have found, concerning role expectations for the elementary school principal, and how they may assist the elementary administrator in improving role clarity and performance.

It is appropriate at this point to postulate another assumption of this study and use it as the point of departure in relating role studies researched. The assumption is that what role studies are really dealing with are facets of leadership. This statement is based on a number of authoritative opinions cited in chapter I--Morphet, Johns, and Reller (38:91), Myers (39:25), Boyles (2:7), Giles (19:289), and Mial (37:27) concerning their views as to what the role of the elementary school principal really should be in the modern educational setting.

Haiman (28:3) suggested that man's struggle with problems of leadership are not a nemesis of this era, but have been with him for centuries. As an example of the age of leadership problems, he cited the epic of Socrates, in Plato's Republic, when he provoked the thoughts of mankind for many years with:

Until philosophers are kings, or the kings and princes of this world have the spirit and power of philosophy, and political greatness and wisdom meet in one, and those commoner natures who pursue either to the exclusion of the other are compelled to stand aside, cities will never have rest from their evil,--no, nor the human race. (28:4)

Haiman went on to suggest that leadership problems were not confined to political science or public office, but permeated all aspects of human life as an integral part of every social situation. (28:4)

Assuming this is true--what is leadership? Experts on the subject have a variance of opinion, but, in the investigator's opinion, a common thread seems to link all of their ideas. For example, Petrullo and Bass (40:30) define it in terms of exercising influence over others derived from status; Sogdill and Coons (46:7) call it directing the activities of a group toward a goal; and Haiman (46:4) implied it to mean a process whereby one person directs, guides, or controls the thoughts, feelings, or behavior of other human beings toward a particular end. Any one of these definitions certainly describes what role studies on the position of the elementary school principal are attempting to clarify.

Ross and Hendry (45:15) discussed types of leadership which bear some resemblance to what is found in elementary schools today in one form or another. They are:

- (1) The person who has achieved pre-eminence by unique attainment such as Einstein;
- (2) the person who by designation, for what-

ever reason, has been given official leadership status involving formal authority; and (3) the person who emerges in a given situation as capable of helping the group determine and achieve its objectives and/or maintain and strengthen the group itself. . .

The second type most nearly characterizes the kind of leadership found in elementary schools today. A combination of type two and type three is the goal at which this study is aiming for elementary administration, a type of leadership that moves people to get things done by inspiration rather than mandate. (42:41)

As the literature on the elementary administrator's rôle is reviewed, the idea that he should be a leader of his staff in curriculum and instructional improvement is quite apparent (17:1), (15:80), and (49:38,39). Using this as a focal point for inquiry, Gross and herriott (27) conducted a sociological inquiry covering 175 elementary principals in 40 large school systems in all regions of the United States. Also included in this study of the principal as a staff leader, were the opinions of administrative superiors and teachers who worked under them.

A significant finding of this study was that the elementary principal's leadership could have important effects on teacher and pupil performance. (27:61) This finding is important because it gives empirical support to the objectives of the present study. Other important findings of the study were:

- a. A basic trend of a higher leadership rating for those prin-

cipals with a less extensive amount of training in education courses on the undergraduate and graduate level. (27:67)

b. Previous administrative experience, prior to the present administrative position, had no apparent relationship to a high leadership rating, as people coming out of the classroom into administration scored equally high. (27:68,69)

c. A lack of support for the theory that extensive teaching experience in the elementary school is necessary to be an effective elementary school leader. (27:69)

d. The younger a principal was at the time of appointment to the first principalship, the stronger the professional leadership was later on in the person's career. (27:69)

Conclusions (c) and (d) of this study are, for the most part, negative to the commonly held views of people related to the field, but seem important to the investigator as they imply a high degree of importance for leadership based on being "in touch" with subordinate professional staff members rather than a leadership based strictly on status. In reviewing studies reported, one should keep in mind that each reports a sample of opinion and most likely they lack the unanimity of all educators in the field today.

The literature reviewed indicated the existence of a difference of opinion by some people who work with the elementary school principal. For instance, a survey of teachers from 16 different states, enrolled

in graduate education classes at Indiana University, revealed that teachers do not see their principals as instructional leaders. In fact, when asked to enumerate the duties their building principal performed during the school day, only two of the respondents indicated they worked for a principal who placed highest priority on improving teaching and learning. They stated that normally their principal devoted a majority of the school day to:

- a. Scheduling staff meetings and conferences
- b. Coping with discipline problems
- c. Serving as buffers between the school and community
- d. Managing business affairs, i.e., counting money
- e. Enforcing school policy
- f. Selling the school to the community
- g. Seeing the janitors do their jobs
- h. Representing the school at community functions
- i. Hiring substitutes
- j. Solving personnel problems
- k. Distributing extra assignments to teachers
- l. Attending meetings
- m. Making and revising class lists
- n. Ordering and distributing materials and supplies
- o. Compiling reports for the superintendent
- p. Monitoring parent-teacher conferences

- q. Interviewing prospective teachers
- r. Arranging bus schedules
- s. Serving as liaison between teachers and superintendent

Although the sample used in this survey was quite limited, the results suggest "administrivia" is consuming more of the elementary administrator's time than instructional leadership. Assuming the authorities in the field are correct in where the major role emphasis should be, someone needs to examine how principals are using their time and set some duty priorities.

In addition to principal's reviewing their job behavior, it is equally important that superintendents and teachers reevaluate their relationship with the principal in an effort to clear up differences of opinion and general role ambiguity pertaining to some of the tasks performed or not performed by the elementary school principal. Crone (10) completed a study at the University of Colorado in 1968 that focused on the role behavior of the elementary school principal. It dealt with an analysis of reactions to ninety statements called posited role expectancies of the elementary school principal by a selected sample of Northern Illinois principals, superintendents, and teachers. The analysis was aimed at determining the extent of agreement on role expectancies in order to form guidelines for elementary school principal's behavior. The ninety items were placed in four general categories: personnel relationships, school-community relationships, management, and general

professional.

Final tally indicated there were six items on which there were significant differences of agreement on role expectancies between principals and superintendents, nineteen between principals and teachers, and twenty-eight between superintendents and teachers. Specific items identified as having the most divergency of expentancy were: (a) encouraging teachers to plan and conduct faculty meetings, (b) doing demonstration teaching, (c) spending a minimum of half of his time on curriculum development and improvement of instruction, (d) observing each teacher regularly, (e) making exceptions to district policies, (f) making recommendations concerning teachers on the basis of merit alone, (g) maintaining control over distribution of supplies, (h) supporting the position of the teacher in differences with the superintendent, and (i) supporting the superintendent in differences with teachers.

Major findings of the study were considered to be the 16 items on which principals, superintendents, and teachers were found to be in high agreement. These items called for the principal to:

- a. Require teachers to prepare written lesson plans
- b. Strongly encourage teachers to experiment with promising new techniques and materials
- c. Call teachers by their last names in presence of pupils
- d. Call teachers by their last names in the presence of parents

e. Insist on strict observance of district policy on all educational matters

f. Discuss parental complaints with individual teachers at whom the complaints are directed

g. Assume a position of leadership in the PTA activities of his building

h. Attempt to structure the school-community relations program so that it includes all social classes in the attendance area of the school

i. Make himself available for consultation with parents at any mutually agreeable time

j. Support the teacher to parents when parents complain

k. Encourage school visits by parents

l. Refuse to recommend the dismissal of a teacher whom parents want dismissed if he feels that parental complaint is invalid

m. Attend state and area principals' association meetings

n. Wear a suit or slacks and sport coat with tie while on duty

o. Be in his building when teachers are expected to arrive

p. Remain in the building after the pupils are dismissed for at least as long as classroom teachers are expected to remain.

Six items were perceived by all three groups as prohibitive.

They were items that would have had the elementary school principal:

(a) visit classrooms by appointment only, (b) have teachers participate

in screening and selection of teachers, (c) encourage teachers to join the American Federation of Teachers, (d) maintain a "sign-in--sign out" procedure for teachers, (e) help resist demands by teachers for higher salaries, and (f) honor parental requests for placement of children with a particular teacher.

The findings of this study seem to be in tune with many of the castigations of the elementary school principal. Reference here is to the high agreement generally found on the "managerial" type functions of the role, and low agreement or no agreement found in the area most important to the quality of the total educational program--curriculum and instructional leadership. These findings verify the need for additional research and restructuring of role emphasis by the elementary school principal in some school districts.

Foskett and Wolcott (18) further verified the gap in perception centering on the role of the elementary school principal and gave a glimpse of the areas of referent agreement and disagreement when they reported their study at the University of Oregon in May, 1966. Their study was concerned with the "Self Images and Community Images of The Elementary School Principal". The data for the study was gathered in a Pacific Coast community during February and March, 1965. Role Norm Inventories, designed by the researchers, were completed by 367 teachers, 22 principals, the 7 members of the school board, the superintendent of schools, 603 citizens, 56 community leaders, and 207 parents of

elementary school pupils.

The findings of this study having general related significance to the investigator's work were: (a) a range in level of agreement of all populations surveyed from near zero to almost 80 per cent, (b) an average range of agreement of about 40 per cent, (c) that principals and superintendents differed in the most in their views, and (d) that principals and teachers differed the least in their views. The findings of this study are quite general and cannot be accepted as universally representing the view of principals, superintendents, and teachers as they come from a single community. At the same time, the results are important because they show the extent of agreement that may be expected and where the most and least disagreement occurs. This could be helpful in zeroing in on the problem of role clarification.

In another study related to the topic of this paper, Whiteley (50) surveyed 734 elementary principals on the perceptions of role obligations as determined by responses to thirty selected positional tasks. The positional tasks were grouped into six general task categories. The task categories were: (a) administration of pupil personnel, (b) administration of public relations, (c) status, (d) administration of professional personnel, (e) administration of the educational program, and (f) administration of funds and facilities. Participants were given an opportunity to indicate which of the professional sub-groups might assume the main leadership role in seeking to solve

the problems concerned with each task listed, Sub-group choices offered were superintendent, teachers, boards of education, special services personnel, and elementary school principals.

Some of the important results of the study were that Iowa Elementary School principals were in substantial agreement on the tasks enumerated in terms of amount of time spent on a task, the amount of emotional stress or impact exerted upon a principal as he performs a troublesome task, and the overall importance of a task to the entire elementary school program. More specifically, Iowa Elementary School principals completely accepted the leadership responsibility for four of the six task categories, did not reach a positive or negative consensus on the task category of administration of professional personnel, and laid the leadership responsibility for administration of funds and facilities in the lap of the central office administration.

This study is important, to the investigator, as a barometer for pinpointing an area of role disagreement that should be carefully analyzed in the present study. Also, it further documents the need for role study of the position of elementary school principal.

In a related study in Michigan, Hood (30) surveyed 144 elementary teachers and 21 elementary principals working in the schools of the county. The purpose of the study was to examine the elementary principal's role in order to determine the nature of the relationship between: (a) role effectiveness and role ambiguity, (b) role

effectiveness and role conflict, and (c) between different types of role conflict. The end product of the research was aimed at being able to make suggestions on increasing role effectiveness and decreasing role conflict and ambiguity. The present investigator's goals closely parallel this study in terms of seeking to improve the effectiveness of the elementary school principal in role performance.

A conclusion of the Hood study, with the most significance to the present endeavor, was that it is possible for teachers and principals to sit down and resolve divergent role expectations. The investigator found this important because it is related to Gross's (26:113) suggestion that "similar ideas or views tend to lessen confusion, tension, frustration, and conflicts." Gross felt this was true because acts would be interpreted by evaluative standards that were alike. He also suggested that success of such discussions would be dependent upon the skill of the principal in: (a) providing channels of communication, (b) seeking information and offering feed-back concerning role expectations, (c) communicating the reasons for his own behavior, and (d) sharing the process of identifying, clarifying, and choosing among conflicting role expectations.

Knowledge of these variables would seem helpful, in clarifying role expectations, where some degree of agreement already existed on the identification of a problem as was found by Wilson (51) in a study in Arkansas. In this study, an attempt was made to identify problems

of the elementary school principal for resolution through in-service training. The participants, 20 superintendents, 73 teachers, and 73 elementary school principals, indicated a close proximity of views on which problems were most critical that confront the elementary school principal. These findings were important as they illustrated a consensus of opinion which could be the basis for instituting discussions on role clarification among superintendents, teachers, and elementary principals.

In another important study in King County, Washington, Craig (9) attempted to establish the degree of consensus on the role of the elementary school principal as perceived by the central office personnel in eight suburban school districts. As a means of collecting data, he had each participant complete a 30-item inventory on selected administrative tasks common to the elementary school principalship. Then he conducted a personal interview with each person in the study.

The most significant finding of the study was the identification of a definite difference between principals and central office personnel in their perception of the degree of responsibility for administrative tasks. This finding is important to principals and central office personnel in alerting them to the degree of difference that may exist.

The problem of role expectations is by no means confined to just the United States. Reid (41) conducted a study to identify

expectation differences and agreement among the principal and his referent groups in Alberta, Canada. Findings related to this study were:

(a) a disagreement between superintendents and other respondents concerning the need for increasing the emphasis on discipline which the former opposed, (b) that superintendents felt the principals should increase their emphasis on improvement of instruction, and (c) the teachers indicated a desire for principals to place less emphasis upon helping teachers improve teaching methods and more time on helping motivate students to work. The results of this study suggest that teachers value the principal's help more in the area of pupil personnel relationships than in the area of instructional leadership. This is puzzling in view of the fact that superintendents, as well as most authorities in the field, view instructional leadership as the most important need in role improvement. Why do teachers prefer help by the principal with pupil personnel problems and not with instructional problems? Possible answers could be: (a) guidance is needed to straighten out problems that are interfering with academic progress, (b) teachers are too restricted by administrative help, and (c) the quality of the help being offered does not measure up to the teacher's needs in this area.

Another point of view on the instructional leadership responsibility of the elementary principal is that it is fallacious to think this is where the elementary school principal should concentrate

assistance. This is the contention of Campbell (6:189) when he states:

It seems to me that for any principal to assume that he can know all about first grade reading, all about the social studies, all about language arts, all about science, is absurd. Instead of acting as though he were an instructional expert, the principal should be concerned with getting instructional experts, deciding what to do with them when he gets them, and how to relate these experts to each other, . . .

This opinion is interesting and presents the other side of the question but must be recognized as being in a minority of one in this review of literature.

In a pertinent study in California, Snyder (48) shed some light on how the elementary school principal viewed his actual and ideal role and how they differed. Thirty elementary school principals representing nineteen school districts in San Diego County were sampled. The data-gathering instrument, developed and tested by Joseph Melton at Wayne State University, was a rectangular Q-sort consisting of 120 statements divided into six categories of role behavior. Each principal was asked to rank the statements in each category in their order of importance according to his perception of the ideal principal role; and secondly to rank the statements according to his perception of his actual role as principal in his school situation. The two perceptions were then compared.

General findings of the study were as follows:

- a. In the areas of curriculum and instructional leadership,

personnel guidance, and evaluation responsibility there was little difference between the principal's ideal role and actual role.

b. The principals indicated their ideal role was significantly different from their actual role in respect to school-community relations.

c. In the area of administrative responsibility the principals indicated that some of the tasks they actually performed were significantly different from those which they perceived as being most important.

d. The principals felt they were performing tasks in the area of professional improvement which they did not consider to be the most important tasks.

Some of the more specific findings of the study with significant relationship to the present study were:

a. Most principals were spending only 18 per cent of their time in the area of curriculum and instructional leadership while they would like to spend over 30 per cent of their time in this area.

b. Principals spent over twice as much time in the area of administrative responsibility as they felt was their ideal allocation of time in that area.

c. In the areas of personnel guidance, school-community relations, evaluation responsibility, and professional improvement, the difference between the actual and ideal time devoted to tasks was only

about four per cent.

d. Principals singled out administrative details as standing in the way of their offering more time to curriculum and instructional leadership and agreed that hiring of additional personnel and assumption of some responsibilities at the central office level would help alleviate some of these problems.

e. Principals seemed content to remain in their roles, unless the "proper occasion" should arise. Only seven per cent indicated a desire to return to the classroom.

Important recommendations that were made at the conclusion of this study were: (a) for further research to define the terms "instructional responsibility" and "administrative responsibility" as they relate to the modern role of the elementary school principal, (b) that elementary principals need to meet with parents and teachers to define the role of each in a "school-community" relations program, and (c) that principals need to participate more fully within existing or new professional organizations which will give them the opportunity to share their particular concerns and needs.

The primary national professional organization for principals--The Department of Elementary School Principals, NEA--conducted surveys in 1928, 1948, 1958, and 1968. Each of these studies stressed the need for the elementary school principal's role to be defined both in the school system and in each individual school. Each survey pointed

out that wide variations existed both within and among school systems.
(12:53)

Some of the results of the Department of Elementary School Principals' 1968 survey were:

a. In determining the central office's perception of the principal's role in a school system, the principal was asked how he thought he was viewed. Was he seen as a leader, a supporter, or a follower? In the total sample, 51.2 per cent thought they were in the role of leaders, 42.4 per cent thought they were supporters, and 6.5 per cent saw themselves viewed as followers. Regionally, the Southeast and the West perceived themselves in leadership roles to a higher degree than the rest of the country with percentages of 61.3 and 58.3, respectively.

b. Another important question asked principals concerned the extent of their participation in developing school system policy. Considering the entire sample, 13 per cent of the principals reported that they were not consulted; 15.5 per cent said that they might be asked for comments only; 44.5 per cent believed that they were given some encouragement to suggest new policies; and 27.1 per cent felt they were invited to suggest and develop new policies. An analysis of the 1958 and 1968 studies indicates that elementary principals had lost some ground in the area of proposing new policies as significant proportions had slipped from "invited to participate" to "given some encouragement". An alarming generalization drawn from a comparison of the 1958

and 1968 studies was that school systems then in existence had a lower regard for the principalship in 1968 than was true in 1958. (12:55)

c. The last area from the 1968 DESP study to be considered in this review will deal with the principal and supervision. It is interesting to note that beginning with the 1928 survey the national organization had stressed the importance of the principal's role in the area of supervision. When asked to report the amount of time devoted to supervision, principals had consistently shown a desire to devote more time to the improvement of instruction. Some of the other results on supervision were:

1. Seventy-five in every 100 in the total sample believed they had primary responsibility for supervision
2. More than half of the total sample believed they had a responsibility to "modify and adapt" the general school system's curriculum program working in cooperation with the teachers of their schools
3. A surprising 75.5 per cent of the supervising principals reported that instructional materials were largely determined by the school faculty and principal working together
4. More than half of the total sample (52.1 per cent) reported their role with regard to determining teaching methods would best be described as "principal advises"
5. Sixty-six out of every 100 sampled indicated that children

were placed in groups according to cooperative endeavor by teachers, parents, and principal using tests and other data to place a child in terms of needs

6. In the area improvement of instruction, 53.7 per cent thought their best technique for improving instruction was "helping to create a climate in which teachers were encouraged to try new things and share their ideas."

This study is the most comprehensive study found during this review of literature. It brings up-to-date and compares the status of the principal in a scope that hardly allows questioning its being representative of the total elementary principal population in the United States. It is important to the current study as a comprehensive guide for comparing the perceptions of Montana principals with the nation as a whole on questions that yield data similar enough for comparisons. It is also an important source of reflection for principals in planning their routine.

In summarizing the review of literature, the following generalizations are proposed:

- a. The position of elementary school principal was born out of a need for managing details in early schools; it grew into a disciplinarian ruling by force rather than by reason; and it has matured into a professional position of leadership requiring the use of more intellectual wit than muscle.

b. Authorities suggest, and most elementary school principals agree, the area of greatest importance in the principal's role is that of curriculum and instructional leadership.

c. Differences exist in perceptions of the elementary principal's role between principals, teachers, and superintendents that need to be brought into closer harmony if the expectations of each group are to be wielded into a cohesive force furthering the quality of education being offered American youth.

d. Much of the role agreement between the triad of principal, teacher, and superintendent is centered around the "trivia" type role duties leaving a plethora of curriculum and instructional leadership problems to be solved before the average elementary school principal may be considered an "effective" leader.

e. The primary referent groups of the elementary principal, such as teachers and superintendents, have varied role expectations for the position.

f. Much of the research that has been done on the role of the elementary principal has been directed towards simply identifying role problems and perceptions of general blocks or categories of the position. There is apparent need for more specific type of research on the common tasks the principal does each day in order to assist him in setting job task priorities.

Regardless of how the role of elementary school principal is

viewed, whether by principal, teacher, or superintendent, problems of role expectation will exist. Some of the problems may be the fault of principals, some of teachers, some of superintendents, or some may be caused by what Stogdill (47:10) called "the demands of the situation". The resolution of some of these role expectancy problems will make the elementary principal a more effective leader.

CHAPTER III

PROCEDURES

The purpose of this investigation was to discover the actual and ideal role perceptions of teachers, principals, and superintendents for 60 duties commonly performed by elementary school principals. The ultimate goal being the improvement of job performance by Montana Elementary principals through knowledge of expectations of primary referent groups, such as superintendents and teachers, and by making these groups aware of the variance in perceptions. This chapter will describe the nature of the population surveyed, sampling procedures, and treatment of the data.

Population Description and General Procedures

The population for this study was public school elementary teachers, principals, and district superintendents from 22 Montana class I and II school districts. The Montana Education Directory, published by the Office of Superintendent of Public Instruction in Helena, Montana, was utilized to define the population; it included 677 elementary school teachers, 42 elementary school principals, and 22 district superintendents.

The composition of the teacher respondent group according to sex was 440 females and 101 males. By degree, it included: (a) 471 with a B.A. or B.S. degree, (b) 49 with Master's degrees, and (c) 21 non-

degree teachers. According to teaching assignment it included: (a) 11 kindergarten teachers, (b) 79 first-grade teachers, (c) 76 second-grade teachers, (d) 72 third-grade teachers, (e) 74 fourth-grade teachers, (f) 83 fifth-grade teachers, (g) 85 sixth-grade teachers, and (h) 43 seventh- and eighth-grade teachers. The composition of the principal respondent group according to sex was six females and 36 males. By degree two had a bachelor's degree and 40 had a master's degree. All 17 superintendents were male and full-time administrators. In terms of education: (a) 12 had a master's degree, (b) three had a year beyond a master's degree, and (c) two had educational doctorates.

Initially, the 24 largest school districts in Montana were chosen as the source of the population for the study. This group was chosen on the basis of being the most likely to meet the standards set up by the investigator. The standards for participation were:

(a) teachers be full time, certified classroom teachers in a school of ten or more teachers, (b) principals be free from classroom teaching at least one-half of each day and be supervising ten or more teachers, and (c) superintendents be the chief administrative leader of one of the 24 largest school districts in Montana. The criteria were arrived at by the investigator based on the premise that this group would be somewhat homogeneous in terms of classroom duties, supervisory duties, and general district-wide administrative duties. Thus, they would have more of a common basis for judging role expectations of the elementary

school principal.

Questionnaire Development

The purpose of this investigation was to explore the actual and ideal perceptions teachers, principals, and superintendents had for 60 common tasks performed by elementary school principals. A survey of the literature was conducted, and five elementary administrators in the Great Falls Public School System were asked to help compile a list of the duties commonly performed by an elementary school principal. A list of duty tasks was compiled from these two sources and submitted to 12 elementary school teachers for additions and comments on clarity of statements. The first draft of the data-collecting instrument consisted of 70 duty statements. The instrument was administered to 20 elementary school teachers in the Great Falls Public School system. The opinion of this group was that several duty statements overlapped and the statement rating system was too difficult. The second draft of the instrument was constructed with a revised duty-rating system and 10 less duty statements. After the duty statements were reviewed by a Graduate School Committee at Montana State University, slight modifications were made on two duty statements and the rating system. The questionnaire was then administered to five elementary school principals and eight elementary school teachers in the Great Falls Public

School system. Few suggestions were made by this group and the instrument was adopted. The final form which served as the data-collecting instrument for the study appears in Appendix A, pages 220 through 225, and is described in detail following.

The questionnaire was printed on three pages and contained 60 duty-statement tasks common to the position of elementary school principal. Participants were asked to rate each duty statement twice; once as they actually perceived the duty being performed and once as they would perceive it being performed in an ideal situation. A choice of five answers was offered by simply circling the number of their choice. Page three of the questionnaire collected variable data such as age, sex, degrees held, position, and years of experience. Principals were asked for the number of teachers they supervised, the number of children they supervised, amount of secretarial help available, and whether or not they were a teaching principal.

Sampling Procedure

The first step in the final selection of participants was writing a personal letter to the district superintendent of schools in each of the 24 largest school districts in Montana. The superintendents were asked to participate in the study and grant permission for the investigator to contact a sample of elementary school principals

and teachers in their school district. Of the 24 district superintendents of schools contacted, 22 agreed to participate and allow contact with their elementary school personnel.

The investigator arbitrarily decided upon two principals and their entire teaching staff as the sample for each school district. An exception to the proposed sample occurred twice where school systems had only one elementary school of 10 teachers or larger. Participating schools were selected from the Montana Education Directory on the basis of size, with the basic criteria for school selection being 10 or more teachers and the district superintendent's permission.

Form letters were mailed to 42 elementary school principals in 22 class I and II school districts in Montana asking them to participate in the study. A copy of this letter appears in Appendix B, page 226. All principals contacted agreed to participate and distribute a questionnaire to each certified teacher on the staff. A cover letter asking teachers to participate and a stamped, self-addressed envelope were attached to each questionnaire and sent to each building principal for distribution. A copy of this letter appears in Appendix C, page 227. Superintendents were sent a "thank you" note with their questionnaire in a separate mailing. A total of 741 questionnaires were mailed to teachers, principals, and superintendents in 22 school districts in Montana. Follow-up postcards were sent to administrators two weeks after the initial mailing asking them to remind staff members to return

the questionnaire.

Treatment of the Data

Thirteen questions for each duty statement were posed for investigation in the study. Three questions dealt with general group perceptions, nine with comparisons of different group perceptions, and one with suggestions on how to improve the role of the elementary school principal in Montana.

To answer the questions posed in the study, the number of people choosing each role duty rating was tabulated. The tabulated data was then used to figure the percentages of each respondent group choosing the various duty-rating categories. The percentages figured from the tabulated data were the basis for the comparison of the different group perceptions. Croxton and Crowden (11;146) gave support to the use of percentages in reporting study data when they said that "relative change may be visualized more concretely when shown by percentages or other ratio methods."

The study data was punched, verified, and tabulated by the Great Falls Public Schools Computer Center. Tabulation was performed by an IBM 1620 Model 1 computer. Each duty statement print-out summary included: (a) the number of people rating each duty statement answer category, (b) the percentage of the total sample rating each duty

statement category, and (c) the number and percentages not rating each duty statement. All computer print-out percentages were truncated at the nearest whole percent. This caused the total of all the rating categories, on some role duties, to equal less than 100 per cent as the number of respondents between whole per cents was dropped. Accuracy was not sacrificed using truncated percentages as actual numbers were reported with percentages. This was consistent with Croston and Crowden's (11:161) suggestion that when dealing with small numbers of cases the numbers upon which they are based should accompany the percentages to avoid giving a reader the wrong impression.

The investigator arbitrarily selected the rating chosen by the simple majority of each group as the official rating for that role duty. Comparisons were made of group role duty perceptions to answer the questions posed in the study.

Questions Answered by Analysis of Data

A. How does the elementary school teacher perceive the work role duties of the elementary school principal as they are actually being performed?

B. How does the elementary school teacher perceive the work role duties of the elementary school principal being done ideally?

C. How do the elementary school teacher's actual and ideal

perceptions differ on the work role duties of the elementary school principal?

D. How does the elementary school principal perceive work role duties as they are actually being performed?

E. How does the elementary school principal perceive work role duties being performed ideally?

F. How do the elementary school principal's actual and ideal perceptions of the principal's work role duties differ?

G. How does the district superintendent of schools perceive the work role duties of the elementary school principal as they are actually being performed?

H. How does the district superintendent of schools perceive the work role duties of the elementary school principal being done ideally?

I. How does the district superintendent's perception of the elementary school principal's actual and ideal work role duties differ?

J. How does the elementary school teacher's ideal role duties perception of the elementary school principal's role differ from the principal's actual role duties perceptions?

K. How do the elementary school principal's ideal role duties perceptions differ from the district superintendent's actual role duties perceptions for the position of elementary school principal?

L. How do the elementary school teacher's actual role duties

perceptions of the elementary school principal differ from that of the district superintendent's actual role duties perceptions?

M. What could be done to improve the effectiveness of the elementary school principal in Montana?

CHAPTER IV

PERCEPTIONS OF TEACHERS, PRINCIPALS, AND SUPERINTENDENTS

The review of literature in Chapter 2 pointed out the lack of agreement that existed on the role of the elementary school principal. Chapter 3 outlined procedures to be followed in studying this problem in Montana. Chapter 4 reports the results of the study conducted in 22 Montana class I and II school districts.

This chapter presents the study of perceptions of Montana elementary school teachers, principals, and superintendents in two parts. Part I shows the actual and ideal perceptions of these educators on 60 role duties common to the position of elementary school principal. Also, it presents: (a) the comparison of teachers ideal and principals actual perceptions, (b) principals actual and superintendents ideal perceptions, and (c) teachers actual and superintendents actual perceptions. The comparison of perceptions of teachers, principals, and superintendents were provided as a means of showing what teachers and superintendents ideally expected of the principal in comparison to what he felt he was doing. In addition, actual perceptions of teachers and superintendents were compared to show the degree of agreement by the two groups on what they thought the principal was doing on the role duties specified in the study.

Part II reports the extent of agreement of respondents by dividing the role duties into three groups. Role duties were grouped

according to the percentage of agreement by each group's majority in order to quickly identify the degree of agreement by the three groups on each role duty. The cutoff point of 50 per cent or more was selected by the investigator as it represented a majority of each group. Role duties perceived by a majority of 50 per cent or more of each group are presented in table 61, pages 169-170. Role duties perceived by a majority of less than 50 per cent of one or all groups are presented in table 62, page 170, and role duties showing a high degree of diversity of perceptions, by one or more of the groups, are presented in table 63, pages 179-181. Majority perceptions of less than 50 per cent occurred when the respondent groups divided their duty rating support among several of the five possible rating categories.

Part One

The first step in the analysis of the role duty perceptions of Montana elementary school teachers, principals, and district superintendents required reporting the data collected. This was done by showing the actual numbers and percentages chosen by teachers, principals, and district superintendents for each of the five possible answer choices for each duty statement. A sixth column was added during tabulation to record the number of duty statements left unanswered by the respondents.

The following illustration shows the rating categories used in tables 1-60.

1	2	3	4	5	6
Not a duty of any- one in the ele- mentary school	Combination teacher/prin- cipal duty	Clerical duty	Teacher duty	Principal duty	No Answer

Tables 1-60 present the perceptions of teachers, principals, and superintendents on 60 role duties common to the elementary school principalship. Role duties are discussed separately in this section. Other perception comparisons, between groups, were made and short summaries of each role duty statement findings are offered.

TABLE 1. SELECTION OF TEACHING MATERIALS

	Not a duty of anyone 1		Teacher/ principal 2		Clerical duty 3		Teacher duty 4		Principal duty 5		No answer 6	
<u>Teachers</u>												
Actual----	15-	2%	356-	65%	11-	2%	94-	17%	64-	11%	1-	0%
Ideal----	7-	1%	414-	76%	1-	0%	80-	15%	37-	7%	2-	0%
<u>Principals</u>												
Actual----	0-	0%	34-	80%	0-	0%	2-	4%	6-	14%	0-	0%
Ideal----	0-	0%	37-	88%	0-	0%	1-	2%	4-	9%	0-	0%
<u>Superintendents</u>												
Actual----	1-	5%	9-	52%	0-	0%	2-	11%	5-	30%	0-	0%
Ideal----	0-	0%	10-	58%	0-	0%	2-	11%	5-	30%	0-	0%

Table 1 reports the perceptions of teachers, principals, and superintendents on role duty #1 (...selection of teaching materials). Teachers actual perceptions totaled 65 per cent favoring the duty as a combination teacher/principal duty, 17 per cent as a teacher duty, and 11 per cent as a principal's duty. Ideally, the main change was an increase of 58 teachers, or 11 per cent, that felt it should be a combination teacher/principal duty.

Table 1 indicates principals are in substantial agreement in their actual and ideal perceptions concerning the selection of teaching materials. In total, 80 per cent felt it was actually being performed as a combination teacher/principal duty and 87 per cent felt ideally it should be performed as a combination teacher/principal duty.

Table 1 reveals superintendents actual perceptions were divided between combination teacher/principal duty of 52 per cent and principal's duty at 30 per cent. Ideally, 58 per cent of the superintendents felt the duty should be performed as a combination teacher/principal duty and 30 per cent viewed it as a principal's duty.

Further comparison of perceptions on role duty #1 (...selection of teaching materials) indicates a high degree of agreement between the teachers ideal perceptions and the principals actual perceptions. A large majority of each group perceived the duty performed as a combination teacher/principal duty at 76 per cent and 80 per cent, respectively.

Comparing the principals actual with the superintendents ideal

perceptions found a majority of each group perceiving it to be a combination teacher/principal duty. The chief difference being the size of perceptions. Principals had a larger majority than superintendents at 80 per cent to 58 per cent. The other rating category selected the most was principal's duty. Superintendents perceived this role duty to be a principal's duty by a margin of 30 per cent to 14 per cent over the principals.

Looking at the actual perceptions of teachers and superintendents it was evident they perceived similarly at 65 per cent and 52 per cent, respectively, favoring the combination teacher/principal duty. They differed on role duty #1 (...selection of teaching materials) being solely a principal's duty by 19 per cent. Superintendents perceived it more often than teachers at 30 per cent to 11 per cent.

In summary, the majority of all three groups perceived role duty #1 (...selection of teaching materials) to be a combination teacher/principal duty. The chief difference between perceptions was a smaller percentage of superintendents viewing it to be a combination teacher/principal duty and a higher percentage of them perceiving it as a principal's duty.

Table 2, page 51, reports the perceptions of teachers, principals, and superintendents on role duty #2 (...evaluate the effectiveness of the school curriculum). Teachers actual perceptions were varied with 45 per cent seeing it performed as a combination teacher/principal duty,

TABLE 2. EVALUATE THE EFFECTIVENESS OF THE SCHOOL CURRICULUM

	Not a duty of anyone 1		Teacher/ principal 2		Clerical duty 3		Teacher duty 4		Principal duty 5		No answer 6	
<u>Teachers</u>												
Actual----	49-	9%	248-	45%	14-	2%	32-	5%	190-	35%	8-	1%
Ideal-----	7-	1%	396-	73%	1-	0%	11-	2%	121-	22%	5-	0%
<u>Principals</u>												
Actual----	1-	2%	20-	47%	0-	0%	0-	0%	21-	50%	0-	0%
Ideal-----	0-	0%	28-	66%	0-	0%	0-	0%	14-	33%	0-	0%
<u>Superintendents</u>												
Actual----	0-	0%	5-	29%	0-	0%	0-	0%	12-	70%	0-	0%
Ideal-----	0-	0%	5-	29%	0-	0%	0-	0%	12-	70%	0-	0%

35 per cent as a principal's duty, and nine per cent as not a duty of anyone in the elementary school. A substantially larger group of teachers (an increase of 148, or 28 per cent) viewed it ideally being performed as a combination teacher/principal duty. At the same time 121, or 22 per cent, viewed it to be a duty of the principal.

Table 2 shows principals actual perceptions were divided between principal's duty at 50 per cent and combination teacher/principal's duty at 47 per cent on role duty #2 (...evaluate the effectiveness of the school curriculum). Ideally, 66 per cent of the principals felt it should be a combination teacher/principal duty and 33 per cent thought it should be a principal's duty.

Table 2 reveals superintendents actual and ideal perceptions were identical on role duty #2. They heavily favored it as a principal's

duty over combination teacher/principal duty 70 per cent to 29 per cent.

Comparing teachers ideal perceptions with principals actual perceptions showed a vast difference between the two groups. Teachers perceptions of this duty as a combination teacher/principal duty exceeded principals perceptions 73 per cent to 47 per cent. As a principal's duty, principals perceptions exceeded teachers perceptions 50 per cent to 22 per cent.

Comparing the principal's actual perceptions with the superintendents ideal perceptions shows the superintendents perceiving role duty #2 as a principal's duty 70 per cent to the principals 50 per cent. At the same time, 47 per cent of the principals perceived it to be a combination teacher/principal as opposed to 29 per cent of the superintendents.

Contrasting the actual perceptions of teachers and superintendents indicates a wide variance of opinion on role duty #2 (...evaluation of the effectiveness of the school curriculum). Superintendents felt principals were performing the job by a margin of 70 per cent to 35 per cent over teacher opinions. Teachers perceived it to be a combination teacher/principal duty more often than superintendents at 45 per cent to 29 per cent. Forty-nine, or nine percent, of the teachers perceived role duty #2 not being performed by anyone in the elementary school.

In summary, there were definite differences between the way

teachers and principals viewed role duty #2 (...evaluate the effectiveness of the school curriculum) being performed and in the way superintendents observed it. There was an even larger difference in the same group's ideal perceptions as superintendents heavily favored it being done by the principal as opposed to the others wanting it to be a combination teacher/principal duty.

TABLE 3. CARE FOR INJURED STUDENTS

	Not a duty of anyone 1		Teacher/ principal 2		Clerical duty 3		Teacher duty 4		Principal duty 5		No answer 6	
<u>Teachers</u>												
Actual---	41-	7%	224-	42%	44-	8%	121-	22%	104-	19%	7-	1%
Ideal----	122-	22%	232-	43%	39-	7%	66-	12%	71-	13%	11-	2%
<u>Principals</u>												
Actual---	1-	2%	22-	52%	3-	7%	4-	9%	12-	28%	0-	0%
Ideal----	10-	23%	23-	54%	2-	4%	3-	7%	4-	9%	0-	0%
<u>Superintendents</u>												
Actual---	1-	5%	6-	35%	1-	5%	0-	0%	9-	52%	0-	0%
Ideal----	4-	23%	5-	29%	1-	5%	2-	11%	5-	29%	0-	0%

Teachers were quite divided in their actual and ideal perceptions on role duty #3 (...care for injured students). Small majorities of 42 per cent and 43 per cent were recorded favoring the duty as a combination teacher/principal duty.

Table 3 indicates principals were divided on their actual and ideal perceptions of role duty #3. The actual perceptions getting the majority of the group's support were combination teacher/principal at 52 per cent and principal's duty at 28 per cent. Ideally, the support

went to combination teacher/principal duty at 54 per cent and not a duty of anyone in the elementary school at 23 per cent.

Table 3 shows a total of 52 per cent of the superintendents perceive the principal to be the one to actually perform role duty #3. The other category chosen most often as actually performing the duty was combination teacher/principal duty at 35 per cent. Ideally, superintendents tended to be more divided in their perceptions with 29 per cent choosing combination teacher/principal duty, 29 per cent selecting principal's duty, 23 per cent viewing it as not a duty of anyone in the elementary school, and 11 per cent perceiving it as a teacher duty.

Further comparison of perceptions on role duty #3 (...care for injured students) shows the ideal perceptions of teachers and actual perceptions of principals to be comparably divided. A majority of 43 per cent of the teachers felt it should be a combination teacher/principal duty and a majority of 52 per cent of the principals actually viewed it performed this way. The biggest difference in opinion occurred over the category of not a duty of anyone in the elementary school where 22 per cent of the teachers felt this way and only 2 per cent of the principals.

Comparing principals actual perceptions with superintendents ideal perceptions indicated a diversity of opinion in both groups. Principals had a majority of 52 per cent choosing combination teacher/principal duty. Superintendents ideal perceptions were divided among

combination teacher/principal duty at 29 per cent, principal's duty at 29 per cent, and not a duty of anyone in the elementary school at 23 per cent.

Viewing the actual perceptions of teachers and superintendents shows a majority of 52 per cent of the superintendents selecting it to be the principal's duty and 42 per cent of the teachers perceiving it to be a combination teacher/principal duty.

In summary, role duty #3 (...care for injured students) perceptions were quite divided among all categories of each group. Teachers and principals displayed the most agreement in choosing it to be a combination teacher/principal duty. Superintendents perceived it most often as a principal's duty. The area of highest agreement was the ideal perception of not a duty of anyone in the elementary school of which about 23 per cent of each group favored.

TABLE 4. DETERMINATION OF STUDENT GRADES

	Not a duty of anyone 1		Teacher/ principal 2		Clerical duty 3		Teacher duty 4		Principal duty 5		No answer 6	
<u>Teachers</u>												
Actual----	28-	5%	34-	6%	11-	2%	449-	81%	17-	2%	2-	0%
Ideal-----	13-	2%	49-	9%	6-	1%	464-	85%	8-	1%	1-	0%
<u>Principals</u>												
Actual----	2-	4%	3-	6%	0-	0%	36-	85%	1-	2%	0-	0%
Ideal-----	1-	2%	4-	8%	0-	0%	36-	85%	1-	2%	0-	0%
<u>Superintendents</u>												
Actual----	0-	0%	4-	23%	0-	0%	12-	70%	0-	0%	1-	5%
Ideal-----	0-	0%	6-	35%	0-	0%	10-	58%	0-	0%	1-	5%

Teacher responses on role duty #4 (determination of student grades) indicated conclusive agreement. Over 80 per cent of the teachers both actually and ideally perceived it to be a teacher's duty.

Table 4 shows 85 per cent of the principals actual and ideal perceptions to heavily favor duty #4 as a teacher's duty at a figure of 85 per cent.

This table also shows a majority of 70 per cent of the superintendents perceived role duty #4 to actually be a teacher duty and 23 per cent saw it as a combination teacher/principal duty. Ideally 58 per cent of the superintendents felt it should be a teacher's duty and 35 per cent a combination teacher/principal duty.

Additional comparisons of perceptions indicates the ideal perceptions of teachers and the actual perceptions of principals to be solidly in agreement with 85 per cent of each group perceiving it to be a teacher duty.

Looking at principals actual perceptions and superintendents ideal perceptions a significant difference was apparent as 85 per cent of the principals perceived it to be a teacher duty as opposed to only 58 per cent of the superintendents. Of the remaining superintendents perceptions, a total of 35 per cent were in favor of this duty being a combination teacher/principal duty.

Contrasting the actual perceptions of teachers and superintendents revealed general agreement as 85 per cent of the teachers and 70

per cent of the superintendents perceived role duty #4 (...determination of student grades) to be a teacher's duty.

In summary, a solid majority of teachers and principals and a fair majority of superintendents actually perceived role duty #4 to be a teacher duty. Ideally, teachers and principals remained solidly in favor of it being a teacher duty while the superintendents were divided between teacher's duty and combination teacher/principal duty.

TABLE 5. STUDY TEACHER LESSON PLANS

	Not a duty of anyone 1		Teacher/ principal 2		Clerical duty 3		Teacher duty 4		Principal duty 5		No answer 6	
<u>Teachers</u>												
Actual---	91-	16%	41-	7%	17-	3%	155-	28%	233-	44%	4-	0%
Ideal----	48-	8%	110-	20%	8-	1%	164-	30%	206-	37%	5-	0%
<u>Principals</u>												
Actual---	0-	0%	9-	21%	0-	0%	3-	7%	29-	68%	1-	2%
Ideal----	1-	2%	18-	42%	0-	0%	2-	4%	19-	44%	2-	4%
<u>Superintendents</u>												
Actual---	1-	5%	2-	11%	0-	0%	2-	11%	12-	69%	0-	0%
Ideal----	2-	11%	4-	23%	0-	0%	1-	5%	10-	58%	0-	0%

A small majority of 37 per cent of the teachers viewed role duty #5 (...study teacher lesson plans) as actually being a principal's duty, 28 per cent as a teacher's duty, and 16 per cent as not a duty of anyone in the elementary school. Ideally, there were few changes in perceptions except for an increase of 13 per cent in the area of

combination teacher/principal duty.

Table 5 reveals 68 per cent of the principals actually perceive role duty #5 (...study teacher lesson plans) to be a principal's duty and 21 per cent as a combination teacher/principal duty. Ideally, the group is more evenly split at 44 per cent and 42 per cent between principal's duty and combination teacher/principal duty.

Table 5 indicates that 69 per cent of the superintendents perceive role duty #5 to be a principal's duty, 11 per cent a combination teachers/principal duty, and 11 per cent a teacher's duty.

Further comparison of perceptions on role duty #5 shows the ideal perceptions of teachers to be quite diversified. A small majority of 37 per cent perceived it to be a principal's duty followed by 30 per cent viewing it as a teachers duty, 20 per cent as a combination teacher/principal duty, and 8 per cent feeling it was not a duty of anyone in the elementary school. Principals tended to be more solidified in their perceptions with 68 per cent perceiving it actually being performed as a principal's duty and 21 per cent seeing it as a combination teacher/principal's duty.

Comparing the principals actual perceptions with the superintendents ideal perceptions shows a fairly even consensus as a majority of each group perceived role duty #5 to be a principal's duty. Also, more than 20 per cent of each group perceived it to be a combination teacher/principal duty.

Contrasting the actual perceptions of teachers and superintendents indicated a wide difference of opinion as 69 per cent of the superintendents viewed it to be a principal's duty while only 37 per cent of the teachers perceived it this way. The remaining number of teachers were divided 28 per cent to 16 per cent between it being a teacher's duty and not a duty of anyone in the elementary school.

In summary, the majority of principals and superintendents seemed to solidly agree that principals were performing and should perform role duty #5 (...study teacher lesson plans). Teachers, on the other hand, were totally lacking in agreement as they were split among all duty choices. Their highest numbers were in support of it being a principal's duty at 31 per cent and teacher's duty at an average of 29 per cent.

TABLE 6. GROUPING AND CLASS PLACEMENT OF STUDENTS

	Not a duty of anyone 1		Teacher/ principal 2		Clerical duty 3		Teacher duty 4		Principal duty 5		No answer 6	
<u>Teachers</u>												
Actual---	13-	2%	237-	44%	23-	4%	107-	20%	159-	28%	2-	0%
Ideal----	5-	0%	360-	66%	8-	1%	104-	19%	64-	10%	0-	0%
<u>Principals</u>												
Actual---	0-	0%	26-	61%	1-	2%	2-	5%	13-	30%	0-	0%
Ideal----	0-	0%	31-	73%	0-	0%	3-	7%	8-	19%	0-	0%
<u>Superintendents</u>												
Actual---	0-	0%	10-	58%	0-	0%	0-	0%	7-	40%	0-	0%
Ideal----	1-	5%	11-	64%	0-	0%	0-	0%	5-	28%	0-	0%

A total of 44 per cent of the teachers viewed role duty #6 (...grouping and class placement of students) as actually being performed as a combination teacher/principal duty, 20 per cent as a teacher duty, and 28 per cent as a principal's duty. Ideally, there was an increase 22 per cent to a total of 66 per cent that felt it should be a combination teacher/principal duty.

Table 6 shows that 61 per cent of the principals actually perceive role duty #6 to be a combination teacher/principal duty. Another group of 30 per cent viewed it as a principal duty. Ideally, the main group of perception remained in the same area with 73 per cent perceiving it as a combination teacher/principal duty and 19 per cent as a principal's duty.

Table 6 indicates that 58 per cent of the principals selected combination teacher/principal duty as their actual duty rating on role duty #6 and 40 per cent as a principal's duty. Ideally, 64 per cent of the principals felt it should be a combination teacher/principal duty and 28 per cent a duty of the principal.

Further comparison of perceptions on role duty #6 shows a high degree of consensus between the ideal perceptions of teachers and the actual perception of principals at 66 per cent and 61 per cent, respectively, favoring combination teacher/principal duty.

Comparing the principals actual perceptions with the superintendents ideal perceptions revealed similar perceptions as 61 per cent of

the former and 64 per cent of the latter chose role duty #6 (...grouping and class placement of students) to be a combination teacher/principal duty.

Contrasting the actual perceptions of teachers and superintendents shows a difference of perceptions. Superintendents favored it at 58 per cent as a combination teacher/principal duty and 40 per cent as a principal's duty. Teachers were more diversified in their perceptions with 44 per cent selecting combination teacher/principal duty, 20 per cent teacher duty, and 28 per cent a principal's duty.

In summary, each group was basically in agreement as their majorities perceived role duty #6 as a combination teacher/principal duty.

TABLE 7. FORMULATE DISTRICT POLICY AFFECTING TEACHERS

	Not a duty of anyone		Teacher/ principal		Clerical duty		Teacher duty		Principal duty		No answer	
	1		2		3		4		5		6	
<u>Teachers</u>												
Actual----	177-	32%	159-	29%	6-	1%	17-	3%	165-	29%	17-	3%
Ideal----	79-	14%	324-	60%	3-	0%	26-	4%	95-	17%	14-	2%
<u>Principals</u>												
Actual----	11-	26%	18-	42%	0-	0%	2-	4%	11-	25%	0-	0%
Ideal----	4-	9%	29-	69%	0-	0%	3-	7%	6-	13%	0-	0%
<u>Superintendents</u>												
Actual----	8-	47%	4-	23%	0-	0%	0-	0%	4-	22%	1-	5%
Ideal----	6-	37%	8-	47%	0-	0%	0-	0%	2-	11%	1-	5%

Table 7 shows a variance of opinion within and between the actual and ideal perceptions of teachers. In studying the perceptions of teachers, 32 per cent actually viewed role duty #7 (...formulate district policy affecting teachers) as not being the duty of anyone in the elementary school; 29 per cent felt that it was being performed as a combination teacher/principal duty; and 29 per cent perceived it being performed as a principal's duty. Ideally, the combination teacher/principal category increased 31 per cent to a total of 60 per cent while the category of not a duty of anyone in the elementary school and principal's duty decreased 18 per cent and 12 per cent, respectively.

Table 7 shows the actual perceptions of principals to be divided on role duty #7 among combination teacher/principal duty, not a duty of anyone in the elementary school, and principal's duty at 42 per cent, 26 per cent, and 25 per cent. Ideally, 69 per cent of the teachers perceived it to be a combination teacher/principal duty, 13 per cent as a principal's duty, and only nine per cent as not a duty of anyone in the elementary school.

Table 7 shows that 47 per cent of the superintendents felt role duty #7 was actually not a duty of anyone in the elementary school, 23 per cent viewed it as a combination teacher/principal duty, and 22 per cent as a principal's duty. Ideally, 47 per cent of the superintendents felt it should be a combination teacher/principal duty, 37 per cent as not a duty of anyone in the elementary school, and 11 per cent

as a principal's duty.

Further comparison of perceptions on role duty #7 (...formulate district policy affecting teachers) indicates little agreement between teachers ideal perceptions and principals actual perceptions. Both group's largest majority selected it to be a combination teacher/principal duty at 60 per cent by teachers and 42 per cent by principals.

Comparing the principals actual perceptions with the superintendents ideal perceptions revealed comparable perceptions. The majority of each group chose combination teacher/principal duty at 42 per cent and 47 per cent. Principals and superintendents differed on whether or not it should be a duty of anyone in the elementary school by 11 per cent at 26 per cent to 37 per cent.

Looking at the actual perceptions of teachers and superintendents show similar perceptions of 32 per cent and 47 per cent favoring role duty #7 as not a duty of anyone in the elementary school and 29 per cent and 23 per cent as a combination teacher/principal duty.

In summary, all three groups were somewhat divided on role duty #7. Teachers and superintendents were in highest agreement on actual perceptions where 32 per cent and 47 per cent felt it was not a duty of anyone in the elementary school. Principals actual perceptions were recorded highest for the combination teacher/principal duty at 42 per cent. Ideally, a majority of all three groups viewed role duty #7 being performed as a combination teacher/principal duty.

TABLE 8. PLAN NEW ELEMENTARY SCHOOL BUILDINGS

	Not a duty of anyone 1		Teacher/ principal 2		Clerical duty 3		Teacher duty 4		Principal duty 5		No answer 6	
<u>Teachers</u>												
Actual----	271-	50%	110-	20%	9-	1%	8-	1%	124-	22%	19-	3%
Ideal----	110-	20%	338-	62%	5-	0%	15-	2%	63-	11%	10-	1%
<u>Principals</u>												
Actual----	16-	38%	18-	42%	0-	0%	0-	0%	8-	18%	0-	0%
Ideal----	1-	2%	33-	78%	0-	0%	1-	0%	6-	13%	1-	2%
<u>Superintendents</u>												
Actual----	4-	23%	10-	58%	0-	0%	0-	0%	3-	16%	0-	0%
Ideal----	4-	23%	11-	64%	0-	0%	0-	0%	2-	10%	0-	0%

A majority of 50 per cent of the teacher respondents felt that role duty #8 (...plan new elementary school buildings) actually was not performed as a duty of anyone in the elementary school, and 20 per cent saw it being done as a combination teacher/principal duty. Ideally, 62 per cent of the teachers perceived it should be performed as a combination teacher/principal duty and 20 per cent as not a duty of anyone in the elementary school.

Table 8 reports 42 per cent of the principals actually perceived role duty #8 to be a combination teacher/principal duty, 38 per cent as not a duty of anyone in the elementary school, and 18 per cent as a principal's duty. Ideally, they solidly suggested this to be a combination teacher/principal duty at 78 per cent.

Table 8 shows superintendents actual perceptions to be divided between combination teacher/principal duty at 58 per cent and not a duty

of anyone in the elementary school at 23 per cent on role duty #8 (...plan new elementary school buildings). Ideally, perceptions remained in the same areas. The only change was an increase of 6 per cent for the combination teacher/principal duty.

Additional comparison of perceptions on role duty #8 reveals teachers ideal perceptions and principals actual perceptions both favor it to be a combination teacher/principal duty at 62 per cent for teachers and 42 per cent for the principals.

Comparing the principals actual perceptions with the superintendents ideal perceptions found principals favoring role duty #8 as a combination teacher/principal duty at 42 per cent and superintendents the same at 64 per cent. They disagreed over the perception of it not being a duty of anyone in the elementary school by 21 per cent with the superintendents having the highest perception of it not being the duty of anyone in the elementary school.

Contrasting the actual perceptions of teachers and superintendents it was clear they disagreed on how role duty #8 was actually being performed. Teacher perceptions were reported as 50 per cent viewing it as not a duty of anyone in the elementary school, 20 per cent as a combination teacher/principal duty, and 22 per cent as a principal's duty. Superintendents actual perceptions were at 58 per cent for combination teacher/principal duty and 23 per cent for not a duty of anyone in the elementary school.

In summary, teachers definitely did not feel as involved in role duty #8 (...plan new elementary school buildings) as principals and superintendents perceived them to be. They were in closer agreement on their ideal perceptions as all groups had a majority favoring it as a combination teacher/principal duty.

TABLE 9. SECURE SUBSTITUTE TEACHERS

	Not a duty of anyone 1		Teacher/ principal duty 2		Clerical duty 3		Teacher duty 4		Principal duty 5		No answer 6	
<u>Teachers</u>												
Actual----	56-	10%	36-	6%	48-	8%	14-	2%	387-	68%	0-	0%
Ideal----	59-	10%	61-	11%	80-	14%	13-	2%	326-	58%	2-	0%
<u>Principals</u>												
Actual----	3-	7%	0-	0%	3-	7%	0-	0%	35-	83%	1-	2%
Ideal----	2-	4%	0-	0%	7-	16%	0-	0%	32-	75%	1-	2%
<u>Superintendents</u>												
Actual----	1-	5%	0-	0%	3-	17%	0-	0%	13-	76%	0-	0%
Ideal----	0-	0%	0-	0%	5-	29%	0-	0%	12-	69%	0-	0%

A substantial group of 68 per cent of the teachers saw role duty #9 (...secure substitute teachers) as actually being a principal's duty. Ideally, there were only minor changes with a few less choosing it to be a principal's duty.

Table 9 reports the actual and ideal perceptions of principals to heavily favor it as a principal's duty at 83 per cent and 75 per cent, respectively, on role duty #9.

Table 9 indicates the actual perceptions of superintendents to

predominantly favor role duty #9 (...secure substitute teachers) as a principal's duty at 76 per cent. Ideally, the duty was perceived in the same category only at a slightly smaller percentage. The only other duty perception to receive mentionable amounts of support was clerical duty at 17 per cent and 29 per cent, respectively.

Further comparison of perception reveals that 60 per cent of the teachers ideal perceptions favored role duty #9 as a principal's duty. A total of 83 per cent of the principals perceived the same duty rating for their actual perception of this duty.

Comparing principals actual perceptions with the superintendents ideal perceptions revealed a high degree of agreement at 83 per cent and 76 per cent, respectively, on role duty #9.

Contrasting the actual perceptions of teachers with that of superintendents indicated both groups perceived role duty #9 as a principal's duty at 60 per cent and 76 per cent, respectively.

In summary, all three groups strongly perceived role duty #9 as a principal's duty in both their actual and ideal perceptions. A small percentage of each group perceived it as a clerical duty.

A majority of 48 per cent of the teachers actually viewed role duty #10 (...conduct research on educational problems), page 68, as the principal's duty, 24 per cent as a combination duty, and 23 per cent as not a duty of anyone in the elementary school. Ideally, 47 per cent of the teachers thought it should be a teacher/principal duty, 38 per cent

as a principal's duty, and eight per cent as not the duty of elementary school personnel.

TABLE 10. CONDUCT RESEARCH ON EDUCATIONAL PROBLEMS

	Not a duty of anyone 1		Teacher/ principal 2		Clerical duty 3		Teacher duty 4		Principal duty 5		No answer 6	
<u>Teachers</u>												
Actual---	119-	23%	125-	24%	6-	0%	18-	3%	260-	48%	13-	2%
Ideal----	44-	8%	263-	47%	5-	0%	14-	2%	204-	38%	11-	2%
<u>Principals</u>												
Actual---	4-	9%	10-	23%	0-	0%	0-	0%	27-	64%	1-	2%
Ideal----	3-	7%	24-	57%	0-	0%	0-	0%	13-	30%	2-	4%
<u>Superintendents</u>												
Actual---	3-	17%	5-	29%	0-	0%	0-	0%	9-	53%	0-	0%
Ideal----	3-	17%	6-	35%	1-	5%	0-	0%	7-	40%	0-	0%

Table 10 shows 64 per cent of the principals actually perceived role duty #10 (...conduct research on educational problems) as a principal's duty and 23 per cent as a combination teacher/principal duty. Ideally, 57 per cent of the principals felt it should be a combination teacher/principal duty and only 30 per cent viewed it as a principal's duty.

Table 10 indicates 53 per cent of the superintendents actually perceived role duty #10 to be a principal's duty, 29 per cent as a combination teacher/principal duty, and 17 per cent as not a duty of anyone in the elementary school. Ideally, 40 per cent of the superintendents perceived this role duty as a principal's duty, 35 per cent

as a combination teacher/principal duty, and 17 per cent as not a duty of anyone in the elementary school.

Additional comparison of perceptions revealed the ideal perceptions of teachers and the actual perceptions of principals to differ on role duty #10 (...conduct research on educational problems). A majority of 43 per cent of the teachers felt it was a combination teacher/principal duty as opposed to a majority of 64 per cent of the principal's perceiving it as a principal's duty.

Contrasting the actual perceptions of principals with the ideal perceptions of superintendents shows a majority of each group perceiving role duty #10 as a principal's duty. The chief difference in their perceptions was a more diversified set of perceptions by superintendents than principals.

Comparing the actual perceptions of teachers and superintendents indicates they have similar perceptions as both groups had a majority perceiving role duty #10 as a principal's duty. The second most numerous perception of each group was that of combination teacher/principal duty.

In summary, the actual perceptions of all three groups perceived role duty #10 to be a principal's duty. Ideally, teachers and principals favored it as a combination teacher/principal duty, while superintendents split nearly even between the two with principal's duty rating getting a slight edge at 40 per cent to 35 per cent.

TABLE 11. SCHEDULE STUDENT FIELD TRIPS

	Not a duty of anyone 1		Teacher/ principal 2		Clerical duty 3		Teacher duty 4		Principal duty 5		No answer 6	
<u>Teachers</u>												
Actual----	60-	11%	223-	41%	20-	3%	170-	30%	58-	10%	10-	1%
Ideal----	18-	3%	306-	56%	31-	5%	136-	25%	45-	8%	5-	0%
<u>Principals</u>												
Actual----	0-	0%	18-	42%	1-	2%	10-	23%	13-	30%	0-	0%
Ideal----	0-	0%	24-	57%	1-	2%	9-	21%	8-	18%	0-	0%
<u>Superintendents</u>												
Actual----	1-	5%	9-	52%	1-	5%	1-	5%	5-	28%	0-	0%
Ideal----	1-	5%	9-	52%	2-	11%	1-	5%	4-	22%	0-	0%

The actual perceptions of teachers on role duty #11 (...schedule student field trips) were quite diversified. A majority of 41 per cent saw it performed as a combination teacher/principal duty, 30 per cent as a teacher duty, and 11 per cent as not a duty of anyone in the elementary school. Another 10 per cent saw it as the duty of the principal. Ideally, 56 per cent felt it should be a combination teacher/principal duty, 25 per cent as a principal's duty, and the remaining rating categories received token amounts.

Table 11 shows the actual and ideal perceptions of principals to be quite diverse on role duty #11. A majority of 42 per cent of the principal's actual perceptions favored it as a combination teacher/principal duty. The majority group of principals ideal perceptions favored role duty #11 as a teacher/principal duty at 57 per cent. The largest secondary actual perception was 30 per cent favoring it as a

principal's duty. The largest secondary ideal perception was 21 per cent as a teacher's duty.

Table 11 reports the majority of each of the superintendent perceptions to perceive role duty #11 (...schedule student field trips) as a combination teacher/principal duty at 52 per cent.

Further comparison of perceptions on role duty #11 reveals teachers ideal perceptions and principals actual perceptions to be in agreement as each group had a majority perceiving it as a combination teacher/principal duty at 56 per cent and 42 per cent, respectively.

Comparing the principal's actual perceptions with the superintendents ideal perceptions revealed agreement of each group's majority at 42 per cent and 52 per cent. Each of these groups perceived it to be a combination teacher/principal duty.

Contrasting the actual perceptions of teachers and superintendents revealed that a majority of each group perceived role duty #11 to be a combination teacher/principal duty.

In summary, the majority of each group both actually and ideally perceived role duty #11 to be a combination teacher/principal duty.

A total of 52 per cent of the teachers actual perceptions on role duty #12 (...supervise auxiliary school programs), page 72, revealed it was being done solely by the principal, 19 per cent viewed it as not being done by anyone in the elementary school, and 14 per cent as a clerical duty. Ideally, 49 per cent saw it as a principal's

duty, 28 per cent as a combination duty of teacher/principal, and 13 per cent as not a duty of anyone in the elementary school.

TABLE 12. SUPERVISE AUXILIARY SCHOOL PROGRAMS

	Not a duty of anyone 1		Teacher/ principal 2		Clerical duty 3		Teacher duty 4		Principal duty 5		No answer 6	
<u>Teachers</u>												
Actual----	106-	19%	78-	14%	13-	2%	40-	7%	289-	52%	0-	0%
Ideal-----	74-	13%	151-	28%	9-	1%	25-	4%	269-	49%	0-	0%
<u>Principals</u>												
Actual----	6-	14%	6-	14%	0-	0%	2-	4%	28-	56%	0-	0%
Ideal-----	4-	9%	14-	33%	0-	0%	1-	2%	23-	53%	0-	0%
<u>Superintendents</u>												
Actual----	0-	0%	2-	11%	0-	0%	0-	0%	15-	37%	0-	0%
Ideal-----	0-	0%	3-	17%	0-	0%	0-	0%	14-	81%	0-	0%

Table 12 shows the actual perception of principals to be 56 per cent favoring role duty #12 (...supervise auxiliary school programs) as a principal's duty, 14 per cent as a combination teacher/principal duty, and 14 per cent as not a duty of anyone in the elementary school. Ideally, most principals felt it to be either a principal's duty or a combination teacher/principal duty.

Table 12 shows the actual perceptions of superintendents on role duty #12 as being over-whelmingly in favor of it being a principal's duty. Ideally, there were few changes with it being perceived as a principal's duty by 81 per cent and as a combination teacher/principal duty by 17 per cent of the respondents.

Further comparison of teachers, principals, and superintendents perceptions on role duty #12 (...supervise auxiliary school programs) shows a high degree of agreement between teachers ideal perception and principal's actual perceptions. A total of 49 per cent of the former and 56 per cent of the latter viewed it as a principal's duty. Other categories indicated 28 per cent of the teachers felt ideally it should be a combination teacher/principal duty, while 14 per cent of the principals viewed it actually being performed in this manner.

Comparing the principal's actual perception with the superintendent's ideal perception, a wide gap was apparent as 56 per cent of the principals viewed role duty #12 being performed as a principal's duty as opposed to 81 per cent of the superintendents.

Contrasting the actual perceptions of teachers and superintendents revealed a considerable difference of opinion as 52 per cent of the teachers and 87 per cent of the superintendents viewed role duty #12 as being solely a principal's duty. The other differences in actual perceptions between these two groups were in category 1 where 19 per cent of the teachers felt it was not being performed by anyone in the elementary school as opposed to 0 per cent by the superintendents.

In summary, teachers and principals were in agreement in most answer categories on role duty #12 with each group showing a diversity of opinion covering all possible answer categories. Superintendents

tended to view this role duty as either a principal's duty or a combination duty with the former being the over-whelming choice.

TABLE 13. SCHEDULE USE OF SCHOOL BUILDING BY NON-SCHOOL GROUPS

	Not a duty of anyone 1		Teacher/ principal 2		Clerical duty 3		Teacher duty 4		Principal duty 5		No answer 6	
<u>Teachers</u>												
Actual----	93-	17%	5-	1%	55-	10%	0-	0%	376-	69%	12-	2%
Ideal----	99-	18%	10-	1%	102-	20%	2-	0%	317-	58%	11-	2%
<u>Principals</u>												
Actual----	13-	30%	0-	0%	4-	9%	0-	0%	25-	59%	0-	0%
Ideal----	12-	28%	1-	2%	10-	23%	0-	0%	19-	44%	0-	0%
<u>Superintendents</u>												
Actual----	4-	23%	0-	0%	4-	23%	0-	0%	9-	52%	0-	0%
Ideal----	4-	23%	0-	0%	7-	41%	0-	0%	6-	34%	0-	0%

A total of 69 per cent of the teachers surveyed actually perceived role duty #13 (...schedule use of school building by non-school groups) being performed largely as a principal's duty. Ideally, 58 per cent of the teachers still predominantly choose the principal as the person to perform this duty.

Table 13 reports that 59 per cent of the principals actually view role duty #13 to be predominantly performed by the principal. A second rating category indicated that 30 per cent of the principal respondents felt this duty was actually being performed by someone outside of the elementary school. Ideally, the perceptions were divided between 44 per cent favoring it as a principal duty, 28 per cent as not

a duty of anyone in the elementary school, and 23 per cent feeling it should be a clerical duty.

Table 13 indicates that 52 per cent of the superintendents actually perceive role duty #13 (...schedule use of school building by non-school groups) being performed mostly by the principal. Other perceptions worthy of mention were clerical duty 23 per cent and not a duty of anyone in the elementary school 23 per cent. Ideally, superintendents report 41 per cent favoring the duty being done by clerical help, 34 per cent as a principal's duty, and 23 per cent as a duty of someone outside of the elementary school.

Additional comparisons of teachers, principals, and superintendents views on role duty #13 indicates a high degree of agreement between teachers ideal perceptions and principals actual perceptions. Each group had a majority of 58 per cent and 59 per cent, respectively.

Contrasting the principals actual perceptions with the superintendents ideal perceptions yielded quite a variation of opinion on role duty #13. Principals favored scheduling the use of the school by non-school groups as their duty quite heavily at 59 per cent as opposed to only 34 per cent of the superintendents. The majority of the superintendents felt this duty should be done by a clerk as opposed to nine per cent of the principals.

Comparing the actual perceptions of teachers and superintendents revealed some agreement. A majority of 69 per cent of the teachers

perceived role duty #13 (...schedule use of school building by non-school groups) as a principal's duty as opposed to 52 per cent of the superintendents.

In summary, teachers viewed role duty #13 as a principal's duty more often than superintendents or principals. Superintendents overwhelmingly indicated the duty should be done either by a clerk or someone outside of the elementary school.

TABLE 14. SERVE ON PROFESSIONAL COMMITTEE

	Not a duty of anyone 1		Teacher/ principal 2		Clerical duty 3		Teacher duty 4		Principal duty 5		No answer 6	
<u>Teachers</u>												
Actual----	25-	4%	235-	43%	1-	0%	28-	5%	242-	44%	10-	1%
Ideal----	8-	1%	287-	53%	5-	0%	20-	4%	212-	38%	9-	1%
<u>Principals</u>												
Actual----	1-	2%	15-	35%	0-	0%	0-	0%	26-	61%	0-	0%
Ideal----	0-	0%	20-	47%	0-	0%	0-	0%	22-	51%	0-	0%
<u>Superintendents</u>												
Actual----	1-	5%	6-	35%	0-	0%	0-	0%	10-	58%	0-	0%
Ideal----	1-	5%	6-	35%	0-	0%	0-	0%	10-	58%	0-	0%

Table 14 shows a moderate degree of difference between teachers actual and ideal perceptions on role duty #14 (...serve on professional committee). The actual and ideal perceptions, in each instance, were divided between the duty being perceived as either a principal's duty or a combination teacher/principal duty. Teachers indicated that ideally it needs to be performed less often as a principal's duty and

more frequently as a combination teacher/principal duty.

Table 14 reveals the principals were divided 61 per cent to 35 per cent on their actual perception between the categories of principal's duty and combination teacher/principal duty on role duty #14 (...serve on professional committee). Ideally, they are divided between the same two categories with a small shift of opinion leaving a near even division between the two categories at 51 per cent and 47 per cent.

Table 14 shows superintendents perceptions to be mainly divided between the rating categories of principal's duty and combination teacher/principal duty on role duty #14. Both the actual and ideal perceptions of superintendents favored this role duty as a principal's duty over a combination teacher/principal duty 58 per cent to 35 per cent.

Further comparison of perceptions, on role duty #14, shows a wide variation of opinion between the teachers ideal perception and the principals actual perceptions. Both groups had a majority of respondents choose the categories of principal's duty and combination teacher/principal duty. A total of 38 per cent of the teachers ideally saw this as a principal's duty as opposed to an actual perception of 61 per cent by principals. As a combination teacher/principal duty, 53 per cent of the teachers chose the category whereas only 35 per cent of the principals actually viewed it being performed in this manner.

Comparing the principals actual perceptions with the superintendents ideal perceptions on role duty #14 (...serve on professional committee) revealed a near perfect match of perceptions. A total of 61 per cent of the principals and 58 per cent of the superintendents viewed it as a principal's duty. A total of 35 per cent of each group viewed it as a combination teacher/principal duty.

Contrasting the actual perceptions of teachers and superintendents produced small differences. Each group had a majority of its respondents perceiving role duty #14 as a principal's duty and a secondary group as a combination teacher/principal duty.

In summary, there were little difference of opinion on how role duty #14 was actually being performed between the perceptions of principals and superintendents. Both groups saw it as a principal's duty as did teachers at a smaller percentage. Ideally, a majority of the teachers felt it should be a combination teacher/principal duty, while principals and superintendents continued to view it as a principal's duty by narrow margins over the combination teacher/principal rating.

Teachers actual perceptions on role duty #15 (...read professional literature and report to staff) page 79, were divided among three categories. It was viewed as a principal's duty by 54 per cent of the respondents, as a combination teacher/principal duty by 21 per cent and as not a duty of anyone in the elementary school by 17 per cent. Ideally, teachers were predominantly divided between perceiving

this duty as a principal's duty at 47 per cent and a combination teacher/principal duty at 40 per cent. This was an increase of 19 per cent for the ideal category over the actual perception of teachers.

TABLE 15. READ PROFESSIONAL LITERATURE AND REPORT TO STAFF

	Not a duty of anyone 1		Teacher/ principal duty 2		Clerical duty 3		Teacher duty 4		Principal duty 5		No answer 6	
<u>Teachers</u>												
Actual----	94-	17%	114-	21%	7-	1%	17-	3%	299-	54%	10-	2%
Ideal----	40-	7%	216-	40%	5-	0%	15-	2%	257-	47%	8-	1%
<u>Principals</u>												
Actual----	0-	0%	14-	33%	0-	0%	0-	0%	28-	66%	0-	0%
Ideal----	0-	0%	20-	47%	0-	0%	1-	0%	21-	49%	0-	0%
<u>Superintendents</u>												
Actual----	0-	0%	5-	29%	0-	0%	0-	0%	12-	69%	0-	0%
Ideal----	0-	0%	5-	29%	0-	0%	0-	0%	12-	69%	0-	0%

Table 15 shows the actual perceptions of principals to be concentrated in the categories of principal's duty at 66 per cent and combination teacher/principal duty at 33 per cent on role duty #15 (... read professional literature and report to staff). Ideally, the perception remained in the same two areas at 49 per cent and 47 per cent between principal's duty and combination teacher/principal duty.

Table 15 indicates superintendents actual and ideal perceptions on role duty #15 to be identical with 69 per cent favoring it as a principal's duty and 29 per cent as a combination duty.

Additional comparison of perceptions indicates that 66 per cent

of the principals actually perceived role duty #15 (...read professional literature and report to staff) to be their duty as opposed to the ideal perception of 47 per cent of the teachers. The other category most often chosen by the two groups was that of teacher/principal duty. Teachers ideal perceptions led principals actual perceptions 40 per cent to 33 per cent.

Comparing the principals actual perception with the superintendents ideal perception on role duty #15 yielded quite comparable views at 66 per cent to 69 per cent, respectively, as a principal's duty. In the area of combination teacher/principal duty, the principal's actual perception led the superintendents ideal perception 33 per cent to 29 per cent.

Contrasting the actual perceptions of teachers and superintendents revealed superintendents heavily favored role duty #15 to be a principal's duty 69 per cent to the teachers 54 per cent. They led teachers 29 per cent to 21 per cent in perceiving it to be a combination duty. Teachers perceived it actually as not the duty of anyone in the elementary school considerably more often than superintendents at 17 per cent to zero.

In summary, teachers perceived role duty #15 being done by principals alone much less than principals or superintendents at 54 per cent versus 66 per cent and 69 per cent. At the same time, 94 teachers or 17 per cent perceived it actually not being performed by anyone in

the elementary school as opposed to none of the 42 principals or 17 superintendents perceiving this way.

TABLE 16. SELL EDUCATIONAL MATERIALS TO STUDENTS

Not a duty of anyone 1			Teacher/ principal 2		Clerical duty 3		Teacher duty 4		Principal duty 5		No answer 6	
<u>Teachers</u>												
Actual----	276-	50%	27-	4%	100-	19%	81-	14%	30-	5%	27-	4%
Ideal----	260-	48%	33-	6%	166-	30%	42-	7%	14-	2%	26-	4%
<u>Principals</u>												
Actual----	22-	52%	1-	2%	11-	26%	6-	14%	0-	0%	2-	4%
Ideal----	19-	45%	2-	4%	17-	40%	4-	9%	0-	0%	0-	0%
<u>Superintendents</u>												
Actual----	5-	29%	3-	17%	6-	35%	2-	11%	1-	5%	0-	0%
Ideal----	6-	35%	1-	5%	9-	52%	0-	0%	1-	5%	0-	0%

A majority of 50 per cent of the teachers actually viewed role duty #16 (...sell educational materials to students) as not a duty of anyone in the elementary school, 19 per cent as a clerical duty, and 14 per cent as a teacher duty. Ideally, 48 per cent of the teachers felt it should not be the duty of anyone in the elementary school. Another teacher group of 30 per cent felt it should be performed as a clerical duty.

Table 16 reports that 52 per cent of the principals actually perceived role duty #16 as not a duty of anyone in the elementary school, 26 per cent as a clerical duty, and 14 per cent as a teacher duty. Ideally, 45 per cent of the principals perceived this role duty

as not a duty of anyone in the elementary school, 40 per cent as a clerical duty, and nine per cent as a teacher duty.

Table 16 revealed 35 per cent of the superintendents actually viewed role duty #16 (...sell educational materials to students) as a clerical duty, 29 per cent as not a duty of anyone in the elementary school, 17 per cent as a combination teacher/principal duty, and 11 per cent as a teacher duty. Ideally, 52 per cent of the superintendents felt it should be performed as a clerical duty and 35 per cent as not a duty of anyone in the elementary school.

Additional comparison of perceptions indicated the ideal perceptions of teachers at 48 per cent and the actual perceptions of principals at 52 per cent were in high agreement as a majority of each group perceived role duty #16 as not being a duty of anyone in the elementary school. The second highest percentage of perceptions for each group were in the category of clerical duty at 30 per cent for teachers and 26 per cent for principals.

Contrasting the principals actual perceptions with the superintendents ideal perceptions indicated 52 per cent of the principals felt role duty #16 actually was not performed as a duty of anyone in the elementary school. Ideally, a majority of 52 per cent of the superintendents felt it should be performed as a clerical duty.

Comparing the actual perceptions of teachers and superintendents revealed both groups perceived role duty #16 being done several

different ways. The majority of teachers perceived role duty #16 (...sell educational materials to students) as actually not being the duty of anyone in the elementary school. At the same time, the majority of superintendents perceived it as being a clerical duty.

In summary, role duty #16 was perceived by a majority of teachers and principals as being not a duty of anyone in the elementary school both actually and ideally. A majority of superintendents perceived it both actually and ideally as a clerical duty.

TABLE 17. ORDER NEW EQUIPMENT FOR THE SCHOOL

	Not a duty of anyone 1		Teacher/ principal 2		Clerical duty 3		Teacher duty 4		Principal duty 5		No answer 6	
<u>Teachers</u>												
Actual----	15-	2%	241-	44%	33-	6%	24-	4%	226-	41%	2-	0%
Ideal----	13-	2%	322-	60%	42-	7%	15-	2%	146-	25%	3-	0%
<u>Principals</u>												
Actual----	1-	2%	19-	45%	2-	4%	0-	0%	20-	47%	0-	0%
Ideal----	1-	2%	21-	50%	5-	11%	0-	0%	15-	34%	0-	0%
<u>Superintendents</u>												
Actual----	1-	5%	4-	23%	1-	5%	0-	0%	11-	64%	0-	0%
Ideal----	1-	5%	5-	29%	1-	5%	0-	0%	10-	58%	0-	0%

A majority of 44 per cent of the teachers actually saw role duty #17 (...order new equipment for the school) being performed as a combination duty and 41 per cent as a principal's duty. Ideally, 60 per cent of the teachers reported it should be a combination teacher/principal duty and 25 per cent felt it should be a principal's duty.

Table 17 reveals a near even division of actual perceptions of principals on role duty #17 (...order new equipment for the school). They were divided at 45 per cent and 47 per cent, respectively, perceiving it as a combination teacher/principal duty and a principal's duty. Ideally, 50 per cent of the principals felt it should be a combination teacher/principal duty and 34 per cent as a principal's duty.

Table 17 shows that 64 per cent of the superintendents actually perceive role duty #17 as being a principal's duty. Another 23 per cent saw it as a combination teacher/principal duty. Ideally, the perception changed little as 58 per cent viewed it as a principal's duty and 29 per cent as a combination teacher/principal duty.

Further comparison of perceptions reveals the majority of the ideal perceptions of teachers and the actual perceptions of principals selected different ratings for role duty #17. A majority, numbering 60 per cent, of the teachers perceived it should be a combination teacher/principal duty. A majority of 47 per cent of the principals viewed role duty #17 actually being performed as a principal's duty with another group close behind at 45 per cent perceiving it as a combination teacher/principal duty.

Comparing the actual perceptions of principals with the ideal perceptions of superintendents revealed agreement of the majority of each group on role duty #17. Each group first perceived it as a principal's duty and secondly as a combination teacher/principal duty.

Comparing the actual perceptions of teachers and superintendents indicates a majority of each group perceiving different ratings for how the duty is being performed. Teacher respondents had a majority of 44 per cent that perceived role duty #17 (...order new equipment for the school) as a combination teacher/principal duty. A majority of 64 per cent of the superintendents viewed it as being a principal's duty.

In summary, a majority of the principals and teachers perceived role duty #17 as being a combination teacher/principal duty. The third respondent group, superintendents, perceived role duty #17 both actually and ideally as a principal's duty.

TABLE 18. WORK WITH PTA

	Not a duty of anyone 1		Teacher/ principal 2		Clerical duty 3		Teacher duty 4		Principal duty 5		No answer 6	
<u>Teachers</u>												
Actual----	117-	21%	180-	33%	1-	0%	8-	1%	210-	39%	25-	4%
Ideal-----	93-	17%	260-	48%	7-	1%	10-	1%	148-	26%	23-	4%
<u>Principals</u>												
Actual----	9-	21%	11-	26%	0-	0%	0-	0%	21-	52%	1-	2%
Ideal-----	5-	11%	24-	57%	0-	0%	0-	0%	12-	28%	1-	2%
<u>Superintendents</u>												
Actual----	4-	23%	5-	29%	0-	0%	0-	0%	8-	46%	0-	0%
Ideal-----	2-	11%	6-	35%	0-	0%	0-	0%	9-	52%	0-	0%

The actual perceptions of teachers on role duty #18 (...work with PTA) were 39 per cent in favor of principal's duty, 33 per cent combination teacher/principal duty, and 21 per cent viewing it as not a duty

of anyone in the elementary school. Ideally, a majority of 48 per cent perceived it as a combination teacher/principal duty and 26 per cent saw it as a principal's duty.

Table 18 shows that a majority of 50 per cent of the principals actually perceived role duty #18 as a principal's duty. Ideally, a majority of 57 per cent perceived it to be a combination teacher/principal duty.

Table 18 shows that a majority of the superintendents actually and ideally perceive role duty #18 to be a principal's duty.

Further comparison of perceptions indicates the majority of the ideal perceptions of teachers and the actual perceptions of principals perceived different ratings for role duty #18. A majority of 48 per cent of the teachers perceived it as a combination teacher/principal duty, while a majority of 50 per cent of the principals saw it as a principal's duty.

Comparing the actual perceptions of principals with the ideal perceptions of superintendents revealed agreement between the two groups as each one perceived role duty #18 to be a principal's duty at a majority of 50 per cent and 52 per cent, respectively.

Contrasting the actual perceptions of teachers and superintendents on role duty #18 indicates a high degree of agreement in a diverse way as their perceptions were comparably divided between the three ratings of principal's duty, combination teacher/principal duty, and

not a duty of anyone in the elementary school. Both had their largest percentage favoring it as a principal duty.

In summary, a majority of all three groups actually viewed role duty #18 (...work with PTA) being performed as a principal's duty.

Ideally, a majority of teachers and principals perceived that it should be a combination teacher/principal duty while superintendents remained in support of it being a principal's duty.

TABLE 19. SELECT NEW STAFF MEMBERS

	Not a duty of anyone 1		Teacher/ principal 2		Clerical duty 3		Teacher duty 4		Principal duty 5		No answer 6	
<u>Teachers</u>												
Actual---	215-	40%	8-	1%	6-	1%	1-	0%	297-	54%	14-	2%
Ideal----	148-	27%	40-	7%	4-	0%	0-	0%	337-	62%	12-	2%
<u>Principals</u>												
Actual---	20-	47%	0-	0%	0-	0%	0-	0%	22-	51%	0-	0%
Ideal----	3-	7%	6-	14%	0-	0%	0-	0%	33-	77%	0-	0%
<u>Superintendents</u>												
Actual---	7-	41%	0-	0%	0-	0%	0-	0%	9-	52%	1-	5%
Ideal----	5-	29%	0-	0%	0-	0%	0-	0%	11-	64%	1-	5%

A majority of 54 per cent of the teachers perceived role duty #19 (...select new staff members) as actually being a principal's duty. The second highest group of perceptions were 40 per cent viewing the duty as not a duty of anyone in the elementary school. Ideally, 62 per cent of the teachers indicated it should be a principal's duty and 27 per cent not a duty of anyone in the elementary school.

Table 19 shows the actual perceptions of principals on role duty #19 (...select new staff members) to be divided between principals duty at 51 per cent and not a duty of anyone in the elementary school at 47 per cent. Ideally, 77 per cent of the principal's perceived this duty to be a principal's duty.

Table 19 indicates the perceptions of superintendents to be divided on role duty #19 between principal's duty and not a duty of anyone in the elementary school in both categories of perceptions. In both instances, the majority of the group perceived the duty to be a principal's duty.

Further comparison of perceptions shows the majority of ideal perceptions of teachers and the actual perceptions of principals were in agreement as each group perceived role duty #19 to be a principal's duty.

Comparing the actual perceptions of principals with the ideal perceptions of superintendents revealed a majority of each group perceiving role duty #19 as a principal's duty and a secondary group seeing it as not a duty of anyone in the elementary school.

Contrasting the actual perceptions of teachers with the actual perceptions of superintendents indicates almost identical perceptions with a majority of each group perceiving role duty #19 as a principal's duty and a secondary group viewing it as not a duty of anyone in the elementary school.

In summary, all three groups indicated a high degree of consensus among their perceptions of role duty #19 (...select new staff members) as the majority of each group viewed it as a principal's duty.

TABLE 20. DISMISS INCOMPETENT STAFF

	Not a duty of anyone 1		Teacher/ principal 2		Clerical duty 3		Teacher duty 4		Principal duty 5		No answer 6	
<u>Teachers</u>												
Actual----	204-	38%	4-	0%	3-	0%	1-	0%	305-	56%	24-	4%
Ideal-----	147-	27%	32-	5%	3-	0%	1-	0%	339-	62%	19-	3%
<u>Principals</u>												
Actual----	11-	26%	0-	0%	0-	0%	0-	0%	30-	70%	1-	2%
Ideal-----	6-	14%	1-	2%	0-	0%	0-	0%	34-	80%	1-	2%
<u>Superintendents</u>												
Actual----	6-	35%	0-	0%	0-	0%	0-	0%	10-	58%	1-	5%
Ideal-----	6-	35%	0-	0%	0-	0%	0-	0%	10-	58%	1-	5%

A majority of 56 per cent of the teachers actually perceived role duty #20 (...dismiss incompetent staff) as a principal's duty and 38 per cent as not the duty of anyone in the elementary school. Ideally, the perceptions remained in the same two categories at 62 per cent and 27 per cent.

Table 20 reports the actual and ideal perceptions of principals to heavily favor role duty #20 as a principal's duty at 70 per cent and 80 per cent, respectively.

Table 20 reveals the actual and ideal perceptions of superintendents on role duty #20 to be identical with a majority group of 58 per

cent perceiving it as a principal's duty and a second group of 35 per cent viewing it as not a duty of anyone in the elementary school.

Further comparison of perceptions shows the ideal perceptions of teachers and the actual perceptions of principals to be in high agreement at 62 per cent and 70 per cent in favor of role duty #20 (...dismiss incompetent staff) as a principal's duty.

Contrasting the actual perceptions of principals with the ideal perceptions of superintendents reveals definite agreement as a majority of each group perceived role duty #20 to be a principal's duty.

Comparing the actual perceptions of teachers and superintendents indicates near perfect agreement as a majority of each group chose role duty #20 to be a principal's duty.

In summary, the three groups of respondents revealed definite agreement on role duty #20 with a majority of each perceiving it to be a principal's duty and a secondary group in each viewing it as not a duty of anyone in the elementary school.

The actual and ideal perceptions of teachers were in high agreement at 93 per cent and 83 per cent, respectively, on role duty #21 (...conduct staff meetings), page 91. Both perceptions were in the rating category of principal's duty.

Table 21 shows that 83 per cent of the principals actually perceived role duty #21 to be a principal's duty and 14 per cent as a combination teacher/principal duty. Ideally, 70 per cent of the

principal's perceived it as a principal's duty and 26 per cent as not a duty of anyone in the elementary school.

TABLE 21. CONDUCT STAFF MEETINGS

	Not a duty of anyone		Teacher/ principal		Clerical duty		Teacher duty		Principal , duty		No answer	
	1		2		3		4		5		6	
<u>Teachers</u>												
Actual----	6-	1%	16-	2%	1-	0%	2-	0%	507-	93%	9-	1%
Ideal-----	3-	0%	77-	14%	0-	0%	2-	0%	448-	83%	11-	2%
<u>Principals</u>												
Actual----	1-	2%	5-	11%	0-	0%	0-	0%	36-	85%	0-	0%
Ideal-----	1-	2%	16-	38%	1-	2%	0-	0%	24-	57%	0-	0%
<u>Superintendents</u>												
Actual----	0-	0%	3-	17%	0-	0%	0-	0%	14-	81%	0-	0%
Ideal-----	0-	0%	4-	23%	0-	0%	0-	0%	13-	75%	0-	0%

Table 21 indicates that 81 per cent of the superintendents perceived role duty #21 (...conduct staff meetings) to actually be a principal's duty and 17 per cent as a combination teacher/principal duty. The ideal perceptions of superintendents were found to be concentrated in the same rating categories as the actual at 75 per cent and 23 per cent.

Further comparison of perceptions of teachers ideal perception and principals actual perceptions revealed both groups perceiving role duty #21 as a principal's duty at 83 per cent and 70 per cent, respectively.

Comparing the actual perceptions of principals with the ideal

perceptions of superintendents shows both groups with a majority of their respondents perceiving role duty #21 (...conduct staff meetings) as a principal's duty.

Contrasting the actual perceptions of teachers and superintendents revealed them to be in agreement as both groups had a majority selecting principal's duty as their perception for the role duty #21.

In summary, there was little disagreement on role duty #21 by the three groups surveyed as a majority of each perceived it to be a principal's duty.

TABLE 22. ARRANGE TEACHER IN-SERVICE MEETINGS TO IMPROVE INSTRUCTION

	Not a duty of anyone 1		Teacher/ principal 2		Clerical duty 3		Teacher duty 4		Principal duty 5		No answer 6	
<u>Teachers</u>												
Actual---	147-	27%	72-	13%	8-	1%	7-	1%	295-	54%	12-	2%
Ideal----	73-	13%	188-	35%	2-	0%	5-	0%	262-	47%	11-	2%
<u>Principals</u>												
Actual---	4-	9%	10-	23%	1-	2%	0-	0%	27-	63%	0-	0%
Ideal----	1-	2%	20-	47%	0-	0%	0-	0%	21-	50%	0-	0%
<u>Superintendents</u>												
Actual---	2-	11%	2-	11%	0-	0%	0-	0%	12-	70%	1-	5%
Ideal----	1-	5%	5-	29%	0-	0%	0-	0%	10-	58%	1-	5%

A majority of 54 per cent of the teachers actually perceived role duty #22 (...arrange teacher in-service meetings to improve instruction) to be a principal's duty and 27 per cent as not a duty of anyone in the elementary school. Ideally, 47 per cent of them saw it as a principal's

duty, 35 per cent as a combination teacher/principal duty, and 13 per cent as not a duty of anyone in the elementary school.

Table 22 indicates that 63 per cent of the principals actually perceived role duty #22 (...arrange teacher in-service meetings to improve instruction) to be a principal's duty, 23 per cent as a combination teacher/principal duty, and nine per cent as not a duty of anyone in the elementary school. Ideally, they were almost evenly divided between principal's duty at 50 per cent and combination teacher/principal duty at 47 per cent.

Table 22 reports that 70 per cent of the superintendents actually perceived role duty #22 as a principal's duty. Ideally, their perceptions were divided between principal's duty at 58 per cent and combination teacher/principal duty at 29 per cent.

Further comparison of teachers ideal perceptions and principals actual perceptions on role duty #22 revealed each group had a majority perceiving it as a principal's duty only the teacher majority was much smaller than principal's at 47 per cent compared with 63 per cent.

Comparing the actual perceptions of principals with the ideal perceptions of superintendents, on role duty #22, indicated a high degree of consensus as both groups perceived it to be a principal's duty at 63 per cent and 58 per cent, as well as a combination duty at 23 per cent and 29 per cent.

Contrasting the actual perceptions of teachers and superinten-

dents shows each group with a majority perceiving role duty #22 (...arrange teacher in-service meetings to improve instruction) as a principal's duty. Teachers had a second concentration of perceptions at 27 per cent that perceived this duty as not the duty of anyone in the elementary school.

In summary, each of the three groups surveyed had a majority of perceptions recorded in both categories that viewed role duty #22 as a principal's duty. Studying ideal perceptions of all three groups indicated each one had a second concentration of perceptions, of a fair size, in the rating category of combination teacher/principal duty.

TABLE 23. ORGANIZE MILL LEVY AND BOND ISSUE VOTING SUPPORT AMONG SCHOOL PATRONS

	Not a duty of anyone 1		Teacher/ principal 2		Clerical duty 3		Teacher duty 4		Principal duty 5		No answer 6	
<u>Teachers</u>												
Actual---	258-	48%	86-	15%	12-	2%	10-	1%	163-	29%	12-	2%
Ideal----	271-	50%	118-	22%	13-	2%	10-	1%	119-	22%	10-	1%
<u>Principals</u>												
Actual---	20-	47%	8-	19%	5-	11%	0-	0%	8-	18%	1-	2%
Ideal----	16-	38%	16-	38%	4-	9%	1-	2%	4-	9%	1-	2%
<u>Superintendents</u>												
Actual---	7-	41%	8-	47%	1-	5%	0-	0%	1-	5%	0-	0%
Ideal----	6-	35%	9-	52%	1-	5%	0-	0%	1-	5%	0-	0%

The actual perceptions of teachers were divided on role duty #23 (...organize mill levy and bond issue voting support among school

patrons) with 48 per cent perceiving it as not a duty of anyone in the elementary school, 29 per cent as a principal's duty, and 15 per cent as a combination teacher/principal duty. The ideal perceptions of teachers remained about the same with 50 per cent perceiving it as not the duty of anyone in the elementary school, 22 per cent as a principal's duty, and 22 per cent as a combination teacher/principal duty.

Table 23 reports the actual perceptions of principals to be highly diverse on role duty #23 (...organize mill levy and bond issue voting support among school patrons). Their perceptions were divided among four categories with a small majority viewing it as not a duty of anyone in the elementary school. The ideal perceptions of principals were concentrated in the two categories of not a duty of anyone in the elementary school and combination duty at 38 per cent each.

Table 23 indicates the actual perceptions of superintendents were divided between combination teacher/principal duty at 47 per cent and not a duty of anyone in the elementary school at 41 per cent on role duty #23. Their ideal perceptions were recorded as 52 per cent perceiving it as a combination teacher/principal duty and 35 per cent as not a duty of anyone in the elementary school.

Further comparison of perceptions reveals the ideal perceptions of teachers and the actual perceptions of principals to be in close agreement on role duty #23. Teachers had 50 per cent and principals 47 per cent perceiving this role duty as not a duty of anyone in the

elementary school, 22 per cent and 19 per cent as a combination teacher/principal duty, and 22 per cent and 18 per cent as a principal's duty.

Comparing the actual perceptions of principals with the ideal perceptions of superintendents indicates the majority of each group perceives role duty #23 (...organize mill levy and bond issue voting support among school patrons) differently. The majority of the principals saw it as not a duty of anyone in the elementary school as opposed to the superintendents viewing it as a combination teacher/principal duty.

Contrasting the actual perceptions of teachers and superintendents shows a difference of opinion as a majority of 48 per cent of the teachers perceived role duty #23 to be not a duty of anyone in the elementary school while a majority of 47 per cent of the superintendents viewed as being a combination teacher/principal duty. Secondary perceptions of this duty were different also as 29 per cent of the teachers felt it was being performed as a principal's duty and 15 per cent as a combination duty as opposed to only five per cent of the superintendents feeling principals were actually performing the duty and 41 per cent viewing it as not the duty of anyone in the elementary school.

In summary, a majority of the teachers and principals, both actually and ideally, perceived role duty #23 as not a duty of anyone in the elementary school. On the other hand, a majority of the superintendents perceived this duty as a combination teacher/principal duty. Superintendents perceived role duty #23 being performed as a

principal's duty much less than the other two groups.

TABLE 24. PREPARE ATTENDANCE REPORTS

	Not a duty of anyone 1		Teacher/ principal 2		Clerical duty 3		Teacher duty 4		Principal duty 5		No answer 6	
<u>Teachers</u>												
Actual----	23-	4%	66-	12%	226-	42%	136-	24%	90-	16%	3-	0%
Ideal----	17-	3%	60-	11%	329-	60%	66-	12%	66-	11%	3-	0%
<u>Principals</u>												
Actual----	1-	2%	6-	14%	17-	40%	4-	9%	14-	32%	0-	0%
Ideal----	1-	2%	5-	11%	28-	66%	2-	4%	6-	14%	0-	0%
<u>Superintendents</u>												
Actual----	1-	5%	2-	11%	11-	64%	2-	11%	1-	5%	0-	0%
Ideal----	1-	5%	3-	17%	11-	64%	1-	5%	1-	5%	0-	0%

A total of 42 per cent of the teachers actually perceived role duty #24 (...prepare attendance reports) being performed as a clerical duty, 24 per cent as a teacher duty, and 16 per cent as a principal duty. Ideal perceptions of teachers changed somewhat with 60 per cent feeling role duty #24 should be a clerical duty, 12 per cent as a teacher duty, 11 per cent as a principal duty, and 11 per cent as a combination teacher/principal duty.

Table 24 reports 42 per cent of the principals actually perceived role duty #24 being performed as a clerical duty and 32 per cent as a principal's duty. Ideal perceptions differ from the actual as 66 per cent of the principals feel this duty should be a clerical duty.

Table 24 indicates that 64 per cent of the superintendents both

actually and ideally perceived role duty #24 (...prepare attendance reports) to be a clerical duty.

Further comparison of perceptions shows the ideal perceptions of teachers and the actual perceptions of principals to both have a majority of perceptions in the category of clerical duty at 60 per cent and 40 per cent. A second actual perception of the principal's group was 32 per cent viewing this role duty actually being performed as a principal's duty.

Comparing the actual perceptions of principals with the ideal perceptions of superintendents reveals that a majority of each group perceived role duty #24 as a clerical duty with the principals majority being much smaller than the superintendents. In addition to the 40 per cent of the principals perceiving role duty #24 being performed as a clerical duty, 32 per cent of them saw it actually being done as a principal's duty.

Contrasting the actual perceptions of teachers and superintendents on role duty #24 indicates most teachers view clerks, themselves, and principals performing this duty as opposed to the superintendents perceiving the duty being performed predominantly by clerks.

In summary, all three groups had a majority both actually and ideally perceiving role duty #24 as being a clerical duty. The main difference in the majority perceptions were the superintendents had a little larger majority than teachers and principals. Also, teachers

and principals both perceived themselves performing the duty more frequently than superintendents.

TABLE 25. EVALUATE STAFF

	Not a duty of anyone 1		Teacher/ principal 2		Clerical duty 3		Teacher duty 4		Principal duty 5		No answer 6	
<u>Teachers</u>												
Actual----	36~	6%	27~	4%	3~	0%	0~	0%	466~	86%	9~	1%
Ideal-----	17~	3%	92~	17%	0~	0%	2~	0%	421~	77%	9~	1%
<u>Principals</u>												
Actual----	2~	4%	3~	7%	0~	0%	0~	0%	37~	87%	0~	0%
Ideal-----	1~	2%	13~	30%	0~	0%	0~	0%	28~	65%	0~	0%
<u>Superintendents</u>												
Actual----	1~	5%	1~	5%	0~	0%	0~	0%	15~	89%	0~	0%
Ideal-----	1~	5%	3~	17%	0~	0%	0~	0%	13~	75%	0~	0%

The actual and ideal perceptions of teachers were in solid agreement at 86 per cent and 77 per cent perceiving role duty #25 (...evaluate staff) as a principal's duty.

Table 25 indicates 87 per cent of the principals perceived themselves actually performing role duty #25. Ideally, 65 per cent of the principals felt this should be a principal's duty and 30 per cent a combination teacher/principal duty.

Table 25 shows 89 per cent of the superintendents actually perceived the principal performing role duty #25 and 75 per cent ideally performing it.

Additional comparison of perceptions reveals the ideal

perceptions of teachers and the actual perceptions of principals were in substantial agreement on this duty being a principal's duty at 77 per cent and 87 per cent, respectively.

Comparing the actual perceptions of principals and the ideal perceptions of superintendents shows a majority of each group perceiving role duty #25 as a principal's duty.

Contrasting the actual perceptions of teachers and superintendents indicates a high degree of consensus at 86 per cent and 87 per cent, respectively.

In summary, all three groups solidly agree that role duty #25 (...evaluate staff) is a duty of the principal. The only group to vary their perceptions were principals with 30 per cent of them ideally perceiving this duty as a combination teacher/principal duty.

TABLE 26. SCHEDULE STAFF DUTIES

	Not a duty of anyone		Teacher/ principal		Clerical duty		Teacher duty		Principal duty		No answer	
	1		2		3		4		5		6	
<u>Teachers</u>												
Actual----	7-	1%	52-	9%	56-	10%	12-	2%	409-	75%	5-	0%
Ideal-----	3-	0%	149-	28%	66-	12%	11-	2%	303-	55%	9-	1%
<u>Principals</u>												
Actual----	1-	2%	7-	16%	1-	2%	0-	0%	33-	78%	0-	0%
Ideal-----	0-	0%	12-	28%	4-	9%	0-	0%	26-	61%	0-	0%
<u>Superintendents</u>												
Actual----	0-	0%	2-	11%	0-	0%	0-	0%	14-	81%	1-	5%
Ideal-----	0-	0%	3-	17%	0-	0%	0-	0%	13-	75%	1-	5%

A majority of 75 per cent of the teachers actually perceived the principal as the one performing role duty #26 (...schedule staff duties). Ideally, 55 per cent view it as a principal's duty and 28 per cent as a combination teacher/principal duty.

Table 26 indicates 78 per cent of the principals actually view role duty #26 as a principal's duty and 16 per cent as a combination teacher/principal duty. Ideally, 61 per cent of the principals perceived this duty as a principal's duty and 28 per cent as a combination teacher/principal duty.

Table 26 shows that 81 per cent of the superintendents actually perceived role duty #26 as a principal's duty and 11 per cent as a combination teacher/principal duty. Ideally, 75 per cent viewed it as a principal's duty and 17 per cent as a combination teacher/principal duty.

Further comparison of teachers ideal perceptions and principals actual perceptions reveals 55 per cent of the teachers perceive role duty #26 to be a principal's duty and 28 per cent a combination teacher/principal duty. Principals had 78 per cent favoring this duty as a principal's duty and 16 per cent as a combination teacher/principal duty.

Comparing the actual perceptions of principals with the ideal perceptions of superintendents shows a high degree of consensus with 78 per cent of the principals and 75 per cent of the superintendents

perceiving role duty #26 (...schedule staff duties] as a principal's duty.

Contrasting the actual perceptions of teachers with that of superintendents indicates both groups viewed role duty #26 as a principal's duty at 75 per cent and 81 per cent, respectively.

In summary, the actual perceptions of all three groups were in high agreement that role duty #26 was a principal's duty. Ideally, a majority of all three groups still perceived this duty to be a principal's duty only the majority of the teachers and principals were smaller with 28 per cent of each group also perceiving it as a combination teacher/principal duty.

TABLE 27. DISCIPLINE STUDENTS FOR ACTS OF MISCONDUCT

	Not a duty of anyone		Teacher/ principal		Clerical duty		Teacher duty		Principal duty		No answer	
	1		2		3		4		5		6	
<u>Teachers</u>												
Actual----	10-	1%	254-	47%	5-	0%	97-	17%	170-	31%	5-	0%
Ideal----	2-	0%	333-	62%	4-	0%	42-	7%	156-	28%	4-	0%
<u>Principals</u>												
Actual----	0-	0%	24-	57%	2-	4%	2-	4%	14-	32%	0-	0%
Ideal----	0-	0%	29-	69%	2-	4%	4-	9%	7-	16%	0-	0%
<u>Superintendents</u>												
Actual----	0-	0%	7-	41%	0-	0%	3-	17%	7-	41%	0-	0%
Ideal----	0-	0%	11-	64%	0-	0%	2-	11%	4-	22%	0-	0%

A majority of 47 per cent of the teachers actually perceived role duty #27 (...discipline students for acts of misconduct) being

performed as a combination teacher/principal duty and 31 per cent as a principal's duty. Ideally, 62 per cent of the teachers viewed this duty as a combination teacher/principal duty and 28 per cent as a principal's duty.

Table 27 indicates that 57 per cent of the principals actually viewed role duty #27 (...discipline students for acts of misconduct) as a combination teacher/principal duty and 32 per cent as a principal's duty. Ideally, 69 per cent of the principals felt this duty should be a combination teacher/principal duty and 16 per cent as a principal's duty.

Table 27 shows the actual perceptions of superintendents on role duty #27 to be divided among combination teacher/principal duty at 41 per cent, principal duty at 41 per cent, and teacher duty at 17 per cent. Ideally, 64 per cent of the superintendents chose role duty #27 to be a combination teacher/principal duty, 22 per cent a principal's duty, and only 11 per cent a teacher duty.

Further comparison of perceptions indicates teacher ideal perceptions and principals actual perceptions to be in agreement on role duty #27 as a combination duty at 62 per cent and 57 per cent, respectively. Also, each group had a concentration of 28 per cent and 32 per cent viewing this duty as a principal's duty.

Comparing the actual perceptions of principals with the ideal perceptions of superintendents reveals a majority of each to perceive

role duty #27 (...discipline students for acts of misconduct) to be a combination duty at 57 per cent and 64 per cent. Each group also perceived it to be a principal's duty at 32 per cent and 22 per cent.

Contrasting the actual perceptions of teachers and superintendents shows each group to perceive role duty #27 to be a combination teacher/principal duty at 47 per cent and 41 per cent and as a principal's duty at 31 per cent and 41 per cent.

In summary, the majority of perceptions of all three groups on role duty #27 were divided between combination teacher/principal duty and principal's duty with the former being the highest perception for all three groups.

TABLE 28. COUNSEL STUDENTS

	Not a duty of anyone 1		Teacher/ principal 2		Clerical duty 3		Teacher duty 4		Principal duty 5		No answer 6	
<u>Teachers</u>												
Actual----	44-	8%	226-	40%	3-	0%	59-	10%	203-	38%	6-	1%
Ideal----	38-	7%	311-	60%	3-	0%	28-	5%	154-	29%	7-	1%
<u>Principals</u>												
Actual----	0-	0%	22-	52%	0-	0%	1-	2%	19-	44%	0-	0%
Ideal----	0-	0%	30-	71%	1-	2%	1-	2%	10-	23%	0-	0%
<u>Superintendents</u>												
Actual----	0-	0%	9-	52%	0-	0%	1-	5%	7-	40%	0-	0%
Ideal----	1-	5%	9-	52%	0-	0%	0-	0%	7-	40%	0-	0%

A diversity of teacher perceptions were reported for role duty #28 (...counsel students) as 40 per cent of the teachers actually

perceived this role duty to be a combination teacher/principal duty, 38 per cent as a principal's duty, and 10 per cent a teacher duty. Ideally, 60 per cent of the teachers perceived this duty to be a combination teacher/principal duty and 29 per cent a principal's duty.

Table 28 shows that 52 per cent of the principals actually viewed role duty #28 (...counsel students) to be a combination teacher/principal duty and 44 per cent as a principal's duty. Ideally, 71 per cent of the principals perceived this duty to be a combination teacher/principal duty and 23 per cent a principal's duty.

Table 28 indicates the actual and ideal perceptions of superintendents to be divided on role duty #28 between combination teacher/principal duty at 52 per cent and principal's duty at 40 per cent.

Further comparison of teachers ideal perceptions and principals actual perceptions on role duty #28 revealed the two groups were in agreement. Each group had a majority that viewed it as a combination teacher/principal duty and a second group that perceived it as a principal's duty.

Comparing the actual perceptions of principals and the ideal perceptions of superintendents on role duty #28 shows the two groups had identical perceptions of 52 per cent. Each group selected the duty rating combination teacher/principal duty for this duty statement. Their next highest perception was in the rating category of principal duty at 44 per cent for principals and 40 per cent for superintendents.

Contrasting the actual perceptions of teachers with that of superintendents indicates each group has a majority of 40 per cent and 52 per cent who perceived role duty #28 (...counsel students) as a combination teacher/principal duty and a second group of 38 per cent and 40 per cent who viewed it as a principal's duty.

In summary, each of the three groups have a majority of respondents who perceived both actually and ideally that role duty #28 was a combination teacher/principal duty. Also, each category of respondents had a second group of perceptions that favored the role duty being performed as a principal's duty.

TABLE 29. SUPERVISE CUSTODIANS

	Not a duty of anyone		Teacher/ principal		Clerical duty		Teacher duty		Principal duty		No answer	
	1		2		3		4		5		6	
<u>Teachers</u>												
Actual----	84-	15%	4-	0%	15-	2%	0-	0%	431-	78%	7-	1%
Ideal-----	101-	19%	16-	2%	13-	2%	0-	0%	404-	75%	7-	1%
<u>Principals</u>												
Actual----	6-	14%	0-	0%	0-	0%	0-	0%	36-	84%	0-	0%
Ideal-----	8-	19%	0-	0%	2-	4%	0-	0%	32-	75%	0-	0%
<u>Superintendents</u>												
Actual----	1-	5%	0-	0%	0-	0%	0-	0%	16-	94%	0-	0%
Ideal-----	2-	11%	0-	0%	0-	0%	0-	0%	15-	88%	0-	0%

A majority of 78 per cent of the teachers actually perceived role duty #29 (...supervise custodians) to be a principal's duty and 15 per cent as not a duty of anyone in the elementary school. Ideal

perceptions remained in the same two categories at 75 per cent and 19 per cent, respectively.

Table 29 shows the actual and ideal perceptions of principals to over-whelmingly favor role duty #29 (...supervise custodians) to be a principal's duty at 84 per cent and 75 per cent.

Table 29 indicates the actual and ideal perceptions of superintendents to strongly favor role duty #29 as a principal's duty at 94 per cent and 88 per cent, respectively.

Further comparison of perceptions shows the ideal perceptions of teachers and the actual perceptions of principals to be in agreement on role duty #29. A majority of each group perceived it as a duty of the principal and a second group in each rating category viewed it as not a duty of anyone in the elementary school.

Comparing the actual perceptions of principals with the ideal perceptions of superintendents reveals each group to be in agreement at 84 per cent and 88 per cent on role duty #29.

In summary, all three groups were in agreement actually and ideally on role duty #29 as 75 per cent or more of each group perceived it as a principal's duty in both categories of perceptions.

The ideal perceptions of teachers were divided between 60 per cent perceiving as a principal's duty and 32 per cent as not a duty of anyone in the elementary school on role duty #30 (...supervise non-certified personnel), page 108. Ideally, 55 per cent of the teachers

perceived this duty to be a principal's duty and 35 per cent as not a duty of anyone in the elementary school.

TABLE 30. SUPERVISE NON-CERTIFIED PERSONNEL

	Not a duty of anyone 1		Teacher/ principal 2		Clerical duty 3		Teacher duty 4		Principal duty 5		No answer 6	
<u>Teachers</u>												
Actual----	171-	32%	9-	1%	17-	3%	3-	0%	325-	60%	16-	2%
Ideal-----	190-	35%	16-	2%	18-	3%	2-	0%	296-	55%	19-	3%
<u>Principals</u>												
Actual----	7-	16%	0-	0%	0-	0%	0-	0%	34-	80%	1-	2%
Ideal-----	11-	26%	0-	0%	1-	2%	0-	0%	29-	68%	1-	2%
<u>Superintendents</u>												
Actual----	4-	23%	0-	0%	0-	0%	0-	0%	13-	76%	0-	0%
Ideal-----	4-	23%	0-	0%	0-	0%	0-	0%	13-	76%	0-	0%

Table 30 reports 80 per cent of the principals actually viewed role duty #20 (...supervise non-certified personnel) as a principal's duty and 16 per cent as not a duty of anyone in the elementary school. The ideal perceptions of principals were divided between 68 per cent favoring this duty as a principal's duty and 26 per cent viewing it as not a duty of anyone in the elementary school.

Table 30 reveals that 76 per cent of the superintendents actu-
ally and ideally viewed role duty #30 as a principal's duty and 23 per cent as not a duty of anyone in the elementary school.

Further comparison of perceptions indicates the ideal percep-
tions of teachers and the actual perceptions of principals were in

agreement on role duty #30 (...supervise non-certified personnel) with a majority of 55 per cent of the teachers and 80 per cent of the principals perceiving this duty as a principal's duty. Another 35 per cent of the teachers perceived this duty as not a duty of anyone in the elementary school.

Comparing the actual perceptions of principals with the ideal perceptions of superintendents revealed a high degree of consensus as 80 per cent of the principals and 76 per cent of the superintendents perceived role duty #30 to be a principal's duty.

Contrasting the actual perceptions of teachers and superintendents indicated both groups to be in agreement on role duty #30. Each group had a majority perceiving the duty as a principal's duty and a secondary group as not a duty of anyone in the elementary school.

In summary, the actual and ideal perceptions of all three groups perceived role duty #30 to be a principal's duty. A secondary group of each viewed it as not a duty of anyone in the elementary school.

The actual perceptions of teachers were diversely spread at 49 per cent in favor of combination teacher/principal duty, 24 per cent as principal's duty, and 23 per cent as teacher's duty on role duty #31 (...consult with parents on problems relating to their children academically), page 110. Ideally, 63 per cent perceived this role duty as a combination teacher/principal duty and 18 per cent as a principal's duty.

TABLE 31. CONSULT WITH PARENTS ON PROBLEMS RELATING TO THEIR CHILDREN ACADEMICALLY

	Not a duty of anyone 1		Teacher/ principal 2		Clerical duty 3		Teacher duty 4		Principal duty 5		No answer 6	
<u>Teachers</u>												
Actual----	5-	0%	269-	49%	3-	0%	127-	23%	133-	24%	4-	0%
Ideal----	2-	0%	342-	63%	2-	0%	90-	16%	101-	18%	4-	0%
<u>Principals</u>												
Actual----	0-	0%	25-	59%	1-	0%	4-	9%	12-	28%	0-	0%
Ideal----	0-	0%	28-	66%	1-	0%	1-	2%	12-	28%	0-	0%
<u>Superintendents</u>												
Actual----	0-	0%	8-	47%	0-	0%	0-	0%	9-	52%	0-	0%
Ideal----	0-	0%	9-	52%	0-	0%	0-	0%	8-	46%	0-	0%

Table 31 indicates the actual perceptions of principals to be divided between combination teacher/principal duty at 59 per cent and principal's duty at 28 per cent for role duty #31 (...consult with parents on problems relating to their children academically). Ideally, 66 per cent of the principals viewed it as a combination duty and 28 per cent as a principal's duty.

Table 31 reports the superintendents actual perceptions for role duty #31 to be divided between principal's duty at 52 per cent and combination teacher/principal duty at 47 per cent. Ideally, the reverse was true with 52 per cent perceiving it as a combination teacher/principal duty and 46 per cent as a principal's duty.

Further comparison of perceptions reveals the ideal perceptions of teachers and the actual perceptions of principals to be in agreement with 63 per cent of the teachers and 59 per cent of the principals

viewing role duty #31 (...consult with parents on problems relating to their children academically) as a combination duty.

Comparing the actual perceptions of principals with the ideal perceptions of superintendents revealed a majority of each group perceived role duty #31 as a combination teacher/principal duty.

Contrasting the actual perceptions of teachers with the actual perceptions of superintendents shows that a majority of the teachers perceived role duty #31 to be a combination teacher/principal duty. A majority of the superintendents perceived this duty as a principal's duty.

In summary, actual perceptions of teachers and principals were in agreement on role duty #31 as each group perceived it to be a combination teacher/principal duty. The actual perceptions of superintendents viewed this role duty to be a principal's duty. Ideally, all three groups perceived this role duty to be a combination teacher/principal duty.

The actual perceptions of teachers favored role duty #32 (...administer I.Q. tests), page 112, as being a teacher duty at 48 per cent, not a duty of anyone in the elementary school at 17 per cent, principal's duty at 17 per cent, and 13 per cent saw it as a combination teacher/principal duty. Ideally, little consensus was reached as 36 per cent perceived it to be a teacher duty, 23 per cent as not a duty of anyone in the elementary school, 20 per cent as a combination

teacher/principal duty, and 15 per cent as a principal's duty.

TABLE 32. ADMINISTER I. Q. TESTS

	Not a duty of anyone 1		Teacher/ principal 2		Clerical duty 3		Teacher duty 4		Principal duty 5		No answer 6	
<u>Teachers</u>												
Actual----	96-	17%	75-	13%	12-	2%	258-	48%	90-	17%	10-	2%
Ideal-----	124-	23%	108-	20%	15-	2%	197-	36%	85-	15%	12-	2%
<u>Principals</u>												
Actual----	9-	21%	11-	26%	2-	4%	12-	28%	8-	18%	0-	0%
Ideal-----	10-	23%	13-	30%	3-	7%	9-	21%	7-	16%	0-	0%
<u>Superintendents</u>												
Actual----	4-	23%	6-	35%	1-	5%	3-	17%	3-	17%	0-	0%
Ideal-----	4-	23%	6-	35%	2-	11%	2-	11%	3-	17%	0-	0%

Table 32 shows that both the actual and ideal perceptions of principals were divided predominantly among four rating categories on role duty #32 (...administer I.Q. tests). No one rating received a clear-cut majority for either rating. A small majority of 28 per cent viewed it actually being done by teachers and an equally small majority of 30 per cent ideally felt it should be a combination teacher/principal duty.

Table 32 indicates the actual and ideal perceptions of superintendents on role duty #32 were divided between combination teacher/principal duty at 35 per cent and not a duty of anyone in the elementary school at 23 per cent.

Further comparison of perceptions reveals the ideal perceptions

of teachers and the actual perceptions of principals to be diversely perceived in four different categories on role duty #32 (...administer I.Q. tests) with each having a small majority in the area of teacher duty.

Comparing the actual perceptions of principals with the ideal perceptions of superintendents shows a small majority of the principals viewed role duty #32 to be a teacher duty while an equally small majority of superintendents viewed it as a combination teacher/principal duty.

Contrasting the actual perceptions of teachers with the actual perceptions of superintendents indicates 48 per cent of the teachers perceived role duty #32 to be a teacher duty and 35 per cent of the superintendents saw it as a combination teacher/principal duty.

In summary, teachers, principals, and superintendents were all quite divided in their opinions on role duty #32. A small majority of the teachers and principals actually perceived teachers as the group most often performing the duty. Superintendents actual perceptions were supportive of combination teacher/principal duty as the rating for the duty. Ideally, a small majority of the principals and superintendents felt it should be a combination teacher/principal duty. Teachers ideal perceptions favored the duty as a teacher duty.

Role duty #33 (...solicit funds for community charity groups), page 114, was actually and ideally perceived as not a duty of anyone in

the elementary school by 66 per cent and 80 per cent of the teachers.

TABLE 33. SOLICIT FUNDS FOR COMMUNITY CHARITY GROUPS

	Not a duty of anyone 1		Teacher/ principal 2		Clerical duty 3		Teacher duty 4		Principal duty 5		No answer 6	
<u>Teachers</u>												
Actual----	358-	66%	23-	4%	33-	6%	18-	3%	98-	17%	11-	1%
Ideal-----	432-	80%	20-	3%	32-	5%	7-	1%	40-	6%	10-	1%
<u>Principals</u>												
Actual----	29-	69%	5-	11%	2-	4%	1-	2%	5-	11%	0-	0%
Ideal-----	33-	78%	5-	11%	2-	4%	0-	0%	1-	2%	1-	2%
<u>Superintendents</u>												
Actual----	12-	70%	1-	5%	2-	11%	0-	0%	2-	11%	0-	0%
Ideal-----	15-	88%	0-	0%	1-	5%	0-	0%	1-	5%	0-	0%

Table 33 reports the actual and ideal perceptions of principals on role duty #33 (...solicit funds for community charity groups) favored this duty as not being a duty of anyone in the elementary school.

Table 33 indicates role duty #33 was perceived by the superintendents as being not a duty of anyone in the elementary school both actually and ideally and percentages of 70 and 80 per cent.

Further comparison of perceptions reveals the ideal perceptions of teachers and the actual perceptions of principals were in agreement on role duty #33 as both groups substantially perceived this duty as not the duty of anyone in the elementary school.

Comparing the actual perceptions of principals with the ideal

perceptions of superintendents shows both groups in agreement on role duty #33 (...solicit funds for community charity groups) as they view it as not a duty of anyone in the elementary school.

Contrasting the actual perceptions of teachers and superintendents indicates a high degree of consensus as both groups perceived role duty #33 as not a duty of anyone in the elementary school.

In summary, all three groups conclusively agree both actually and ideally that role duty #33 was not a duty of anyone in the elementary school.

TABLE 34. PREPARE STUDENT REGULATIONS

	Not a duty of anyone		Teacher/ principal		Clerical duty		Teacher duty		Principal duty		No answer	
	1		2		3		4		5		6	
<u>Teachers</u>												
Actual----	12-	2%	247-	46%	8-	1%	23-	4%	246-	45%	5-	0%
Ideal----	6-	1%	370-	68%	9-	1%	13-	2%	137-	25%	6-	0%
<u>Principals</u>												
Actual----	0-	0%	25-	59%	0-	0%	0-	0%	17-	39%	0-	0%
Ideal----	0-	0%	29-	69%	1-	2%	1-	2%	11-	25%	0-	0%
<u>Superintendents</u>												
Actual----	0-	0%	8-	47%	1-	5%	0-	0%	8-	46%	0-	0%
Ideal----	0-	0%	10-	58%	0-	0%	0-	0%	7-	40%	0-	0%

The actual perceptions of teachers on role duty #34 (...prepare student regulations) were divided between combination teacher/principal duty at 47 per cent and principal's duty at 45 per cent. Ideally, 68 per cent of the teachers perceived it as a combination teacher/principal

duty and 25 per cent as a principal's duty.

Table 34 shows that a majority of the actual and ideal perceptions of principals favored the duty rating of combination teacher/principal duty for role duty #34 (...prepare student regulations). In addition, a second group of 39 per cent perceive it as actually being a principal's duty and 25 per cent that ideally viewed it as a principal's duty.

Table 34 indicates the actual perceptions of superintendents were evenly divided on role duty #34. A total of 46 per cent perceived it as a combination teacher/principal duty and 45 per cent as a principal's duty. Ideally, 68 per cent of the superintendents viewed it as a combination duty and 25 per cent as a principal's duty.

Further comparison of perceptions shows the ideal perceptions of teachers and the actual perceptions of principals on role duty #34 were in agreement. Each group had a majority that perceived it to be a combination teacher/principal duty. Also, 25 per cent of the teachers and 39 per cent of the principals perceived it to be a principal's duty.

Comparing the actual perceptions of principals with the ideal perceptions of superintendents on role duty #34 reveals nearly identical perceptions. A group of 59 per cent of the principals viewed it as a combination teacher/principal duty and 39 per cent saw it as a principal's duty. Superintendents also had a majority of 58 per cent who perceived it as a combination teacher/principal duty and a second group

of 40 per cent who perceived it as a principal's duty.

Contrasting the actual perceptions of teachers with the actual perceptions of superintendents on role duty #34 (...prepare student regulations) indicates a close proximity of views. Each group had around 46 per cent who perceived it as a combination teacher/principal duty and 45 per cent who saw it as a principal's duty.

In summary, each group had a majority of respondents who both actually and ideally perceived role duty #34 as a combination teacher/principal duty. Each group also had a secondary group of 25 per cent to 45 per cent who perceived this duty as a principal's duty.

TABLE 35. DEMONSTRATION TEACHING

	Not a duty of anyone 1		Teacher/ principal 2		Clerical duty 3		Teacher duty 4		Principal duty 5		No answer 6	
<u>Teachers</u>												
Actual----	247-	46%	89-	16%	4-	0%	103-	19%	79-	13%	19-	3%
Ideal-----	114-	21%	189-	35%	2-	0%	101-	19%	126-	23%	9-	1%
<u>Principals</u>												
Actual----	6-	14%	12-	28%	0-	0%	3-	7%	21-	50%	0-	0%
Ideal-----	3-	7%	18-	42%	0-	0%	5-	11%	16-	37%	0-	0%
<u>Superintendents</u>												
Actual----	2-	11%	5-	29%	0-	0%	2-	11%	7-	40%	1-	5%
Ideal-----	3-	17%	5-	29%	0-	0%	1-	5%	7-	40%	1-	5%

A majority of 46 per cent of the teachers actually perceived role duty #35 (...demonstration teaching) as not a duty of anyone in the elementary school, 19 per cent as a teacher's duty, and 13 per cent

as a principal's duty. Ideally, 35 per cent perceived it to be a combination teacher/principal duty, 23 per cent a principal's duty, 21 per cent not a duty of anyone in the elementary school, and 19 per cent as a teacher's duty.

Table 35 shows that 50 per cent of the principal's actually perceived role duty #35 (...demonstration teaching) as a principal's duty, 28 per cent saw it as a combination teacher/principal duty, and 14 per cent as not a duty of anyone in the elementary school. Ideally, 42 per cent of the principals perceived it to be a combination teacher/principal duty, 37 per cent as a principal's duty, and 11 per cent as a teacher's duty.

Table 35 indicates that a majority of 40 per cent of the superintendents actually viewed role duty #35 as a principal's duty, 29 per cent as a combination teacher/principal duty, 11 per cent as a teacher's duty, and 11 per cent as not a duty of anyone in the elementary school. Ideally, 40 per cent perceived it as a principal's duty, 29 per cent as a combination teacher/principal duty, and 17 per cent as not a duty of anyone in the elementary school.

Further comparison of perceptions reveals the ideal perceptions of teachers and the actual perceptions of principals to differ on role duty #35 with a majority of 38 per cent of the teachers perceiving it as a combination teacher/principal duty and a majority of 50 per cent of the principals viewing it as a principal's duty.

Comparing the actual perceptions of principals and the ideal perceptions of superintendents on role duty #35 (...demonstration teaching) shows the two groups to be in agreement with a majority of each perceiving it as a principal's duty.

Contrasting the actual perceptions of teachers with the actual perceptions of superintendents on role duty #35 indicates a considerable difference of opinion as a majority of the teachers perceived it to not be a duty of anyone in the elementary school and the superintendents viewed it as a principal's duty.

In summary, the actual perceptions of the principals and superintendents were in agreement on role duty #35 as both groups perceived it to be a principal's duty. The actual perceptions of teachers disagreed in that not a duty of anyone in the elementary school was their majority choice. Ideally, the perceptions of teachers and principals were in agreement as each perceived combination teacher/principal duty as their perception. Superintendents had a majority that remained in favor of it as a principal's duty.

Role duty #36 (...secure help for children with special problems), page 120, was actually perceived by teachers as being a principal's duty by a majority of 44 per cent and to a lesser extent a combination teacher/principal duty by 39 per cent. Ideally, 52 per cent of the teachers viewed this duty as a combination teacher/principal duty and 41 per cent as a principal's duty.

TABLE 36. SECURE HELP FOR CHILDREN WITH SPECIAL PROBLEMS

	Not a duty of anyone 1		Teacher/- principal 2		Clerical duty 3		Teacher duty 4		Principal duty 5		No answer 6	
<u>Teachers</u>												
Actual---	35-	6%	213-	39%	3-	0%	51-	9%	235-	44%	4-	0%
Ideal----	24-	4%	280-	52%	1-	0%	9-	1%	223-	41%	4-	0%
<u>Principals</u>												
Actual---	1-	2%	14-	33%	0-	0%	0-	0%	27-	63%	0-	0%
Ideal----	3-	7%	20-	47%	0-	0%	0-	0%	19-	44%	0-	0%
<u>Superintendents</u>												
Actual---	0-	0%	9-	52%	0-	0%	0-	0%	8-	46%	0-	0%
Ideal----	0-	0%	10-	58%	0-	0%	1-	5%	6-	34%	0-	0%

Table 36 reports 63 per cent of the principals actually perceived role duty #36 (...secure help for children with special problems) as a principal's duty and 33 per cent as a combination teacher/principal duty. Ideally, 47 per cent viewed this duty as a combination teacher/principal and 44 per cent as a principal's duty.

Table 36 indicates 52 per cent of the superintendents actually viewed role duty #36 as a combination teacher/principal duty and 46 per cent as a principal's duty. Ideally, their perceptions remained in the same categories at 58 per cent and 34 per cent, respectively.

Further comparison of perceptions on role duty #36 reveals the ideal perceptions of teachers and the actual perceptions of principals differ as a majority of 52 per cent of the teachers viewed it as a combination teacher/principal duty and 63 per cent of the principals perceived it as a principal's duty.

Comparing the actual perceptions of principals with the ideal perceptions of superintendents on role duty #36 (...secure help for children with special problems) indicates a majority of 63 per cent of the principals perceived it to be a principal's duty. A majority of 58 per cent of the superintendents viewed it as a combination teacher/principal duty.

Contrasting the actual perceptions of teachers with the actual perceptions of superintendents on role duty #36 shows a difference of perception. A group of 44 per cent of the teachers viewed it as a principal's duty and 52 per cent of the superintendents perceived it as a combination teacher/principal duty.

In summary, role duty #36 is actually viewed by teachers and principals as a principal's duty and by superintendents as a combination teacher/principal duty. Ideally, all three of the groups have majority that perceives the duty to be a combination teacher/principal duty.

A diversity of opinion was recorded by teachers on role duty #37 (...supervise student government), page 122, as 26 per cent actually perceived it to be a combination teacher/principal duty, 25 per cent as not a duty of anyone in the elementary school, and 19 per cent as a teacher's duty. Ideally, a majority of 42 per cent perceived it to be a combination duty, 21 per cent as a principal's duty, and 14 per cent as not a duty of anyone in the elementary school.

TABLE 37. SUPERVISE STUDENT GOVERNMENT

	Not a duty of anyone 1		Teacher/ principal 2		Clerical duty 3		Teacher duty 4		Principal duty 5		No answer 6	
<u>Teachers</u>												
Actual----	134-	25%	143-	26%	4-	0%	101-	19%	111-	19%	48-	8%
Ideal-----	76-	14%	227-	42%	3-	0%	70-	12%	118-	21%	47-	8%
<u>Principals</u>												
Actual----	11-	26%	16-	38%	0-	0%	6-	14%	7-	16%	2-	4%
Ideal-----	4-	9%	23-	54%	0-	0%	4-	9%	7-	16%	4-	9%
<u>Superintendents</u>												
Actual----	0-	0%	2-	11%	0-	0%	2-	11%	13-	75%	0-	0%
Ideal-----	0-	0%	7-	41%	0-	0%	1-	5%	9-	52%	0-	0%

Table 37 indicates the actual perceptions of principals on role duty #37 (...supervise student government) to favor combination teacher/principal duty at 38 per cent and not a duty of anyone in the elementary school at 26 per cent. Ideally, a majority of 54 per cent viewed it to be a combination teacher/principal duty.

Table 37 reports that 75 per cent of the superintendents actually perceived role duty #37 to be a principal's duty. Ideally, 52 per cent perceived it to be a principal's duty and 41 per cent a combination teacher/principal duty.

Further comparison of ideal perceptions of teachers and actual perceptions of principals on role duty #37 reveals a majority of 42 per cent of the teachers perceived it to be a combination teacher/principal duty while 38 per cent of the principals viewed it to be a combination teacher/principal duty.

Comparing the actual perceptions of principals with the ideal perceptions of superintendents on role duty #37 (...supervise student government) shows a big difference of opinion. A small majority of 38 per cent of the principals perceived it to be a combination duty and 52 per cent of the superintendents viewed it as a principal's duty.

Contrasting the actual perceptions of teachers with the actual perceptions of superintendents on role duty #37 indicates a lack of consensus. A small majority of 26 per cent of the teachers viewed it as a combination teacher/principal duty and 75 per cent of the superintendents perceived it to be a principal's duty.

In summary, role duty #37 was perceived both actually and ideally by teachers and principals as a combination teacher/principal duty. Superintendents favored the duty rating of principal's duty for both categories at 75 per cent and 52 per cent.

TABLE 38. ASSIST CENTRAL ADMINISTRATION WITH TEACHER SALARY NEGOTIATIONS

	Not a duty of anyone 1		Teacher/ principal 2		Clerical duty 3		Teacher duty 4		Principal duty 5		No answer 6	
<u>Teachers</u>												
Actual----	159-	29%	152-	28%	14-	2%	101-	19%	87-	16%	28-	5%
Ideal----	97-	17%	236-	43%	10-	1%	90-	16%	81-	15%	27-	5%
<u>Principals</u>												
Actual----	13-	30%	11-	26%	0-	0%	3-	7%	14-	33%	1-	2%
Ideal----	11-	26%	19-	45%	0-	0%	2-	4%	9-	21%	1-	2%
<u>Superintendents</u>												
Actual----	11-	64%	2-	11%	0-	0%	0-	0%	4-	22%	0-	0%
Ideal----	11-	64%	2-	11%	0-	0%	0-	0%	4-	22%	0-	0%

A total of 28 per cent of the teachers actually saw role duty #38 (...assist central administration with teacher salary negotiations) as a combination teacher/principal duty, 29 per cent as not a duty of anyone in the elementary school, and 19 per cent as a teacher's duty. Ideally, 43 per cent viewed it as a combination teacher/principal duty, 17 per cent as not a duty of anyone in the elementary school, and 15 per cent as a principal's duty.

Table 38 shows that 33 per cent of the principals actually perceived role duty #38 to be a principal's duty, 30 per cent as not a duty of anyone in the elementary school, and 26 per cent as a combination teacher/principal duty. Ideally, 45 per cent viewed it as a combination teacher/principal duty, 26 per cent as not a duty of anyone in the elementary school, and 21 per cent as a principal's duty.

Table 38 indicates the actual and ideal perceptions of superintendents on role duty #38 favored the rating of combination teacher/principal duty at 68 per cent.

Further comparison of teachers ideal perceptions and principals actual perceptions on role duty #38 reveals a majority of 43 per cent of the teachers perceive it to be a combination teacher/principal duty while a majority of 45 per cent of the principals saw it as a combination teacher/principal duty. A total of 64 per cent of the superintendents viewed it as not a duty of anyone in the elementary school.

Comparing the actual perceptions of principals with the ideal

perceptions of superintendents shows that a majority of 33 per cent of the principals perceived role duty #38 (...assist central administration with teacher salary negotiations) to be a principal's duty and 64 per cent of the superintendents viewed it as not a duty of anyone in the elementary school.

In summary, a majority of the superintendents both actually and ideally perceived role duty #38 to not be a duty of anyone in the elementary school. Teachers by a small majority, agreed with the actual perceptions of superintendents. Ideally, they perceived role duty #38 to be a combination teacher/principal duty. A majority of the principals actually perceived this role duty to be a principal's duty. Ideally, principals viewed it as a combination teacher/principal duty.

TABLE 39. COUNSEL TEACHERS CONCERNING PERSONAL PROBLEMS

	Not a duty of anyone		Teacher/ principal		Clerical duty		Teacher duty		Principals duty		No answer	
	1		2		3		4		5		6	
<u>Teachers</u>												
Actual----	200-	37%	22-	4%	4-	0%	4-	0%	286-	53%	25-	4%
Ideal-----	186-	34%	39-	7%	1-	0%	5-	0%	285-	53%	25-	4%
<u>Principals</u>												
Actual----	4-	9%	2-	4%	0-	0%	0-	0%	35-	82%	1-	2%
Ideal-----	6-	14%	3-	7%	0-	0%	0-	0%	32-	75%	1-	2%
<u>Superintendents</u>												
Actual----	2-	11%	1-	5%	0-	0%	0-	0%	13-	76%	1-	5%
Ideal-----	4-	23%	2-	11%	0-	0%	0-	0%	10-	58%	1-	5%

A majority of 53 per cent of the teachers actually perceived

role duty #39 (...counsel teachers concerning personal problems) to be a principal's duty. A second group of 37 per cent viewed it as not a duty of anyone in the elementary school. Ideally, 53 per cent perceived it to be a principal's duty and 34 per cent as not a duty of anyone in the elementary school.

Table 39 reveals the actual and ideal perceptions of principals to favor role duty #39 as a principal's duty at 82 per cent and 75 per cent, respectively.

Table 39 shows the actual and ideal perceptions of superintendents on role duty #39 to be concentrated in the rating category of principal's duty at 76 per cent and 58 per cent, respectively.

Further comparison of perceptions indicates the ideal perceptions of teachers and the actual perceptions of principals to be in agreement on role duty #39. Each group perceived it to be a principal's duty at 53 per cent and 82 per cent, respectively.

Comparing the principals actual perceptions with the superintendents ideal perceptions reveals the two groups to be in agreement on role duty #39 as both had majorities perceiving it as a principal's duty.

Contrasting the actual perceptions of teachers with the actual perceptions of superintendents on role duty #39 shows the two groups to be in agreement. Each group had a majority that perceived it as a principal's duty at 53 per cent and 76 per cent.

In summary, all three groups actually and ideally perceived role duty #39 (...counsel teachers concerning personal problems) as a principal's duty first and as not a duty of anyone in the elementary school as the second highest perception.

TABLE 40. TAKE AN ACTIVE PART IN COMMUNITY ORGANIZATIONS

	Not a duty of anyone		Teacher/ principal		Clerical duty		Teacher duty		Principal duty		No answer	
	1		2		3		4		5		6	
<u>Teachers</u>												
Actual----	82-	15%	177-	33%	3-	0%	14-	2%	242-	44%	23-	4%
Ideal----	70-	12%	212-	39%	3-	0%	13-	2%	220-	40%	23-	4%
<u>Principals</u>												
Actual----	1-	2%	11-	26%	0-	0%	0-	0%	29-	68%	1-	2%
Ideal----	3-	7%	14-	33%	1-	2%	0-	0%	23-	54%	1-	2%
<u>Superintendents</u>												
Actual----	2-	11%	7-	41%	0-	0%	0-	0%	8-	46%	0-	0%
Ideal----	1-	5%	8-	47%	0-	0%	0-	0%	8-	46%	0-	0%

A majority of 44 per cent of the teachers actually perceived role duty #40 (...take an active part in community organizations) to be a principal's duty and 33 per cent viewed it as a combination teacher/principal duty. Ideally, 40 per cent perceived this duty as a principal's duty and 39 per cent as a combination teacher/principal duty.

Table 40 shows the majority of the actual and ideal perceptions of principals to favor role duty #40 as a principal's duty.

Table 40 indicates the actual and ideal perceptions of superintendents on role duty #40 to be quite evenly divided between the

categories of principal's duty and combination teacher/principal duty.

Further comparison of perceptions shows the ideal perceptions of teachers and the actual perceptions of principals on role duty #40 (...take an active part in community organizations) to each have a majority perception that perceives it to be a principal's duty. It might be noted the teacher majority was by a slim margin of one per cent as a second group of 39 per cent perceived it to be a combination teacher/principal duty.

Comparing the actual perceptions of principals with the ideal perceptions of superintendents on role duty #40 indicates 68 per cent of the principals perceive it as a principal's duty and a small majority of 47 per cent of the superintendents view it as a combination teacher/principal duty. A second group of 46 per cent of the superintendents perceived it to be a principal's duty.

Contrasting the actual perceptions of teachers with the actual perceptions of superintendents on role duty #40 reveals each group to have a small majority favoring it as a principal's duty. Each group also has a slightly smaller group that perceives the duty as a combination teacher/principal duty.

In summary, the actual perceptions of all three groups perceived role duty #40 as a principal's duty. Ideal perceptions of teachers and principals had a majority group that viewed it as a principal's duty. The ideal perceptions of superintendents were divided between

combination teacher/principal duty at 47 per cent and principal's duty at 46 per cent.

TABLE 41. ASSIST WITH/OR WRITE FEDERAL PROGRAMS

	Not a duty of anyone 1		Teacher/ principal duty 2		Clerical duty 3		Teacher duty 4		Principals duty 5		No answer 6	
<u>Teachers</u>												
Actual----	189-	34%	81-	14%	13-	2%	3-	0%	217-	40%	38-	7%
Ideal----	137-	25%	157-	29%	13-	2%	4-	0%	194-	35%	36-	7%
<u>Principals</u>												
Actual----	17-	40%	5-	11%	2-	4%	0-	0%	17-	40%	1-	2%
Ideal----	11-	26%	14-	33%	2-	4%	0-	0%	14-	33%	1-	2%
<u>Superintendents</u>												
Actual----	6-	35%	2-	11%	0-	0%	0-	0%	9-	52%	0-	0%
Ideal----	6-	35%	4-	23%	0-	0%	0-	0%	7-	41%	0-	0%

A majority of 40 per cent of the teachers actually perceived role duty #41 (...assist with/or write federal programs) as a principal's duty and 34 per cent as not a duty of anyone in the elementary school. Ideally, 35 per cent of the teachers viewed role duty #41 as a principal's duty, 29 per cent as a combination teacher/principal duty, and 25 per cent as not a duty of anyone in the elementary school.

Table 41 shows the actual perceptions of principals on role duty #41 to be evenly divided between principal's duty and not a duty of anyone at 40 per cent. Ideally, the majority of principals were evenly divided between principal's duty and combination teacher/principal duty at 33 per cent.

Table 41 reports that 52 per cent of the superintendents actually viewed role duty #41 (...assist with/or write federal programs) as a principal's duty and 35 per cent as not a duty of anyone in the elementary school. Ideally, 41 per cent of the superintendents perceived this duty as a principal's duty, 35 per cent as not a duty of anyone in the elementary school, and 23 per cent as a combination teacher/principal duty.

Further comparison of perceptions reveals the ideal perceptions of teachers and the actual perceptions of principals on role duty #41 to be concentrated predominantly in the area of principal's duty.. Also, the duty rating of not a duty of anyone in the elementary school was rated equally high by the principals.

Comparing the actual perceptions of principals with the ideal perceptions of superintendents on role duty #41 shows the majority of the principals evenly divided between principal's duty and not a duty of anyone in the elementary school at 40 per cent. The superintendents had a majority that viewed this role duty as a principal's duty.

Contrasting the actual perceptions of teachers with the actual perceptions of superintendents on role duty #41 indicates a majority of each group perceives it as a principal's duty.

In summary, teachers and superintendents both actually and ideally perceived role duty #41 as a principal's duty. Principal perceptions were divided at 40 per cent on the actual perception and at

33 per cent on the ideal perception between the rating categories of principal's duty and not a duty of anyone in the elementary school for actual perceptions and combination teacher/principal duty for ideal perceptions.

TABLE 42. COUNSEL TEACHERS ON STUDENT CLASSROOM PROBLEMS

	Not a duty of anyone 1		Teacher/ principal 2		Clerical duty 3		Teacher duty 4		Principal duty 5		No answer 6	
<u>Teachers</u>												
Actual----	38-	7%	60-	11%	6-	1%	12-	2%	406-	75%	19-	3%
Ideal----	9-	1%	99-	18%	1-	0%	4-	0%	407-	75%	21-	3%
<u>Principals</u>												
Actual----	0-	0%	6-	14%	0-	0%	0-	0%	35-	83%	1-	2%
Ideal----	0-	0%	9-	21%	0-	0%	0-	0%	32-	75%	1-	2%
<u>Superintendents</u>												
Actual----	1-	5%	0-	0%	0-	0%	0-	0%	16-	93%	0-	0%
Ideal----	1-	5%	0-	0%	0-	0%	0-	0%	16-	93%	0-	0%

A majority of 75 per cent of the teachers both actually and ideally viewed role duty #42 (...counsel teachers on student classroom problems) as a principal's duty.

Table 42 shows 83 per cent of the principals actually viewed role duty #42 as a principal's duty and 75 per cent perceived it in the same category ideally.

Table 42 indicates that 93 per cent of the superintendents both actually and ideally perceived role duty #42 as a principal's duty.

Further comparison reveals the ideal perceptions of teachers and

the actual perceptions of principals to be in agreement on role duty #42 (...counsel teachers on student classroom problems) as both conclusively perceived this role duty as a principal's duty.

Comparison of the actual perceptions of principals and ideal perceptions of superintendents on role duty #42 indicated both groups viewed it as a principal's duty.

Contrasting the actual perceptions of teachers and superintendents on role duty #42 shows both groups viewed it as a principal's duty.

TABLE 43. PREPARE LISTS OF PROFESSIONAL READING MATERIALS FOR TEACHERS

	Not a duty of anyone		Teacher/ principal		Clerical duty		Teacher duty		Principal duty		No answer	
	1		2		3		4		5		6	
<u>Teachers</u>												
Actual---	182-	33%	48-	8%	60-	11%	9-	1%	206-	38%	36-	6%
Ideal----	98-	18%	99-	18%	77-	14%	10-	1%	227-	41%	30-	5%
<u>Principals</u>												
Actual---	7-	16%	10-	23%	2-	4%	0-	0%	22-	51%	1-	2%
Ideal----	3-	7%	17-	40%	3-	7%	0-	0%	18-	42%	1-	2%
<u>Superintendents</u>												
Actual---	0-	0%	5-	29%	2-	11%	0-	0%	10-	58%	0-	0%
Ideal----	0-	0%	7-	41%	2-	11%	0-	0%	7-	40%	1-	5%

A majority of 38 per cent of the teachers actually perceived role duty #43 (...prepare lists of professional reading materials for teachers) as a principal's duty and 33 per cent viewed it as not a duty

of anyone in the elementary school. Ideally, a majority of 41 per cent viewed it as a principal's duty.

Table 43 shows 51 per cent of the principals actually perceived role duty #43 (...prepare lists of professional reading materials for teachers) as a principal's duty. Ideally, 42 per cent of the principals perceived it as a principal's duty and 40 per cent as a combination teacher/principal duty.

Table 43 indicates 58 per cent of the superintendents actually viewed role duty #43 as a principal's duty and 29 per cent perceived it as a combination teacher/principal duty. Ideally, 41 per cent perceived this duty as a combination teacher/principal duty and 40 per cent as a principal's duty.

Further comparison of perceptions shows the ideal perceptions of teachers and the actual perceptions of principals on role duty #43 were in agreement. A majority of 41 per cent of the teachers and 51 per cent of the principals viewed it as a principal's duty.

Comparison of the actual perceptions of principals and the ideal perceptions of superintendents on role duty #43 shows a majority of 51 per cent of the principals perceived this duty as a principal's duty. A majority of 41 per cent of the superintendents viewed it as a combination teacher/principal duty.

Contrasting the actual perceptions of teachers and superintendents on role duty #43 reveals a majority of each group favored it as

a principal's duty.

In summary, a majority of the teachers and principals perceived role duty #43 (...prepare lists of professional reading materials for teachers) both actually and ideally as a principal's duty. Superintendents actually perceived this duty as a principal's duty and ideally as a combination teacher/principal duty. Neither principals or superintendents felt teachers should spend any time on this task and only one per cent of the teachers felt they should.

TABLE 44. SHARE IN EXTRA DUTIES AROUND SCHOOL SUCH AS PLAYGROUND AND LUNCHROOM

	Not a duty of anyone 1		Teacher/ principal 2		Clerical duty 3		Teacher duty 4		Principal duty 5		No answer 6	
<u>Teachers</u>												
Actual----	86-	15%	114-	21%	11-	2%	151-	28%	157-	28%	22-	4%
Ideal----	161-	30%	138-	26%	18-	3%	62-	11%	137-	24%	25-	4%
<u>Principals</u>												
Actual----	5-	11%	12-	28%	0-	0%	6-	14%	18-	41%	1-	2%
Ideal----	9-	21%	13-	30%	1-	2%	5-	11%	13-	30%	1-	2%
<u>Superintendents</u>												
Actual----	3-	17%	4-	23%	1-	5%	4-	23%	5-	28%	0-	0%
Ideal----	4-	23%	4-	23%	1-	5%	3-	17%	5-	28%	0-	0%

Teachers had diverse opinions on role duty #44 (...share in extra duties around school, such as playground and lunchroom). A total of 28 per cent actually perceived this role duty to be a principal's duty, 28 per cent viewed it to be a teacher's duty, 21 per cent as a

combination teacher/principal duty, and 15 per cent as not a duty of anyone in the elementary school. Ideally, teacher opinions remained divided among 30 per cent perceiving it as not a duty of anyone in the elementary school, 26 per cent viewing it as a combination teacher/principal duty, and 24 per cent as a principal's duty.

Table 44 shows that 41 per cent of the principals actually perceive role duty #44 (...share in extra duties around school such as playground and lunchroom) to be a principal's duty. Ideally, the perceptions were divided among principal's duty at 30 per cent, combination teacher/principal duty at 30 per cent, and not a duty of anyone in the elementary school at 21 per cent.

Table 44 indicates the superintendents were divided on their actual and ideal perceptions of role duty #44. Each rating category had a small majority of respondents perceiving this duty as a principal's duty at 28 per cent and a second perception of combination teacher/principal duty at 23 per cent.

Further comparison of perceptions on role duty #44 shows the ideal perceptions of teachers and the actual perceptions of principals disagreed. A majority of the principals perceived this role duty to be a principal's duty and a majority of the teachers viewed it to be not a duty of anyone in the elementary school. Each group had a secondary concentration of perceptions that favored the duty as a combination teacher/principal duty.

Comparison of perceptions of principals actual and superintendents ideal on role duty #44 (...share in extra duties around school such as playground and lunchroom) revealed a majority of each group perceived this duty to be a principal's duty.

Contrasting the actual perceptions of teachers with the actual perceptions of superintendents on role duty #44 indicated teachers had 28 per cent of their group that perceived this duty as a principal's duty and 28 per cent who viewed it as a teacher's duty. The superintendents had a small majority who perceived it as a principal's duty and secondary perceptions of 23 per cent in two other categories.

In summary, all three groups had diverse opinions on role duty #44. Majorities were small with several categories receiving like amounts of perceptions for each group. The three categories of perceptions most often selected were principal's duty, combination teacher/principal duty, and not a duty of anyone in the elementary school.

TABLE 45. VISIT CLASSROOMS TO EVALUATE LEARNING EXPERIENCES BEING OFFERED STUDENTS

	Not a duty of anyone		Teacher/ principal		Clerical duty		Teacher duty		Principal duty		No answer	
	1		2		3		4		5		6	
<u>Teachers</u>												
Actual----	50-	8%	18-	3%	7-	1%	4-	0%	445-	82%	17-	3%
Ideal----	8-	1%	58-	10%	3-	0%	6-	1%	448-	82%	18-	3%
<u>Principals</u>												
Actual----	0-	0%	3-	7%	0-	0%	0-	0%	38-	90%	1-	2%
Ideal----	0-	0%	3-	7%	0-	0%	0-	0%	38-	90%	1-	2%
<u>Superintendents</u>												
Actual----	0-	0%	1-	5%	0-	0%	0-	0%	16-	91%	0-	0%
Ideal----	0-	0%	2-	11%	0-	0%	0-	0%	15-	87%	0-	0%

The actual and ideal perceptions of teachers on role duty #45 (...visit classrooms to evaluate learning experiences being offered students) over-whelmingly perceived principal's duty as the rating for the duty.

Table 45 indicates that principals, both actually and ideally, conclusively perceived role duty #45 to be a principal's duty.

Table 45 shows the actual and ideal perceptions of superintendents to clearly support the duty rating of principal's duty for role duty #45.

Further comparison of perceptions reveals the ideal perceptions of teachers and the actual perceptions of principals on role duty #45 were in agreement. Both groups perceived this duty as a principal's duty with majority perceptions of 82 per cent and 90 per cent.

Comparing the actual perceptions of principals and the ideal perceptions of superintendents on role duty #45 indicates a high degree of agreement. Both groups perceived this role duty to be a principal's duty by conclusive margins with perceptions percentages of 90 per cent and 87 per cent.

Contrasting the actual perceptions of teachers and the actual perceptions of superintendents on role duty #45 shows a high degree of consensus as 82 per cent of the teachers and 91 per cent of the superintendents viewed this duty as a principal's duty.

In summary, all three groups both actually and ideally had majorities of better than 80 per cent that perceived role duty #45 (...visit classrooms to evaluate learning experiences being offered students) as a principal's duty.

TABLE 46. CONTRIBUTE ARTICLES TO PROFESSIONAL JOURNALS

	Not a duty of anyone		Teacher/ principal		Clerical duty		Teacher duty		Principal duty		No answer	
	1		2		3		4		5		6	
<u>Teachers</u>												
Actual----	212-	38%	100-	18%	3-	0%	8-	1%	169-	30%	49-	9%
Ideal-----	98-	18%	197-	35%	2-	0%	6-	1%	193-	34%	45-	8%
<u>Principals</u>												
Actual----	10-	23%	9-	21%	0-	0%	1-	2%	20-	47%	2-	4%
Ideal-----	4-	9%	18-	42%	1-	2%	1-	2%	17-	40%	1-	2%
<u>Superintendents</u>												
Actual----	4-	23%	2-	11%	0-	0%	0-	0%	11-	63%	0-	0%
Ideal-----	2-	11%	3-	17%	0-	0%	0-	0%	12-	69%	0-	0%

The actual and ideal perceptions of teachers were extremely divided on role duty #46 (...contribute articles to professional journals). The actual perceptions of teachers were divided among not a duty of anyone in the elementary school at 38 per cent, principal's duty at 30 per cent, and combination teacher/principal at 18 per cent. Ideally, perceptions remained divided at 35 per cent viewing the duty as a combination teacher/principal duty, 34 per cent as a principal's duty, and 18 per cent as not the duty of anyone in the elementary school.

Table 46 reports the actual and ideal perceptions of principals to be divided on role duty #46 (...contribute articles to professional journals). The actual perceptions of principals were spread predominantly among principal's duty at 47 per cent, not a duty of anyone in the elementary school at 23 per cent, and combination teacher/principal duty at 21 per cent. Ideally, 42 per cent of the principals viewed this duty as a combination teacher/principal duty and 40 per cent as a principal's duty.

Table 46 indicates the majority of the superintendents both actually and ideally perceive role duty #46 as a principal's duty at 63 per cent and 69 per cent, respectively.

Further comparison of perceptions reveals the ideal perceptions of teachers and the actual perceptions of principals were in disagreement on role duty #46. A small majority of 35 per cent of the teachers perceived this duty as a combination teacher/principal duty. The principals had a majority of 47 per cent that perceived the duty as a principal's duty.

Comparing the actual perceptions of principals with the ideal perceptions of superintendents reveals both groups had a majority of perceptions favoring role duty #46 as a principal's duty.

Contrasting the actual perceptions of teachers with the actual perceptions of superintendents on role duty #46 shows a definite disagreement. A majority of 38 per cent of the teachers viewed this duty

as not a duty of anyone in the elementary school while a majority of 63 per cent of the superintendents saw it as a principal's duty.

In summary, the perceptions of all three groups were divided on role duty #46 (...contribute articles to professional journals). The actual perceptions of teachers favored this duty to be not a duty of anyone in the elementary school. The actual perceptions of principals and superintendents were in agreement rating it a principal's duty. Ideally, teachers and principals perceived the duty to be a combination teacher/principal duty. Superintendents viewed the duty ideally as a principal's duty.

TABLE 47. ATTEND SCHOOL BOARD MEETINGS

Not a duty of anyone 1			Teacher/ principal 2		Clerical duty 3		Teacher duty 4		Principal duty 5		No answer 6	
<u>Teachers</u>												
Actual---	151-	27%	74-	13%	4-	0%	1-	0%	272-	49%	39-	7%
Ideal----	108-	19%	130-	23%	4-	0%	4-	0%	259-	46%	36-	6%
<u>Principals</u>												
Actual---	13-	30%	3-	7%	0-	0%	0-	0%	25-	59%	1-	2%
Ideal----	8-	19%	8-	19%	0-	0%	0-	0%	25-	59%	1-	2%
<u>Superintendents</u>												
Actual---	11-	64%	0-	0%	0-	0%	0-	0%	6-	34%	0-	0%
Ideal----	11-	64%	1-	5%	0-	0%	0-	0%	5-	28%	0-	0%

A total of 49 per cent of the teachers actually perceived role duty #47 (...attend school board meetings) as a principal's duty and 27 per cent as not a duty of anyone in the elementary school. Ideally,

46 per cent viewed it as a principal's duty, 23 per cent as a combination teacher/principal duty, and 19 per cent as not a duty of anyone in the elementary school.

Table 47 shows a majority of 59 per cent of the actual and ideal perceptions of principals on role duty #47 (...attend school Board meetings) viewed it as a principal's duty.

Table 47 indicates superintendents both actually and ideally perceived the duty rating on role duty #47 as being not a duty of anyone in the elementary school.

Further comparison of perceptions reveals the ideal perceptions of teachers and the actual perceptions of principals on role duty #47 were in agreement as a majority of each group perceived it to be a principal's duty.

Comparing the actual perceptions of principals with the ideal perceptions of superintendents on role duty #47 indicates the two groups to be in disagreement. A majority of 59 per cent of the principals viewed this duty as a principal's duty while 64 per cent of the superintendents perceived it as not a duty of anyone in the elementary school.

Contrasting the actual perceptions of teachers with the actual perceptions of superintendents on role duty #47 indicates the two groups to be in disagreement. A majority of 49 per cent of the teachers perceived this duty to be a principal's duty as opposed to 64 per

cent of the superintendents who saw it as not a duty of anyone in the elementary school.

In summary, teachers and principals were in agreement as both groups perceived role duty #47 (...attend school board meetings) as a principal's duty. The superintendents felt role duty #47 was not the duty of anyone in the elementary school either actually or ideally.

TABLE 48. SCHEDULE PARENT-TEACHERS CONFERENCES

	Not a duty of anyone 1		Teacher/ principal 2		Clerical duty 3		Teacher duty 4		Principal duty 5		No answer 6	
<u>Teachers</u>												
Actual----	17-	3%	163-	29%	43-	7%	173-	31%	129-	23%	16-	2%
Ideal----	8-	1%	213-	38%	56-	10%	149-	27%	99-	18%	16-	2%
<u>Principals</u>												
Actual----	0-	0%	20-	47%	5-	11%	7-	16%	9-	20%	1-	2%
Ideal----	0-	0%	24-	57%	8-	19%	4-	9%	5-	11%	1-	2%
<u>Superintendents</u>												
Actual----	0-	0%	5-	29%	1-	5%	3-	17%	8-	46%	0-	0%
Ideal----	0-	0%	6-	35%	1-	5%	2-	11%	8-	46%	0-	0%

Table 48 reports the perceptions of teachers, principals, and superintendents on role duty #48 (...schedule parent-teacher conferences). Teachers actual and ideal perceptions were divided among several rating categories on role duty #48. A small majority of 31 per cent actually perceived this duty to be a teacher duty, 29 per cent viewed it to be a combination teacher/principal duty, and 23 per cent saw it as a principal duty. Ideally, 38 per cent perceived it as a

combination teacher/principal duty, 27 per cent viewed it as a teacher duty, and 18 per cent felt it was a principal duty.

Table 48 reports a majority of 47 per cent of the principals actually perceived role duty #48 (...schedule parent-teacher conferences) as a combination teacher/principal duty. Ideally, 57 per cent of the principals viewed this duty as a combination teacher/principal duty.

Table 48 indicates a small majority of 46 per cent of the superintendents both actually and ideally viewed role duty #48 as a principal's duty.

Further comparisons of teachers ideal perceptions and principals actual perceptions on role duty #48 reveals each group to have a small majority who perceived this role duty as a combination teacher/principal duty.

Comparison of principals actual perceptions with superintendents ideal perceptions on role duty #48 shows the two groups disagree. The principals favored the duty rating of teacher/principal duty. Superintendents viewed it as a principal's duty.

Contrasting the actual perceptions of teachers with the actual perceptions of superintendents on role duty #48 indicates the two groups lacked a consensus of perceptions. A small majority of the teachers perceived this duty to be a teacher duty while superintendents viewed it as a principal duty.

In summary, each group was quite divided in their opinion on role duty #48 (...schedule parent-teacher conferences) as each group had small majority perceptions. A majority of the teachers actually perceived themselves as the ones presently performing this duty. Principals perceived the role duty both actually and ideally as a combination teacher/principal duty. Superintendents perceived it actually being performed predominantly by principals and felt that ideally they should.

TABLE 49. SCHEDULE SCHOOL PROGRAMS SUCH AS CHRISTMAS, SPECIAL MUSIC, ETC.

Not a duty of anyone 1			Teacher/ principal 2		Clerical duty 3		Teacher duty 4		Principal duty 5		No answer 6	
<u>Teachers</u>												
Actual----	24-	4%	207-	37%	15-	2%	48-	8%	225-	40%	22-	4%
Ideal----	16-	2%	272-	50%	21-	3%	44-	8%	167-	29%	21-	4%
<u>Principals</u>												
Actual----	0-	0%	22-	52%	0-	0%	2-	4%	17-	39%	1-	2%
Ideal----	0-	0%	28-	66%	4-	9%	2-	4%	7-	15%	1-	2%
<u>Superintendents</u>												
Actual----	2-	11%	4-	23%	1-	5%	0-	0%	10-	58%	0-	0%
Ideal----	2-	11%	6-	35%	1-	5%	0-	0%	8-	46%	0-	0%

Table 49 reports the perceptions of teachers, principals and superintendents on role duty #49 (...schedule school programs such as Christmas, special music, etc.). A small majority of 40 per cent of the teachers actually perceived role duty #49 as a principal duty. A

second group of 37 per cent viewed the duty as a combination teacher/principal duty. Ideally, a majority of 50 per cent perceived this duty as a combination teacher/principal duty.

Table 49 shows a majority of 52 per cent of the principals actually viewed role duty #49 (...schedule school programs such as Christmas, special music, etc.) as a combination teacher/principal duty. Ideally, they perceived the same duty rating at 66 per cent.

Table 49 indicates superintendents perceptions on role duty #49 to be in agreement both actually and ideally. A group of 58 per cent actually viewed this duty to be a principal duty. A group of 46 per cent ideally perceived it the same way.

Further comparison of perceptions reveals the ideal perceptions of teachers and the actual perceptions of the principals on role duty #49 were in agreement. A majority of 50 per cent of the teachers and 52 per cent of the principals viewed it as a combination teacher/principal duty.

Comparing the actual perceptions of principals and the ideal perceptions of superintendents on role duty #49 shows the two groups were in disagreement. A majority of 52 per cent of the principals actually perceived the duty as a combination teacher/principal duty and 46 per cent of the superintendents ideally viewed it as a principal duty.

Contrasting the actual perceptions of the teachers and the actual

perceptions of superintendents on role duty #49 (...schedule school programs such as Christmas, special music, etc.) indicates both groups to be in agreement. A majority of 40 per cent of the teachers and 58 per cent of the superintendents perceived this role duty as a principal duty.

In summary, teachers and superintendents agreed on their actual perceptions of role duty #49. The majority of their perceptions favored it to be a principal duty. Principals actual perceptions favored it as a combination teacher/principal duty. Ideally, teachers and principals agreed it should be a combination teacher/principal duty. Superintendents felt ideally it should be a principal duty.

TABLE 50. DEVOTE TIME TO PUBLIC RELATIONS

	Not a duty of anyone 1		Teacher/ principal 2		Clerical duty 3		Teacher duty 4		Principal duty 5		No answer 6	
<u>Teachers</u>												
Actual----	55-	10%	165-	30%	3-	0%	8-	1%	284-	51%	26-	4%
Ideal-----	40-	7%	213-	38%	3-	0%	9-	1%	250-	45%	26-	4%
<u>Principals</u>												
Actual----	1-	2%	11-	26%	0-	0%	0-	0%	29-	68%	1-	2%
Ideal-----	1-	2%	18-	42%	0-	0%	0-	0%	22-	51%	1-	2%
<u>Superintendents</u>												
Actual----	0-	0%	2-	11%	0-	0%	0-	0%	15-	88%	0-	0%
Ideal-----	0-	0%	5-	29%	0-	0%	0-	0%	12-	70%	0-	0%

Table 50 reports the perceptions of teachers, principals, and superintendents on role duty #50 (...devote time to public relations).

The actual and ideal perceptions of teachers on role duty #50 (...devote time to public relations) were in agreement. Each majority favored the duty being performed as a principal duty. A second group of perceptions in each group perceived the duty as a combination teacher/principal duty.

Table 50 reports principals perceptions of role duty #50 to both actually and ideally view it as a principal duty.

Table 50 indicates superintendents over-whelmingly perceived role duty #50 as a principal duty both actually and ideally at percentages of 88 and 70 per cent.

Further comparison of perceptions of teachers ideal perceptions and principals actual perceptions on role duty #50 revealed the two groups to be in agreement. A majority of 45 per cent of the teachers and 68 per cent of the principals viewed it as a principal duty.

Comparing the actual perceptions of principals with the ideal perceptions of superintendents on role duty #50 indicates the two groups were in agreement. A majority of each group perceived it to be a principal duty.

In summary, all three groups were in agreement on role duty #50 as each one viewed it as a principal duty both actually and ideally.

Table 51, page 148, reports the perceptions of teachers, principals, and superintendents on role duty #51 (...supervise the work of clerical staff). The actual and ideal perceptions of teachers were in

agreement on role duty #51 (...supervise the work of clerical staff).

Each group perceived this role duty as a principal duty at 80 per cent or better.

TABLE 51. SUPERVISE THE WORK OF CLERICAL STAFF

	Not a duty of anyone 1		Teacher/ principal 2		Clerical duty 3		Teacher duty 4		Principal duty 5		No answer 6	
<u>Teachers</u>												
Actual----	18-	3%	5-	0%	47-	8%	0-	0%	452-	81%	19-	3%
Ideal-----	20-	3%	12-	2%	46-	8%	2-	0%	439-	80%	22-	4%
<u>Principals</u>												
Actual----	1-	2%	1-	2%	3-	7%	0-	0%	36-	85%	1-	2%
Ideal-----	1-	2%	0-	0%	4-	9%	0-	0%	36-	85%	1-	2%
<u>Superintendents</u>												
Actual----	0-	0%	1-	5%	2-	11%	0-	0%	14-	82%	0-	0%
Ideal-----	0-	0%	2-	11%	2-	11%	0-	0%	13-	76%	0-	0%

Table 51 shows the perceptions of principals on role duty #51 to be in high agreement. Both the actual and ideal perceptions of principals on this duty were perceived at 85 per cent.

Table 51 indicates superintendents both actually and ideally perceived role duty #51 to be a principal duty.

Further comparison of perceptions reveal the ideal perceptions of teachers and the actual perceptions of principals on role duty #51 had a high degree of consensus. Each group viewed it as a principal duty.

Comparing the actual perceptions of principals with the ideal

perceptions of superintendents on role duty #51 shows each group views it as a principal duty.

Contrasting the actual perceptions of teachers with the actual perceptions of superintendents on role duty #51 (...supervise the work of clerical staff) indicates near identical perceptions. A majority of 81 per cent of the teachers and 82 per cent of the superintendents viewed it as a principal duty.

In summary, a high degree of consensus was found among all three groups on role duty #51. All perceptions were 80 per cent or higher except for the ideal majority of superintendents which was 76 per cent.

TABLE 52. ORDER/OR ASSIST WITH ORDERING LIBRARY BOOKS AND MAGAZINES

	Not a duty of anyone 1		Teacher/ principal 2		Clerical duty 3		Teacher duty 4		Principal duty 5		No answer 6	
<u>Teachers</u>												
Actual----	68-	12%	172-	31%	55-	10%	96-	17%	126-	22%	24-	4%
Ideal-----	45-	8%	245-	44%	53-	10%	77-	14%	97-	17%	24-	4%
<u>Principals</u>												
Actual----	3-	7%	20-	47%	5-	11%	3-	7%	10-	23%	1-	2%
Ideal-----	2-	4%	25-	59%	5-	11%	3-	7%	6-	14%	1-	2%
<u>Superintendents</u>												
Actual----	3-	17%	4-	23%	2-	11%	2-	11%	6-	35%	0-	0%
Ideal-----	2-	11%	6-	35%	2-	11%	2-	11%	5-	29%	0-	0%

Table 52 reports the perceptions of teachers, principals, and superintendents on role duty #52 (...order/or assist with ordering library books and magazines). The perceptions of teachers were divided

on role duty #52. A small majority of 31 per cent viewed it actually as a combination teacher/principal duty, 22 per cent perceived it as a principal duty, 17 per cent as a teacher duty, and 12 per cent as not a duty of anyone in the elementary school. Ideally, a majority of 44 per cent perceived it as a combination teacher/principal duty.

Table 52 indicates a majority of 47 per cent of the principals actually perceived role duty #52 (...order/or assist with ordering library books and magazines) as a combination teacher/principal duty. Ideally, 59 per cent of the principals viewed this duty as a combination teacher/principal duty.

Table 52 shows a small majority of 35 per cent of the superintendents actually viewed role duty #52 as a principal duty. A second group of 23 per cent perceived it as a combination teacher/principal duty. Ideally, 35 per cent of the superintendents perceived this duty as a combination teacher/principal duty and 29 per cent as a principal duty.

Further comparison of perceptions indicates the ideal perceptions of teachers and the actual perceptions of principals on role duty #52 were in agreement. A small majority of each group perceived it as a combination teacher/principal duty.

Comparing the actual perceptions of principals with the ideal perceptions of superintendents on role duty #52 revealed the two groups to be in agreement. Each group had a small majority of respondents who

perceived it as a combination teacher/principal duty.

Contrasting the actual perceptions of teachers with the actual perceptions of superintendents on role duty #52 (...order/or assist with ordering library books and magazines) shows the two groups to be in disagreement. A small majority of 31 per cent of the teachers perceived it as a combination teacher/principal duty, while 35 per cent of the superintendents viewed it as a principal duty.

In summary, teachers and principals agreed both actually and ideally that role duty #52 was a combination teacher/principal duty. Superintendents agreed ideally that role duty #52 should be a combination teacher/principal duty, but actually viewed it to be a principal duty.

TABLE 53. WORK WITH NURSE ON STUDENT HEALTH PROGRAM

	Not a duty of anyone		Teacher/ principal		Clerical duty		Teacher duty		Principal duty		No answer	
	1		2		3		4		5		6	
<u>Teachers</u>												
Actual----	75-	13%	163-	29%	24-	4%	56-	10%	188-	33%	35-	6%
Ideal-----	36-	6%	228-	41%	18-	3%	49-	9%	177-	29%	33-	6%
<u>Principals</u>												
Actual----	1-	2%	12-	28%	2-	4%	1-	2%	25-	58%	1-	2%
Ideal-----	0-	0%	19-	45%	1-	2%	2-	4%	19-	45%	1-	2%
<u>Superintendents</u>												
Actual----	0-	0%	6-	35%	0-	0%	2-	11%	7-	40%	2-	11%
Ideal-----	0-	0%	8-	47%	0-	0%	2-	11%	4-	22%	3-	17%

Table 53 reports the perceptions of teachers, principals, and superintendents on role duty #53 (...work with nurse on student health program). A small majority of 33 per cent of the teachers actually perceived role duty #53 as a principal duty. Another group of 29 per cent viewed it as a combination teacher/principal duty. Ideally, 41 per cent of the teachers viewed the duty as a combination teacher/principal duty and 29 per cent as a principal duty.

Table 53 shows principals perceptions to be in disagreement on role duty #53. A total of 58 per cent actually perceived it as a principal duty. Ideally, 45 per cent viewed it as a principal duty and 45 per cent as a combination teacher/principal duty.

Table 53 indicates superintendents had different perceptions actually and ideally on role duty #53. A majority of 40 per cent perceived it actually being performed as a principal duty. Ideally, a majority of 47 per cent viewed it as a combination teacher/principal duty.

Further comparison of perceptions reveals the ideal perceptions of teachers and the actual perceptions of principals on role duty #53 differed as 41 per cent of the teachers perceived it as a combination teacher/principal duty, while 58 per cent of the principals saw it as a principal duty.

Comparing the actual perceptions of the principals with the ideal perceptions of superintendents on role duty #53 shows the two

groups disagree. A majority of 58 per cent of the principals viewed it as a principal duty while a majority of 47 per cent of the superintendents perceived it as a combination teacher/principal duty.

In summary, the actual perceptions of all three groups on role duty #53 (...work with nurse on student health program) agreed with each other but disagreed with their own ideal perceptions. Each group actually perceived this duty as being a principal duty. Ideally, teachers and superintendents had a majority that viewed it as a combination teacher/principal duty. Principals ideal perceptions were tied at 45 per cent between the ratings of combination teacher/principal duty and principal duty.

TABLE 54. ARRANGE FOR PARENTAL INVOLVEMENT IN SCHOOL--WEIGHING AND MEASURING STUDENTS, ETC.

	Not a duty of anyone		Teacher/ principal		Clerical duty		Teacher duty		Principal duty		No answer	
	1		2		3		4		5		6	
<u>Teachers</u>												
Actual----	169-	30%	60-	11%	43-	7%	92-	17%	141-	25%	36-	6%
Ideal----	104-	18%	109-	19%	65-	12%	64-	11%	167-	30%	32-	5%
<u>Principals</u>												
Actual----	9-	21%	9-	21%	5-	11%	2-	4%	15-	35%	2-	4%
Ideal----	5-	11%	11-	26%	9-	21%	2-	4%	13-	30%	2-	4%
<u>Superintendents</u>												
Actual----	4-	23%	3-	17%	3-	17%	2-	11%	5-	28%	0-	0%
Ideal----	4-	23%	4-	23%	3-	17%	1-	5%	5-	28%	0-	0%

Table 54 reports the perceptions of teachers, principals, and superintendents on role duty #54 (...arrange for parental involvement in school--weighing and measuring students, etc.) The perceptions of teachers on role duty #54 were divided. Actual perceptions recorded were 30 per cent favoring it as not a duty of anyone in the elementary school, 25 per cent as a principal duty, 17 per cent as a teacher duty, and 11 per cent as a combination teacher/principal duty. Ideally, 30 per cent of the respondents perceived it as a principal duty, 19 per cent as a combination teacher/principal duty, 18 per cent as not a duty of anyone in the elementary school, and 12 per cent as a clerical duty. The rating category getting the least support was teacher duty at 11 per cent.

Table 54 shows principals divided on role duty #54. Actually and ideally a small majority perceived it as a principal duty at 35 per cent and 30 per cent. A second group of perceptions at 21 per cent and 26 per cent viewed it as a combination teacher/principal duty.

Table 54 indicates superintendents perceptions were extremely divided on role duty #54. A small majority of 28 per cent both actually and ideally perceived it as a principal duty. Another group of 23 per cent actually and ideally viewed it as not a duty of anyone in the elementary school.

Further comparison of perceptions reveals the ideal perceptions of teachers and the actual perceptions of principals on role duty #54

were in agreement. Each had a small majority perceiving this duty as a principal duty.

Contrasting the actual perceptions of teachers with the actual perceptions of superintendents on role duty #54 (...arrange for parental involvement in school--weighing and measuring students, etc.) shows the two groups disagree. Teachers had a small majority perceiving this duty as not a duty of anyone in the elementary school while superintendents viewed it as a principal duty by an equally small majority.

In summary, all three groups were extremely divided on their perceptions of role duty #54. Perceptions were spread over four different categories with majorities frequently being around one-third of the respondent group. Superintendents and principals actually perceived role duty #54 as a principal duty. Teachers perceived it actually as not a duty of anyone in the elementary school. Ideally, all three groups perceived this duty as a principal duty by small majorities.

Table 55, page 156, reports of the perceptions of teachers, principals, and superintendents on role duty #55 (...prepare family bulletins to inform parents of school activities). The perceptions of teachers on this role duty were in agreement. Actual and ideal perceptions of 46 per cent and 44 per cent were perceived by teachers as they selected principal duty as the official rating for this duty. A second group of perceptions of 24 per cent and 31 per cent viewed this duty as a clerical duty.

TABLE 55. PREPARE FAMILY BULLETINS TO INFORM PARENTS OF SCHOOL ACTIVITIES

	Not a duty of anyone 1		Teacher/ principal 2		Clerical duty 3		Teacher duty 4		Principal duty 5		No answer 6	
<u>Teachers</u>												
Actual----	53-	9%	44-	8%	134-	24%	28-	5%	254-	46%	28-	5%
Ideal----	19-	3%	67-	12%	172-	31%	14-	2%	244-	44%	25-	4%
<u>Principals</u>												
Actual----	4-	9%	8-	19%	4-	9%	1-	2%	24-	56%	1-	2%
Ideal----	1-	2%	12-	28%	8-	18%	1-	2%	19-	44%	1-	2%
<u>Superintendents</u>												
Actual----	0-	0%	3-	17%	3-	17%	0-	0%	10-	58%	1-	5%
Ideal----	0-	0%	4-	23%	4-	23%	0-	0%	8-	46%	1-	5%

Table 55 indicates the perceptions of principals on role duty #55 (...prepare family bulletins to inform parents of school activities). Both the actual perception of 56 per cent and the ideal of 44 per cent of principals favored this role duty as a principal duty.

Table 55 shows the perceptions of superintendents on role duty #55. A majority of 58 per cent of the superintendents actual perceptions and 46 per cent of their ideal perceptions perceived this duty to be a principal duty.

Further comparison of perceptions reveals the ideal perceptions of teachers and the actual perceptions of principals on role duty #55 were in agreement. A majority of 44 per cent of the teachers and 56 per cent of the principals perceived this role duty as a principal duty.

Comparison of the actual perceptions of principals and the ideal perceptions of superintendents on role duty #55 indicates the two groups

were in agreement. A majority of 56 per cent of the principals and 46 per cent of the superintendents viewed this duty as a principal duty.

Contrasting the actual perceptions of teachers with the actual perceptions of superintendents on role duty #55 (...prepare family bulletins to inform parents of school activities) indicates the two groups to be in agreement. A majority of 46 per cent of the teachers and 58 per cent of the superintendents viewed this role duty as a principal duty.

In summary, all three groups were in agreement on role duty #55. Each group had a majority of perceptions perceiving this duty as a principal duty and as a combination teacher/principal duty.

TABLE 56. ORGANIZE AFTER-SCHOOL RECREATIONAL ACTIVITIES FOR STUDENTS

	Not a duty of anyone 1		Teacher/ principal 2		Clerical duty 3		Teacher duty 4		Principal duty 5		No answer 6	
<u>Teachers</u>												
Actual----	233-	42%	89-	16%	7-	1%	53-	9%	126-	22%	33-	6%
Ideal----	215-	38%	133-	24%	3-	0%	29-	5%	127-	22%	34-	6%
<u>Principals</u>												
Actual----	20-	47%	11-	26%	0-	0%	0-	0%	10-	23%	1-	2%
Ideal----	19-	45%	15-	35%	0-	0%	0-	0%	7-	16%	1-	2%
<u>Superintendents</u>												
Actual----	10-	58%	3-	17%	0-	0%	1-	5%	2-	11%	1-	5%
Ideal----	10-	58%	4-	23%	0-	0%	0-	0%	2-	11%	1-	5%

Table 56 reports the perceptions of teachers, principals, and superintendents on role duty #56 (...organize after-school recreational

activities for students). The perceptions of teachers on role duty #56 were quite divided. A majority of 42 per cent actually viewed it as not a duty of anyone in the elementary school. A second group of perceptions of 22 per cent perceived it as a principal duty. Ideally, 38 per cent viewed the duty as not a duty of anyone in the elementary school, 24 per cent as a combination teacher/principal duty, and 22 per cent as a principal duty.

Table 56 shows the perceptions of principals on role duty #56 (...organize after-school recreational activities for students) to be divided among several rating categories. A small majority of 47 per cent actually perceived it as not a duty of anyone in the elementary school, 26 per cent saw it as a combination teacher/principal duty, and 23 per cent as a principal duty. Ideally, 45 per cent viewed it as not a duty of anyone in the elementary school, 35 per cent as a combination teacher/principal duty, and 16 per cent as a principal duty.

Table 56 indicates the perceptions of superintendents on role duty #56. A majority of the superintendents both actually and ideally perceived this role duty as not a duty of anyone in the elementary school at 58 per cent.

Further comparison of perceptions shows the ideal perceptions of teachers and the actual perceptions of principals were in agreement on role duty #56. A majority of 38 per cent of the teachers and 47 per cent of the principals perceived this duty as not being the duty of

anyone in the elementary school.

Comparing the actual perceptions of principals and the ideal perceptions of superintendents on role duty #56 (...organize after-school recreational activities for students) revealed the two groups to be in agreement. A majority of 47 per cent of the teachers and 58 per cent of the superintendents perceived this duty as not a duty of anyone in the elementary school.

Contrasting the actual perceptions of teachers with the actual perceptions of superintendents on role duty #56 indicates the two groups to be in agreement. A majority of 42 per cent of the teachers and 58 per cent of the superintendents viewed this duty as not a duty of anyone in the elementary school.

In summary, all three groups were in agreement on role duty #56. Each group both actually and ideally perceived this role duty to not be a duty of anyone in the elementary school.

TABLE 57. DISCUSS TEACHING PLANS WITH TEACHERS

	Not a duty of anyone		Teacher/ principal		Clerical duty		Teacher duty		Principal duty		No answer	
	1		2		3		4		5		6	
<u>Teachers</u>												
Actual---	76-	14%	106-	19%	10-	1%	25-	4%	301-	54%	23-	4%
Ideal----	5-	0%	157-	28%	3-	0%	20-	3%	335-	60%	21-	4%
<u>Principals</u>												
Actual---	0-	0%	15-	35%	0-	0%	0-	0%	26-	61%	1-	2%
Ideal----	0-	0%	19-	45%	0-	0%	0-	0%	22-	51%	1-	2%
<u>Superintendents</u>												
Actual---	0-	0%	2-	11%	0-	0%	0-	0%	14-	81%	1-	5%
Ideal----	0-	0%	3-	17%	0-	0%	0-	0%	13-	75%	1-	5%

Table 57 reports the perceptions of teachers, principals, and superintendents on role duty #57 (...discuss teaching plans with teachers). The perceptions of teachers on role duty #57 indicates a majority of 54 per cent actually viewed this duty as a principal duty and 60 per cent ideally perceived it as a principal duty.

Table 57 indicates the actual and ideal perceptions of principals on role duty #57 to be in agreement. A majority of 61 per cent actually perceived this duty as a principal duty and 51 per cent viewed it ideally as a principal duty. A second group of perceptions at 35 per cent and 45 per cent actually and ideally perceived the duty to be a combination teacher/principal duty.

Table 57 shows the perceptions of superintendents on role duty #57 to be in agreement. A majority of 81 per cent actually viewed it as a principal duty and 75 per cent ideally selected the same duty rating.

Further comparison of perceptions indicates the ideal perceptions of teachers and the actual perceptions of principals were in near identical agreement on role duty #57. A majority of 60 per cent of the teachers and 61 per cent of the principals perceived this duty as a principal duty.

Comparing the actual perceptions of principals with the ideal perceptions of superintendents on role duty #57 revealed the two groups to be in agreement. A majority of 61 per cent of the principals and 81

per cent of the superintendents viewed this duty as a principal duty.

Contrasting the actual perceptions of the teachers and superintendents on role duty #57 shows the two groups were in agreement. Teachers had a majority of 54 per cent perceiving this duty as a principal duty and superintendents had a little higher perception at 81 per cent for the same duty rating.

In summary, all three groups were in agreement with their perceptions on role duty #57, (...discuss teaching plans with teachers). Each group both actually and ideally perceived the duty as a principal duty. Superintendents had a much higher per cent of perceptions than either teachers or principals on this duty.

TABLE 58. SUPERVISE STUDENT TEACHERS

	Not a duty of anyone		Teacher/ principal		Clerical duty		Teacher duty		Principal duty		No answer	
	1		2		3		4		5		6	
<u>Teachers</u>												
Actual----	61-	11%	149-	27%	7-	1%	163-	29%	130-	23%	31-	5%
Ideal----	28-	5%	239-	43%	4-	0%	113-	20%	128-	22%	29-	5%
<u>Principals</u>												
Actual----	1-	2%	22-	52%	1-	2%	3-	7%	14-	33%	1-	2%
Ideal----	1-	2%	25-	59%	1-	2%	4-	9%	10-	22%	1-	2%
<u>Superintendents</u>												
Actual----	1-	5%	6-	35%	0-	0%	2-	11%	7-	41%	1-	5%
Ideal----	0-	0%	7-	41%	0-	0%	1-	5%	8-	46%	1-	5%

Table 58 reports the perceptions of teachers, principals, and superintendents on role duty #58 (...supervise student teachers).

Teachers were divided on role duty #58 (...supervise student teachers) perceptions. A small majority of 29 per cent perceived this to actually be a teacher duty, 27 per cent viewed it as a combination teacher/principal duty, and 23 per cent felt it was a principal duty. Ideally, a majority of 43 per cent perceived it as a combination teacher/principal duty, 22 per cent as a principal duty, and 20 per cent as a teacher duty.

Table 58 indicates principals perceptions were in agreement on role duty #58. A majority of 52 per cent and 59 per cent actually and ideally perceived this duty as a combination teacher/principal duty.

Table 58 shows the perceptions of superintendents on role duty #58. A majority of 75 per cent actually perceived the duty to be a principal duty and a small majority of 40 per cent ideally perceived it to have the same rating. A second group of perceptions of 35 per cent ideally perceived role duty #58 as a combination teacher/principal duty.

Further comparison of perceptions indicates the ideal perceptions of teachers and the actual perceptions of principals on role duty #58 were in agreement. A small majority of 43 per cent of the teachers and 52 per cent of the principals perceived this duty to be a combination teacher/principal duty.

Comparison of the actual perceptions of principals with the ideal perceptions of superintendents on role duty #58 indicates the two

groups to be in disagreement. A majority of 52 per cent of the principals viewed this duty as a combination teacher/principal duty. A majority of 40 per cent of the superintendents viewed it as a principal duty.

Contrasting the actual perceptions of teachers with the actual perceptions of superintendents on role duty #58 (...supervise student teachers) reveals the two groups to be in disagreement. A small majority of 29 per cent of the teachers viewed this role duty as a teacher duty while a large majority of 75 per cent of the superintendents perceived it to be a principal duty.

In summary, the actual perceptions of each group favored a different duty rating for role duty #58. A majority of the teachers felt it was a teacher duty, principals perceived it to be a combination teacher/principal duty, and superintendents viewed it as a principal duty. Ideally, teachers and principals perceived the duty to be a combination teacher/principal duty and superintendents saw it as a principal duty.

Table 59, page 164, reports the perceptions of teachers, principals, and superintendents on role duty #59 (...handle parent complaints). The perceptions of teachers on role duty #59 indicates a majority of 56 per cent actually perceived this duty as a principal duty and 33 per cent as a combination teacher/principal duty. Ideally, perceptions were divided between principal duty at 46 per cent and

combination teacher/principal duty at 44 per cent,

TABLE 59. HANDLE PARENT COMPLAINTS

Not a duty of anyone 1			Teacher/ principal 2		Clerical duty 3		Teacher duty 4		Principal duty 5		No answer 6	
<u>Teachers</u>												
Actual----	2-	0%	182-	33%	4-	0%	26-	4%	310-	56%	17-	3%
Ideal----	0-	0%	248-	44%	2-	0%	11-	2%	263-	46%	17-	3%
<u>Principals</u>												
Actual----	0-	0%	15-	35%	0-	0%	0-	0%	26-	61%	1-	2%
Ideal----	0-	0%	18-	42%	0-	0%	0-	0%	23-	54%	1-	2%
<u>Superintendents</u>												
Actual----	0-	0%	2-	11%	0-	0%	0-	0%	14-	81%	1-	5%
Ideal----	0-	0%	3-	17%	0-	0%	0-	0%	13-	75%	1-	5%

Table 59 indicates the perceptions of principals on role duty #59 (...handle parent complaints) to be in agreement. A majority of 61 per cent and 54 per cent actually and ideally perceived this role duty to be a principal duty. A second group of perceptions at 35 per cent and 42 per cent actually and ideally viewed this duty as a combination teacher/principal duty.

Table 59 shows the perceptions of superintendents on role duty #59 to be in agreement. Majorities of 81 per cent and 75 per cent actually and ideally perceived this role duty as a principal duty.

Further comparison of perceptions reveals the ideal perceptions of teachers and actual perceptions of principals on role duty #59 were in agreement. A majority of 46 per cent of the teachers and 61 per cent

of the principals perceived this duty as a principal duty.

Comparing the actual perceptions of principals and the ideal perceptions of superintendents on role duty #59 (...handle parent complaints) shows the two groups to be in agreement. A majority of 61 per cent of the principals and 75 per cent of the superintendents viewed this role duty as a principal duty.

In summary, all three groups both actually and ideally were in agreement on their perceptions of role duty #59. The only difference in perceptions were that superintendents had a much higher percentage of perceptions than either teachers or principals.

TABLE 60. INTERPRET SCHOOL BOARD POLICY AND REGULATIONS

	Not a duty of anyone		Teacher/ principal		Clerical duty		Teacher duty		Principal duty		No answer	
	1		2		3		4		5		6	
<u>Teachers</u>												
Actual----	68-	12%	86-	15%	5-	0%	6-	1%	354-	63%	22-	4%
Ideal-----	43-	7%	130-	23%	3-	0%	4-	0%	339-	61%	22-	4%
<u>Principals</u>												
Actual----	2-	4%	9-	21%	0-	0%	0-	0%	30-	71%	1-	2%
Ideal-----	1-	2%	15-	35%	0-	0%	0-	0%	25-	59%	1-	2%
<u>Superintendents</u>												
Actual----	0-	0%	1-	5%	0-	0%	0-	0%	15-	87%	1-	5%
Ideal-----	0-	0%	1-	5%	0-	0%	1-	5%	14-	81%	1-	5%

The perceptions of teachers were in agreement on role duty #60 (...interpret school board policy and regulations). Majorities of 63 per cent and 61 per cent perceived this role duty actually and ideally

as a principal's duty.

Table 60 indicates the perceptions of principals to be in agreement on role duty #60 (...interpret school board policy and regulations). A majority of 71 per cent actually viewed this duty as a principal's duty. Ideally, a majority of 59 per cent perceived it as a principal's duty.

Table 60 shows the perceptions of superintendents to be in high agreement on role duty #60. A majority of 87 per cent actually viewed it as being a principal's duty. A majority of 81 per cent ideally perceived it to be a principal's duty.

Further comparison of perceptions reveals the ideal perceptions of teachers and the actual perceptions of principals were in agreement on role duty #60. A majority of 61 per cent of the teachers and 71 per cent of the principals perceived this role duty as a principal's duty.

Comparing the actual perceptions of principals with the ideal perceptions of superintendents indicates the two groups to be in agreement on role duty #60. A majority of 71 per cent of the principals and 81 per cent of the superintendents perceived this role duty as a principal's duty.

Contrasting the actual perceptions of teachers with the actual perceptions of superintendents on role duty #60 shows the two groups were in agreement. A majority of 63 per cent of the teachers and 87 per cent of the superintendents perceived this role duty to be a

principal's duty

In summary, all three groups perceptions were in agreement on role duty #60 (...interpret school board policy and regulations). Each group both actually and ideally perceived this role duty to be a principal's duty.

Part Two

Analysis of Perceptions

Each of the 60 role duty statements were individually presented in Part One to give the reader an exacting look at the numbers and percentages of each respondent group choosing a specific answer rating. This section will analyze the duty statements according to the duty rating assigned them. This involved studying the size of the majority perception as well as secondary group perceptions where majorities chose different ratings or had small majorities.

Table 61, pages 169 and 170, presents a composite look at the role duties of highest agreement by all three groups. Each of the 17 role duties in this table were perceived by a majority of 50 per cent or more of each group of the respondents.

Reading the table from left to right indicates the role duty number; the role duty statement; the perceived rating by a majority of all groups; and a listing of percentages of actual and ideal perceptions of elementary school teachers, principals, and superintendents.

Table 61 reports the role duties of highest agreement by elementary school teachers, principals, and district superintendents. Although this group of 17 duty statements reflects the highest majorities of perceptions by each group, there are some other valid interpretations that should be enumerated. Role duty #1 (...selection of teaching

TABLE 61. ROLE DUTIES WHERE ALL THREE GROUPS AGREE: MAJORITIES OF 50 PER CENT OR HIGHER

Role duty No.	Role duty statement	Perceived rating by all groups	Per cent of teachers	Per cent of principals	Per cent of superintendents
1	Selection of teaching materials	teacher/prin- cipal duty	*act. 65% *id. 76%	act. 80% id. 87%	act. 52% id. 58%
4	Determination of student grades	teacher duty	act. 81% id. 85%	act. 85% id. 85%	act. 70% id. 58%
9	Secure substitute teachers	principal duty	act. 70% id. 60%	act. 83% id. 75%	act. 76% id. 69%
19	Select new staff members	principal duty	act. 54% id. 62%	act. 51% id. 77%	act. 52% id. 64%
20	Dismiss incompetent staff	principal duty	act. 56% id. 62%	act. 70% id. 80%	act. 58% id. 58%
21	Conduct staff meetings	principal duty	act. 93% id. 83%	act. 70% id. 80%	act. 81% id. 75%
25	Evaluate staff	principal duty	act. 86% id. 77%	act. 87% id. 65%	act. 89% id. 75%
26	Schedule staff duties	principal duty	act. 75% id. 55%	act. 78% id. 61%	act. 81% id. 75%
29	Supervise custodians	principal duty	act. 78% id. 75%	act. 84% id. 75%	act. 94% id. 88%
30	Supervise non-certified personnel	principal duty	act. 60% id. 55%	act. 80% id. 68%	act. 76% id. 76%

*act. - means actual perception

*id. - means ideal perception

TABLE 61 (Continued)

Role duty No.	Role duty statement	Perceived rating by all groups	Per cent of teachers	Per cent of principals	Per cent of superintendents
33	Solicit funds for community charity groups	not a duty of anyone	act. 66% id. 80%	act. 69% id. 78%	act. 70% id. 88%
39	Counsel teachers concerning personal problems	principal duty	act. 53% id. 53%	act. 82% id. 75%	act. 76% id. 58%
42	Counsel teachers on student classroom problems	principal duty	act. 75% id. 75%	act. 83% id. 75%	act. 93% id. 93%
45	Evaluate learning experiences offered students	principal duty	act. 82% id. 82%	act. 90% id. 90%	act. 91% id. 87%
51	Supervise the work of clerical staff	principal duty	act. 81% id. 80%	act. 85% id. 85%	act. 82% id. 76%
57	Discuss teaching plans with teachers	principal duty	act. 54% id. 60%	act. 61% id. 51%	act. 81% id. 75%
60	Interpret school board policy and regulations	principal duty	act. 63% id. 61%	act. 71% id. 59%	act. 87% id. 81%

materials) reveals the superintendents second largest group of perceptions viewed this duty as being a principal duty at a much higher percentage than either teachers or principals. Nearly one-third viewed this as a duty to be performed solely by the principal. Majority perceptions of all three groups favored the duty as a combination teacher/principal duty.

Teacher and principal perceptions on role duty #4 (...determination of student grades) were in high agreement as both had majorities of better than 80 per cent on actual and ideal perceptions. Superintendents had a majority of their perceptions in the same rating categories as teachers and principals only at lesser percentages.

Each group had clear majorities perceiving role duty #9 (...secure substitute teachers) as a principal duty both actually and ideally. Perhaps the perceptions of most significance were the ones in the clerical duty category. In the clerical duty category, each respondent group increased their numbers from the actual to the ideal perception.

Studying role duty #19 (...select new staff members) indicates all three groups had small majorities perceiving this duty as a principal duty. At least 40 per cent of each group actually perceived the elementary school principal as having nothing to do with the selection of staff. Ideally, a little more than three-fourths of the principals would like to be involved in the selection of new staff members. About one-fourth of the teachers and superintendents felt the selection of

new staff members was not the duty of anyone in the elementary school.

Role duty #20 (...dismiss incompetent staff) had a majority of each group perceiving the elementary school principal being responsible for this duty. The chief differences in perceptions were that principals viewed themselves more involved in the dismissal than either teachers or superintendents.

Reviewing role duty #25 (...evaluate staff) shows each group of respondents to have a definite majority of actual perceptions viewing the principal as the person most responsible for evaluating teachers. It was interesting to note that all ideal perceptions were slightly less with a small shift of perceptions toward the rating category of combination teacher/principal duty.

Analyzing the second largest group of perceptions of role duty #28 (...schedule staff duties) shows a small increase in the ideal perceptions of principals and teachers toward more cooperation in the scheduling of staff duties. Actual majority perceptions indicated the duty is usually performed autonomously by the elementary principal.

Studying role duty #30 (...supervise non-certified personnel, i.e. cooks, aides, bus drivers, etc.) reveals that about one-third of the teachers felt this duty should be performed by someone outside of the elementary school. About one-fourth of the principals and superintendents viewed this duty the same way. The majority perception of each group saw this role duty as being a principal duty.

Scrutinizing role duty #57 (...discussion of teaching plans with teachers) indicates a majority of teachers, principals, and superintendents perceived this as a principal duty. The significant difference in perceptions was the size of majorities. Teachers and principals actually viewed it occurring much less often than superintendents. Ideally, superintendents perceived this duty as a principal duty at a higher percentage than teachers or principals.

In reviewing the perceptions for role duty #60 (...interpret school board policy and regulations) it was noted that teachers and principals had a smaller percentage of perceptions viewing this as a principal duty than superintendents did.

Table 62, page 174, presents the data on 14 role duties where all three groups agree. However, the majority perception of one or more of each respondent group totals less than 50 per cent indicating a low level of agreement.

Role duty #5 (...study teacher lesson plans) was perceived as a principal's duty by all three groups. The difference was the size of perceptions. Teacher perceptions on this role duty were much less than either principals or superintendents.

All three groups of respondents were in agreement on role duty #6 (...grouping and class placement of students). Each group perceived this role duty as a combination teacher/principal duty. The chief difference was that principals and superintendents had slightly higher

TABLE 62. ROLE DUTIES WHERE ALL THREE GROUPS AGREE: SOME MAJORITIES OF LESS THAN 50 PER CENT

Role duty No.	Role duty statement	Perceived rating by all groups	Per cent of teachers	Per cent of principals	Per cent of superintendents
5	Study teacher lesson plans	principal duty	act. 38% id. 38%	act. 68% id. 44%	act. 69% id. 58%
6	Grouping and class place- ment of students	comb. teacher/ principal duty	act. 44% id. 66%	act. 61% id. 73%	act. 58% id. 64%
11	Schedule student field trips	comb. teacher/ principal duty	act. 41% id. 56%	act. 42% id. 57%	act. 52% id. 52%
12	Supervise auxiliary school programs	principal duty	act. 52% id. 49%	act. 56% id. 53%	act. 87% id. 81%
15	Read professional litera- ture and report to staff	principal duty	act. 54% id. 47%	act. 66% id. 49%	act. 69% id. 69%
22	Arrange teacher in-service meetings to improve instruc.	principal duty	act. 54% id. 47%	act. 63% id. 50%	act. 70% id. 58%
24	Prepare attendance reports	clerical duty	act. 42% id. 60%	act. 40% id. 66%	act. 64% id. 64%
27	Discipline students for acts of misconduct	comb. teacher/ principal duty	act. 47% id. 62%	act. 57% id. 69%	act. 41% id. 64%
28	Counsel students	comb. teacher/ principal duty	act. 40% id. 60%	act. 52% id. 71%	act. 52% id. 52%
34	Prepare student regulations	comb. teacher/ principal duty	act. 46% id. 68%	act. 59% id. 69%	act. 47% id. 58%
50	Devote time to public relations	principal duty	act. 51% id. 45%	act. 88% id. 70%	act. 68% id. 51%
55	Prepare family bulletins to inform parents of school activities	principal duty	act. 46% id. 44%	act. 56% id. 44%	act. 58% id. 46%
56	Organize after-school recreational activities for students	not a duty of anyone in the elem. school	act. 42% id. 38%	act. 47% id. 45%	act. 58% id. 58%
59	Handle parent complaints	principal duty	act. 56% id. 46%	act. 61% id. 54%	act. 81% id. 75%

majority perceptions than teachers.

Majority perceptions on role duty #11 (...schedule student field trips) were quite uniform. Each group both actually and ideally perceived this duty to be a combination teacher/principal duty.

The majority perceptions on role duty #12 (...supervise auxiliary school programs) were in agreement but quite spread out. The perceptions ranged from a low of 52 per cent by teachers to a high of 87 per cent by superintendents. The rating chosen was principal's duty.

The respondents in all three groups were in agreement on role duty #15 (...read professional literature and report to staff). Each group selected principal duty as the duty rating and combination teacher/principal duty as the second largest group of perceptions for both the actual and ideal perceptions.

A definite pattern of perceptions was evident by all groups on role duty #22 (...arrange teacher in-service meetings to improve instruction). The actual perception majorities of all three groups selected the rating of principal duty. The ideal perceptions of all three groups had smaller majorities concentrated in the same rating category. The loss of perceptions between the actual and ideal rating categories of principal duty seemed to appear in the rating category of combination teacher/principal duty. It was interesting to note that 147 teachers felt that no one was performing this duty in their school district.

Participants in the survey on role duty #24 (...prepare attendance reports) all selected the duty rating of clerical duty for both their actual and ideal perceptions. The main differences in perceptions were the size of majorities and secondary group perceptions. Teachers and principals had majorities of about one-third less than superintendents. Another interesting sidelight to the actual perceptions were that both teachers and principals perceived themselves more involved in the preparation of attendance reports than either of the other two groups in the study.

Role duty #27 (...discipline students for acts of misconduct) had perceptions of all three groups predominantly concentrated in two rating categories. All three group's majority perceptions, both actual and ideal, selected the rating category of combination teacher/principal duty. Secondary perceptions of nearly one-third the size of the total group were in support of the rating principal duty on this duty. Ideal perceptions were in agreement with more than 60 per cent of each group perceiving role duty #27 (...discipline students for acts of misconduct) as a combination teacher/principal duty.

The survey results on role duty #28 (...counsel students) indicate that all groups were in agreement on how this duty was actually being performed. Majority perceptions all favored combination teacher/principal duty as the way most schools performed the duty. The secondary group of perceptions followed the size of the majority perceptions

quite closely and favored principal duty as the official rating. Ideal perceptions of superintendents remained the same on both perceptions while teachers and principals increased their perceptions almost 20 per cent.

The actual perceptions on role duty #34 (...prepare student regulations) were quite evenly split by all three groups. Each of the respondent group's perceptions were divided between the duty rating of combination teacher/principal duty and principal duty. The ideal perceptions of each group increased and favored combination teacher/principal duty as the official rating.

Another duty where teachers, principals, and superintendents agree with some majorities of less than 50 per cent was role duty #50 (...devote time to public relations). It was noticeable that majorities of each group selected the rating of principal duty for this duty. Superintendents had 88 per cent of their group that viewed this duty as a principal duty. Teachers and principals viewed it the same way only at much smaller percentages. Ideal perceptions supported the rating of principal duty, too, but at a lesser percentage. The per cent amounts lost from actual to ideal perceptions in the principal duty rating category seemed to appear in the secondary perceptions of each group. They were concentrated in support of the rating combination teacher/principal duty.

The responsibility for role duty #55 (...prepare family

bulletins to inform parents of school activities) was perceived similarly by each group. Both actual and ideal perceptions of each group favored this role duty as a principal duty with secondary perceptions supporting it as a clerical duty and combination teacher/principal duty by nearly the same percentage figures.

It was surprising to the investigator that role duty #56 (...organize after-school recreational activities for students) was not actually a responsibility of many elementary schools in Montana. All three respondent groups indicated that nearly half of the schools surveyed felt this duty was not and should not be performed by anyone in the elementary school. It was interesting to see that about one-fourth of the teachers and superintendents thought this duty should be performed as a combination teacher/principal duty.

Role duty #59 (...handle parent complaints) was divided almost entirely between the rating category of principal duty and combination teacher/principal duty. The former was the choice of a majority of each group on both perceptions, although ideal perceptions were smaller for each group. It was evident that secondary group perceptions of teachers and principals, favoring the rating of combination teacher/principal duty, closely rival the size of the majority percent favoring the rating of principal duty.

Table 63, pages 179-181, presents the ratings of teachers, principals, and superintendents on 29 role duties where the majority

TABLE 63. ROLE DUTIES SHOWING A HIGH DEGREE OF DIVERSITY BY ALL THREE RESPONDENT GROUPS

Role duty No.	Role duty statement	Rating of teachers	Rating of principals	Rating of superintendents	
2	Evaluate the effectiveness of the school curriculum	act. t/p id. t/p	act. prin. id. t/p	act. prin. id. prin.	
3	Care for injured students	act. t/p id. t/p	act. t/p id. t/p	act. prin. id. prin. and t/p	
7	Formulate district policy affecting teachers	act. prin. id. t/p	act. t/p id. t/p	act. n/a id. t/p	
8	Plan new elementary school buildings	act. n/a id. t/p	act. t/p id. t/p	act. t/p id. t/p	
10	Conduct research on educa- tional problems	act. prin. id. t/p	act. prin. id. t/p	act. prin. id. prin.	179
13	Schedule the use of school buildings by non-school groups	act. prin. id. prin.	act. prin. id. prin.	act. prin. id. cler.	
14	Serve on professional committees	act. prin. id. t/p	act. prin. id. prin.	act. prin. id. prin.	
16	Sell educational materials to students	act. n/a id. n/a	act. n/a id. n/a	act. cler. id. cler.	
17	Order new equipment for the school	act. t/p id. t/p	act. prin. id. t/p	act. prin. id. prin.	

Legend = n/a - means not a duty of anyone in the elementary school
t/p - means combination teacher/principal duty
cler. - means a clerical duty
teac. - means a teacher duty
prin. - means a principal duty

Table 63 (Continued)

Role duty No.	Role duty statement	Rating of teachers		Rating of principals		Rating of superintendents	
18	Work with the PTA	act. id.	prin. t/p	act. id.	prin. t/p	act. id.	prin. prin.
23	Organize mill levy and bond issue voting support among school patrons	act. id.	n/a n/a	act. id.	n/a n/a & t/p	act. id.	t/p t/p
31	Consult with parents on problems rela- ting to their children academically	act. id.	t/p t/p	act. id.	t/p t/p	act. id.	prin. t/p
32	Administer I. Q. test to students	act. id.	teac. teac.	act. id.	teac. t/p	act. id.	t/p t/p
35	Demonstration teaching	act. id.	n/a t/p	act. id.	prin. t/p	act. id.	prin. prin.
36	Secure help for children with special problems	act. id.	prin. t/p	act. id.	prin. t/p	act. id.	t/p t/p
37	Supervise student government	act. id.	t/p t/p	act. id.	t/p t/p	act. id.	prin. prin.
38	Assist central administration with teacher salary negotiations	act. id.	n/a t/p	act. id.	prin. t/p	act. id.	n/a n/a
40	Take an active part in community organizations	act. id.	prin. prin.	act. id.	prin. prin.	act. id.	prin. t/p
41	Assist with/or write federal programs	act. id.	prin. prin.	act. id.	n/a & prin. prin.	act. id.	prin. prin.
43	Prepare lists of professional read- ing materials for teachers	act. id.	prin. prin.	act. id.	prin. prin.	act. id.	prin. t/p

Table 63 (Continued)

Role duty No.	Role duty statement	Rating of teachers	Rating of principals	Rating of Superintendents
44	Share in extra duties around school, i.e., playground, lunchroom, etc.	act. teac. prin. id. n/a	act. prin. id. t/p & prin.	act. prin. id. prin.
46	Contribute articles to profes- sional journals	act. n/a id. t/p	act. prin. id. t/p	act. prin. id. prin.
47	Attend school board meetings	act. prin. id. prin.	act. prin. id. prin.	act. n/a id. n/a
48	Schedule parent-teacher conferences	act. teac. id. t/p	act. t/p id. t/p	act. prin. id. prin.
49	Schedule school programs, i.e., Christmas, music, etc.	act. prin. id. t/p	act. t/p id. t/p	act. prin. id. prin.
52	Order/or assist with ordering library books and magazines	act. t/p id. t/p	act. t/p id. t/p	act. prin. id. t/p
53	Work with nurse on student health program	act. prin. id. t/p	act. prin. id. t/p & prin.	act. prin. id. t/p
54	Arrange for parental involvement in school, i.e. weighing and measuring, etc.	act. n/a id. prin.	act. prin. id. prin.	act. prin. id. prin.
58	Supervise student teachers	act. teac. id. t/p	act. t/p id. t/p	act. prin. id. prin.

perceptions of at least one respondent group completely differed from the others.

Table 61, pages 169 and 170, and table 62, page 174, listed 31 role duties of elementary school principals. Each duty had a majority perception for teachers, principals, and superintendents assigning it as a duty of a particular person or group.

Table 63, pages 179-181, lists 29 role duties with perceptions that are quite diverse. These are the role duties where ideal perceptions must be brought into closer harmony by teachers, principals, and superintendents if optimum results are to be achieved by Montana Elementary Schools.

Teachers and principals similarly perceived role duty #2 (...evaluate the effectiveness of the school curriculum). Both groups' actual perceptions were quite evenly split between a principal duty and a combination teacher/principal duty. The largest majority of each group felt it should be performed as a combination endeavor of teachers and principal. Superintendents were inclined to perceive this role duty strictly as a principal duty.

The perceptions of teachers, principals, and superintendents on role duty #3 (...care for injured students) indicated widespread opinion existed on the task. Every possible rating category on the survey instrument had at least token numbers choosing it by each group except for one answer choice of the actual perceptions of superintendents. The

ideal perceptions of teachers and principals were concentrated in the category of combination teacher/principal duty and not a duty of anyone in the elementary school. The ideal perceptions of superintendents were split among the ratings of principal duty, combination teacher/principal duty, and not a duty of anyone in the elementary school.

There was marked variation between the perceptions of teachers and principals and that of superintendents on role duty #7 (...formulate district policy affecting teachers). Teachers and principals had ideal perceptions favoring this duty as a combination teacher/principal duty. The ideal perceptions of superintendents remained divided predominantly between combination teacher/principal duty and not a duty of anyone in the elementary school.

The actual perceptions of the respondents on role duty #8 (...plan new elementary school buildings) indicated that disagreement existed on the degree of teacher involvement in planning new school buildings. A total of 271 teacher respondents, or 50 per cent, indicated that teachers were not involved in the planning of new elementary school buildings. The same perception was shared by only 38 per cent of the principals and 23 per cent of the superintendents. Principals and superintendents felt the duty had been performed as a combination teacher/principal duty by perception percentages of 42 and 58 per cent, respectively. Only 20 per cent of the teachers felt that it had actually been performed as a teacher/principal duty. The ideal majority

perceptions of each group felt it should be performed as a combination teacher/principal duty.

Reviewing the perceptions on role duty #8 (...plan new elementary school buildings) revealed a need for clarification of the term "Plan". Obviously, there had to be a misunderstanding somewhere, as ideally all groups gave lip service to the idea that both teachers and principals need to be involved in the performance of this duty. Yet, one-half of the teachers surveyed and better than one-third of the principals felt they were not consulted on planning new school buildings.

A lack of unity was readily apparent on role duty #10 (...conduct research on educational problems). Perceptions of all respondents were divided among several rating categories. Actual perceptions indicated most research on educational problems had been done by principals. Ideal perceptions show a small majority of teachers and principals thought it should be a combination teacher/principal duty. A second group of teachers' and principals' perceptions of nearly one-third of their total numbers felt it should remain a principal duty. Superintendents, by a narrow margin, viewed this role duty as a principal duty over the rating of combination teacher/principal duty.

The most interesting observation on role duty #13 (...schedule the use of school buildings by non-school groups) was the shift of perceptions between the actual and ideal categories. The shift, although

somewhat small in percentage, was from principal duty to clerical duty by all three groups. The final tally of ideal perceptions indicated that teachers and principals saw this task as a principal's duty and superintendents viewed it as a clerical duty.

Superintendents and principals were in agreement on role duty #14 (...serve on professional committees). Both had actual and ideal majorities perceiving this duty as a principal duty. Teachers saw this duty actually being performed as a principal duty, but ideally feeling it should be a combination teacher/principal duty.

Role duty #16 (...sell educational materials to students) has proven to be a controversial issue in the 1970's. Judging from the perceptions of each group one could surmise that about one-half of the school districts surveyed do not sell educational materials to students. This study indicated where school districts sold educational materials the transaction could be successfully handled by a clerk.

The perceptions on role duty #17 (...order new equipment for the school) revealed teachers and principals were in agreement with each other and in disagreement with superintendents. The teachers and principals felt this duty should be performed as a combination teacher/principal duty while superintendents viewed it as a principal duty.

Tallying the perceptions on role duty #18 (...work with PTA) shows each group actually viewed the principal as the one to perform this duty. The ideal perceptions of teachers and principals indicated

that a majority of each group thought it should be performed as a combination teacher/principal duty. A majority of the superintendents felt it should be handled by the principal.

Judging from the data gathered one could guess that about 20 per cent of the 22 Montana school districts surveyed do not have parent-teacher organizations. Another observation based on the difference between the actual and ideal perceptions is that teachers were not as impressed by the PTA organization as administrators. This may be accounted for by how the PTA has functioned in the past experiences of each group. If teachers received pressure rather than help in the name of PTA, they probably would not favor it. Most administrators look upon it as a useful organization if it assists them with volunteer help on money-raising projects and school elections.

The respondents on role duty #23 (...organize mill levy and bond issue voting support among school patrons) indicated that about 50 per cent of the 22 school districts surveyed involve school personnel in organizing voting support in school-related elections. Ideal perceptions indicate that one-half of the teachers felt role duty #23 should not be the job of anyone in the elementary school. A little over one-third of the principals and superintendents felt the same way.

Another example of diverse opinions was role duty #32 (...administer I.Q. tests to students). Actual perceptions show a majority of teachers and principals perceive teachers as performing this duty.

Superintendents saw it as a combination teacher/principal duty. A review of ideal perceptions show that a majority of the teachers felt they should be the ones to give such tests. That feeling was not shared by principals and superintendents as they thought it should be a combination teacher/principal duty. Close to one-fourth of each group suggested that ideally it was not the duty of anyone in the elementary school. The latter perceptions could be interpreted as a vote for a specialist, such as a counselor to perform this duty in the elementary school.

The views of teachers on role duty #35 (...demonstration teaching) differ considerably from that of principals and superintendents. Almost half of the teachers did not feel anyone was doing demonstration teaching in the elementary school. On the other hand, both principals and superintendents had actual majority perceptions perceiving this duty being done by principals.

In terms of who should do demonstration teaching, teachers were unable to muster any kind of substantial majority as their perceptions were divided among four different rating categories. Principals' and superintendents' ideal perceptions centered primarily in the categories of principal duty and combination teacher/principal duty with each group selecting a different one.

A role duty where each group was divided between the same two rating categories was role duty #36 (...secure help for children with

special problems). All groups felt this duty was either being performed by the principal or as a combination teacher/principal duty. Looking at it from the standpoint of who should perform this duty, all groups narrowly perceived it should be done as a combination teacher/principal duty. This seems only logical as both groups need to be involved in order to identify problems and secure help for children with special needs.

An example of a role duty where teachers and principals sharply disagree with superintendents was role duty #37 (...supervise student government). The actual practice in Montana seems to be to have this duty performed several different ways. The data collected indicated that sometimes teachers supervise it, sometimes principals supervise it, and sometimes a combination of the two do it.

According to the number of teachers and principals perceiving this duty as not a duty of anyone in the elementary school, about one-fourth of all the schools surveyed do not have student government organizations. It was interesting to note that none of the superintendents who did not have student government organizations in their elementary schools were aware of this fact. Another observation was that three-fourths of the superintendents perceived the existing student governments to be actually and ideally supervised by the principal.

Another role duty where perceptions of teachers and principals differed with that of the superintendent was role duty #38 (...assist

central administration with teacher salary negotiations). Close to two-thirds of the superintendents neither actually nor ideally viewed this duty being performed by anyone in the elementary school. On the other hand, small majorities of teachers and principals ideally perceived role duty #38 (...assist central administration with salary negotiations) being done as a combination teacher/principal duty.

Principals actually viewed themselves more involved in role duty #40 (...take an active part in community organizations) than either teachers or superintendents. Ideally, teachers and principals felt the principal should be more involved in community organizations, while superintendents viewed it to be a combination teacher/principal duty by a very small majority.

A duty with consistent perceptions by each group was role duty #41 (...assist with/or write federal programs). It could be estimated, based on the actual perceptions of each group viewing it as not a duty of anyone in the elementary school, that about one-third of the school districts surveyed have their federal program proposals written by someone outside of the elementary school. The majority of the remaining school districts utilize the elementary school principals in making application for participating in federal programs.

Ideal perceptions indicated teachers and principals to be nearly evenly divided between perceiving it as a principal duty and combination teacher/principal duty. Superintendents had a small majority that

continued to favor it as a principal's duty.

The views of teachers, principals, and superintendents were extremely divided on role duty #43 (...prepare lists of professional reading materials for teachers). Combining the number of teacher respondents failing to answer the question (six per cent) with those viewing it as actually not being performed by anyone in the elementary school (33 per cent), better than one-third of the teachers felt it was a task not being done in many schools of Montana. It was interesting to note that more than half of the principals and superintendents felt it was actually being performed by principals.

The respondents favoring the compilation of a professional reading list for teachers seem to be quite evenly divided between assigning it as a principal duty and that of combination teacher/principal duty with the former being chosen by two of the three groups.

The respondents on role duty #44 (...share in extra duties around the school, i.e. playground and lunchroom supervision) were extremely divided. While none of the groups were able to reach any conclusive agreement, they were consistent on dividing their perceptions among the same rating categories. Teachers first felt the duty should be done by someone outside of the elementary school and secondly as a combination teacher/principal duty. Principals were evenly divided between its being a combination teacher/principal duty and principal's duty. Superintendents had the same small majorities favoring it as a

principal duty and as a combination teacher/principal duty.

Superintendents' and principals' actual perceptions were not in agreement with teachers on role duty #46 (...contribute articles to professional journals). They felt this duty was being done by principals. A majority of the teachers felt the duty was not being done by anyone in the elementary school. In terms of who should be performing this duty, superintendents continued to view it as a principal's duty, while teachers and principals perceived it to be a combination teacher/principal duty by a small majority over principal duty.

A definite division of opinion occurred on role duty #47 (...attend school board meetings). Superintendents felt this was not a duty of anyone in the elementary school. Teachers and principals were divided in their opinion with a majority of about one-half of each group perceiving it as a principal duty.

The superintendents' ideal perception of the degree of involvement by principals on role duty #48 (...schedule parent-teacher conferences) varied considerably between its being a principal duty and that of combination teacher/principal duty. Teachers and principals were even more divided with nearly every possible rating category receiving some support.

Perceptions on role duty #49 (...schedule school programs, i.e., Christmas, music, etc.) indicated teachers and superintendents saw the duty being performed by the principal, and the principals viewed it

being done as a combination teacher/principal duty. In terms of who should do the duty teachers and principals had majorities agreeing that it should be a combination teacher/principal endeavor. A majority of the superintendents felt the duty should be performed by the teachers and principals.

As with several other role duties, teachers, principals, and superintendents agreed that role duty #52 (...order/or assist with ordering library books and magazines) should be performed as a combination teacher/principal duty. Even though all three groups agreed on how the duty should be performed, it should be noted that agreement was by small majorities. The ratings were small because every possible rating category received at least token votes from each group.

Principals perceived themselves performing role duty #53 (...work with nurse on student health program) the same as teachers and superintendents did only at a higher percentage than either of the other two groups. Ideal perceptions indicated all three groups favored its being performed as a combination teacher/principal duty.

The solicitation of help from school patrons as suggested by role duty #54, (...arrange for parental involvement in school--weighing and measuring students, etc.) met with mixed reactions by respondents. The largest single majority was the actual perceptions of principals (35 per cent) viewing it as a principal duty. A small majority of superintendents (28 per cent) also saw it as a principal duty.

Teachers had an actual majority of 30 per cent that favored it as not a duty of anyone in the elementary school. The ideal perceptions of all three groups were in agreement, choosing it to be a principal duty with small majorities. It was significant that only 30 per cent of the teachers, 21 per cent of the principals, and 23 per cent of the superintendents felt role duty #54 (...arrange for parental involvement in school) was not a duty of anyone in the elementary school. This would seem to indicate that at least 70 per cent of the schools surveyed are involving parents as volunteer helpers.

Perceptions of teachers, principals, and superintendents certainly lacked agreement on how role duty #58 (...supervise student teachers) was actually being performed. A small majority of the teachers perceived this to be a teacher duty. Principals viewed it as a combination teacher/principal duty. Superintendents disagreed with both teachers and principals as 75 per cent of them felt this was actually being performed as a principal duty. Looking at how each group envisioned its being performed ideally indicated teachers and principals had majorities agreeing that it should be a teacher/principal duty. Superintendents were near evenly divided between its being a principal duty and a combination teacher/principal duty.

Summarizing the data reveals: (a) that 17 role duty statements had a consensus of each group with majorities of 50 per cent or more choosing the same duty rating; (b) 14 role duty statements had

majorities of less than 50 per cent choosing the same duty rating; and (c) 29 role duty statements had one or more groups choosing a different duty rating for one or both perceptions. Table 64 shows the number of actual and ideal perceptions each respondent group chose for each rating.

TABLE 64. PERCEPTIONS OF RESPONDENTS FOR EACH DUTY RATING CATEGORY

	Not a duty of anyone 1	Teacher/ principal 2	Clerical duty 3	Teacher duty 4	Principal duty 5	Tie
Teachers	act. 10 id. 5	act. 12 id. 25	act. 1 id. 1	act. 4 id. 2	act. 32 id. 27	act. 1 id. 0
Prin- cipals	act. 4 id. 3	act. 16 id. 24	act. 1 id. 1	act. 2 id. 1	act. 36 id. 27	act. 1 id. 4
Superin- tendents	act. 5 id. 4	act. 10 id. 16	act. 2 id. 3	act. 1 id. 1	act. 42 id. 35	act. 0 id. 1

Table 64 shows the division of the 360 possible ratings for the 60 role duty statements rated by teachers, principals, and superintendents. The majority of the duty statements were rated as either a duty of the principal or as a combination teacher/principal duty. Important findings were: (a) all three respondent groups perceived more duties actually being performed as a principal duty than anyone of the groups thought should be; (b) all three groups perceived more of the duties being performed ideally as a combination teacher/principal duty than were actually being performed in that manner; (c) superintendents

perceived the principal actually and ideally responsible for more role duties than either teachers or principals; and (d) teachers and principals were in closest agreement as to how the role duties should be performed as evidenced by their ideal perceptions on table 64, page 194.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Chapter four reported the role duty data gathered from 541 elementary school teachers, 42 elementary school principals, and 17 district superintendents in 22 Montana school districts. Given this information, it is now possible to state conclusions and make recommendations for improvement of role performance by elementary school principals in Montana. Chapter five will report conclusions of the study and make recommendations.

Conclusions

The major conclusion of this study was that Montana elementary school teachers, principals, and district superintendents lacked agreement of perceptions on many role duties of the elementary school principal. Analyzing the data revealed 29 role duties lacked a definite consensus of opinion by the three groups as to how they should be performed. In addition, 14 role duties had agreement of opinion with majority groups of less than 50 per cent by one or more of the three respondent groups. In other words, 43 of the 60 role duties, in the study, were found to have one or more of the three respondent groups either not in agreement or having a majority of less than 50 per cent choosing the same rating for the duty.

Related findings of the study, supportive of the major

conclusion, were that teachers, principals, and superintendents all perceived more duties actually being performed as a principal duty than any one of the groups ideally thought should be performed in that manner. Superintendents led the three respondent groups as they viewed 42 of the 60 role duties actually being performed by the principal. Principals were second viewing 36 of the 60 duties being performed as a principal duty while teachers saw 32 being performed in this way.

Secondly, superintendents ideally perceived more duties as totally a principal duty (35) than either teachers or principals, and less of them as a combination teacher/principal duty (16) than either of the other two groups. This finding points out that superintendents strongly identify the principal first as the "boss" or the decision maker and secondly as a "partner" with the teachers.

Thirdly, each respondent group perceived more duties ideally needing to be done as a combination teacher/principal duty than were actually being performed as such. For instance, teachers felt 12 of the role duties were being performed as a combination teacher/principal duty as opposed to 25 needing to be performed in this manner. Principals saw 16 actually being performed as a combination teacher/principal duty while ideally they thought 24 should be performed in this way. Superintendents viewed 10 of the duties actually being performed as a combination teacher/principal duty and 16 as ideally needing to be performed in this way.

Another conclusion of this study was that principals and teachers were in closer agreement with each other on the ideal role of the principal than with superintendents. This was substantiated by the fact that ideally both teachers and principals felt 27 of the 60 role duties should be a principal duty and about 25 as a combination teacher/principal duty. Superintendents perceived 35 of the duties ideally being performed as a principal duty and 16 as a combination teacher/principal duty.

A rather puzzling finding of the study was that teachers perceived 10 of the 60 role duties as actually not being performed by anyone in the elementary school. Principals and superintendents viewed only four and five, respectively, being performed in this way. This means five or six of the role duties are so ambiguously performed that no one really knew who had been performing the duty. This suggests a total communication breakdown on some duties in the elementary school.

A possible means of explaining the disparity between the perceptions of superintendents and other respondents would be their professional experience. Reference is made here to the fact that most superintendents have a secondary education teaching background, while elementary school teachers and principals have experienced only the elementary school.

A concluding observation was that whenever a position lacks definite clarity of role duty responsibility, referents: (a) may become

dissatisfied with how the role is performed, (b) actual role performance may be at a low level of efficiency, and (c) the morale of everyone concerned may be lower than desired. The data gathered in this study strongly suggests this observation may well be the actual situation existing in some Montana elementary schools.

Recommendations for Role Duty Performance Improvement

The first part of Chapter five reported the results of the survey data gathered from Montana teachers, principals, and district superintendents. The data was concerned with actual and ideal perceptions of 60 role duties commonly performed by Montana elementary school principals. The major conclusion reached by studying the survey data was that a situation of ambiguous role duty responsibility existed for many of the duties performed by Montana elementary school principals.

In an effort to counteract the existing role duty ambiguity for many role duties of the elementary school principal, the following recommendations are offered.

1. Some superintendents in Montana need to be shown the importance of the involvement of teachers and principals in the selection and purchase of teaching materials. This is important for both morale and increasing the possibility of getting materials that fit the instructional material needs of the staff.

2. A duty commonly performed by the elementary school principal

in Montana is securing substitute teachers when regular staff members are absent. A small number of each respondent group indicated ideally this should be performed by a clerk. This would be a good idea as it would free the elementary school principal from a time-consuming task that could easily be performed by non-professional personnel. This would relieve the principal of securing substitutes but not of supervising or evaluating their work for continued employment.

3. The evaluation of staff is paramount to the improvement of instruction. Each respondent group decidedly favored this being done as a principal duty. A small percentage of respondents in each category had a shift of perceptions from principal duty to combination teacher/principal duty between the actual and ideal perceptions. The latter certainly has some merit as it implies increased cooperation between the principal and teachers rather than casting them in totally separate roles for evaluating instructional progress. Evaluation as a combination teacher/principal duty is the recommendation of this study.

4. The elementary school principal in Montana usually schedules all non-instructional duties and imposes the schedule on the staff. Although majorities of each respondent group viewed this as a principal duty, there were at least one-fourth of the teachers and principals that felt it should be performed as a combination teacher/principal duty. This minority perception of teachers and principals deserves some consideration as it would make non-professional duties a little more

palatable if the staff had a part in scheduling the duties. The recommendation of this study is that teachers be involved in the scheduling of non-professional duties as much as possible.

5. The discussion of teaching plans between teachers and principals is an important part of instructional supervision. As with role duty #25 (...evaluate staff), the majority of each group viewed the discussion of teaching plans with teachers as an important duty of the principal. Nearly one-fourth of the teachers in the study indicated the discussion of teaching plans between the principal and teachers was not performed by anyone in their school. This suggests a need for some principals and teachers to seek ways of getting together to discuss methods and techniques of presenting educational experiences to students.

6. The supervision of non-certified personnel, such as cooks, aides, bus drivers, etc., is a duty performed by the elementary school principal in most Montana elementary schools. Better than one-fourth of each group in the study felt this duty should be performed by someone outside of the elementary school. Once again, the minority perception has merit for consideration. It would be difficult to completely divorce the principal from these duties, but a shared responsibility with a district-wide supervisor would lighten the supervision burden a little for the principal. A shared supervision of non-certified personnel is the recommendation of this study.

7. The submission of written lesson plans by teachers to their principal usually has not been unanimously endorsed by all people in education. A duty related to the submission of written lesson plans is the determination of who should study the plans when they are required. This study revealed that Montana teachers and elementary school principals need to resolve this question. The recommendation of this study would be to have the duty performed as a combination teacher/principal duty. This duty is definitely related to role duty #25 (...evaluate staff) and #57 (...discuss teaching plans with teachers) so the foregoing recommendation is consistent with what was recommended for these two duties.

8. The reporting of professional literature could be a worthwhile and stimulating means of instituting improvement of educational practices in Montana elementary schools. It appears that what usually has been accomplished in this area was because of the efforts of the elementary school principal. Ninety-four teachers felt it was not being done by anyone in their school. Ideal perceptions of teachers and principals revealed each group thought that increased responsibility for the duty should be assumed by teachers and principals as a combination duty. This is a good suggestion and the investigator endorses it as the recommendation of this study.

9. Arranging teacher in-service meetings to improve instruction was interpreted the same as other related role duties (#25, #57, #5).

That is, the majority perception viewed it as a principal duty and the largest secondary group perception as a combination teacher/principal duty. In each instance, the secondary perception was perceived at a higher percentage ideally than actually. The data also revealed that 147 teachers felt this duty was not being performed by anyone in their school district. This suggests that some elementary schools in Montana need to consider instituting in-service education programs for their staffs. Also, others need to look into the possibility of involving teachers in conducting these programs. Whether or not the in-service education meetings are conducted by teachers, administrative personnel, or a combination of the two should depend upon the quality of abilities present rather than by virtue of position.

10. The time-consuming task of preparing attendance reports is usually performed by clerks, teachers, or the principal in Montana elementary schools. The data studied indicated that clerks performed this duty about 40 per cent of the time. This suggests that clerks could easily handle this duty with perhaps token supervision from the principal. It is a recommendation of this study that teachers and principals be freed from this task in favor of clerks trained to do the task.

11. Disciplining of students for acts of misconduct is usually performed by teachers, principals or a combination of the two in Montana elementary schools. If teachers have available counsel and support from the principal, perhaps only a limited number of discipline cases would

need to reach the principal's office. It is strongly recommended that Montana elementary school principals review their philosophy and procedures for handling discipline problems. This seems necessary at this time as nearly 100 teachers in the study indicated a need for increased help from the principal with discipline problems.

12. The duty of counseling students was found to be done predominantly as a combination teacher/principal duty or as a principal duty in Montana elementary schools. The desire indicated by both teachers and principals was that it should be performed more often as a combination teacher/principal duty rather than as a principal duty. This is the recommendation endorsed by the present study.

13. Student rules and regulations were found to be prepared solely by the principal in about one-half of the schools in the study. The remaining half perceived the duty being performed as a combination teacher/principal duty. Ideal perceptions of teachers and principals indicated a desire to lessen the performance of this duty by the principal and increase the involvement of teachers by having the duty performed as a combination teacher/principal duty. The recommendation of this study is that teachers and perhaps students be given an opportunity to assist with the formulation of rules and regulations they are expected to enforce or abide by at school.

14. The task of devoting time to public relations in the elementary school was found to be largely a principal duty. A small shift

in sentiment was evident by all three respondent groups showing a need for more involvement of teachers in this duty. It is recommended that principals search for ways to increase teacher participation in public relations without overburdening them so as to interfere with their primary purpose in the elementary school.

15. Parent complaints are usually handled by the principal about two-thirds of the time in Montana elementary schools. All three respondent groups thought this was the way it should be although teachers and principals indicated a need for the duty to be handled a little more often as a combination teacher/principal duty. It is recommended that teachers and principals work closely together in analyzing and answering school patron complaints in order to be consistent and aware of valid criticism.

16. Evaluating the effectiveness of the school curriculum in Montana elementary schools has either been performed by the principal or as a combination teacher/principal duty. Both teachers and principals indicated a need for this to be performed more often as a combination teacher/principal duty. This is the recommendation of this study.

17. The planning of new elementary school buildings in Montana has often been done by someone other than the elementary school teachers and principals. It is strongly recommended that Montana school districts entering into a building program involve elementary school personnel in all phases of the planning and construction.

18. The researching of educational problems in Montana schools was found to be primarily a principal duty in actual practice. In addition, nearly one-fifth of the teachers and superintendents felt no one was performing any research on educational problems at the elementary school level. Therefore, this study recommends: (a) schools doing nothing about conducting research into educational problems should seek capable people interested in research and begin to tackle some of their local problems, (b) school districts actively doing research should look for ways of having local research performed as a combination teacher/principal duty, and (c) research completed should be compiled and published for use by other Montana schools.

19. Scheduling the use of the elementary school building by non-school groups has usually been done by the elementary school principal. Evidence in the study shows that some schools have successfully used non-certified personnel, such as clerks, to perform this task. It is a recommendation of this study that Montana elementary schools set up guidelines for scheduling the use of the building and delegate the duty to a clerk with token supervision from the principal.

20. Service on Montana professional education committees has been divided between principals and teachers according to the data gathered in this study. It is recommended more opportunity for teacher participation on professional education committees be made possible in Montana.

21. Selling educational materials to elementary school students was found to be practiced in only about one-half of the school districts in the study. In school districts where educational materials were sold to students, clerks and teachers were given most of the responsibility for the sales. This study recommends that schools selling educational materials find ways to have clerks totally handle the transactions with a minimum amount of supervision from the principal.

22. The purchase of new equipment for Montana elementary schools has been predominantly done by either the principal or as a combination of the principal and teachers. The performance of this duty as a combination teacher/principal duty is the recommendation of this study.

23. The elementary school principal has usually been the person from the elementary school who has worked with the PTA. Perhaps the image of the PTA (93 teachers felt no one should work with the PTA) would be better if teachers were more involved as a participant in the planning of PTA activities rather than as a recipient of their work orders. Therefore, this study recommends that teachers be asked to participate as members of the planning groups organizing PTA activities.

24. The involvement of school personnel in organizing mill levy and bond issue voting support among school patrons was found to be done in only about one-half of the 22 school districts studied. In the districts that followed this practice, it was either performed by the

principal or as a combination teacher/principal duty. This study recommends that principals assist parent workers but encourage them to accept the majority of the responsibility to get the task completed.

25. The responsibility for working with parents on problems relating to their children's academic progress certainly lacks unity in the school districts studied. The investigator feels that teachers need to be involved in the remediation plans for student academic problems as they must deal directly with the problem. Principals need to be available for counsel and for facilitating the services of personnel outside of the elementary school needed to correct academic problems. Therefore, this study recommends teachers and principals work together to solve the academic problems of students.

26. The duty responsibility of administering I.Q. tests to children in the elementary school in Montana was lacking a solid consensus of opinion. About one-fourth of the schools in the study either did not give such tests or they were administered by someone outside of the elementary school. Schools in Montana that gave the tests usually had either teachers or the principal administer them. This study recommends that I.Q. tests, when given, be administered by the classroom teacher in the regular schoolroom of the students.

27. Demonstration teaching was unheard of by nearly one-half of the teachers in the study. In the school districts where demonstration teaching did occur, teachers felt it was performed mostly by other

teachers. Principals and superintendents disagreed with the perceptions of the teachers as they strongly viewed the elementary school principal performing this duty. Evidently there was a communication breakdown somewhere between Montana elementary school teachers and administrators on what constituted demonstration teaching. The recommendation of this study is that Montana elementary school personnel locate their most capable people for demonstration teaching and make them available when needed.

28. Securing help for children with special problems has usually been a principal duty. All respondents felt it should be performed more as a combination teacher/principal duty and less as a principal duty alone. This is a logical recommendation as cooperation of teacher and principal is necessary in order to secure help for children with special problems.

29. Student government organizations do not exist in one-fourth of the schools studied according to teachers and principals. Superintendents did not share this opinion as they all perceived their schools as having such organizations. It is recommended that more schools consider student government organizations that are supervised by a combination of the teachers and principal.

30. Teacher salary negotiations in Montana appear to be nonexistent as 88 per cent of the district superintendents did not think that teachers are being involved or even should be involved in such

endeavors. Nearly one-fourth of the teachers and principals agreed they should not be involved. The remainder of the two groups were predominantly in favor of the duty being performed as a combination teacher/principal duty. This study recommends the latter view as it is impossible to divorce teachers and principals from each other while determining remuneration for their services and not have it affect their professional relationships with students.

31. About one-third of the elementary schools in the study were not involved with the preparation of federal program proposals. The other two-thirds of the schools relied upon the elementary school principal for assistance with the preparation of program applications. Teachers and principals suggested this duty should be performed as a principal duty or as a combination teacher/principal duty. The recommendation of this study is that the preparation of federal program proposals be a combination teacher/principal duty.

32. The preparation of professional reading lists for teachers was found to be diversely performed in the schools studied. The consensus of opinion of all respondents was that either the principal ought to do it or it should be a combination teacher/principal duty. This study recommends that teachers and principals work together on the preparation of professional reading lists for the elementary school staff.

33. The involvement of the principal in duties such as playground

and lunchroom supervision lacked a definite consensus of opinion by all groups in the study. About one-fourth of each group felt it should not be the duty of anyone in the elementary school. The remaining perceptions were divided among combination teacher/principal duty, principal duty, and teacher duty. This study recommends non-certified aides perform the duty of supervising the lunchroom and playground. But, where aides are not available, it is the opinion of the investigator that teachers should perform the duty. This is necessary to make the principal more available for consultation with staff members.

34. About one-fourth of the principals and superintendents and one-third of the teachers, in this study, felt that contributing articles to professional journals was not being done by anyone in the elementary school. Other than this perception, teachers and principals felt principals were doing the most in this area. Ideally, teachers and principals thought it should be performed more often by both groups. Superintendents strongly favored this as strictly a principal duty. The recommendation of the study is that it be performed as a combination teacher/principal duty.

35. The attendance of elementary school principals at school board meetings was mildly discouraged according to the perceptions of teachers and principals and strongly discouraged by superintendents. The recommendation of the study is that in districts where someone from the elementary school is required to attend school board meetings, it

should be the duty of the elementary school principal. Otherwise, attendance should be by invitation for special reasons.

36. The responsibility for the scheduling of parent-teacher conferences in schools of the study were divided mostly among the rating choices of combination teacher/principal duty, principal duty, and teacher duty. The recommendation of the study is that principals encourage and facilitate parent-teacher conferences, but have teachers do the actual scheduling of the conferences.

37. The scheduling of school programs, such as Christmas, special music, etc., in Montana elementary schools was found to either be a principal duty or a combination teacher/principal duty. The latter seems the most reasonable approach to the task and is the recommendation of this study.

38. The responsibility for the ordering of library books in Montana elementary schools has been widely diffused among several groups. The majority of the schools either had the task performed as a combination teacher/principal duty or as a principal duty where a trained librarian was not available. This study recommends that it be a combination teacher/principal duty when a certified librarian is not available and a task of the three when one is available.

39. The school nurse in Montana elementary schools usually assisted the elementary school principal in conducting the student health program. All three respondent groups felt there was a need for

more involvement of the teaching staff with the principal on this duty. This study recommends that teachers be included more often as part of the group that plans the student health program for Montana elementary school children.

40. Arranging for parental involvement in Montana elementary schools in such activities as weighing and measuring students has usually been performed as a principal duty, combination teacher/principal duty, or as a teacher duty. The majority of each group felt this duty probably should be performed by the principal. This study recommends that the near one-fourth of the schools not using parental help consider involving them. In addition, the principal should be charged with the responsibility of scheduling them based on teacher request and recommendation.

41. The supervision of student teachers in Montana elementary schools has usually been performed as either a combination teacher/principal duty, or as a principal duty. This study recommends the duty be performed as a combination teacher/principal duty.

42. Montana elementary school principals need to be more directly involved in the selection of staff in order to recruit personnel with needed competencies. If direct recruitment by elementary school principals is not possible, a written description of abilities desired in new personnel should be solicited from the elementary school administration.

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APPENDIXES

APPENDIX A

QUESTIONNAIRE

Directions: The following questionnaire lists statements of duties frequently performed by an elementary school principal. Circle one number on the line preceded by an A to indicate how you ACTUALLY see your principal performing the duty enumerated. Circle one number on the line preceded by an I to indicate how you think the duty should be performed in an IDEAL school situation. EACH statement must be rated twice.

Rating System

5--PRINCIPAL DUTY

4--TEACHER DUTY

3--CLERICAL DUTY--with small amount of principal supervision

2--COMBINATION DUTY--of principal and teachers

1--NOT A DUTY OF PRINCIPAL OR STAFF

	<u>Rating</u>	<u>Duty</u>	<u>Other Comments</u>
1.	A 5 4 3 2 1 I 5 4 3 2 1	selection of teaching materials	_____
2.	A 5 4 3 2 1 I 5 4 3 2 1	evaluate the effectiveness of the school curriculum	_____
3.	A 5 4 3 2 1 I 5 4 3 2 1	care for injured students	_____
4.	A 5 4 3 2 1 I 5 4 3 2 1	determination of student grades	_____
5.	A 5 4 3 2 1 I 5 4 3 2 1	study written teacher lesson plans	_____
6.	A 5 4 3 2 1 I 5 4 3 2 1	grouping and class placement of students	_____

	<u>Rating</u>					<u>Duty</u>	<u>Other Comments</u>
7.	A	5	4	3	2 1	formulate district policy affecting teachers	_____
	I	5	4	3	2 1		
8.	A	5	4	3	2 1	plan new elementary school buildings	_____
	I	5	4	3	2 1		
9.	A	5	4	3	2 1	secure substitute teachers	_____
	I	5	4	3	2 1		
10.	A	5	4	3	2 1	conduct research on educational problems	_____
	I	5	4	3	2 1		
11.	A	5	4	3	2 1	schedule student field trips	_____
	I	5	4	3	2 1		
12.	A	5	4	3	2 1	supervise auxiliary school programs (speech-reading improvement, etc.)	_____
	I	5	4	3	2 1		
13.	A	5	4	3	2 1	schedule the use of school building by non-school groups	_____
	I	5	4	3	2 1		
14.	A	5	4	3	2 1	serve on professional committees	_____
	I	5	4	3	2 1		
15.	A	5	4	3	2 1	read professional literature and report to staff	_____
	I	5	4	3	2 1		
16.	A	5	4	3	2 1	sell educational materials to students (workbooks)	_____
	I	5	4	3	2 1		
17.	A	5	4	3	2 1	order new equipment for the school	_____
	I	5	4	3	2 1		
18.	A	5	4	3	2 1	work with the PTA	_____
	I	5	4	3	2 1		
19.	A	5	4	3	2 1	select new staff members	_____
	I	5	4	3	2 1		
20.	A	5	4	3	2 1	dismiss incompetent staff members	_____
	I	5	4	3	2 1		

		<u>Rating</u>	<u>Duty</u>	<u>Other Comments</u>
21.	A	5 4 3 2 1	conduct staff meetings	_____
	I	5 4 3 2 1		
22.	A	5 4 3 2 1	arrange teacher in-service	_____
	I	5 4 3 2 1	meetings to improve instruction	
23.	A	5 4 3 2 1	organize mill levy and bond issue	_____
	I	5 4 3 2 1	voting support among school patrons	
24.	A	5 4 3 2 1	prepare attendance reports	_____
	I	5 4 3 2 1		
25.	A	5 4 3 2 1	evaluate staff (rate teaching effectiveness)	_____
	I	5 4 3 2 1		
26.	A	5 4 3 2 1	schedule staff duties	_____
	I	5 4 3 2 1		
27.	A	5 4 3 2 1	discipline students for acts of misconduct	_____
	I	5 4 3 2 1		
28.	A	5 4 3 2 1	counsel students	_____
	I	5 4 3 2 1		
29.	A	5 4 3 2 1	supervise custodians	_____
	I	5 4 3 2 1		
30.	A	5 4 3 2 1	supervise non-certified personnel (cooks, aides, bus drivers, etc.)	_____
	I	5 4 3 2 1		
31.	A	5 4 3 2 1	consult with parents on problems relating to their children academically	_____
	I	5 4 3 2 1		
32.	A	5 4 3 2 1	administer I. Q. tests to students	_____
	I	5 4 3 2 1		
33.	A	5 4 3 2 1	solicit funds for community charity groups (Red Cross, etc.)	_____
	I	5 4 3 2 1		

	<u>Rating</u>					<u>Duty</u>	<u>Other Comments</u>
34.	A	5	4	3	2 1	prepare student regulations	_____
	I	5	4	3	2 1		
35.	A	5	4	3	2 1	demonstration teaching	_____
	I	5	4	3	2 1		
36.	A	5	4	3	2 1	secure help for children with special problems (emotional, handicapped, etc.)	_____
	I	5	4	3	2 1		
37.	A	5	4	3	2 1	supervise student government	_____
	I	5	4	3	2 1		
38.	A	5	4	3	2 1	assist central administration with teacher salary negotiations	_____
	I	5	4	3	2 1		
39.	A	5	4	3	2 1	counsel teachers concerning personal problems	_____
	I	5	4	3	2 1		
40.	A	5	4	3	2 1	take an active part in community organizations	_____
	I	5	4	3	2 1		
41.	A	5	4	3	2 1	assist with/or write federal program proposals	_____
	I	5	4	3	2 1		
42.	A	5	4	3	2 1	counsel teachers on student classroom problems	_____
	I	5	4	3	2 1		
43.	A	5	4	3	2 1	prepare lists of professional reading materials for teachers	_____
	I	5	4	3	2 1		
44.	A	5	4	3	2 1	share in extra duties around school (playground, lunchroom, etc.)	_____
	I	5	4	3	2 1		
45.	A	5	4	3	2 1	visit classrooms to evaluate learning experiences being offered students	_____
	I	5	4	3	2 1		
46.	A	5	4	3	2 1	contribute articles to professional journals	_____
	I	5	4	3	2 1		
47.	A	5	4	3	2 1	attend school board meetings	_____
	I	5	4	3	2 1		

		<u>Rating</u>	<u>Duty</u>	<u>Other Comments</u>
48.	A	5 4 3 2 1	schedule parent-teacher	
	I	5 4 3 2 1	conferences	
49.	A	5 4 3 2 1	schedule school programs	
	I	5 4 3 2 1	(Christmas, music, etc.)	
50.	A	5 4 3 2 1	devote time to public relations	
	I	5 4 3 2 1		
51.	A	5 4 3 2 1	supervise the work of clerical	
	I	5 4 3 2 1	staff	
52.	A	5 4 3 2 1	order/or assist with ordering	
	I	5 4 3 2 1	library books and magazines	
53.	A	5 4 3 2 1	work with nurse on student	
	I	5 4 3 2 1	health program	
54.	A	5 4 3 2 1	arrange for parental involvement	
	I	5 4 3 2 1	in school (weighing and measuring	
			students, etc.)	
55.	A	5 4 3 2 1	prepare family bulletins to in-	
	I	5 4 3 2 1	form parents of school activities	
56.	A	5 4 3 2 1	organize after-school recreational	
	I	5 4 3 2 1	activities for students	
57.	A	5 4 3 2 1	discuss teaching plans with	
	I	5 4 3 2 1	teachers	
58.	A	5 4 3 2 1	supervise student teachers	
	I	5 4 3 2 1		
59.	A	5 4 3 2 1	handle parent complaints	
	I	5 4 3 2 1		
60.	A	5 4 3 2 1	interpret school board policy	
	I	5 4 3 2 1	and regulations	

PLEASE COMPLETE THE FOLLOWING QUESTIONS BY FILLING IN THE BLANK OR CHECKING THE APPROPRIATE LINE.

1. I am:

_____ Male
_____ Female

2. My age is:

_____ Under 25
_____ 25-35
_____ 36-45
_____ 46-55
_____ Over 55

3. I hold:

_____ No Degree
_____ B.A. or B.S. Degree
_____ Master's Degree
_____ Other (please specify)

4. I have been in the field of education _____ years.

5. I teach grade _____.

6. Please indicate type of college attended:

_____ University
_____ Teacher's College
_____ Private College
_____ Other

7. Location of college _____

I would like the tabulated results of this questionnaire reported to my school building _____

APPENDIX B

Form Letter Sent to Principals

Dear Fellow Principal,

We as elementary school principals are many times criticized for ineffective and misplaced leadership. Why? I believe it to be the result of a lack of understanding of the role of the elementary school principal by primary reference groups and sometimes even principals. I believe that improved role perception and performance could be accomplished by a study of the role of the elementary school principal--a study that would identify both common and unclear expectations.

I received permission from your superintendent of schools, a short time ago, to contact you about such a study on the role of the elementary school principal. The study is being conducted under the guidance of a Graduate School Committee at Montana State University in Bozeman. The Chairman of the Committee is Dr. Robert Thibeault.

My study involves 24 Montana class I and II school districts. I am asking the district superintendent, one or two elementary school principals, and their entire teaching staffs to complete a questionnaire on the role of the elementary school principal. The questionnaire that I would like you and your staff to complete consists of about 60 short statements describing duties of the elementary school principal. I would estimate it would take about twenty to thirty minutes to complete.

All personal data will be confidential; reporting of survey results will be categorically as the responses of teachers, principals, and superintendents. Individual school systems will not be singled out in reporting the data gathered.

I believe the study to be important because it will help clarify the role of the elementary school principal in Montana schools.

If you consent to participating in the study, would you please send me a list of names of all certified classroom teachers that you supervise? Any type of list that you may already have prepared is fine. I am enclosing a self-addressed, stamped envelope for this list. I would like to send my questionnaire out about the last week in April.

Your help with this study would be greatly appreciated.

Sincerely,

Russell S. Carlson

APPENDIX C

Form Letter Sent to Teachers

Dear Colleague,

I am conducting a survey of Montana elementary school teachers, principals, and district superintendents in Class I and II school districts. The purpose of the study is to clarify the role of Montana elementary school principals in order to assist them in improving their role performance and relationships with teachers and superintendents.

The study is being conducted as a dissertation project at Montana State University under the direction of a Graduate School Committee. The Chairman of the Committee is Dr. Robert Thibeault.

All data collected will be pooled and reported as teacher responses, principal responses, and district superintendent responses. All personal data collected will be confidential. Your name will not appear in the study.

Please return the completed questionnaire as soon as possible in the self-addressed, stamped envelope attached to your questionnaire.

May I take this opportunity to thank you for your help with my study. I sincerely appreciate the time you devote to completing this for me.

Thanks again!

Sincerely,

Russell S. Carlson

3 1762 10026625 1

DATE	ISSUED TO
JAN 3 1977	[REDACTED]
MAR 8 1977	[REDACTED]
MAY 1 1977	[REDACTED]
JUN 1 1977	[REDACTED]
APR 9 1977	[REDACTED]
AUG 9 1977	[REDACTED]
FEB 1 1977	[REDACTED]
FEB 1 1977	[REDACTED]

D378
 C198
 cop. 2