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Date August 8, 1973

ACTUAL AND IDEAL ROLE PERCEPTIONS OF THE ELEMENTARY PRINCIPALS IN THE GREAT FALLS PUBLIC SCHOOLS

by

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ABSTRACT

The purpose of the study was to compare the actual percentage of time spent versus the ideal percentage of time that would like to be spent on seven generally pre-defined roles of the elementary principals of the Great Falls Public School System.

This study was done in Great Falls, Montana, in May of 1973, using the twenty elementary principals of the Great Falls Public School System as the population for the study.

A Questionnaire with the seven pre-defined roles on it was used in gathering data for the study. The seven roles listed on the questionnaire were Administrative Duties, Instructional Leadership, Curriculum Development, Supervising Certified Staff, School-Community Relations, Student Contact, and Supervising Non-Certified Staff.

Located before each of the seven times was an actual time continuum ranging from 0 - 100%. Located after each item was an ideal time continuum ranging from 0 - 100%. The principals were to rank each item as to the actual amount of time spent on it during his average school day. The actual times were to add up to 100%. After marking the actual time the principal was to go back over the items and rank them according to how much time he would ideally like to spend on that role. The ideal time was also to add up to 100%. Of the twenty elementary principals polled, seventeen responded for a total response of 85%.

The data were arranged on a 5 row, 17 column table. One table was constructed for each of the seven items on the questionnaire. The rows on the table consisted of the following information: Questionnaire Number, Actual Time, Ideal Time, the difference between the actual and ideal (d), and the rankings of the differences.

In analyzing the data the Wilcoxon signed-ranks matched-pairs test was used. This was applied to the rankings of the differences between actual and ideal time. These rankings were either positive or negative numbers depending on whether the actual or the ideal was greater. According to the null hypothesis the sum of the positive rankings will tend to equal the sum of the negative rankings.

Through use of the Wilcoxon, the following conclusions were reached:

1) The principals were spending more time on administrative duties than they would ideally like to be spending.

2) The principals were spending less time on instructional leadership and on curriculum development than they would ideally like to be spending.

3) The principals felt they were spending the appropriate amount of time on the last four items.

CHAPTER I

INTRODUCTION

The role of the elementary school principal is perceived in many different ways by both laymen and educators alike. The terms administrator, curriculum innovator, educational leader, and supervisor are used to describe the role of the elementary principal in much of today's literature. One thing is clear, however, and that is that the elementary principal's role, whatever it may be, is gaining recognition and importance in its place in the hierarchy of educational administration.

Of primary importance, however, is how the elementary principal perceives his own role and if he is able to implement this role in his day to day functions as an elementary principal. The literature on this subject also brings up the question that even if an elementary principal does perceive what his role should be, he is sometimes unable to carry it out. This question of the elementary principal actually performing his role as he perceives it is the primary concern of this paper and the study it relates.

The research was done in the Great Falls Public School System, Great Falls, Montana. The researcher used the elementary principals of that school system as the population for the study.

This paper will consist of five chapters. Chapter one will introduce and define the problem, explain why the study was done, list

the questions the study will hopefully answer, and define the procedure used in carrying out the study. The definition of terms and the limitations of the study will also be discussed in chapter one. Chapter two will be a review of literature related to the study. In chapter three the procedure used in carrying out the study will be explained in detail. Included in this chapter will be a description of the population, methods used to collect the data, and the hypothesis and related statistics will be discussed. Chapter four will report the results of the study; and, chapter five will list the conclusions and recommendations of the study.

STATEMENT OF THE PROBLEM

The purpose of this study is to compare the actual percentage of time versus the ideal percentage of time spent on seven generally predefined roles of the elementary school principals of the Great Falls Public School System, Great Falls, Montana.

NEED FOR THE STUDY

As stated earlier, the role of the elementary school principal today is growing in recognition and importance in the hierarchy of educational administration. Problems exist, however, in defining this role. Some see it as purely administrative, others see it more educationally orientated. The purpose of this study, however, was not

to attempt to pinpoint exactly what the role of the elementary principal is, but rather, to compare how the principal perceives his roles to how he is actually performing them. The researcher feels that one of the very important aspects of any occupation or endeavor is that the person be free to perform in his job in such a way that fits his philosophy of it.

In order for a professional person to creatively and honestly do his job he must first develop some sort of philosophy on what he feels the roles of that job must be. A person cannot merely exist in a role, he must try to advance and update that role in order to keep it abreast to the times and make it more functional. If a person's honest, ideal philosophy of the perception of his role does not coincide with the actual role he is fulfilling then he will probably merely exist in that role and not use whatever creative abilities he has to make that role grow and function better.

With the general upheaval in education today all over our country and the cries for accountability, the elementary principal cannot afford to sit back and merely exist. He must know what his function is and he must carry out that function as he sees it. Literature points out, however, that this is not always the case. There seems to be some confusion as to what the role of the elementary principal should be and it also points out that, oftentimes, when the elementary principal sees what his role should be, or what he

would like it to be, he is unable to perform that role as he sees it.

The problem with the role of the elementary principal, then, is not merely an argument concerning what the role should be but rather whether the professional educators fulfilling that role are merely existing in their roles or are they actively fulfilling that role as they ideally see it. To be more specific in terms of this study - does the elementary principals' time spent on various duties correspond to how they rate that duty in terms of importance. Or is an elementary principal spending his time on duties as he feels he should? If he is, then he is fulfilling his function as he sees it. If he is not, then something is wrong.

Much of the literature points toward a confusion of their roles on the part of the elementary principals. Studies on actual versus ideal role perceptions show that often a principal's actual and ideal roles are in conflict or do not conform. This showed that principals, for whatever reason, were not doing what they thought they wanted to be, or should be doing.

There is definitely a need for more research and recommendations in this area. This researcher, being actively interested in the Great Falls School System, hopes that, if nothing else, perhaps this study will cause some renewed soul searching, some renewed philosophies, some renewed concerns toward a role that time and administrative burdens can turn into a daily routine rather than a growing, functioning profession.

GENERAL QUESTION TO BE ANSWERED BY THE STUDY

The purpose of this study concerns itself with only one question. This question is:

> Is there a difference between the percentage of time actually spent on various pre-identified roles and the percentage of time that would ideally like to be spent on those roles during an average school day by the elementary principals of the Great Falls Public School System?

In simpler words: Are the elementary principals of the Great Falls Public School System spending their time as they would wish to spend it?

GENERAL PROCEDURE OF THE STUDY

The data for this study were gathered by use of a questionnaire. The questionnaire consisted of seven generally defined roles of elementary principals. Each role was to be marked according to percentage of actual and percentage of ideal time spent on each item.

The population for the study consisted of twenty elementary principals in the Great Falls School System during the 1972-1973 school year. Of the twenty questionnaires sent out, seventeen were returned.

LIMITATION AND/OR DELIMITATION OF THE STUDY

The study was limited to twenty elementary school principals in one school system, the Great Falls Public School System, Great Falls, Montana. Of the twenty principals, seventeen responded.

DEFINITION OF TERMS

Role is the behavior patterns and tasks carried out in the function of elementary school principals.

Elementary School in this study refers to a school containing the grade levels kindergarten through sixth grade.

Ideal Role pertains to a state or standard of perfection in the behavior patterns and tasks carried out in the function of elementary school principals.

Actual Role pertains to the behavior patterns and tasks that are actually carried out in the function of elementary school principals.

Administrative Roles pertain to those tasks involved in running an elementary school that do not relate directly to the learning process; such as clerical work, ordering supplies, budgeting, etc.

Educational Roles pertain to those tasks that relate directly to the area of instruction or learning, the educational process, in an

elementary school. Such things as instructing, supervising, innovating curriculum, inservice meetings, etc. fit in this category.

Average School Day - Realizing that all duties aren't performed everyday and for the purpose of this study, it is a day mentally constructed by the elementary principal based on the total amount of time spent on all roles during a school year.

SUMMARY

The role of the elementary school principal is viewed in many ways today with emphasis on different areas. Of primary importance, however, is how the elementary principal perceives his own role and if he is able to perform freely in that role as he sees it.

The purpose of this study is to compare how much time the twenty elementary school principals in the Great Falls Public School System, Great Falls, Montana, actually spend on seven generally defined roles as compared to how much time they would ideally like to spend on those roles.

The study had one limitation to it. The study was limited to twenty elementary principals in one school system. Of those twenty principals, seventeen responded.

CHAPTER II

REVIEW OF LITERATURE

INTRODUCTION

In reviewing the literature of the role of the elementary school principal, this writer has noticed a paradox. This paradox exists between what many writers see the role of the elementary principal to be and what role the elementary principal is actually carrying out. Many of the writers are similarily in agreement on what the roles of the elementary principal should be and what the principal should be doing. In research done on the roles of elementary principals, however, the principals, in many cases, are not performing these roles that were seen as essential. In studies done on the ideal and actual role perceptions of the principal (which will be reviewed later in this chapter) the principals do not seem to be performing the activities that many of the principals, themselves, see that they should ideally be doing.

Hamachek (1966) noted this trend in his article. He felt that the principals, themselves, were in conflict about what their jobs are. He stated:

> I have the feeling that the typical principal is so burdened with responsibilities-responsibilities for curriculum, teacher supervision and evaluation, staffing, pupil progress, records, guidance, discipline, transportation, public relations, budget

> and assorted committee meetings - that he has little time to define himself to himself as a person, much less as a person within a professional role with a clearcut educational view of his own (Hamachek, 1966:27).

Mayer's listing (1971:52) of the order of importance of the elementary principal's role are indicative of how many of the writers see his role today. These are, in order of importance:

1. Educational Leadership
2. Community Leadership
3. Curriculum Development
4. Teacher Evaluation
5. Administration

Lucas (1966:245) agrees with Mayer's ranking with Educational Leadership at the top and Administration at the bottom. He said that, "The good principal has always been an instructional leader, a master teacher. He has always refused to be shackled with 'administrivia.'" Lucas (1966) believes that the principal must make classroom visits to show teachers and pupils he is interested in them.

The subject of curriculum is another area where the principal must take a leadership role. According to Meiskin (1969), the principal's behavior is the key to the success or failure of curriculum change.

Much of the literature, read by the researcher on the role of the principal, clearly and explicitly states what that role of the

principal should be. This literature was written by high ranking specialists in the field of education or administration and their views on the matter of the principal's role tend to give emphasis to the same general areas; those of educational leadership, curriculum leadership, and community leadership and relations.

Still, as Hamachek (1966) mentioned earlier in this chapter, the elementary principal seems burdened with so many administrative tasks that he is unable to concentrate his emphasis on some of these areas that literature defines as more critical.

Why is this? Perhaps Hamachek (1966:27) also gives us an explanation.

> Perhaps one of the reasons that principals seem to find so little time to examine their personal philosophy of education, their personal philosophy of "self" is that, much as prisoners do, they are inclined to fall in love with their chains.

In view of the direction the available literature read relating to the role of elementary principal took, the remainder of this chapter will deal with three areas:

1. Early responsibilities
2. The new image of the elementary principal
3. Related studies

EARLY RESPONSIBILITIES

The view towards the elementary principal is changing today. In the past the job was viewed as a "low prestige" job with the principal not being viewed as a leader of education and probably never would be (Bradley, 1968).

In the early years of education, the principal's view of his role coincided with how others viewed it, which wasn't very good. Psychological discomfort, called cognitive dissonance by Egner (1967), was at a low.

In the 1800's responsibilities began to be centralized. Terms such as "headmaster, head-teacher, principal-teacher," were beginning to be heard (Bradley, 1968:234).

> In the 1830's educators were beginning to identify some major responsibilities of the elementary principal. . . The principal-teacher was to: 1) function as head of the school charged to his care; 2) regulate the classes and course of instruction of all the pupils whether they occupied his room or the room of other teachers; 3) discover any defects in school and apply remedies; 4) make defects known to the visitor or trustee of ward, or district, if he were unable to remedy conditions; 5) give necessary instruction to his assistants; 6) classify pupils; 7) safeguard school house and furniture; 8) keep the school clean; 9) instruct assistance; 10) refrain from impairing the standing of assistants, especially in the eyes of their pupils; and 11) require the cooperation of his assistants (Bradley, 1968:234-235; from Tenth Annual Report of the Common Schools of Cincinnati, 1839: 22-24).

The above list of duties of the elementary principal in Cincinnati in 1839 is still similar to many of the duties a principal performs even today.

In the middle of the nineteenth century, as early as 1857, the principals were beginning to get out of the classroom and spending more time on administrative tasks (Bradley, 1968).

Today the elementary principal is, in most cases, a full-time administrator and spends more time with administrative tasks than instructional tasks. A study by the National Department of Elementary Principals, done as recently as 1958, revealed that 44 percent of the principal's time is spent in administration, with only 20 percent spent in supervision, and 13 percent spent working with pupils (Bradley, 1968:235; from National Education Association, 1958:98).

NEW IMAGE OF THE ELEMENTARY SCHOOL PRINCIPAL

The image of the elementary school principal is changing. No longer is he merely an administrator, a follower, unaware of his role in education, running a smooth never-changing school. He is rather a dynamic leader, an educational innovator, a community leader. Wayson (1971) calls him, "The New Principal."

Eaves (1969:4) writes,

> As I look back over a period of eighteen years, it seems to me that elementary school principals have attained a high degree of professionalism. Their responsibilities have increased. The nature of the school staff has changed and has created responsibilities. The direct instructional leadership job of elementary school principals is changing to a

> design for coordination and management. Effective coordination of the many activities of the elementary school requires more knowledge - about children, about instruction, about organization, about instructional materials, about society.

Other writers support Eaves' description of the role of the modern elementary principal. Egner (1967) states that in present times the principal's role seems to be leadership, innovative behavior, and skill in decision making. Southworth (1971) feels the role of the elementary principal will be a more professionally demanding position. Gordon (1966) feels so strongly about the important role and demanding position of the modern elementary school principal that she argues for wide spread selection of principals, not merely from within the district. Gordon (1966) suggests that the search for the elementary principal be done as carefully and as wide as a search for a superintendent would be.

Another important role of the modern elementary principal is management. Swift (1971) describes two types of principals. Sally Q. gets along well with teachers. She is often in the classroom helping and advising. She is often critical of central office personnel and often ignores their directions. Tom A. is bright and hardworking. He is not in the classroom as often as he should be. He spends more time working on the problems of the superintendent. Tom A. is often

critical of teachers thus tensions often develop. Swift (1971:35) goes on to say,

> If the principal is to survive, he will have to combine the interest in the classroom of Sally Q. with the broader outlook of Tom A. He will need administrators and teachers working together to reach common goals.

Hunter (1971) believes that the roles of the new principal are too large and too varied for one man to handle. She suggests a team-principal approach, much like the team-teaching approach prevalent in many of today's schools. With the team-principal approach principals can see to the educational program and draw on each other's strengths to provide the best program. They can determine and put into operation certain educational objectives, they can better assess teachers, and staffs of their different schools could work together. Hunter (1971:39) stated, "I am familiar with one district where minimal experience with this idea produced a cadre of principals so powerful that they were quickly 'stolen' for positions of greater responsibility."

Many principals, of course, will not change their ways or may not agree with many of the descriptions of the new principal. They will continue to run their schools, many in a smooth, commendable, traditional way. They will, as Goodlad (1966) states, survive. Goodlad (1966:10) says that it is not difficult to survive as an elementary principal. "Run a reasonably tight ship and don't rock it." He feels, however,

that the modern elementary principal must go beyond just surviving. He lists five steps to follow to go beyond surviving. These are:

> 1) Create an environment in which consideration of educational ideas proceeds in a scheduled and ordered fashion.
>
> 2) The principal who would do more than survive contributes significantly to continuing appraisal with his faculty of educational proposals which are designed to cope with current societal forces and ideas.
>
> 3) The elementary school principal who would do more than survive contributes significantly to a climate and procedures of personal professional self-renewal - the professional investment in ones self.
>
> 4) The elementary school principal who would do more than survive supports and guides members of his staff who wish to innovate.
>
> 5) The elementary school principal who would go beyond survival contributes significantly to the creation of defensible educational alternatives (Goodlad, 1966:14-15).

Throughout this section of the review the terms modern elementary principal and the new principal have been repeated and many of their critical roles have been predicted. Wayson (1971) gives his viewpoint of the type of person the new principal is. He feels there is a need for this new principal, especially in city schools. The new principal is different than the traditional principal, he has new priorities. Wayson (1971:11) says about the new principal, "He is free from, or has freed himself from, the limitations imposed by the conventional wisdom of the school system."

These new administrators have a four-point program, based on an acceptance of responsibility, for escaping "bureaucratic inertia." These are according to Wayson (1971:12):

1) Never ask permission.

2) Be able to state what you hope to accomplish by a certain action, especially if it is going to provoke questions.

3) Be prepared and willing to accept responsibility for whatever might go wrong.

4) Be honest in your intentions.

Wayson (1971) feels that educational reform and change is needed and one way of having this come about is changing the role or traditional picture of the prinicpal. He states that, "Changing the product of an organization requires changing what people do" (Wayson, 1971:19).

Mayer (1971:52) perhaps, best sums up this increasing emphasis on the importance of the position of today's elementary school principal when he stated:

> The elementary principal is a most important member of the superintendent's team of administrators because he is so close to the parent - child - home situation. Surveys have indicated, for example, that the most ardent supporters of public education, in descending order, are parents of: 1) preschoolers, 2) primary students, 3) intermediate students, 4) junior high students, 5) senior high students, 6) children out of school. In other words the elementary school principal is closest to the strongest supporters of public education.

RELATED STUDIES

In reviewing studies done on the role of the principal, this author has attempted to concentrate on the role of the principal as the principal sees it or how others, such as teachers or administrators, see it.

One study that is not directly concerned with the role of the elementary principal, but is related to how a principal functions in that role, is one done by Gross and Herriott (1965).

They did their study in 1961 selecting 500 principals in 41 cities of over 50,000 population. They also collected data from the superintendent in charge of these principals and from 10 teachers under each principal.

Their study concerned itself with Executive Professional Leadership (EPL) which they defined as, "their (elementary principals') efforts to conform to a definition of their role that stresses an obligation to improve the performance of their teachers" (Gross and Herriott, 1965:vii).

According to Gross and Herriott (1966), there are some factors which can influence the Executive Professional Leadership of a principal. Such things as:

1) Relationship between the principal and his administrative superiors: If a principal's administrative superiors allow him to

take part in decision making, support his desires to improve teaching, or give social support to him then the higher will be his EPL.

2) Relationship between the principal and his teaching staff influence EPL. Such things as allowing the teachers to take part in decision making, being less formal with his staff, giving his staff social support, exercising managerial support, and supporting the teachers in conflicts, all add to a higher EPL.

Curtin and Gilbertson (1965) strongly favor the principal as being a leader in instruction rather than merely an administrator. They see the principal as instructional experts and instructional supervisors. They cite evidence from three studies to support their claim.

The first study is from Schmaus (1959: from Curtin and Gilbertson, 1965:54). He found that 95 percent of the professors of education, 80 percent of the laymen, 94 percent of the teachers and 95 percent of the superintendents regarded the principal's ability to recognize effective teaching as "very important." While only 4 percent of the laymen regarded this ability to be of "no importance" none of the professional people agreed with them.

The second study cited was done by Duneer and Skov (1959: from Curtin and Gilbertson, 1965:54), using superintendents and professors of education to compare the selection and preparation of elementary

principals. In their study there was perfect agreement between the two groups that supervision was the most important role of the elementary principal and curriculum ranked second.

The third study cited was done by Zimmerman (1959: from Curtin and Gilbertson, 1965: 54). He did a survey on the duties of elementary principals in Minnesota.

> He found that elementary school principals felt that providing supervisory help was important, but professors of educational administration regarded the giving of such help as crucial to the principalship.

Claye (1963) did a study in 1959 on the supervisory role of the elementary principal using 79 teachers enrolled in graduate school during the summer. He found that:

> 1) Teachers want supervision from principals. . .
>
> 2) Principals do not supervise adequately.
>
> 3) The kinds of help teachers want do not change significantly as the length of time in service varies.
>
> 4) The kinds of experiences provided for principals in our training programs need re-examination (Claye, 1963:361).

Easton (1971), in a study done at Montana State University on the supervisory role of the elementary principal, noted that perceptual differences exist between teacher - principal - superintendent as to the area of supervision. Changes in programs of supervision will be more toward group processes, and the elementary principal will continue to perform as a supervisor of instruction.

Just how effective the principal will be depends on how well he can meet the challenge of building the greatest staff relationship possible and provide programs that will fully use the staff's potential.

Melton (1971) compared the results of two studies done on actual versus ideal role perceptions of the elementary school principal. One study was done in 1958 in Michigan by Melton, another was a 1968 study done in California. The populations were similar; 40 school districts were used with 30 elementary principals randomly selected from the districts. The principals were asked to rank the 20 cards in each category from the "more important" to the "less important," and first according to ideal role and then according to their actual role. Close agreement was found between the studies. The 1958 study showed that only about 20 percent of the tasks done by the principals were what they preferred to do; 80 percent were not preferred tasks. The 1968 study was 33 percent and 60 percent respectively.

Another study done in 1971 at Montana State University by Carlson (1971) dealt with the actual and ideal role of the elementary principal. There were five conclusions this writer felt were particularly applicable to this paper. These were:

1) Montana elementary school teachers, principals and superintendents lack agreement of perceptions on many role duties of the elementary school principal.

2) . . . 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.

3) . . . superintendents ideally perceived more duties as totally a principal duty (35) than either teacher or principals. . .

4) Each respondent group perceived more duties ideally needing to be done as a combination teacher/principal duty than were actually being performed as such.

5) . . . Principals and teachers were in closer agreement with each other on the ideal role of the principal than with superintendents (Carlson, 1971:197-198).

SUMMARY

This examination of the literature on the role of the elementary principal can be summed up in six points. These are:

1) In the early history of the elementary school, the elementary principal's job was minor in importance.

2) Historically the principal's role has been primarily administrative.

3) Much is being written today on the importance of the role of the elementary principal.

4) A new image of the principal seems to be emerging. He has become more independent, a leader, an innovator and active in the community.

5) The areas of major emphasis concerning the roles of the elementary principal are instructional leadership, curriculum innovation, supervision, community leadership, and management ability.

6) The ideal role of the elementary school principal as perceived by teachers, principals, and superintendents does not seem to coincide with the actual role the principal is performing.

Eaves (1960:4) best sums up this chapter when he stated that,

> The future of the elementary school principalship is filled with challenges and possibilities. The talent must be excellent, the training must be superior, if this particular part of our professional group is to be the positive force it should be in providing the best possible education for children.

CHAPTER III

PROCEDURES

The purpose of this study is to compare the actual percentage of time versus the ideal percentage of time spent on seven generally pre-defined roles of the elementary school principal of the Great Falls Public School System.

The purpose of this chapter is to describe the procedures used in gathering and interpreting the data. Included in this chapter will be a description of the population, a description of the method used in gathering data, the statistical hypothesis, and methods used in the analysis of the data.

POPULATION DESCRIPTION

The population used in this study consisted of twenty elementary principals in the Great Falls Public School System. These twenty make up the total of all the elementary principals in the system, so the entire population was used and no sampling procedures were utilized.

Of the twenty elementary principals polled in the study, seventeen responded for a total of 85 percent.

METHOD OF COLLECTING DATA

The instrument used in gathering data for this study was the questionnaire. The questionnaire consisted of seven pre-defined items

that described various roles of the elementary principals.

The seven items were arrived at in three ways. First, through a review of literature. In the review of literature (Chapter II) certain roles of elementary principals were constantly being mentioned. Such things as Administration, Supervision, Curriculum, and Community Relations kept coming out in the literature as important roles of elementary principals. From these things a tentative list of roles was established for the questionnaire. Second, taking these items into consideration, the researcher met with Dr. Russell Carlson, Curriculum Coordinator of the Great Falls Public School System, and, himself, a former elementary principal in Great Falls. At this meeting seven general items that were felt to fairly well cover the duties of the elementary principal were arrived at. Third, the questionnaire was then sent to Dr. Gregory Stefanich, chairman of the committee for this research study, at Montana State University for final revisions and approval.

Located at the beginning of each item was an actual percentage of time continuum, ranging from 0 - 100 percent. The principals were to rank each of the seven items according to how much of their average school day was spent on this general role.

Located at the end of each item was an ideal percentage of time continuum ranging from 0 - 100 percent. After ranking their

actual time spent on each item, the principals were to go back through and rank them as to how much time they would ideally like to spend on each role.

The total of the actual and the total of the ideal time continuum were each to add up to 100 percent.

Included at the end of the questionnaire were two blank items where the principals could add further roles they felt were not covered in the seven defined areas and rank them.

The questionnaires were sent to each elementary principal through the school mail. Included with each questionnaire was a cover letter to the principals explaining the purpose of the study, why it was being done, and asking for their cooperation in answering the questionnaire and sending it back. Also included was a letter from Dr. Carlson, Curriculum Coordinator, asking for their cooperation also (see Appendix C, page 53).

Because of the small size of the population and to insure complete anonymity to the respondants, no other variables other than percentage of actual and ideal time were dealt with in the study.

ORGANIZING DATA

As mentioned earlier in this paper, of the twenty questionnaires sent out to the elementary principals in Great Falls, seventeen, or 85 percent, were returned. These seventeen were used as the basis for this study.

These questionnaires were first checked to make sure they were responded to correctly. On all questionnaires the actual and the ideal percentage of time each added up to 100 percent.

The responses to each item, both actual and ideal, were then placed on a table. A separate table was used for each of the seven items. All seventeen responses to each item were placed on each corresponding table. The tables were organized in the following manner: At the top of each table, the first horizontal row, were the questionnaire numbers. These numbers were merely assigned randomly after all the questionnaires were returned to facilitate the organizing of the data. The second horizontal row was made up of the actual time percentages. The third row was made up of the ideal time percentages.

With this type of arrangement of data, all the responses, both actual and ideal, for each item could be seen at a glance. With this type of arrangement also, the statistical instrument used by the researcher could readily be applied to the data. The statistic used, the Wilcoxon matched-pairs signed-ranks test, will be explained later in this chapter.

STATISTICAL HYPOTHESIS

The question that this study hoped to answer was: Is there a difference between the percentage of time actually spent on seven

pre-defined roles and the percentage of time that would ideally like to be spent on these roles during an average school day by the elementary principals of the Great Falls Public School System?

The hypothesis, stated in the null form, is that there is no difference in the amount of actual time spent and in the amount of ideal time liked to be spent on the seven pre-defined roles of the elementary principals in the Great Falls Public School System.

ANALYSIS OF DATA

The statistic used to test the null hypothesis is the Wilcoxen matched-pairs signed-ranks test. It will be directly applied to the information as arranged on the tables already described. A difference between the actual and ideal percentage of time was calculated. If the actual was greater than the ideal, the difference was designated a positive number. If the ideal was greater than the actual then the difference was designated a negative number. The difference (d) made up the fourth row of the tables described earlier in this paper.

After calculating the difference between the seventeen responses for each item, the differences were then ranked without regard to sign. The ranking made up the fifth horizontal row of the table. If two or more of the differences were the same, then these were assigned an average of the ranks they would have been assigned

if they had differed. The sign of the difference was then assigned to each rank. If d equaled 0 for any of the pairs of responses then they were deleted from the analysis.

Under the null hypothesis the sum of the positive ranks will tend to equal the sum of the negative ranks. If a marked difference between the sums is observed, this constitutes evidence for rejection of the null hypothesis. The smaller of the two sums is denoted by the letter T. Critical values of T were found in Table I, page 416 of George A. Ferguson's text, Statistical Analysis in Psychology and Education.

The hypothesis was tested to the .01 Level of Significance. Here the chances are 1 in 100, or less, that a difference does occur when the statistic applied shows there is no difference.

SUMMARY

This chapter has attempted to explain the procedures used in gathering and interpreting data for this study.

The data were gathered by use of the questionnaire. Of the original twenty questionnaires sent out to the elementary principals in Great Falls, seventeen were returned, for a total of 85 percent.

The data were then gathered into a five row table made up of seventeen columns. One column for each actual and ideal response to the item from the seventeen questionnaires. The five rows were

arranged in the following manner: Questionnaire Number, Actual Time, Ideal Time, difference (d), and the Ranking.

The Wilcoxon matched-pairs signed-ranks test was the statistic used to test the null hypothesis that stated generally was, that there will be no difference between the actual and ideal time responses.

CHAPTER IV

RESULTS OF THE STUDY

The purpose of this chapter will be to report the results of the study on the percentage of actual and ideal time spent on various pre-identified roles of the elementary school principals of Great Falls, Montana.

As explained in Chapter III, the information was arranged on tables and the Wilcoxon test was then applied to the rankings to see if there was a significant difference between the actual and ideal time spent on the roles.

Each item will be discussed individually.

ITEM I - ADMINISTRATIVE DUTIES

In responding to Item I - Administrative Duties, the elementary principals all responded they were spending more time on administrative duties than they ideally would like to have been. In each case the ideal percentage of time spent on administrative duties was marked lower than the percentage of time actually spent on the duties.

Because all of the actual times were greater than the ideal times, the differences were all positive numbers; thus, all the rankings were positive numbers. Therefore, in adding up the rankings to find the value of T, the positive rankings added up to 153 and the minus rankings added up to 0. Thus the value of $T = 0$.

With the number of pairs used in the analysis (N) equalling 17, and with a T = 0, the null hypothesis is rejected. Thus, with Item I - Administrative Duties, there is a significant difference between the actual percentage of time spend on administrative duties and the ideal percentage of time that would like to be spent on that role (see Table 1, page 32).

ITEM II - INSTRUCTIONAL LEADERSHIP

Item II - Instructional Leadership was rated almost completely opposite of Item I - Administrative Duties. Instead of spending more time on this role than they would like to be spending, the principals responded they were spending less time than they would ideally like to be spending. In only one of the seventeen responses did the actual time rank higher than the ideal time. Two of the pairs of responses had no difference between the actual and the ideal, thus, deleting them from further analysis. In the other fourteen responses, the ideal time was ranked higher than the actual, in some considerably higher.

Because the ideal was ranked higher than the actual in all but one of the responses, all but one of the rankings were negative. Therefore, in adding up the rankings, to determine the value of T, the negatives equalled 116.5 and the positives equalled 3.5. Thus, the value of T = 3.5.

TABLE 1

ITEM I - ADMINISTRATIVE DUTIES

Questionnaire Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Actual Time	20	30	20	20	30	40	40	50	40	20	10	20	14	40	30	25	20
Ideal Time	10	20	10	15	10	10	20	10	25	5	5	15	10	25	5	10	10
d	10	10	10	5	20	30	20	40	15	15	5	5	4	15	25	15	10
Rank	6.5	6.5	6.5	3	13.5	16	13.5	17	10.5	10.5	5	3	1	10.5	15	10.5	6.5

With an N = 15 and a T = 3.5, the null hypothesis was again rejected. Thus with Item II - Instructional Leadership, there is a significant difference between the actual percentage of time spent on instructional leadership and the ideal percentage of time that would have liked to have been spent on that role (see Table 2, page 34).

ITEM III - CURRICULUM DEVELOPMENT

Item III - Curriculum Development was rated differently than Items I and II. Where in Items I and II there seemed to be almost unanimous agreement on the rankings in respect to ideally spending either more time or less time on the roles, in Item III there was some lack of agreement.

Of the seventeen response pairs for Item III, six of the pairs had no difference between the actual and the ideal percentage of time, and were deleted from further analysis. Of the eleven remaining pairs, however, ten responded that they would ideally like to be spending more time than they were at present in the area of curriculum development. Only one responded that he is actually spending more time than he ideally would like to be spending. In this case, however, both percentages were very low.

Because the ideal was ranked higher than the actual in ten out of the eleven responses used for analysis, all but one of the rankings were negative numbers. In adding up the rankings to determine the value

TABLE 2

ITEM II - INSTRUCTIONAL LEADERSHIP

Questionnaire Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Actual Role	20	10	20	10	20	10	15	10	20	10	25	20	30	15	10	20	20
Ideal Role	25	20	20	20	30	30	25	15	20	20	30	25	25	25	30	25	30
d	-5	-10	0	-10	-10	-20	-10	-5	0	-10	-5	-5	5	-10	-20	-5	-10
Rank	-3.5	-10		-10	-10	-14.5	-10	-3.5		-10	-3.5	-3.5	3.5	-10	-14.5	-3.5	-10

of T, the negatives equalled 65 and the positive equalled 1. Thus, the value of T = 1.

With an N = 11 and a T = 1, the null hypothesis is again rejected. Thus, with Item III, as with Items I and II, there is a significant difference between the actual percentage of time spent on curriculum development and the ideal percentage of time that would have liked to have been spent on that role (see Table 3, page 36).

ITEM IV -- SUPERVISING CERTIFIED STAFF

With Item IV - Supervising Certified Staff, there seemed to be no definite preference, as a whole, toward wanting to spend more time or less time on this role. Individually, some ranked the actual higher and some ranked the ideal higher.

Of the seventeen pairs of responses to Item IV, five were ranked with no difference between the actual and the ideal, thus, deleting them from further analysis. Of the twelve remaining pairs of responses, nine rated the ideal higher, while the remaining three rated the actual higher.

In adding up the rankings to determine the value of T, the negatives equalled 59 and the positives equalled 19. Thus, the value of T = 19.

TABLE 3

ITEM III - CURRICULUM DEVELOPMENT

Questionnaire Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Actual Role	10	5	10	3	5	5	15	3	5	10	5	5	10	10	10	10	20
Ideal Role	10	5	10	10	30	20	25	15	20	15	2	5	20	15	20	10	20
d	0	0	0	-7	-25	-15	-10	-12	-15	-5	3	0	-10	-5	-10	0	0
Rank	-	-	-	-4	-11	-9.5	-6	-8	-9.5	-2.5	1	-	-6	-2.5	-6	-	-

With an N = 12 and a T = 19, the null hypothesis is retained. There is no significant difference between the actual percentage of time spent on supervising certified staff and the ideal percentage of time that would like to have been spent on that role. The elementary principals of Great Falls seem to be spending about as much time as they feel they should on supervising their certified staffs (see Table 4, page 38).

ITEM V - SCHOOL-COMMUNITY RELATIONS

In Item V - School-Community Relations, the responses of the principals were very similar both in emphasis on actual and ideal percentage of time and on the amount of time spent on the role. One interesting aspect is that the majority of the principals felt they were spending more time on community relations then they felt they should.

Of the seventeen pairs of responses to Item V, eight of the pairs had no difference between the actual and ideal percentage of times and were deleted from further analysis. Of the nine remaining pairs of responses, seven rated the actual time higher while two rated the ideal time higher.

In adding up the rankings to determine the value of T, the positive rankings equalled 36 and the negative rankings equalled 9. Thus, the value of T = 9.

TABLE 4

ITEM IV - SUPERVISING CERTIFIED STAFF

Questionnaire Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Actual Role	20	20	20	35	20	10	15	10	10	30	30	30	10	5	10	10	10
Ideal Role	30	20	25	25	10	20	10	45	10	30	30	30	20	10	25	15	15
d	-10	0	-5	10	10	-10	5	-35	0	0	0	0	-10	-5	-15	-5	-5
Rank	-8	-	-3	8	8	-8	3	-12	-	-	-	-	-8	-3	-11	-3	-3

With an N = 9 and a T = 9, the null hypothesis is retained. There is no significant difference between the actual percentage of time spent on school-community relations and the ideal percentage of time that would like to have been spent on that role (see Table 5, page 40).

ITEM VI - STUDENT CONTACT

Of the seven items on the questionnaire, Item VI - Student Contact was the only item to come out almost equally divided between positive rankings and negative rankings.

Of the seventeen pairs of responses to Item VI, five were rated with no difference between the actual and the ideal and were deleted from further analysis. Of the remaining twelve pairs of responses, seven rated the ideal time higher while five rated the actual time higher.

In adding up the rankings to determine the value of T, the negative equalled 44.5 and the positive equalled 33.5. Thus, the value of T = 33.5.

With an N = 12 and a T = 33.5, the null hypothesis is retained. There is no difference between the actual percentage of time spent on student and ideal percentage of time that would like to have been spent on that role (see Table 6, page 41).

TABLE 5

ITEM V - SCHOOL - COMMUNITY RELATIONS

Questionnaire Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Actual Role	10	5	5	10	10	10	10	14	10	10	5	5	20	5	10	10	5
Ideal Role	5	10	5	10	10	5	10	5	10	5	2	5	10	10	5	10	5
d	5	-5	0	0	0	5	0	9	0	5	3	0	10	-5	5	0	0
Rank	4.5	-4.5	-	-	-	4.5	-	8	-	4.5	1	-	9	-4.5	4.5	-	-

TABLE 6

ITEM VI - STUDENT CONTACT

Questionnaire Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Actual Role	10	25	20	15	10	10	3	10	10	10	20	10	15	20	25	20	10
Ideal Role	15	20	25	15	5	10	8	10	10	20	30	20	10	10	10	25	10
d	-5	5	-5	0	5	0	-5	0	0	-10	-10	-10	5	10	15	-5	0
Rank	-4	4	-4	-	4	-	-4	-	-	-9.5	-9.5	-9.5	4	9.5	12	-4	-

ITEM VII - SUPERVISING NON-CERTIFIED STAFF

Item VII - Supervising Non-Certified Staff was the last item on the questionnaire. It was rated very similarly by all respondents.

Of the seventeen pairs of responses to Item VII, ten were rated with no difference between the actual time and the ideal time and were deleted from further analysis. Of the seven remaining pairs of responses, six rated the actual time higher and one rated the ideal time higher.

In adding up the rankings to determine the value of T, the positives equalled 25 and the negatives equalled 3. Thus, the value of T = 3.

With an N = 7 and a T = 3, the null hypothesis is retained. There is no significant difference between the actual percentage of time spent on supervising non-certified staff and the ideal percentage of time that would like to have been spent on that role (see Table 7, page 43).

OTHER ROLES REPORTED

Of the seventeen questionnaires returned in the study, four added an Item VIII to their responses.

Two of these four responses listed Item VIII as Miscellaneous Duties that were not covered in the seven general items on the

TABLE 7

ITEM VII - SUPERVISING NON-CERTIFIED STAFF

Questionnaire Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Actual Role	10	5	5	2	5	10	2	3	5	10	5	5	1	5	5	5	5
Ideal Role	5	5	5	2	5	5	2	0	5	5	1	1	5	5	5	5	5
d	5	0	0	0	0	5	0	3	0	5	4	4	-4	0	0	0	0
Rank	6	-	-	-	-	6	-	1	-	6	3	3	-3	-	-	-	-

questionnaire. Both responded that they actually spent 5 percent of their time on these miscellaneous duties while they would ideally like to be spending 1 percent and 3 percent of their time on such duties.

A third principal listed Item VIII as Principal's Meetings. He reported that he was actually spending 5 percent of his time on such meetings and ideally would like to be spending 0 percent of his time on principal's meetings.

A fourth principal listed Item VIII as Working on District-Wide Activities. He rated that he was actually spending 10 percent of his time on such activities but ideally would like to be spending only 5 percent on this role.

SUMMARY

Of the seven items the principals responded to on the questionnaire, the null was rejected on three and retained on four.

There was a significant difference between the actual and the ideal percentage of time on Item I - Administrative Duties, Item II - Instructional Leadership, and Item III - Curriculum Development. This meant that the principals were not spending the amount of their actual time on these items that they felt they should be.

On Item I - Administrative Duties, all the principals felt they were spending far too much of their time on administrative duties than they would ideally like to be spending.

On Item II - Instructional Leadership the principals felt they were spending too little time on instructional leadership than they would ideally like to be spending.

On Item III - Curriculum Development, the principals felt they were spending too little time on curriculum development than they would ideally like to be spending.

There was no significant differences between the actual and ideal percentage of time on Item IV - Supervising Certified Staff, Item V - School-Community Relations, Item VI - Student Contact, and Item VII - Supervising Non-Certified Staff. The principals felt they were spending just about the amount of time they should on these four roles.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

In Chapter 4 the results of the study were reported. On the basis of these results, four conclusions were reached regarding the study. These conclusions are:

1) The elementary principals of Great Falls are spending significantly more time on administrative duties than they would like to be spending on them. Of the seven items dealt with in the study this one was the most conclusive. All seventeen responding principals responded that they were spending more time on administrative duties than they would ideally like too.

2) The elementary principals of Great Falls are spending significantly less time on instructional leadership than they would like to be spending on that role.

3) The elementary principals of Great Falls are spending significantly less time on curriculum development than they would like to be spending on that role.

4) The elementary principals of Great Falls feel they are spending the appropriate amounts of time with their students, the community, and with the area of supervision of their certified and non-certified staffs.

RECOMMENDATIONS

In light of the four conclusions arrived at from the study, the following recommendations are suggested:

1) The elementary principals of Great Falls each take some time to renew his philosophy concerning the roles, duties, and functions of an elementary principal.

2) Based on this renewed philosophy, the elementary principals of Great Falls each take some time to restructure their priorities concerning the duties related to the role of elementary principal.

3) The elementary principals of Great Falls meet to discuss and develop methods to help in restructuring the amounts of time spent on duties related to their role of elementary principal. The results of this being that the amounts of time devoted to these duties correspond with their list of priorities.

4) According to the average amounts of actual time spent on various items determined from the study, primarily items I, II, and III, the elementary principals of Great Falls are not spending 53 percent of their average day as they would ideally like to be spending it. Based on this fact, this writer recommends that the elementary principals of Great Falls strive to overcome any obstacles that might keep them from performing in the role of elementary principal as they believe that role should be performed.

5) This writer recommends that some time in the future related follow-up studies be done, perhaps by the elementary principals

themselves, as an aid to the elementary principals of Great Falls in helping them keep aware of their ideals and in helping them maintain the position of elementary principal as one that keeps growing in importance and respect in both education as well as in the public's eye.

APPENDIX

APPENDIX A

QUESTIONNAIRE ON ACTUAL AND IDEAL PERCENTAGE OF TIME ELEMENTARY PRINCIPALS SPEND ON DAILY ROLES

Directions: Read all role descriptions carefully. Decide, as closely as you can, approximately what percentage of time you spend on each role during an average, typical day on the job as an elementary principal. This is your ACTUAL PERCENTAGE OF TIME and should be marked with a vertical dash in the proper place on the ACTUAL TIME continuum found before each item. Then go back through the items and try to determine how much time you would IDEALLY like to be spending on each role during a typical school day. This is your IDEAL PERCENTAGE OF TIME and should be marked with a vertical dash in the proper place on the time continuum marked IDEAL TIME found after each item.

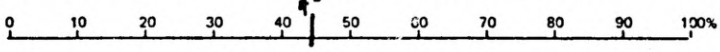
Of course, it is realized that all these roles aren't necessarily performed every day and also it is realized that each day is unique. Therefore, it is necessary for you to carefully construct what you feel to be an average day for you before attempting to answer the questions.

Explanation of Terms

Actual Time: The amount of time you are actually spending on a particular role.

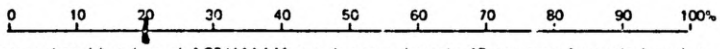
Ideal Time: The amount of time you would ideally, if possible, like to be spending on a particular role.

Example

ACTUAL TIME 

ADMINISTRATIVE DUTIES

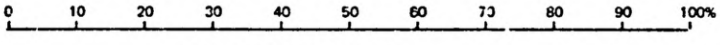
ordering equipment and supplies — taking inventories — preparing budgets — planning schedules for classes, teachers, library, P.E., buses, etc. — administrative meetings

IDEAL TIME 

Explanation: This means that this principal ACTUALLY spends approximately 45 percent of a typical working day performing Administrative Duties. These are things that must be done during the course of his day. This principal, however, would IDEALLY like to be spending only 20 percent of his day performing Administrative Duties. This would leave him more time to spend on duties he ideally would rather be doing.

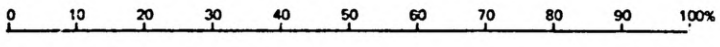
Please give the following items some thought so that when you are finished rating the items they will give a fairly accurate appraisal of how your day, and consequently your year, is spent. The total percentage of ACTUAL and IDEAL time should add up to 100%.

ITEM I

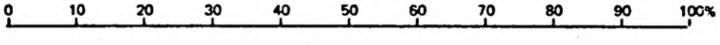
ACTUAL TIME 

ADMINISTRATIVE DUTIES

ordering equipment and supplies — taking inventories — preparing budgets — planning schedules for classes, teachers, library, P.E., buses, etc. — administrative meetings

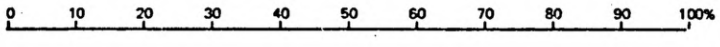
IDEAL TIME 

ITEM II

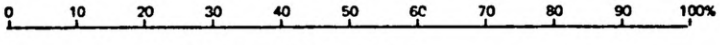
ACTUAL TIME 

INSTRUCTIONAL LEADERSHIP

keeping staff informed on development in education — conducting staff meetings that result in instructional improvements — be a formulator of new teaching trends in your school — be a resource to teachers on educational developments — provide demonstration teaching — any instructional related work (being in classrooms, working with students, helping teachers, etc.)

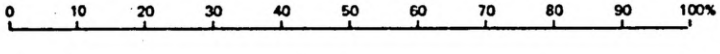
IDEAL TIME 

ITEM III

ACTUAL TIME 

CURRICULUM DEVELOPMENT

formulating new curriculum trends in your school — selecting curriculum materials — keeping staff informed on new curriculum trends

IDEAL TIME 

ITEM IV

ACTUAL TIME 0 10 20 30 40 50 60 70 80 90 100%

SUPERVISING CERTIFIED STAFF

evaluating teachers — observing in classrooms — evaluative conferences with teachers — evaluating lesson plans — evaluating instructional specialists (music, P.E., etc.)

IDEAL TIME 0 10 20 30 40 50 60 70 80 90 100%

ITEM V

ACTUAL TIME 0 10 20 30 40 50 60 70 80 90 100%

SCHOOL–COMMUNITY RELATIONS

activities in P.T.A. — taking part in community relations — handling parent complaints — taking part in any community organizations — any contact with the community connected with the school

IDEAL TIME 0 10 20 30 40 50 60 70 80 90 100%

ITEM VI

ACTUAL TIME 0 10 20 30 40 50 60 70 80 90 100%

STUDENT CONTACT

counseling students — classroom contact with students — student discipline — caring for injured students — playground, lunch or other student related duties — advising student organizations such as student counsel — any type of student counsel

IDEAL TIME 0 10 20 30 40 50 60 70 80 90 100%

ITEM VII

ACTUAL TIME 0 10 20 30 40 50 60 70 80 90 100%

SUPERVISING NON–CERTIFIED STAFF

supervising any non-certified staff memebers such as teacher aids, engineers, custodians, etc.

IDEAL TIME 0 10 20 30 40 50 60 70 80 90 100%

ITEM VIII

ACTUAL TIME 0 10 20 30 40 50 60 70 80 90 100%

OTHER (PLEASE DESCRIBE)

IDEAL TIME 0 10 20 30 40 50 60 70 80 90 100%

ITEM IX

ACTUAL TIME 0 10 20 30 40 50 60 70 80 90 100%

OTHER (PLEASE DESCRIBE)

IDEAL TIME 0 10 20 30 40 50 60 70 80 90 100%

APPENDIX B

Valley View School
900 Ave. A. N.W.
May 25, 1973

Elementary School Principals
Great Falls Public Schools
Great Falls, Montana

Dear

To fulfill requirements for a Master of Education degree in Elementary Administration, I am conducting a study on the roles of elementary school principals in the Great Falls Public School System.

I am a sixth grade teacher at Valley View School and am completing my fifth year here. I have been attending Montana State University during the summers working toward a Master's degree. My advisor at Bozeman is Dr. Gregory Steffanich. He has helped in the construction of this questionnaire.

The questionnaire has been constructed so as to include as many items as possible in a few broad general areas. Therefore, there are only a few items to respond to. Even though the questionnaire itself is brief, the ranking of each item should take considerable thought. If this study is to prove valid, and be of any value to me and to you principals, the time element must be thought out and constructed carefully on both the actual time and the ideal time scales so they reflect as closely as possible how your day is spent.

Your responses to the questionnaire will be pooled with all others and will be unknown to everyone including me. There is no place for names on the questionnaire nor are there codes of any kind to trace back to you. The return envelope has been left blank so you can address it as you wish. Please do not put your name, school or any types of information on it that can be traced back to you.

I would appreciate you sending the questionnaire back to me as soon as possible so that I may have them before June 7.

Thank you for taking time during a busy time of year to help me complete this study. Please give the questionnaire some thought and try to be as accurate as you can in your responses. After this study is tabulated I will provide you a copy of the results.

Sincerely yours,

Jerry Kuntz
Valley View School

APPENDIX C

GREAT FALLS PUBLIC SCHOOLS

ADMINISTRATION
HAROLD WENAAS, ED.D., SUPERINTENDENT
JOHN U. KRANICK, ASST. SUPT. INSTRUCTION
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May 25, 1973

Elementary Principals
Great Falls Public Schools
Great Falls, Montana

Dear Colleagues:

I would like to take this opportunity to endorse the enclosed questionnaire from Mr. Jerry Kuntz, who teaches at the Valley View Elementary School. Mr. Kuntz is presently enrolled in a graduate program at Montana State University in Bozeman.

He is gathering data for his thesis which deals with the role of the elementary school principal. All data will be solicited without school or individual designation and reported on a group basis.

In addition to assisting a colleague with his professional paper, I believe the results of such a survey could be helpful to the local principals' organization should they choose to assess the role of the principal.

It would be appreciated if you would complete the enclosed questionnaire and return it to Mr. Kuntz by the date requested in his cover letter.

Sincerely,

Russ Carlson

Russell S. Carlson, Ed.D.
Curriculum Coordinator

RSC:ls

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