



A comparison of the effectiveness of teaching and non-teaching principals in Seventh-day Adventist secondary schools  
by Karen Joyce Ballard

A thesis submitted in partial fulfillment of the requirements for the degree of Doctor of Education  
Montana State University  
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**Abstract:**

This study investigated the perceived effectiveness of "teaching" and "non-teaching" principals in the Seventh-day Adventist secondary educational system. Perceived effectiveness was provided by teachers who worked for randomly selected principals and by the selected principals themselves. The study hypothesized that there is no difference in perceived effectiveness between teaching and non-teaching principals as rated by the teachers who teach for them and as rated by the principals themselves. Use of The Audit of Principal Effectiveness, designed by Michael L. Bowman and Jerry W. Valentine, allowed for evaluation of perceived principal effectiveness, of the dependent variable, in three separate domains: organizational development, organizational environment, and educational program development. Independent variables were highest academic degree completed by the principal, years of principal experience, highest academic degree completed by the teacher, years of teaching experience for the teacher, years of teaching experience with the current principal, and teacher gender.

The study surveyed 840 teachers and 66 principals from 66 randomly selected Seventh-day Adventist academies. Selected teachers and principals completed a mailed survey instrument. The response rate from the principals was 78 percent and 70 percent from the teachers.

Based on one-way and two-way ANOVA, the following conclusions were drawn. Both principals and teachers perceived teaching and non-teaching principals to be equally effective in organizational development, organizational environment, and educational program development without regard to years of experience of the teacher or principal, the number of years the teacher had worked for the current principal, or the highest degree completed by the teacher or principal. Male teachers who worked for non-teaching principals perceived their principal to be more effective in educational program development than did female teachers who worked for non-teaching principals, while male and female teachers who taught for teaching principals perceived their principal to be more effective in educational program development than did female teachers who taught for non-teaching principals.

A COMPARISON OF THE EFFECTIVENESS OF TEACHING AND  
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by

Karen Joyce Ballard

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## ABSTRACT

This study investigated the perceived effectiveness of "teaching" and "non-teaching" principals in the Seventh-day Adventist secondary educational system. Perceived effectiveness was provided by teachers who worked for randomly selected principals and by the selected principals themselves. The study hypothesized that there is no difference in perceived effectiveness between teaching and non-teaching principals as rated by the teachers who teach for them and as rated by the principals themselves. Use of *The Audit of Principal Effectiveness*, designed by Michael L. Bowman and Jerry W. Valentine, allowed for evaluation of perceived principal effectiveness, of the dependent variable, in three separate domains: organizational development, organizational environment, and educational program development. Independent variables were highest academic degree completed by the principal, years of principal experience, highest academic degree completed by the teacher, years of teaching experience for the teacher, years of teaching experience with the current principal, and teacher gender.

The study surveyed 840 teachers and 66 principals from 66 randomly selected Seventh-day Adventist academies. Selected teachers and principals completed a mailed survey instrument. The response rate from the principals was 78 percent and 70 percent from the teachers.

Based on one-way and two-way ANOVA, the following conclusions were drawn. Both principals and teachers perceived teaching and non-teaching principals to be equally effective in organizational development, organizational environment, and educational program development without regard to years of experience of the teacher or principal, the number of years the teacher had worked for the current principal, or the highest degree completed by the teacher or principal. Male teachers who worked for non-teaching principals perceived their principal to be more effective in educational program development than did female teachers who worked for non-teaching principals, while male and female teachers who taught for teaching principals perceived their principal to be more effective in educational program development than did female teachers who taught for non-teaching principals.



## CHAPTER 1

### INTRODUCTION

#### Conceptual Framework for Study

The terms "head teacher" and "principal teacher" were initially used to refer to the teacher who was given administrative responsibilities in addition to his/her teaching responsibilities. The use of the word "principal" appeared as early as 1841 in a report by Horace Mann where he made reference to a "male principal" in his annual report (Pierce, 1935).

An increased number of students and the introduction of grading in the schools are two factors, according to Pierce, which influenced the "teaching principal" role. In its earliest stages, a teaching principal spent most of his/her time teaching since there were few administrative duties to perform. However, the introduction of "supervision of instruction" to the administrative duties led to the elimination of the teaching component of administration because of the time constraints of supervision of instruction (Pierce, 1935).

After 1860, the principal, in large cities, began to shed his/her responsibilities of teaching. However, even in the 1990's in many places, especially

in rural and private education, teaching principals were still functioning in both administrative and teaching roles (Grady, 1990).

The concept of a teaching principal has been and still is an issue in the Seventh-day Adventist educational system. This educational system has faced unique and distinct budgetary constraints since its inception. Tuition and church subsidy have not kept pace with inflation, thus causing local school boards to seek ways to reduce cost and still maintain quality education. One answer, over the years, to balancing the budget has been to suggest, ask, or even require the principal of a secondary Seventh-day Adventist academy to teach one or more classes in addition to his/her administrative responsibilities. Because Seventh-day Adventist Boards of Education struggle with budget issues and because these same boards are pressured by various board members to hire teaching principals who will be "in touch" and "in tune" with student thinking and academic instruction, the concept of a teaching principal will not likely be eliminated in the Adventist educational system (Plubell, 1991).

The issue of whether or not a secondary principal in the Adventist school system should teach as well as administer, in terms of the principal's effectiveness, has not taken place up to this point. As Dr. Gilbert Plubell, Seventh-day Adventist Office of Education, K-12, Educational Director for North America, stated in his letter (Appendix B), "a study in this area would be most helpful to educational leadership of the Adventist school system" (Plubell, 1991). He noted that data from a study on teaching and non-teaching principals in the Adventist secondary system

would help employing boards make appropriate decisions in the hiring and budgeting process. Further, research data in this area would help the Adventist educational system nationally as educational policies are developed and administrative professional development programs are provided (Plubell, 1991).

While this study focused on the Seventh-day Adventist secondary educational system, the collected data could also impact other parochial educational systems and other private educational systems as well. This study could also have some bearing on rural public education, as, according to Marilyn Grady, teaching principals are not extinct in the public system (Grady, 1991). Dunn (1986) underscored her statement in an article on "double-duty" principalship by stating that because of tightened budgets across the United States more and more school districts are beginning to employ double-duty principals. Dunn defined a double-duty principal as a principal who teaches one or more classes or is assigned to more than one building.

#### Statement of the Problem

This research sought to determine if a secondary school "teaching" principal in a Seventh-day Adventist academy was perceived by the teachers who work for him/her and by the principal himself/herself as a more effective administrator in terms of organizational development, organizational environment and educational program development than a secondary school "non-teaching" principal. The independent variables were: (1) teaching and non-teaching principals, (2) highest

academic degree completed by the principal, (3) number of years the principal had worked as a principal, (4) teacher gender, (5) number of years teachers had taught, (6) highest academic degree completed by the teacher, (7) number of years the teacher had taught for the current principal. The dependent variables of interest were the principal's and teacher's perceptions of principal effectiveness in organizational development, organizational environment, and educational program development.

#### General Questions to Be Answered

The following general questions were addressed in this study:

- (1) Did teachers who worked for non-teaching principals perceive their principal to be more effective in organizational development than teachers who worked for teaching principals?
- (2) Did teachers who worked for non-teaching principals perceive their principal to be more effective in organizational environment than teachers who worked for teaching principals?
- (3) Did teachers who worked for non-teaching principals perceive their principal to be more effective in educational program development than teachers who worked for teaching principals?
- (4) Did principals who taught perceive themselves to be more effective in organizational development than principals who did not teach?

- (5) Did principals who taught perceive themselves to be more effective in organizational environment than principals who did not teach?
- (6) Did principals who taught perceive themselves to be more effective in educational program development than principals who did not teach?
- (7) Were there significant differences in teachers' perceptions of their principal's effectiveness depending on the principal's highest academic degree completed?
- (8) Were there significant differences in principals' perceptions of their own effectiveness depending on the principal's highest academic degree completed?
- (9) Were there significant differences in teachers' perceptions of their principal's effectiveness depending on the principal's years of administrative experience?
- (10) Were there significant differences in principals' perceptions of their own effectiveness depending on the principal's years of administrative experience?
- (11) Were there significant differences in teachers' perceptions of their principal's effectiveness depending on the teacher's gender?
- (12) Were there significant differences in teachers' perceptions of their principal's effectiveness depending on the teacher's years of teaching experience?
- (13) Were there significant differences in teachers' perceptions of their principal's effectiveness depending on the number of years the teacher had taught for the current principal?

### Population and Sampling

The population of this study included all Seventh-day Adventist academies listed in the *Seventh-day Adventist Yearbook, 1991* (*Seventh-day Adventist Yearbook, 1991*). A random sample of 66 of the 80 academies listed was drawn. This sample size was the suggested number by Krejcie and Morgan in their article "Determining Sample Size for Research Activities." The sample provided a five percent sampling error and a 95 percent confidence level (Krejcie & Morgan, 1970).

### Independent Variable Data Collection

The data for the independent variables were collected through the use of a demographic information sheet (Appendices D & E) that was sent to the selected principals and teachers with the survey and survey response form. This demographic sheet allowed the researcher to group responses for the independent variables of highest academic degree completed by the principal, teaching or non-teaching principal, years of principal experience, highest academic degree completed by the teacher, years of teaching experience for the teacher, years of teaching experience with the current principal, and teacher gender.

### Measurement of Dependent Variables

The *Audit of Principal Effectiveness* (Appendix C) (Bowman & Valentine, 1987) was the instrument used to measure the dependent variable of principal

effectiveness. Selected principals and teachers responded to the instrument consisting of 80 questions which addressed perceived principal effectiveness in three domains: organizational development, organizational environment, and educational program development. A nine point, Likert-scale method of measurement was used.

### Limitations and Delimitations of Study

Limitations to the study were as follows:

- (1) The study considered only Seventh-day Adventist secondary schools which were listed in the *Seventh-day Adventist Yearbook, 1991*.
- (2) The study was limited to three domains of principal effectiveness: organizational development, organizational environment, and educational program development.

Delimitations of the study were as follows:

- (1) The study considered only teachers who worked for the Seventh-day Adventist secondary system during the school year of 1991-92.
- (2) The study considered all teachers who worked in the randomly selected schools whether they taught part time or full time.

### Site Visits

Four "on-site" visits were made to schools of similar size which had principals who were rated as highly effective. The purpose of the on-site visits was to gather additional information regarding the interactions and administrative procedures that effective principals utilized.

### Definition of Terms

For purposes of this study the following definitions were given to the terms indicated:

- (1) Teaching Secondary School Principal--a principal who teaches one class during the school year.
- (2) Non-teaching Secondary School Principal--a principal who does not teach any classes.
- (3) Organizational Development--

... the ability of the principal to work with personnel inside and outside the school setting to establish processes and relationships which most effectively promote positive growth and change of the organization as a whole (Bowman & Valentine, 1987, p. 2).

This includes the principal providing direction for the school through "vision" and goal development, the principal acting as linkage agent between the school, community and other educators, and the principal using effective procedures in making decisions, effecting change and solving problems.



(4) Organizational Environment--

... the ability of the principal to nurture the on-going climate of the school through development of positive interpersonal relationships among members of the organization and effective day-by-day operational procedures for the school (Bowman & Valentine, 1987, p. 2).

This includes the principal developing effective working relationships with the staff through support, sensitivity and communication.

(5) Educational Program Development--

... the ability of the principal to serve as the educational leader of the school through active involvement in instructional leadership and curriculum development (Bowman & Valentine, 1987, p. 2).

This includes the principal functioning as an effective supervisor through his/her knowledge of effective and quality instruction as well as current curricular issues.

(6) Staff--teachers who answer to the principal.(7) Audit of Principal Effectiveness--an instrument which can be used to assess teachers' perceptions of principals' effectiveness (Bowman & Valentine, 1987).(8) Seventh-day Adventist Secondary School--a school which provides instruction for grades 9-12.(9) Seventh-day Adventist Academy--a school which provides instruction for grades 9-12.(10) Elementary School--a school which provides instruction for grades 1-8.

- (11) Organizational Direction--goal development, established expectations, and use of appropriate change process (Bowman & Valentine, 1987, p. 2).
- (12) Organizational Linkage--relationships between the school, the community and other educators and agencies working with the school (Bowman & Valentine, 1987, p. 2).
- (13) Organizational Procedures--use of effective problem-solving, decision-making and change process skills (Bowman & Valentine, 1987, p. 2).
- (14) Teacher Relations--the principal's working relationships with staff (Bowman & Valentine, 1987, p. 2).
- (15) Student Relations--the principal's working relationships with students (Bowman & Valentine, 1987, p. 2).
- (16) Interactive Processes--organizational expertise in terms of task organization, personnel alignment, communication of information to staff and students, rule development and discipline procedures (Bowman & Valentine, 1987, p. 2).
- (17) Affective Processes--encouragement by the principal for staff and students to express feelings, opinions, pride and loyalty through sensitivity, humor and personal example (Bowman & Valentine, 1987, p. 2).
- (18) Instructional Improvement--supervision of instruction, knowledge of effective teaching and learning and commitment to quality instruction (Bowman & Valentine, 1987, p. 2).

- (19) Curriculum Improvement--promotion of a quality curriculum through study of student needs and continual program evaluation and change (Bowman & Valentine, 1987, p. 2).
- (20) Boarding School--a Seventh-day Adventist secondary school which houses students in dormitories on the campus.
- (21) Day School--a Seventh-day Adventist secondary school which does not house the students on the campus.

## CHAPTER 2

### REVIEW OF LITERATURE

This chapter contains a review of the current literature as it pertains to the issues of teaching principals, the principal as instructional leader, and effective principals. Each of these aspects was researched and produced the following information. First, this chapter explores the current literature on "teaching" principals. Secondly, "the principal as instructional leader" is reviewed in terms of existing literature. Finally, a review of the literature on effective principals is discussed.

#### The Teaching Principal

The researcher found a meager amount of literature that investigated teaching secondary principals and a small amount which investigated the effectiveness of an administrator who teaches. Marilyn Grady studied the characteristics and perceptions of contemporary teaching principals in 1990. Her research involved 70 teaching principals in Nebraska. A survey developed by Grady offered a 79 percent return. Of the returns 49 percent of the principals administered grades 7-12. The average number of students in these schools was 163 with a range of 50-402 students (Grady, 1990).

Grady's survey revealed eight reasons, given by responding principals, for accepting a position of teaching principal. The top three reasons given were: increased income, enjoyment of teaching, and opportunity to have an entry-level administrative position. Being required to accept the position without choice was offered as the last reason.

Grady's survey also gave advantages and disadvantages of being a teaching principal as cited by the respondents. Knowing the students better was the top reason given followed by camaraderie, maintaining teaching skills, awareness of classroom activities, rapport with parents, and enjoying the position.

The main disadvantage of being a teaching principal according to 73 percent of the respondents was lack of time. Other disadvantages included frequent interruptions, meetings, pressures of the dual role, and teachers feeling ignored (Grady, 1990).

Ninety-three percent of the principals who returned the survey stated that they were asked to leave their teaching responsibilities and take care of administrative tasks an average of two times per week. The primary reason identified for leaving their teaching responsibilities was to answer telephone calls. Discipline and parental concerns were the second and third reasons given for leaving their teaching responsibilities (Grady, 1990).

Grady concluded that the teaching principalship will likely continue in the small school. Her conclusion was underscored by 63 percent of the respondents to

the study. Eighty percent of the respondents seemed content in their dual role (Grady, 1990).

R. J. Dunn (1986), in his article "How to Survive a Double-Duty Principalship," indicated that principals filling more than one role need to possess certain qualities in order to survive. Of the survival qualities suggested, some significant skills include strong organizational skills, the ability to delegate, and exceptional communication skills.

An article by D. Denneberg (1984) concerning principals who administered more than one school concluded that principals were unable to be two places at once, and thus each aspect of the job assignment suffered when the principal was unavailable because of other responsibilities. Denneberg felt that the practice of principals administering more than one school short-changed the educational process. He further stated that no matter how strong the support staff was, there was no substitute for the principal being on site.

Helen Harper Cole (1981) conducted a study to determine the perceived "effectiveness" of teaching principals in the East Tennessee Development District.

She concluded that:

1. Staff members tended to disagree in their perceptions of the leadership behavior of their superiors as assessed on the 12 original dimensions of the Leader Behavior Description Questionnaire--Form XII.
2. Teaching principals perceived themselves to be more effective leaders in both analyses than their staff members perceived them to be.

3. The perceptions of the supervising principals did not differ significantly from the perceptions of them held by their staff members.
4. Teaching principals did not significantly disagree with supervising principals in their self assessments (p. iii).

Cole concluded from her findings:

1. Both teaching and supervising principals tended to see themselves as more effective leaders than their staff members saw them to be.
2. Teaching principals and supervising principals tended to see themselves as equally effective in their leadership.
3. Teachers of teaching principals tend to see their principals more as teachers than principals.
4. In the theory and research of administrator leadership behavior, little attention has been given to the administrator's role in curriculum development and evaluation (p. iii).

Archie W. Bates (1982) also conducted a survey of parents, teachers, and principals in the Department of Defense Dependents Schools, Europe, to determine the perceptions regarding the role of teaching principals. He concluded:

1. Parents, teachers, and principals hold negative views toward the idea that principals who teach are more effective administrators, and
2. Parents, teachers, and principals were in greatest agreement with the concept that a teaching principal inhibits the administrative function of the principalship (p. 132).

The two studies by Cole and Bates dealt primarily, however, with elementary teaching principals rather than secondary teaching principals.

The literature (Grady, 1990) on teaching principals discussed the drawbacks and advantages of filling both roles. It also discussed characteristics and skills that the authors felt added support to carrying the dual role. The dissertation by Cole specifically addressed the effectiveness of teaching principals in the East Tennessee Development District. There was no literature found which addresses the effectiveness of teaching principals and non-teaching principals at the secondary level.

This study addressed the issue of effectiveness of teaching and non-teaching principals at the secondary level and adds a new dimension to the literature on secondary principals who carry dual roles.

#### The Principal as Instructional Leader

The literature surveyed supported the concept that the principal is expected to be an instructional leader. Gersten, Carnine and Green (1982, p. 48) stated that one key to effective education is having a principal who functioned as an instructional leader. They further stated that the principal was not always viewed as an instructional leader by his/her teachers and that it was difficult to define "instructional leadership" in terms of specific functions.

Cornell Thomas and James A. Vornberg forecast that the '90s will place an even greater emphasis on the principal as an instructional leader as he/she functions "in planning the school's mission and in making changes in the school's program" (Thomas & Vornberg, 1991, pp. 63-64).



Thomas Petrie, in his article "A Return to the Principalship: Professor Relates Plans for Change," states that those who wish to be "better" principals must learn more about "how to be an instructional leader." He further concluded that any problems that existed within the school are all secondary to the challenge of instruction and learning. Finally, he stated that ". . . principals must first know and demonstrate responsibility for teaching and learning" (Petrie, 1991, pp. 50-51)

The "Effective Schools Research" published a five-factor model of school effectiveness. Included in this paradigm was emphasis on the principal as a strong instructional leader (Stoel & Schreerens, 1988). Studies on the principal as an instructional leader indicated effective administrators shared three characteristics:

1. Communicating and monitoring reasonable expectations to the staff;
2. Conducting frequent, substantive classroom observations; and
3. Actively participating in the instructional program (Gibbs, 1989, p. 10).

Robert J. Hanny (1987, p. 209) stated:

In the role of instructional leader, the principal must know something about curriculum development, teaching and instructional effectiveness, clinical supervision, staff development, and teacher evaluation.

In a recent study by the National Association of Secondary School Principals on *High School Leaders and Their Schools. Volume II: Profiles of Effectiveness*, principals themselves indicated that their role as instructional leader was to be a "model" as a classroom educator (Pellicer et al., 1990, p. 30). The word "model" is

defined as "a person or thing considered as an object for imitation" (*New Webster's Dictionary*, 1990). Modeling effective instruction would, therefore, indicate that the principal would not simply fulfill Gibbs' stated roles, but would also function as an instructor in some area of the school curriculum.

The literature (Gibbs, 1989) on the principal as instructional leader defined the role and assignments that needed to be performed by the instructional leader. It also expounded on characteristics and qualities that contributed to the principal being an effective instructional leader.

A study on the effectiveness of a teaching and non-teaching principal will discuss further the instructional leader as a model in terms of modeling quality instruction through teaching.

### Effective Principals

Ray Cross (1991) in his article "What Makes an Effective Principal?" reminded the readers that in 1923 Ellwood P. Cubberley told principals that wished to be effective that they should be able to make rapid and quick decisions, that they should be teaching virtuosos, and that their personal life and habits should be without question. In his conclusions in this article Cross did not suggest that Cubberley's suggestions were incorrect, but rather he concluded that "effective" principals are effective if they possess the characteristics which will make them effective in the situation in which they find themselves. He further indicated that the right principal in the right place makes the difference.

Cecil G. Miskel in his article "Principal's Perceived Effectiveness, Innovation Effort, and the School Situation" underscored Cross's perception by stating that "effectiveness is not an absolute concept; it varies with differing requirements as the school conditions change" (Miskel, 1977, p. 31). His premise revealed that different aspects of the school's environment affected the perception of the principal's effectiveness. For example, Miskel stated that a positive interpersonal climate at the school will cause the teachers to perceive the principal as being highly effective. He concluded that if a principal is going to be evaluated in terms of his/her effectiveness, the instrument should measure "situational factors" that exist at the school. Ultimately, Miskel concluded that a principal's past performance could help predict his/her effectiveness in situations which consider similar factors.

Cross's and Miskel's conclusions notwithstanding, there are others who believed that there are certain skills and characteristics that a principal must possess in order to be effective. Certainly a "good match" is important in terms of the community, location, and personalities. The most recent synthesis on "Effective Schooling Practices" published by Northwest Regional Educational Laboratory stated that an effective leader who guides the instructional program will:

- have confidence in the students' ability to learn

- believe that a school makes the difference between success and failure

- have a clear understanding of the school's mission and hire people who understand and support it

- know and apply effective learning principles

seek out and encourage innovative curricular programs and use of latest curricular standards and guidelines

protect learning time and environment

evaluate student progress

encourage excellence in student and teacher performance through incentives and rewards

provide adequate resources for effective instruction

promote parental involvement by communicating frequently and effectively

supervise instruction

promote improved instructional programs

understand the change process when implementing an innovation (Northwest Regional Educational Laboratory, 1990, pp. 18-19)

Robinson and Block concluded that the principal is a key player in school effectiveness (Robinson & Block, 1982). Some research supported the Northwest Regional Educational Laboratory studies in that it inferred that a set of performance standards for the principal could, if met, help maximize student learning (Duke, 1982).

Catherine Baltzell and Robert Dentler (1983) stated that school effectiveness was aided by principals who were best equipped to demonstrate instructional and supervisory leadership and who could match the teaching resources with the students' learning needs.

Don Fuhr also supported the Northwest Regional Educational Laboratory synthesis by stating that an effective leader must have a vision or a mission along with well defined plans for the attainment of that vision in the future. He further suggested that an effective leader should be courageous in terms of making tough decisions, honest, communicative and caring (Fuhr, 1989, pp. 53-54).

Jerry Valentine and Michael Bowman studied the effectiveness of principals at some of the schools selected for the Department of Education's School Recognition Program compared with schools which were not recognized. They concluded that "clearly, the teachers of the recognized schools perceived their principals as more effective than teachers of the randomly selected schools. The pattern of differences between the perceptions of the teachers surveyed in their study supports the belief that more effective schools are administered by more effective principals" (Bowman & Valentine, 1991, p. 7).

Gordon Cawelti (1991, p. 325) states that a rational study of the skills an effective principal must possess would reveal the following:

- \* Skill at building consensus among diverse viewpoints
- \* Skill at flexible programming to accommodate a variety of student needs
- \* Confidence in instructional improvement strategies that offer hope of getting results
- \* Organization development skills--relieving the pathology almost all organizations have
- \* Improved management skills

In a study performed over the past five years, Cawelti learned that principals perceived most of their attention to be devoted to the following:

- \* Motivating teachers to accept new ideas (always number 1)
- \* Communication (whatever that may be)
- \* Getting things accomplished without authority to do so
- \* Being too directive; asserting my views too strongly
- \* Involving others in decisions
- \* Filling out forms
- \* Discipline (Cawelti, 1991, p. 325)

Cawelti further proposed a program for helping principals to become more effective. This program, among other skills, placed emphasis on training in instructional leadership. He reiterated that if principals worked to improve their skills in "instructional leadership" one could expect an increase in the number of effective schools.

Robert Wentz (1989) advocated the theory of an effective principal being a man/woman of vision. He stated that a man/woman of vision would understand that his/her role is to create, facilitate, encourage, motivate, manage by participation, share decision making and encourage potential.

Arthur Blumberg and William Greenfield studied the effectiveness of eight different principals. After studying and analyzing the work of these principals, the authors stated that there are three elements of effectiveness that each of the eight principals possess--vision, initiative and resourcefulness. While each principal had a

different approach to demonstrating the possession of these effectiveness tools, the authors indicated that each principal, in order to be effective, in their opinion, must possess these tools. Further, Blumberg and Greenfield stated that the principal's success in realizing organizational goals seemed to be related to:

1. Their individual commitment to the realization of a particular educational or organizational vision,
2. Their propensity to assume the initiative and to take a proactive stance in relation to the demands of their work-world environment, and
3. Their ability to satisfy the routine organizational maintenance demands in a manner that permits them to spend most of their on-the-job time in activities directly related to the realization of their personal vision. They do not allow themselves to become consumed by second-order priorities. (Blumberg & Greenfield, 1980, p. 208)

Raymond Calabrese (1988) contended that an effective principal is also an ethical principal. In his article "Ethical Leadership: A Prerequisite for Effective Schools," he suggested ten guidelines that an effective principal must follow in order to be viewed as ethical and therefore effective. The ten guidelines included statements that an effective principal should develop a vision based on sound educational philosophy and not on emotion or intuition, apply strong moral leadership, condemn discriminatory practices, view effective teaching as a duty, build community, balance all groups' rights, and communicate ethical behavior.

In discussing the issue of effective principals and instructional leaders, Aretha Pigford (1989) asserted that effective instructional leaders and effective

principals are likely two different people. She further stated that effective principals should be:

. . . people who have vision, who are risktakers, who have effective interpersonal skills, who can motivate and influence people, who can plan and implement change effectively, and who have a strong commitment to the total school program (p. 127).

Approaching effectiveness from the dimension of teaching experience, Scott Thomson (1989) supported the thesis that an effective leader, whether he/she teaches or not, relies on his/her experience as a teacher when performing tasks in areas of leadership responsibility. These areas included employing teachers, supervising instruction, leading and managing teachers, understanding and working with students, and conferring with parents.

Joseph Murphy and his colleagues, in studying evaluations of principals in "effective districts" concluded that the evaluation of student achievement is heavily relied upon in determining a principal's effectiveness (Murphy, Hallinger & Peterson, 1991).

Given all of the characteristics, duties and skills that appear to be necessary in order to be an effective principal, Campbell and Williamson (1991, p. 115) concluded that principals do not have enough time to do it all.



## CHAPTER 3

### PROCEDURES

#### Introduction

To determine whether or not a "teaching" secondary school Seventh-day Adventist Academy principal was perceived by himself/herself and the teachers who teach for him/her as more effective than a "non-teaching" principal was the problem of this study. Independent variables of highest academic degree completed by the principal, years of principal experience, highest academic degree completed by the teacher, years of teaching experience for the teacher, years of teaching experience with the current principal, and teacher gender were the variables of interest in this study. The dependent variable of principal effectiveness in the areas of organizational development, organizational environment, and educational program development were used in this study. The following procedure was employed to answer the above stated problem:

- (1) population identification
- (2) population sample
- (3) areas of principal effectiveness and survey identification
- (4) statistical hypotheses determination

- (5) data collection methodology selection
- (6) data analysis
- (7) additional survey information

### Population Description

The population of this study was the teachers and principals of the Seventh-day Adventist secondary schools. According to *The Seventh-day Adventist Yearbook, 1991*, the Seventh-day Adventist educational system in the United States had 80 secondary schools located in various states (*SDA Yearbook, 1991*). All Seventh-day Adventist secondary schools, whether boarding schools or day schools, were used in the population. Only the schools listed in *The Seventh-day Adventist Yearbook, 1991* were considered. No other restrictions were placed on population.

There were no restrictions placed on the teachers to be surveyed in terms of whether or not they were full time or part time teachers. This allowed a similar number of teachers to be surveyed at each school. Smaller schools in the Seventh-day Adventist secondary school system tend to have more part time teachers than the larger schools. Thus, if only full time teachers were surveyed, fewer responses would have been obtained from the smaller schools where the possibility of a teaching principal existed.

### Sampling Procedures

For purposes of this study, a random sample of 66 of the 80 secondary schools was selected. The principal of each of the randomly selected schools was surveyed as well as each teacher in the selected schools.

This sample size is suggested by Krejcie and Morgan (1970) in their article "Determining Sample Size for Research Activities." The figure, taken from Krejcie and Morgan's table, provides a five percent sampling error, and a 95 percent confidence level.

### Principal Effectiveness and Survey Identification

The *Audit of Principal Effectiveness* (Appendix C), an instrument developed by Jerry W. Valentine and Michael L. Bowman for purposes of evaluating principal effectiveness, contained items which were generated from an extensive review of the literature by Valentine and Bowman on the role of the principal. "Items included in the instrument are literature and research based, authenticated for validity by practitioners, statistically factored and tested for reliability" (Bowman & Valentine, 1986). The instrument contained three "domains" and nine "factors" which addressed the major areas of responsibility of the principalship. Each domain could be treated as a separate instrument in analyzing the various areas of responsibility of the principal. Each domain contained several factors which dealt with elements

of the principalship more specifically than the three general domains. The three domains, specific factors, and item numbers of the instrument are:

- I. Domain: Organizational Development (Items 1-27)
  - A. Factor: Organizational Direction (Items 1-7)
  - B. Factor: Organizational Linkage (Items 8-18)
  - B. Factor: Organizational Procedures (Items 19-27)
- II. Domain: Organizational Environment (Items 28-64)
  - A. Factor: Teacher Relations (Items 28-40)
  - B. Factor: Student Relations (Items 41-48)
  - C. Factor: Interactive Processes (Items 49-57)
  - D. Factor: Affective Processes (Items 58-64)
- III. Domain: Educational Program (Items 65-79)
  - A. Factor: Instructional Improvement (Items 65-72)
  - B. Factor: Curriculum Improvement (Items 73-79)

The Tables of Specifications illustrated in Tables 1-3 confirm the content validity of the instrument.

The coefficient alpha reliability for the total instrument is .9698. The domain of organizational development has a coefficient alpha of .9253 while the domains of organizational environment and educational program have a coefficient alpha of .9443 and .8894 respectively (Bowman & Valentine, 1987, p. 2-4).

Table 1. Table of specifications for *Audit of Principal Effectiveness*, Domain: Organizational Development.

| DOMAIN #1                |                                   |                               |              |
|--------------------------|-----------------------------------|-------------------------------|--------------|
| Organizational Direction | Organizational Linkage            | Organizational Procedures     | No. of Items |
| 1,2,3,4,5,6,7            | 8,9,10,11,12,13,14<br>15,16,17,18 | 19,20,21,22,23,24<br>25,26,27 | 27           |

Table 2. Table of specifications for *Audit of Principal Effectiveness*, Domain: Organizational Environment.

| DOMAIN #2                                       |                            |                               |                         |              |
|---|----------------------------|-------------------------------|-------------------------|--------------|
| Teacher Relations                               | Student Relations          | Interactive Processes         | Affective Processes     | No. of Items |
| 28,29,30,31<br>32,33,34,35<br>36,37,38,39<br>40 | 41,42,43,44,45<br>46,47,48 | 49,50,51,52,53<br>54,55,56,57 | 58,59,60,61,62<br>63,64 | 37           |

Table 3. Table of specifications for *Audit of Principal Effectiveness*, Domain: Educational Program.

| DOMAIN #3                 |                        |              |
|---------------------------|------------------------|--------------|
| Instructional Improvement | Curriculum Improvement | No. of Items |
| 65,66,67,68,69,70,71,72   | 73,74,75,76,77,78,79   | 15           |

Statistical Hypotheses

In order to determine if a teaching principal was perceived as being more effective by the teachers who taught for him/her as well as by the principal himself/herself than a non-teaching principal, the following hypotheses were tested. (All hypotheses refer to Seventh-day Adventist secondary education and are tested on the results of the *Audit of Principal Effectiveness*.)

1. There is no significant difference between teachers' perceptions of principal effectiveness in organizational development, organizational environment, and educational program development of teachers whose principals teach and teachers whose principals do not teach.
2. There is no significant difference between principals' perceptions of their effectiveness in organizational development, organizational environment, and educational program development of principals who teach and principals who do not teach.
3. There is no significant interaction among the two independent variables of highest academic degree completed by the principal and teaching and non-teaching principals with the dependent variable of perceived principal effectiveness in organizational development, organizational environment, and educational program development.
4. There is no significant interaction among the two independent variables of years of experience as a principal and teaching and non-teaching principals

- with the dependent variable of perceived principal effectiveness in organizational development, organizational environment, and educational program development.
5. There is no significant interaction among the two independent variables of teacher gender and teaching and non-teaching principals with the dependent variable of perceived principal effectiveness in organizational development, organizational environment, and educational program development.
  6. There is no significant interaction among the two independent variables of teachers' years of experience and teaching and non-teaching principals with the dependent variable of perceived principal effectiveness in organizational development, organizational environment and educational program development.
  7. There is no significant interaction among the two independent variables of highest academic degree completed by teachers and teaching and non-teaching principals with the dependent variable of perceived principal effectiveness in organizational development, organizational environment, and educational program development.
  8. There is no significant interaction among the two independent variables of number of years a teacher has worked for the current principal and teaching and non-teaching principals with the dependent variable of perceived principal effectiveness in organizational development, organizational environment, and educational program development.

Methodology for Data Collection

In his book *Mail and Telephone Surveys*, Don Dillman suggested that interviewers today have experienced increased difficulty in locating respondents because of "continuing urbanization of life styles that result in people being away from their homes more of the time" (Dillman, 1978, p. 3). Because of this dilemma, Dillman stated that there was an increased need for researchers to use mail or telephone surveys which were once considered the "stepchildren of survey research" (p. 1). Dillman stated further that a variety of suggestions for improving mail surveys have been addressed in numerous methodological articles. He concluded that three areas need to be attended to in order to maximize survey responses: "minimize the costs for responding, maximize the rewards for doing so, and establish trust that those rewards will be delivered" (p. 12).

Rewards, according to Dillman, could be something as simple as expressed appreciation. He also stated that most respondents appreciated being treated as a person who was "consulted" and had the opportunity to support his/her values. Costs in time and money could be reduced by making the survey clear and concise and by providing self-addressed, stamped envelopes for the return of the survey. Trust could be increased by supporting documents from supervisors and superiors stating that the survey has been approved for use (Dillman, 1978, pp. 14-16).



Jaeger (1988) supported the advantages of a mail survey in terms of economy. He also underscored Dillman's observations by stating that those who received a mail survey needed to know the rewards of filling out the survey. Further, Jaeger felt that unless the population being surveyed was highly educated any information had to be conveyed in "simple, jargon-free terms."

With the above stated support and because Seventh-day Adventist secondary schools were located in various places throughout the United States, the researcher chose to gather information through survey form. Face-to-face interviews were not an option because of location, and telephone surveys were not considered to be cost efficient. The above support for mailout surveys by Dillman and Jaeger supported the researcher in a decision to focus on mail survey for gathering data.

The researcher employed the Total Design Method (TDM) suggested by Dillman (1978, p. 2). Using this approach Dillman had been able to obtain "response rates in excess of eighty percent . . . in surveys of university students, high school home economics teachers, and state employees" (Dillman, 1983, p. 360).

The TDM approach included the following in this study:

1. A cover letter from Dr. Gilbert Plubell, Seventh-day Adventist Office of Education, K-12, Educational Director for North America, (Appendix F) authorizing the study was included with the survey.
2. A cover letter to the principals (Appendix G) and to the teachers (Appendix H) prepared by the researcher communicating the appeal of completing the survey also accompanied the survey.

3. Each survey was coded with an identification number. The identification number was explained in the cover letter.
4. All selected principals and teachers were sent the instrument (Appendix C), a response sheet (Appendix I), a demographic sheet for principals (Appendix D) and teachers (Appendix E) along with a stamped, self-addressed return envelope for the response and demographic sheets.
5. One week after the initial mailing, a postcard (Appendix J) follow-up thanking those who responded and reminding those who had not was sent to all of the people who received the survey.
6. A follow-up letter (Appendix K) restating the appeal along with another survey and return envelope was sent three weeks after the original mailing to those who had not yet responded asking them to please respond.
7. The final follow-up letter (Appendix L) consisting of a cover letter and another survey and return envelope was mailed seven weeks after the initial mailing.

All letters were personalized. Addresses were reasonably accurate since it was possible to obtain a current list of teachers and addresses after October 1, 1991 from the various regional offices.

All mailings were first class. Dillman suggested that the final mailing be mailed by registered mail; however, cost prohibited the third mailing from being sent by registered mail.

Where home addresses were available, the instrument was directly mailed to the homes of each teacher and principal from the randomly selected schools.

Teachers and principals whose home address was unavailable received the survey at their office. A cover letter from Dr. Gilbert Plubell, Seventh-day Adventist Office of Education, K-12, Director for North America, authorizing the study was included with the survey along with a letter from the researcher guaranteeing confidentiality and providing instructions for filling out the survey. The 80 item instrument required 20 to 30 minutes to complete (Bowman & Valentine, 1987, p. 6).

The first mailing of 926 surveys was on January 15, 1992. January was selected as the best time for mailing so that teachers would have an opportunity to become acquainted with the principal if he/she was new to the system that year. The researcher had found that January is a "down time" for most Seventh-day Adventist academies in terms of extra curricular activities; thus, the teachers would likely feel less burdened at this time than later in the school year.

The follow-up of 926 postcards was mailed on January 22, 1992, one week after the initial mailing to everyone who had received the survey. The first mailing and the follow-up postcard provided a return of 457 surveys or a 49 percent return.

According to Dillman's guidelines the second mailing to those who had not yet responded was sent on February 5, 1992, three weeks after the initial mailing. Four hundred fifty surveys were mailed at this time. This mailing provided a return of 180 surveys or a 40 percent return.

The third mailing took place on March 4, 1992, seven weeks after the first mailing. While Dillman suggested that the third mailing be done through certified mail, because of cost the researcher chose to do the final mailing first class.

Anyone who had not yet responded to the survey received the third mailing. Two hundred seventy surveys were sent at this time. The third mailing provided a return of 40 surveys or a 15 percent return.

Of the 66 randomly selected schools 50 percent of the schools had teaching principals and 50 percent had non-teaching principals. The size of the school did not necessarily indicate whether or not the school had a teaching principal. For example, the largest academy of the randomly selected schools had a teaching principal while one of the smallest academies with an enrollment of 80 had a non-teaching principal.

#### Analysis of Data

The hypotheses were tested with one-way and two-way analyses of variance (ANOVA). All hypotheses were tested at an alpha level of .05. The one-way analyses provided the researcher with information regarding statistically significant differences between teaching and non-teaching principals in terms of effectiveness as evaluated by the teachers and by the principals themselves. The two-way analyses also told the researcher if any statistically significant interaction existed among the independent variables of highest academic degree completed by the principal, number of years the principal had worked as an administrator, highest

academic degree completed by the teacher, teacher gender, number of years the teacher had worked for the current principal, and number of years the teacher had taught.

The choice of .05 alpha indicates that there is a five percent probability of rejecting a true null (Type I error) which stated that there is no significant difference in effectiveness between teaching and non-teaching principals. While a .01 alpha level could reduce the chances of a Type I error even further, it could also increase the chance of a Type II error (retaining a false null) by increasing beta. Thus, a .05 alpha level provided a compromise between the chances of committing a Type I or Type II error (Ferguson & Takane, 1989). Ferguson and Takane suggested that for most practical purposes .05 alpha level is sufficient.

The researcher was able to not only address the principal's total effectiveness, but was also able to perform one-way and two-way analyses on the three domains. Thus, specific areas of the principalship such as organizational development and organizational environment were analyzed.

The statistical results are displayed in a manner similar to Tables 4-6.

Table 4. Sample table for one-way ANOVA.

| Source              | Sum of Squares | DF | Mean Square | F | p-Value |
|---------------------|----------------|----|-------------|---|---------|
| Between Group Means |                |    |             |   |         |
| Within Group Means  |                |    |             |   |         |

Table 5. Sample table for two-way ANOVA.

| Source                                      | Sum of Squares | DF | Mean Square | F | p-Value |
|---|----------------|----|-------------|---|---------|
| Main Effects                                |                |    |             |   |         |
| Teaching<br>Non-Teaching                    |                |    |             |   |         |
| Highest Degree                              |                |    |             |   |         |
| 2-Way Interactions:<br>Tch/Non-tch X Degree |                |    |             |   |         |

Table 6. Sample table for summary of ANOVA means.

| Highest Degree Completed | Perceived Principal Effectiveness<br>Domain: Organizational Development |     |                         |     |
|--------------------------|---|-----|-------------------------|-----|
|                          | Teaching Principals   |     | Non-Teaching Principals |     |
|                          | Mean  | No. | Mean                    | No. |
| Bachelors                |   |     |                         |     |
| Masters                  |   |     |                         |     |
| Masters Plus             |   |     |                         |     |
| Doctorate                |   |     |                         |     |

### Additional Survey Information

In an attempt to gather additional information regarding the effectiveness of teaching and non-teaching principals four "on-site" visits were made to schools of similar size which had been rated as having effective principals. A visit was made to two schools with an enrollment of 101-150 students and two schools with an enrollment of 226-325 students. The four principals at these schools had been rated as highly effective with an average rating of seven, eight or nine on item 80 of the *Audit of Principal Effectiveness*. Two of the principals were teaching principals, one from a school with an enrollment of 101-150 and one from a school with an enrollment of 226-325. Two of the principals were non-teaching principals, one from a school with an enrollment of 101-150 and one from a school with an enrollment of 226-325. Two of the principals worked at boarding schools and two worked at day schools. The researcher observed and interviewed students and faculty and collected data which further demonstrated the perceived effectiveness of the principal.

Jaeger's compilation of complimentary research methods noted in an article by Robert E. Stake that the "crux" of a case study's definition is ". . . having some conception of the unity or totality of a system with some kind of outlines or boundaries" (Jaeger, 1988, p. 255). An enlargement of the "bounded system" idea continued in Stake's article to say that the "bounded system" could be a single actor, a single classroom, a single institution, etc. He further stated that a case

study researcher looks for "connections" among the "observable behaviors, speculations, causes, and treatments" (p. 255). The validity of the study, according to Jaeger, is increased through the use of triangulation, which allows the researcher to draw conclusions from observation, interview and other data such as a teacher's log.

While this study did not include a case study, the above observations by Jaeger helped the researcher focus on what she should look for in on-site visits while gathering additional information for the study. Through observation of student/principal relations, teacher/principal relations, and general school operation, the researcher was able to make connections between the results of the survey and observed data. Also, interviews with teachers and students formed another connection between the survey, observation, and interview. Analysis of committee minutes, memos, posted announcements and other forms of communication between the administrator and the staff and students gave additional insight into the principal's effectiveness.

The researcher attempted to find answers to the following questions during the on-site visits.

#### Student Questions

1. How did the principal communicate with the students?
2. How did the principal view student leadership?
3. When and where did the students "see" the principal?



4. How did the principal positively reinforce the students?
5. Did the students appear and act comfortable when the principal was around?
6. Did the principal appear and act comfortable when working with the students?

### Teacher Questions

1. Was the principal perceptive of teacher needs?
2. How did the principal handle decisions?
3. Was the principal supportive of the teachers?
4. How did the principal resolve conflict?
5. How did the principal relate to suggestions?
6. What was the comfort level of the principal and teachers when they were in the presence of each other?
7. Was the principal available and accessible?
8. How did the principal create a feeling of confidence in the school?
9. Was the principal a man/woman of "vision," and how did he/she communicate this "vision"?
10. How did the principal supervise instruction?
11. Did the principal have a knowledge of the general goals and objectives of the curricular areas?
12. How did the principal evaluate instruction?

13. How did the principal implement change?

After analyzing the data from the on-site visits, the researcher was able to look for patterns in the data collected and watch for linkage from the previously surveyed data to what was observed, seen and heard during the on-site visits

(Jaeger, 1988, p. 272).

## CHAPTER 4

### ANALYSIS OF DATA

#### Introduction

Statistical treatment of the data which was gathered in regard to the question of whether or not a "teaching" secondary school Seventh-day Adventist Academy principal was perceived by teachers who taught for them and by the principals themselves as more effective than a "non-teaching" principal is presented in this chapter. The data were gathered from the responses to the *Audit of Principal Effectiveness*, which measures the three domains of organizational development, organizational environment, and educational program.

#### Description of Sample

A sample of 66 of the 80 Seventh-day Adventist secondary school principals were surveyed along with all of the full time and part time teachers who taught for them.

Principals completed and returned 52 of the 66 surveys sent, or 78 percent. Teachers completed and returned 602 of the 840 surveys sent, or 70 percent, for a total of 654 useable responses. A demographic sheet accompanied each survey

which provided the researcher with the necessary data for testing the hypotheses. Principals provided demographic information as to whether or not they were teaching or non-teaching principals, the highest academic degree completed, and years of experience as a principal. Teachers provided demographic information as to whether or not they worked for a teaching or non-teaching principal, teacher gender, years of experience as a teacher, highest academic degree completed, and number of years they had worked for the current principal. Tables 7-14 illustrate the frequency of responses to the items on the demographic information sheets.

### Principal Frequencies

Table 7. Principal frequencies: highest degree completed.

| Degree      | Frequency | Percent |
|-------------|-----------|---------|
| B.A.        | 3         | 5.8     |
| M.A.        | 28        | 53.8    |
| M.A. +      | 12        | 23.1    |
| Doctorate   | 8         | 15.4    |
| No Response | 1         | 1.9     |
| Total       | 52        | 100     |

Table 8. Principal frequencies: years of experience as a principal.

| Years of Experience | Frequency | Percent |
|---------------------|-----------|---------|
| 0-2 Years           | 10        | 19.2    |
| 3-5 Years           | 13        | 25.0    |
| 6-12 Years          | 16        | 30.8    |
| 13+ Years           | 13        | 25.0    |
| Total               | 52        | 100     |

Table 9. Principal frequencies: teaching or non-teaching principal.

| Teaching/Non-Teaching | Frequency | Percent |
|-----------------------|-----------|---------|
| Teaching              | 26        | 50.0    |
| Non-Teaching          | 25        | 48.1    |
| No Response           | 1         | 1.9     |
| Total                 | 52        | 100     |

### Teacher Frequencies

Table 10. Teacher frequencies: principal is teaching or non-teaching.

| Teaching/Non-Teaching Principal | Frequency | Percent |
|---------------------------------|-----------|---------|
| Teaching                        | 237       | 39.4    |
| Non-Teaching                    | 359       | 59.6    |
| No Response                     | 6         | 1.0     |
| Total                           | 602       | 100     |

Table 11. Teacher frequencies: teacher gender.

| Gender      | Frequency | Percent |
|-------------|-----------|---------|
| Female      | 227       | 37.7    |
| Male        | 372       | 61.8    |
| No Response | 3         | .5      |
| Total       | 602       | 100     |

Table 12. Teacher frequencies: years of experience as a teacher.

| Years of Experience | Frequency | Percent |
|---------------------|-----------|---------|
| 0-2 Years           | 67        | 11.1    |
| 3-5 Years           | 78        | 13.0    |
| 6-12 Years          | 145       | 24.1    |
| 13+ Years           | 312       | 51.8    |
| Total               | 602       | 100     |

Table 13. Teacher frequencies: highest degree completed.

| Degree      | Frequency | Percent |
|-------------|-----------|---------|
| B.A.        | 245       | 40.7    |
| M.A.        | 277       | 46.0    |
| M.A. +      | 53        | 8.8     |
| Doctorate   | 9         | 1.5     |
| No Response | 18        | 3.0     |
| Total       | 602       | 100     |

Table 14. Teacher frequencies: years taught for current principal.

| Years Taught/Current Principal | Frequency | Percent |
|--------------------------------|-----------|---------|
| 0-2 Years                      | 303       | 50.3    |
| 3-5 Years                      | 234       | 38.9    |
| 6-12 Years                     | 55        | 9.2     |
| 13+ Years                      | 9         | 1.5     |
| No Response                    | 1         | .2      |
| Total                          | 602       | 100     |

### Statistical Analyses of Hypotheses

The tables in this chapter are arranged according to the hypotheses presented in Chapter 3 in numerical order. Each hypothesis addresses three separate domains; thus, there is a separate table for each domain. The number of responses used in each domain is inconsistent because of the respondents failing to answer some of the items. All hypotheses were tested at the .05 level of significance.

#### Hypothesis 1

Domain: Organizational Development. There is no significant difference between teachers' perceptions of principal effectiveness in organizational development of teachers whose principals teach and teachers whose principals do not teach.

Table 15. One-way ANOVA for the difference between teachers' perceptions of principal effectiveness in organizational development of teachers whose principals teach and teachers whose principals do not teach as rated on the *Audit of Principal Effectiveness*, (N=523).

| Source  | Sum of Squares | DF  | Mean Square | F     | p-Value |
|---------|----------------|-----|-------------|-------|---------|
| Between | .0668          | 1   | .0668       | .0257 | .8728   |
| Within  | 1355.7831      | 521 | 2.6023      |       |         |

The F-value of the ANOVA was .0257 and the p-Value = .8728. Therefore, the hypothesis of no difference between teachers' perceptions of principal effectiveness in organizational development of teachers whose principals teach and teachers whose principals do not teach as rated on the *Audit of Principal Effectiveness* was retained.

Domain: Organizational Environment. There is no significant difference between teachers' perceptions of principal effectiveness in organizational environment of teachers whose principals teach and teachers whose principals do not teach.

Table 16. One-way ANOVA for the difference between teachers' perceptions of principal effectiveness in organizational environment of teachers whose principals teach and teachers whose principals do not teach as rated on the *Audit of Principal Effectiveness*, (N=520).

| Source  | Sum of Squares | DF  | Mean Square | F      | p-Value |
|---------|----------------|-----|-------------|--------|---------|
| Between | 4.0142         | 1   | 4.0142      | 1.2590 | .2624   |
| Within  | 1651.6494      | 518 | 3.1885      |        |         |



The F-value of the ANOVA was 1.2590 and the p-Value = .2624.

Therefore, the hypothesis of no difference between teachers' perceptions of principal effectiveness in organizational environment of teachers whose principals teach and teachers whose principals do not teach as rated on the *Audit of Principal Effectiveness*, was retained.

Domain: Educational Program Development. There is no significant difference between teachers' perceptions of principal effectiveness in educational program development of teachers whose principals teach and teachers whose principals do not teach.

Table 17. One-way ANOVA for the difference between teachers' perceptions of principal effectiveness in educational program development of teachers whose principals teach and teachers whose principals do not teach as rated on the *Audit of Principal Effectiveness*, (N=533).

| Source  | Sum of Squares | DF  | Mean Square | F     | p-Value |
|---------|----------------|-----|-------------|-------|---------|
| Between | .0190          | 1   | .0190       | .0057 | .9399   |
| Within  | 1773.1387      | 531 | 3.3392      |       |         |

The F-value of the ANOVA was .0057 and the p-Value = .9399. Therefore, the hypothesis of no difference between teachers' perception of principal effectiveness in educational program development of teachers whose principals teach and teachers whose principals do not teach as rated on the *Audit of Principal Effectiveness* was retained.

Hypothesis 2

Domain: Organizational Development. There is no significant difference between principals' perceptions of their effectiveness in organizational development of principals who teach and principals who do not teach.

Table 18. One-way ANOVA for principals' perceptions of their effectiveness as rated on the *Audit of Principal Effectiveness*, Domain: Organizational Development, (N=46).

| Source  | Sum of Squares | DF | Mean Square | F      | p-Value |
|---------|----------------|----|-------------|--------|---------|
| Between | 2.5692         | 1  | 2.5692      | 2.6486 | .1108   |
| Within  | 42.6804        | 44 | .9700       |        |         |

The F-value of the ANOVA was 2.6486 and the p-Value = .1108.

Therefore, the null hypothesis for principals' perceptions of their effectiveness as rated on the *Audit of Principal Effectiveness*, Domain: Organizational Development, was retained.

Domain: Organizational Environment. There is no significant difference between principals' perceptions of their effectiveness in organizational environment of principals who teach and principals who do not teach.

Table 19. One-way ANOVA for principals' perceptions of their effectiveness as rated on the *Audit of Principal Effectiveness*, Domain: Organizational Environment, (N=44).

| Source  | Sum of Squares | DF | Mean Square | F     | p-Value |
|---------|----------------|----|-------------|-------|---------|
| Between | .3355          | 1  | .3355       | .5209 | .4745   |
| Within  | 27.0553        | 42 | .6442       |       |         |

The F-value of the ANOVA was .5209 and the p-Value = .4745. Therefore, the null hypothesis for principals' perceptions of their effectiveness as rated on the *Audit of Principal Effectiveness*, Domain: Organization Environment, was retained.

Domain: Educational Program Development. There is no significant difference between principals' perceptions of their effectiveness in educational program development of principals who teach and principals who do not teach.

Table 20. One-way ANOVA for principals' perceptions of their effectiveness as rated on the *Audit of Principal Effectiveness*, Domain: Educational Program Development, (N=50).

| Source  | Sum of Squares | DF | Mean Square | F      | p-Value |
|---------|----------------|----|-------------|--------|---------|
| Between | 3.5969         | 1  | 3.5969      | 1.9514 | .1689   |
| Within  | 88.4784        | 48 | 1.8433      |        |         |

The F-value of the ANOVA was 1.9514 and the p-Value = .1689.

Therefore, the null hypothesis of principals' perceptions of their effectiveness as rated on the *Audit of Principal Effectiveness*, Domain Educational Program Development, was retained.

### Hypothesis 3

Domain: Organizational Development. There is no significant interaction between the two independent variables of highest academic degree completed by the principal and teaching and non-teaching principals with the dependent variable of perceived principal effectiveness in organizational development.

Table 21. Two-way ANOVA for principals' perceptions of their effectiveness as rated on the *Audit of Principal Effectiveness*, Domain: Organizational Development, according to highest academic degree completed by teaching and non-teaching principals, (N=46).

| Source                                      | Sum of Squares | DF | Mean Square | F     | p-Value |
|---|----------------|----|-------------|-------|---------|
| Main Effects                                | 4.857          | 4  | 1.214       | 1.207 | .324    |
| Teaching<br>Non-Teaching                    | 1.254          | 1  | 1.254       | 1.247 | .271    |
| Highest Degree                              | 2.287          | 3  | .762        | .758  | .525    |
| 2-Way Interactions:<br>Tch/Non-tch X Degree | 2.170          | 3  | .723        | .719  | .547    |

The F-value for interaction was .719 and the p-Value = .547. There was no interaction. Therefore, the null hypothesis of no interaction was retained.

Domain: Organizational Environment. There is no significant interaction between the two independent variables of highest academic degree completed by the principal and teaching and non-teaching principals with the dependent variable of perceived principal effectiveness in organizational environment.

Table 22. Two-way ANOVA for principals' perceptions of their effectiveness as rated on the *Audit of Principal Effectiveness*, Domain: Organizational Environment, according to highest degree completed by teaching and non-teaching principals, (N=44).

| Source                                      | Sum of Squares | DF | Mean Square | F     | p-Value |
|---|----------------|----|-------------|-------|---------|
| Main Effects                                | .540           | 4  | .135        | .216  | .928    |
| Teaching<br>Non-Teaching                    | .254           | 1  | .254        | .407  | .528    |
| Highest Degree                              | .204           | 3  | .068        | .109  | .954    |
| 2-Way Interactions:<br>Tch/Non-tch X Degree | 4.378          | 3  | 1.459       | 2.338 | .090    |

The F-value for interaction was 2.338 and the p-Value = .090. There was no interaction. Therefore, the null hypothesis of no interaction was retained.

Domain: Educational Program Development. There is no significant interaction between the two independent variables of highest academic degree

completed by the principal and teaching and non-teaching principals with the dependent variable of perceived principal effectiveness in educational program development.

The F-value for interaction was 1.270 and the p-Value = .297. There was no interaction. Therefore, the null hypothesis of no interaction was retained.

Table 23. Two-way ANOVA for principals' perceptions of their effectiveness as rated on the *Audit of Principal Effectiveness*, Domain: Educational Program Development, according to highest degree completed by teaching and non-teaching principals, (N=50).

| Source                                      | Sum of Squares | DF | Mean Square | F     | p-Value |
|---|----------------|----|-------------|-------|---------|
| Main Effects                                | 9.077          | 4  | 2.269       | 1.253 | .304    |
| Teaching<br>Non-Teaching                    | 1.501          | 1  | 1.501       | .829  | .368    |
| Highest Degree                              | 5.481          | 3  | 1.827       | 1.008 | .399    |
| 2-Way Interactions:<br>Tch/Non-tch X Degree | 6.904          | 3  | 2.301       | 1.270 | .297    |

#### Hypothesis 4

Domain: Organizational Development. There is no significant interaction between the two independent variables of years of experience as a principal and teaching and non-teaching principals with the dependent variable of perceived principal effectiveness in organizational development.

The F-value for interaction was 1.162 and the p-Value = .337. There was no interaction. Therefore, the null hypothesis of no interaction was retained.

Table 24. Two-way ANOVA for principals' perceptions of their effectiveness as rated on the *Audit of Principal Effectiveness*, Domain: Organizational Development, according to years of experience as a principal by teaching and non-teaching principals, (N=46).

| Source                                   | Sum of Squares | DF | Mean Square | F     | p-Value |
|--|----------------|----|-------------|-------|---------|
| Main Effects                             | 4.331          | 4  | 1.083       | 1.098 | .372    |
| Teaching<br>Non-Teaching                 | 1.820          | 1  | 1.820       | 1.845 | .182    |
| Years of Experience                      | 1.762          | 3  | .587        | .595  | .622    |
| 2-Way Interactions:<br>Tch/Non-tch X Exp | 3.439          | 3  | 1.146       | 1.162 | .337    |

Domain: Organizational Environment. There is no significant interaction between the two independent variables of years of experience as a principal and teaching and non-teaching principals with the dependent variable of perceived principal effectiveness in organizational environment.

The F-value for interaction was 1.649 and the p-Value = .195. There was no interaction. Therefore, the null hypothesis of no interaction was retained.

Table 25. Two-way ANOVA for principals' perceptions of their effectiveness as rated on the *Audit of Principal Effectiveness*, Domain: Organizational Environment, according to years of experience as a principal by teaching and non-teaching principals, (N=44).

| Source                                   | Sum of Squares | DF | Mean Square | F     | p-Value |
|--|----------------|----|-------------|-------|---------|
| Main Effects                             | .751           | 4  | .188        | .289  | .883    |
| Teaching<br>Non-Teaching                 | .291           | 1  | .291        | .447  | .508    |
| Years of Experience                      | .415           | 3  | .138        | .213  | .887    |
| 2-Way Interactions:<br>Tch/Non-tch X Exp | 3.218          | 3  | 1.073       | 1.649 | .195    |

Domain: Educational Program Development. There is no significant interaction between the two independent variables of years of experience as a principal and teaching and non-teaching principals with the dependent variable of perceived principal effectiveness in educational program development.

Table 26. Two-way ANOVA for principals' perceptions of their effectiveness as rated on the *Audit of Principal Effectiveness*, Domain: Educational Program Development, according to years of experience as a principal by teaching and non-teaching principals, (N=50).

| Source                                   | Sum of Squares | DF | Mean Square | F     | p-Value |
|--|----------------|----|-------------|-------|---------|
| Main Effects                             | 9.135          | 4  | 2.284       | 1.231 | .312    |
| Teaching<br>Non-Teaching                 | 3.531          | 1  | 3.531       | 1.903 | .175    |
| Years of Experience                      | 5.538          | 3  | 1.846       | .995  | .405    |
| 2-Way Interactions:<br>Tch/Non-tch X Exp | 4.999          | 3  | 1.666       | .898  | .450    |



The F-value for interaction was .898 and the p-Value = .450. There was no interaction. Therefore, the null hypothesis of no interaction was retained.

#### Hypothesis 5

Domain: Organizational Development. There is no significant interaction between the two independent variables of teacher gender and teaching and non-teaching principals with the dependent variable of perceived principal effectiveness in organizational development.

Table 27. Two-way ANOVA for teachers' perceptions of principal effectiveness as rated on the *Audit of Principal Effectiveness*, Domain: Organizational Development, according to teacher gender and teaching and non-teaching principals, (N=523).

| Source                                   | Sum of Squares | DF | Mean Square | F     | p-Value |
|--|----------------|----|-------------|-------|---------|
| Main Effects                             | 4.410          | 2  | 2.205       | .853  | .427    |
| Teaching<br>Non-Teaching                 | .064           | 1  | .064        | .025  | .875    |
| Teacher Gender                           | 4.343          | 1  | 4.343       | 1.680 | .196    |
| 2-Way Interactions:<br>Tch/Non-tch X Gen | 9.542          | 1  | 9.542       | 3.691 | .055    |

The F-value for interaction was 3.691 and the p-Value = .055. There was no interaction. Therefore, the null hypothesis of no interaction was retained.

Domain: Organizational Environment. There is no significant interaction between the two independent variables of teacher gender and teaching and non-teaching principals with the dependent variable of perceived principal effectiveness in organizational environment.

Table 28. Two-way ANOVA for teachers' perceptions of principal effectiveness as rated on the *Audit of Principal Effectiveness*, Domain: Organizational Environment, according to teacher gender and teaching and non-teaching principals, (N=519).

| Source                                    | Sum of Squares | DF | Mean Square | F     | p-Value |
|---|----------------|----|-------------|-------|---------|
| Main Effects                              | 9.691          | 2  | 4.846       | 1.543 | .215    |
| Teaching<br>Non-Teaching                  | 3.486          | 1  | 3.486       | 1.110 | .292    |
| Teacher Gender                            | 6.312          | 1  | 6.312       | 2.010 | .157    |
| 2-Way Interactions:<br>Tch/Non-tch X Gen. | 7.158          | 1  | 7.158       | 2.280 | .132    |

The F-value for interaction was 2.280 and the p-Value = .132. There was no interaction. Therefore, the null hypothesis of no interaction was retained.

Domain: Educational Program Development. There is no significant interaction between the two independent variables of teacher gender and teaching and non-teaching principals with the dependent variable of perceived principal effectiveness in educational program development.

Table 29. Two-way ANOVA for teachers' perceptions of principal effectiveness as rated on the *Audit of Principal Effectiveness*, Domain: Educational Program Development, according to teacher gender and teaching and non-teaching principals, (N=532).

| Source                                    | Sum of Squares | DF | Mean Square | F     | p= Value |
|---|----------------|----|-------------|-------|----------|
| Main Effects                              | 14.381         | 2  | 7.190       | 2.200 | .112     |
| Teaching<br>Non-Teaching                  | .099           | 1  | .099        | .030  | .862     |
| Teacher Gender                            | 14.293         | 1  | 14.293      | 4.374 | .037     |
| 2-Way Interactions:<br>Tch/Non-tch X Gen. | 12.823         | 1  | 12.823      | 3.924 | .048     |

The F-value for interaction was 3.924 and the p-Value = .048. There was interaction. Therefore, the null hypothesis of no interaction was rejected. The means for teacher response according to gender and teaching and non teaching principals is displayed in Table 16.

Table 30. Table of means for teacher gender and teaching and non-teaching principals, (N=532).

| Gender | Perceived Principal Effectiveness<br>Domain: Educational Program Development |     |                         |     |
|--------|--|-----|-------------------------|-----|
|        | Teaching Principals  |     | Non-Teaching Principals |     |
|        | Mean   | No. | Mean                    | No. |
| Female | 5.70   | 76  | 5.31                    | 118 |
| Male   | 5.64   | 134 | 5.91                    | 204 |

A statistically significant interaction existed in the domain of educational program development, where male teachers who worked for non-teaching principals perceived their principals to be more effective than did female teachers who worked for non-teaching principals.

Male and female teachers who taught for teaching principals perceived their principal to be more effective in the domain of educational program development than did female teachers who taught for non-teaching principals.

#### Hypothesis 6

Domain: Organizational Development. There is no significant interaction between the two independent variables of teachers' years of experience and teaching and non-teaching principals with the dependent variable of perceived principal effectiveness in organizational development.

Table 31. Two-way ANOVA for teachers' perceptions of principal effectiveness as rated on the *Audit of Principal Effectiveness*, Domain: Organizational Development, according to teacher's years of experience and teaching and non-teaching principals, (N=523).

| Source                                   | Sum of Squares | DF | Mean Square | F    | p=Value |
|--|----------------|----|-------------|------|---------|
| Main Effects                             | 3.069          | 4  | .767        | .292 | .883    |
| Teaching<br>Non-Teaching                 | .087           | 1  | .087        | .033 | .856    |
| Years of Experience                      | 3.002          | 3  | 1.001       | .381 | .766    |
| 2-Way Interactions:<br>Tch/Non-tch X Exp | 1.890          | 3  | .630        | .240 | .868    |

The F-value for interaction was .240 and the p-Value = .868. There was no interaction. Therefore, the null hypothesis of no interaction was retained.

Domain: Organizational Environment. There is no significant interaction between the two independent variables of teachers' years of experience and teaching and non-teaching principals with the dependent variable of perceived principal effectiveness in organizational environment.

Table 32. Two-way ANOVA for teachers' perceptions of principal effectiveness as rated on the *Audit of Principal Effectiveness*, Domain: Organizational Environment, according to teacher's years of experience and teaching and non-teaching principals, (N-520).

| Source                                   | Sum of Squares | DF | Mean Square | F     | p-Value |
|--|----------------|----|-------------|-------|---------|
| Main Effects                             | 7.122          | 4  | 1.781       | .555  | .695    |
| Teaching<br>Non-Teaching                 | 3.930          | 1  | 3.930       | 1.225 | .269    |
| Years of Experience                      | 3.108          | 3  | 1.036       | .323  | .809    |
| 2-Way Interactions:<br>Tch/Non-tch X Exp | 6.442          | 3  | 2.147       | .670  | .571    |

The F-value for interaction was .670 and the p-Value = .571. There was no interaction. Therefore, the null hypothesis of no interaction was retained.

Domain: Educational Program Development. There is no significant interaction between the two independent variables of teachers' years of experience

and teaching and non-teaching principals with the dependent variable of perceived principal effectiveness in educational program development.

Table 33. Two-way ANOVA for teachers' perceptions of principal effectiveness as rated on the *Audit of Principal Effectiveness*, Domain: Educational Program Development, according to years of experience as a teacher and teaching and non-teaching principals, (N=533).

| Source                                   | Sum of Squares | DF | Mean Square | F    | p= Value |
|--|----------------|----|-------------|------|----------|
| Main Effects                             | 5.482          | 4  | 1.371       | .409 | .802     |
| Teaching<br>Non-Teaching                 | .072           | 1  | .072        | .021 | .884     |
| Years of Experience                      | 5.463          | 3  | 1.821       | .543 | .653     |
| 2-Way Interactions:<br>Tch/Non-tch X Exp | 6.767          | 3  | 2.256       | .673 | .569     |

The F-value for interaction was .673 and the p-Value = .569. There was no interaction. Therefore, the null hypothesis of no interaction was retained.

#### Hypothesis 7

Domain: Organizational Development. There is no significant interaction between the two independent variables of highest academic degree completed by teachers and teaching and non-teaching principals with the dependent variable of perceived principal effectiveness in organizational development.

Table 34. Two-way ANOVA for teachers' perceptions of principal effectiveness as rated on the *Audit of Principal Effectiveness*, Domain: Organizational Development, according to highest academic degree completed by teachers and teaching and non-teaching principals, (N=505).

| Source                                      | Sum of Squares | DF | Mean Square | F     | p-Value |
|---|----------------|----|-------------|-------|---------|
| Main Effects                                | 2.710          | 4  | .678        | .258  | .905    |
| Teaching<br>Non-Teaching                    | .050           | 1  | .050        | .019  | .890    |
| Highest Degree                              | 2.682          | 3  | .894        | .340  | .796    |
| 2-Way Interactions:<br>Tch/Non-tch X Degree | 10.904         | 3  | 3.635       | 1.383 | .247    |

The F-value for interaction was 1.383 and the p-Value = .247. There was no interaction. Therefore, the null hypothesis of no interaction was retained.

Domain: Organizational Environment. There is no significant interaction between the two independent variables of highest academic degree completed by teachers and teaching and non-teaching principals with the dependent variable of perceived principal effectiveness in organizational environment.

The F-value for interaction was .844 and the p-Value = .470. There was no interaction. Therefore, the null hypothesis of no interaction was retained.

Table 35. Two-way ANOVA for teachers' perceptions of principal effectiveness as rated on the *Audit of Principal Effectiveness*, Domain: Organizational Environment, according to highest academic degree completed by teachers and teaching and non-teaching principals, (N=504).

| Source                                      | Sum of Squares | DF | Mean Square | F     | p-Value |
|---|----------------|----|-------------|-------|---------|
| Main Effects                                | 11.637         | 4  | 2.909       | .901  | .463    |
| Teaching<br>Non-Teaching                    | 4.457          | 1  | 4.457       | 1.381 | .241    |
| Highest Degree                              | 6.926          | 3  | 2.309       | .715  | .543    |
| 2-Way Interactions:<br>Tch/Non-tch X Degree | 8.176          | 3  | 2.725       | .844  | .470    |

Domain: Educational Program Development. There is no significant interaction between the two independent variables of highest academic degree completed by teachers and teaching and non-teaching principals with the dependent variable of perceived principal effectiveness in educational program development.

Table 36. Two-way ANOVA for teachers' perceptions of principal effectiveness as rated on the *Audit of Principal Effectiveness*, Domain: Educational Program Development, according to highest academic degree completed by teachers and teaching and non-teaching principals, (N=515).

| Source                                      | Sum of Squares | DF | Mean Square | F     | p=Value |
|---|----------------|----|-------------|-------|---------|
| Main Effects                                | 5.866          | 4  | 1.467       | .433  | .785    |
| Teaching<br>Non-Teaching                    | .050           | 1  | .050        | .015  | .903    |
| Highest Degree                              | 5.819          | 3  | 1.940       | .573  | .633    |
| 2-Way Interactions:<br>Tch/Non-tch X Degree | 12.922         | 3  | 4.307       | 1.272 | .283    |



The F-value for interaction was 1.272 and the p-Value = .283. There was no interaction. Therefore, the null hypothesis of no interaction was retained.

### Hypothesis 8

Domain: Organizational Development. There is no significant interaction between the two independent variables of number of years a teacher has worked for the current principal and teaching and non-teaching principals with the dependent variable of perceived principal effectiveness in organizational development.

Table 37. Two-way ANOVA for teachers' perceptions of principal effectiveness as rated on the *Audit of Principal Effectiveness*, Domain: Organizational Development, according to number of years a teacher has worked for the current principal and teaching and non-teaching principals, (N=523).

| Source  | Sum of Squares | DF | Mean Square | F    | p-Value |
|---|----------------|----|-------------|------|---------|
| Main Effects                                  | 7.359          | 4  | 1.840       | .704 | .590    |
| Teaching<br>Non-Teaching                      | .026           | 1  | .026        | .010 | .920    |
| Years of Experience<br>with Current Principal | 7.292          | 3  | 2.431       | .930 | .426    |
| 2-Way Interactions:<br>Tch/Non-tch X Exp.     | 2.270          | 3  | .757        | .290 | .833    |

The F-value for interaction was .290 and the p-Value = .833. There was no interaction. Therefore, the null hypothesis of no interaction was retained.

Domain: Organizational Environment. There is no significant interaction between the two independent variables of number of years a teacher has worked for the current principal and teaching and non-teaching principals with the dependent variable of perceived principal effectiveness in organizational environment.

Table 38. Two-way ANOVA for teachers' perceptions of principal effectiveness as rated on the *Audit of Principal Effectiveness*, Domain: Organizational Environment, according to number of years a teacher has worked for the current principal and teaching and non-teaching principals, (N=520).

| Source  | Sum of Squares | DF | Mean Square | F     | p-Value |
|---|----------------|----|-------------|-------|---------|
| Main Effects                                  | 18.692         | 4  | 4.673       | 1.470 | .210    |
| Teaching<br>Non-Teaching                      | 4.578          | 1  | 4.578       | 1.440 | .231    |
| Years of Experience<br>with Current Principal | 14.677         | 3  | 4.892       | 1.539 | .203    |
| 2-Way Interactions:<br>Tch/Non-tch X Exp      | 9.404          | 3  | 3.135       | .986  | .399    |

The F-value for interaction was .986 and the p-Value = .399. There was no interaction. Therefore, the null hypothesis of no interaction was retained.

Domain: Educational Program Development. There is no significant interaction between the two independent variables of number of years a teacher has worked for the current principal and teaching and non-teaching principals with the dependent variable of perceived principal effectiveness in educational program development.

Table 39. Two-way ANOVA for teachers' perceptions of principal effectiveness as rated on the *Audit of Principal Effectiveness*, Domain: Educational Program Development, according to number of years a teacher has worked for the current principal and teaching and non-teaching principals, (N=533).

| Source  | Sum of Square | DF | Mean Square | F     | p-Value |
|---|---------------|----|-------------|-------|---------|
| Main Effects                                  | 27.365        | 4  | 6.841       | 2.069 | .084    |
| Teaching<br>Non-Teaching                      | .019          | 1  | .019        | .006  | .939    |
| Years of Experience<br>with Current Principal | 27.346        | 3  | 9.115       | 2.757 | .042    |
| 2-Way Interactions:<br>Tch/Non-tch X Exp      | 9.949         | 3  | 3.316       | 1.003 | .391    |

The F-value for interaction was 1.003 and the p-Value = .391. There was no interaction. Therefore, the null hypothesis of no interaction was retained. The main effects for number of years a teacher has worked for the current principal was significant at  $p = .042$ .

Table 40. Table of means for number of years a teacher has worked for the current principal and teaching and non-teaching principals, (N=533).

| Years of Exp.<br>with Current<br>Principal | Perceived Principal Effectiveness<br>Domain: Educational Program Development |     |                         |     |
|--|--|-----|-------------------------|-----|
|  | Teaching Principals  |     | Non-Teaching Principals |     |
|  | Means  | No. | Means                   | No. |
| 0-2 Years                                  | 5.71   | 100 | 5.80                    | 161 |
| 3-5 Years                                  | 5.48   | 91  | 5.39                    | 123 |
| 6-12 Years                                 | 5.98   | 15  | 6.10                    | 35  |
| 13+ Years                                  | 7.47   | 4   | 5.36                    | 4   |

While the two-factor ANOVA detected an overall difference among the four means of the number of years a teacher had worked for the current teaching or non-teaching principal, the Newman-Keuls post hoc procedure did not identify any pairwise differences.

#### Site Visit Data

During the four site visits, the following data were collected. The questions to be answered which were stated in Chapter 3 accompany the data. The data is given as it was gathered from the two site visits where the principals taught and then from the two site visits where the principals did not teach. All principals interviewed were males.

Student Questions and Responses for  
Teaching Principals

1. How did the principal communicate with the students?

Students, teachers and the principals themselves indicated that communication with the student occurred in assemblies, worships, the hallways, classrooms and the principal's office. Teachers and observer notation indicated that communication with the students was very positive.

2. How did the principal view student leadership?

Teachers indicated that the principals liked for the students to carry as much responsibility as was possible, and encouraged students to take interest and lead in their responsibilities as students leaders. Teachers and the principals themselves indicated that the principals liked to "know" what was going on and therefore liked to have everything "run by" them.

3. When and where did the students "see" the principal?

Observation, discussion with teachers, the principals themselves, and students indicated that the principal was "seen" by the students in the following areas:

Worship  
Lunch Duty  
Class  
Extra-curricular activities  
Intramurals  
His office  
Hallways

4. How did the principal positively reinforce the students?

Teachers comments and observation indicated that the principal gave personal compliments to the students and also made general public statements of a complimentary nature to the student body as a whole as well as to individual students.

5. Did the students appear and act comfortable when the principal was around?

Observation indicated that the students were very comfortable with and around their principal.

6. Did the principal appear and act comfortable when working with the students?

Observation indicated that the principal appeared to be very comfortable around the students.

#### Teacher Questions and Responses for Teaching Principals

1. Was the principal perceptive of teacher needs?

Teachers indicated that the principals really tried to meet their needs. They also indicated that the principals expected the teachers to communicate their needs to him, however. Some teachers indicated that the principal was also perceptive of their social and emotional needs and was quick to send note, flowers and other forms of encouragement to them.

2. How did the principal handle decisions?

Teachers and observation indicated that the principal made quick decisions. Observation also indicated that the principal made some decisions in consultation with others.

3. Was the principal supportive of the teachers?

Teachers and observation indicated that the principals were very supportive of the teachers.

4. How did the principal resolve conflict?

Teachers and the principals themselves indicated that the principals almost always brought people who were in conflict with each other together to talk about a resolution to the problem.

5. How did the principal relate to suggestions?

Teachers and the principals themselves indicated that suggestions were taken with an open mind and generally pursued. Some suggestions were taken to committees or pondered, but generally acted upon after some time.

6. What was the comfort level of the principals and teachers when they were in the presence of each other?

Observation indicated that the principals and teachers were very comfortable around each other.

7. Was the principal available and accessible?

Teachers indicated the principal was available and accessible.

Teachers also indicated that the principal was very professional in his availability and accessibility.

8. How did the principal create a feeling of confidence in the school?

Teachers indicated that the principal praised the school and stressed an obligation to it. Teachers also indicated that the principal was not stingy with the money, but rather worked to make the school a better place even if it involved spending money.

9. Was the principal a man/woman of "vision," and how did he/she communicate this "vision"?

Teachers generally indicated that the school was "floundering" before the principals came to work there. They felt that through the principal's vision, the schools had become a school that made people proud. Teachers and observation indicated that the principal understood the "business side" of school management.

10. How did the principal supervise instruction?

Teachers indicated that the principal stopped by "unannounced" to observe their classes.



11. Did the principal have a knowledge of the general goals and objectives of the curricular areas?

Teachers indicated that their principals were on the Union Curriculum Committee and the teachers felt that they had a basic understanding of the various curricular areas.

12. How did the principal evaluate instruction?

Teachers indicated that the principal and the teacher agreed on a date for the principal to visit their classroom and make a formal evaluation. A post-visit conference was scheduled for discussion of the formal evaluation. Teachers indicated that they felt that the evaluation of instruction was very non-threatening.

13. How did the principal implement change?

Observation, teachers and the principals themselves, indicated that changes took place slowly in their school. Teachers indicated that the principal tried to get people involved in an innovation and slowly began to bring people around to the concept.

#### Student Questions and Responses for Non-Teaching Principals

1. How did the principal communicate with the students?

Students, teachers and observation indicated that the principal communicates with the students in chapels and assemblies. Students

indicated, also, that the principal communicated with them through announcements placed on the bulletin board and through the mail. Teachers indicated that the principal communicated with the students one on one as well.

2. How did the principal view student leadership?

Students and teachers indicated that the principals would like to see a true "student government," but were a bit frustrated because it was not happening. Students also indicated that the principal provided input, ideas and advice, but did not take over. The principal was considered to be very supportive. Students were not, however, included in policy making and major decisions concerning students and the school.

3. When and where did the students "see" the principal?

Observation and teachers indicated that the principal was "seen" by the students in the following areas:

- Hallways
- Cafeteria
- Gymnasium--supervising
- Sports events
- Working on the physical plant

4. How did the principal positively reinforce the students?

Students and observation indicate that the principal placed complimentary notes on the lockers, sent letters home, and complimented students face to face.

5. Did the students appear and act comfortable when the principal was around?

The students were somewhat comfortable. In some cases observation indicated that the students seemed a little shy and intimidated by the principal, but not overly. In other cases the students were very comfortable.

6. Did the principal appear and act comfortable when working with the students?

It was observed that in some cases the principal displayed a bit of discomfort.

#### Teacher Questions and Responses for Non-Teaching Principals

1. Was the principal perceptive of teacher needs?

Teachers indicated that the principals seemed to pick up on or perceived needs readily. Teachers also indicated that the principals were sensitive to time requirements and tried to help even though there was not much flexibility in the schedule. Some teachers indicated that the principals were aware of the technology needed in good teaching today. Others

indicated that their principal's pursuit of a doctorate helped him to be more perceptive.

2. How did the principal handle decisions?

Teachers and observation indicated that the principals made some decisions quickly and on their own. Teachers also indicated that the principal took decisions that affect the entire school or entire staff to the staff for advice. Some teachers indicated that the principal worked as a facilitator to the staff. According to some teachers, the principal was very vocal about what "ought" to happen according to state and denominational regulations.

3. Was the principal supportive of the teachers?

Teachers indicated that the principal was very supportive as long as they did not over-step their bounds. Some teachers indicated that he was supportive of those who were not supportive of him.

4. How did the principal resolve conflict?

Teachers and observation indicated that the principal worked to bring all parties who were in conflict together for resolution. Teachers indicated that the principal worked to solve problems early before they become big. Teachers and observation indicated that the principals were kind and compassionate in their approach.

5. How did the principal relate to suggestions?

Teachers indicated that the principal was very open to suggestions. Teachers stated that the principal was not pushy about his own ideas, but rather wanted the staff to have ownership and be happy with decisions.

6. What was the comfort level of the principal and teachers when they were in the presence of each other?

Observation indicated a high level of comfort.

7. Was the principal available and accessible?

Teachers indicated the principal was available and accessible when he was in town. There seemed to be a little concern that the principal had to be away too often.

8. How did the principal create a feeling of confidence in the school?

Teachers and observation indicated that the principal makes the students feel like the school was their home. He pressed people to treat the school with respect and keep it looking nice. Teachers indicated that the principal worked to create and maintain a positive school spirit. Teachers also indicated that the school is something the principal obviously believed in. Teachers also stated that the principal worked hard to make the teachers feel like professionals.

9. Was the principal a man of "vision," and how did he communicate this "vision"?

Teachers indicated that was the reason the principal was so effective, because he had vision. He kept his dream in front of him, but was, at the same time, realistic. Teachers and the principals themselves indicated that the principal required them to set goals for the school year--each year. Teachers also stated that the principal set five year goals and always wanted to look five years down the road.

10. How did the principal supervise instruction?

In some cases, the teachers indicated that the principal dropped in unexpectedly to supervise instruction. In other cases, the teachers and principal indicated that he did not supervise instruction.

11. Does the principal have a knowledge of the general goals and objectives of the curricular areas?

Teachers indicated that the principal collected outlines, goals and objectives for each class as well as a philosophy and plan for the year in each class. In some cases, the teachers indicated that the principal only had a general knowledge and relied on the curriculum committee for guidance.

12. How did the principal evaluate instruction?

In some cases, teachers indicated the principal provided two formal evaluations per year. The evaluations consisted of a pre-visit meeting along with a post-visit meeting. In other cases, the teachers and the principal indicated that evaluation of instruction did not take place.

13. How did the principal implement change?

Observation, teachers and principals themselves indicated that the principal worked subtly to get teachers to "buy in" to the innovation. Teachers indicated that they held one-legged conferences and worked to create a critical mass to begin the process of change.

## CHAPTER 5

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Introduction

This chapter contains a review of the background information and purpose of this study. The problem and the procedure for gathering data for responding to the problem are briefly discussed; a summary of the findings with conclusions and recommendations are also stated.

#### Summary

#### Background and Purpose

The idea of a "head teacher" and "principal teacher" was created in the first half of the 19th century in response to the need for teachers to carry some of the administrative load. Later in the 19th century "teaching principals" began "devoting full-time attention to administration as economic efficiency was stressed" (Bates, 1982, p. 126). There are still, however, in the 1990's many places, especially in rural and private education, teaching principals functioning in both administrative and teaching roles (Grady, 1990).



The concept of a "teaching" principal has been and still is an issue in the Seventh-day Adventist secondary educational system. While some school boards argue that it is helpful, for reasons other than budget, for principals to teach a class or two in order to keep the principal "in touch" or "in tune" with student thinking and academic instruction, others argue that teaching classes takes away from valuable administrative time and thus decreases the effectiveness of the principal (Plubell, 1991).

The purpose of this study was to determine whether or not a teaching principal was perceived by the teachers that teach for him/her and the principals themselves as being a more effective administrator in the areas of organizational development, organizational environment, and educational program development than a principal who does not teach.

The answers to these questions can have future impact as school boards seek to hire principals who can be most effective in the above stated domains. Rather than trying to make a decision based solely on budgetary constraints, the answers to these questions will allow school boards the opportunity to base their decisions on some empirical evidence as reflected in this study.

#### The Problem and Procedure

An instrument, the *Audit of Principal Effectiveness* (Appendix C), developed by Michael Bowman and Jerry W. Valentine was the instrument used to assess perceived principal effectiveness. The instrument included three domains for

evaluation: organizational development, organizational environment, and educational program development. Statistical hypotheses were developed for each domain in terms of perceived principal effectiveness by the teachers who taught for them and perceived principal effectiveness by the principals themselves.

The instrument was mailed to teachers and principals of 66 randomly selected Seventh-day Adventist academies. A sheet requesting demographic information accompanied the instrument (Appendices D & E). The demographic sheet provided data which allowed the evaluations to be stratified in terms of teaching and non-teaching principals, highest academic degree completed by the teacher and the principal, teacher gender, years of experience as a teacher and a principal, and number of years the teacher had worked for the current administrator.

Site visits were made to four academies, two of which had teaching principals, and two of which had non-teaching principals. The visits were made to schools where the principal had been given a mean rating by his/her teachers in the highly effective range on question number 80 of the instrument. Schools of a similar size were visited. Two schools with teaching principals were visited and two schools with non-teaching principals were visited. The schools were located in various sections of the United States, thus providing a broad picture of perceptions in terms of location. Answers to a previously prepared list of questions were what the researcher was looking for in the site visits.

After permission was obtained from the authors of the instrument (Appendix A), the instrument was mailed to the teachers and principals of the randomly selected schools. A letter of support from the national Seventh-day Adventist Director of Education (Appendix F) accompanied the instrument. A letter of explanation of the study by the researcher (Appendix G) also accompanied the survey.

The data from all returned surveys were submitted for analysis, and findings and conclusions were expressed in response to the questions stated in Chapter 1.

### Conclusions

The following conclusions were drawn from the findings:

1. Both principals and teachers perceived teaching and non-teaching principals to be equally as effective in the areas of organizational development, organizational environment, and educational program development without regard to the number of years of experience of the teacher or principal, the number of years the teachers had worked for the current principal, or the highest degree completed by the teacher or principal.

This conclusion supported one finding of Helen Harper Cole in 1981 in her study of perceived "effectiveness" of teaching principals in the East Tennessee Development District where she stated that, "Teaching principals and supervising principals tended to see themselves as equally effective in their leadership" (Cole, 1981, p. iii).

principals tended to see themselves as equally effective in their leadership" (Cole, 1981, p. iii).

This conclusion also supports Archie W. Bates's conclusion in 1982 in his study of parents, teachers and principals in the Department of Defense Dependents Schools, Europe, to determine the perceptions regarding the role of teaching principals, that teachers and principals did not support the view that teaching principals are more effective administrators (Bates, 1982, p. 132).

The two studies by Cole and Bates dealt primarily with elementary teaching principals rather than secondary teaching principals.

2. There was no gender agreement in the domain of educational program development in regard to perceived principal effectiveness. Male teachers who worked for non-teaching principals perceived their principal to be more effective in the area of educational program development than did female teachers who worked for non-teaching principals, while male and female teachers who taught for teaching principals perceived their principal to be more effective in the area of educational program development than did female teachers who taught for non-teaching principals.

Gender was not a consideration in the two studies done by Cole and Bates.

The reader should be cautioned at this point that the one significant interaction which occurred in this research could be due to chance alone. Because there were a large number of tests performed and only one significant difference

was found, this significant difference could have resulted from the five percent margin of error that was allowed in the statistical analysis.

### Recommendations

The following recommendations are suggested for consideration in light of the findings and conclusions of this study.

1. As Seventh-day Adventist Academy Boards of Education review candidates for positions as principals, it does not make any difference in the area of perceived effectiveness whether or not the principal teaches.
2. The Seventh-day Adventist Educational System should give further study to principal effectiveness in the area of educational program development as it relates to perceived effectiveness in regard to teacher gender.
3. The Seventh-day Adventist Educational System should give further study to additional variables of principals and their perceived effectiveness.
4. The Seventh-day Adventist Educational System should give further study to the apparent rapid turnover rate of the secondary principals.

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APPENDICES

APPENDIX A

LETTER GRANTING PERMISSION  
TO USE *AUDIT OF PRINCIPAL EFFECTIVENESS*

1401 "W" Hill Road  
Laramie, WY 82070  
February 14, 1991

Karen Ballard  
Mt. Ellis Academy  
3641 Bozeman Trail Rd.  
Bozeman, MT 59715

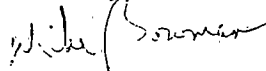
Dear Ms. Ballard:

I enjoyed visiting with you today about the Audit of Principal Effectiveness. I hope that the information I have enclosed is useful to you in determining whether or not you will use the instrument for your dissertation. As I stated over the telephone, you have permission to modify the instrument by deleting items so that it meets the needs of your study. Please, however, do not rephrase the items if you choose to use the instrument.

In the enclosed Users' Manual, the reliability scores and the factor scores are listed for each item. As you can see, the reliability is very high, and a high level (.40) was selected as a minimum factor score before any item was retained.

After reading through the enclosed information, please feel free to contact me if you have any questions. Good luck!!

Sincerely,




Michael L. Bowman

APPENDIX B

LETTER FROM NATIONAL ADVENTIST EDUCATIONAL DIRECTOR

SUPPORT FOR THE STUDY

GENERAL  
CONFERENCE  
OF THE  
SEVENTH-DAY  
ADVENTIST  
CHURCH



NORTH AMERICAN DIVISION

January 23, 1991

Karen Ballard, Principal  
Mount Ellis Academy  
3641 Bozeman Trail Road  
Bozeman, MT 59715

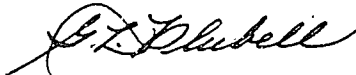
Dear Karen:

I appreciated the opportunity of discussing with you your proposed "Research Concept." You succinctly stated a frequently asked question in regards to whether principals should be expected to participate in classroom teaching to be "in touch" or "in tune" with student thinking and academic instruction. Some consider this a possible distraction from the administrative responsibilities and may feel that it contributes to mediocrity in those classes if the principal is gone for significant periods of time.

I believe a study in this area would be most helpful to educational leadership of the Adventist school system. The data from such a study would be very helpful in counseling with employing boards and for discussion in administrative in-service sessions. It would also be helpful to us at the North American Division levels in developing appropriate educational policy for the system.

Let us know if we can be of assistance in this interesting proposal.

Sincerely,



G. L. Plubell, Ph.D., Director  
Office of Education, K-12  
NORTH AMERICAN DIVISION

mb

APPENDIX C

SURVEY INSTRUMENT





## AUDIT OF PRINCIPAL EFFECTIVENESS—Page 2

14. The principal invests time with the district office and other external agencies to obtain support and resources from the agencies.
15. The principal strives to achieve autonomy for the school.
16. The principal develops and implements school practices and policies which synthesize educational mandates, requirements and theories, e.g. legal requirements, social expectations, theoretical premises.
17. The principal understands and analyzes the political aspects of education and effectively interacts with various communities, e.g. local, state, national and/or various subcultures within the local community.
18. The principal informs the staff of new developments and ideas in education.
19. During the identification of needed change, the principal's style is more supportive and participative than directive and authoritative.
20. During evaluation of change, the principal's style is more supportive and participative than directive and authoritative.
21. The principal anticipates the effects of decisions.
22. The principal fairly and effectively evaluates school personnel.
23. The principal employs new staff who enhance the overall effectiveness of the school and complement the existing staff.
24. Through discussion with teachers about concerns and problems that affect the school, the principal involves teachers in the decision-making process.
25. The principal discusses school-related problems with teachers, seeking their opinions and feelings about the problem.
26. The principal utilizes a systematic process for change which is known and understood by the faculty.
27. The principal has the patience to wait to resolve a problem if the best solution to that problem is not yet readily apparent.
28. The principal is willing to admit to making an incorrect decision and corrects the decision if feasible.
29. The principal is perceptive of teacher needs.
30. The principal gives teachers the support they need to be effective.
31. The principal diagnoses the causes of conflict and successfully mediates or arbitrates conflict situations.
32. Teachers feel at ease in the presence of the principal.
33. When deserving, teachers are complimented by the principal in a sincere and honest manner.
34. The principal is receptive to suggestions.
35. The principal is accessible when needed.

## AUDIT OF PRINCIPAL EFFECTIVENESS--Page 3

36. The principal takes the time to listen to teachers.
37. Teachers feel free to share ideas and concerns about school with the principal.
38. When teachers discuss a problem with the principal, the principal demonstrates an understanding and appreciation of how teachers feel about the problem.
39. When talking to the principal, teachers have the feeling the principal is sincerely interested in what they are saying.
40. Through effective management of the day-by-day operation of the school, the principal promotes, among staff, parents and community, a feeling of confidence in the school.
41. The principal finds the time to interact with students.
42. Students feel free to initiate communication with the principal.
43. Students in the school view the principal as a leader of school spirit.
44. The principal encourages student leadership.
45. The principal helps develop student responsibility.
46. The principal is highly visible to the student body.
47. The principal positively reinforces students.
48. The principal enjoys working with students.
49. The principal keeps teachers informed about those aspects of the school program of which they should be aware.
50. When the principal provides teachers with the information about school operations, the information is clear and easily understood.
51. When teachers are informed of administrative decisions, they are aware of what the principal expects of them as it relates to the decision.
52. The principal is able to organize activities, tasks and people.
53. The principal develops appropriate rules and procedures.
54. The principal uses systematic procedures for staff appraisal, e.g. retention, dismissal, promotion procedures.
55. The principal establishes the overall tone for discipline in the school.
56. The principal establishes a process by which students are made aware of school rules and policies.
57. The principal communicates to teachers the reasons for administrative practices used in the school.
58. The principal works with other leaders of the school in the implementation of a team approach to managing the school.
59. The principal encourages faculty to be sensitive to the needs and values of other faculty in the school.

## AUDIT OF PRINCIPAL EFFECTIVENESS--Page 4

60. The principal helps teachers clarify or explain their thoughts by discussing those thoughts with them.
61. During meetings, the principal involves persons in the discussion who might otherwise not participate.
62. The principal shares personal feelings and opinions about school issues with teachers.
63. Humor used by the principal helps to improve the school environment by creating a more congenial working climate.
64. Personal thoughts shared by the principal about school help teachers develop a sense of pride and loyalty as members of the school.
65. The principal is knowledgeable of the general goals and objectives of the curricular areas.
66. The principal is knowledgeable of the varied teaching strategies teachers might appropriately utilize during instruction.
67. The principal possesses instructional observation skills which provide the basis for accurate assessment of the teaching process in the classroom.
68. The principal actively and regularly participates in the observation and assessment of classroom instruction, including teaching strategies and student learning.
69. The principal has effective techniques for helping ineffective teachers.
70. The principal maintains an awareness and knowledge of recent research about the learning process.
71. When criticizing poor practices, the principal provides suggestions for improvement.
72. The principal is committed to instructional improvement.
73. The principal promotes the development of educational goals and objectives which reflect societal needs and trends.
74. The principal promotes the diagnosis of individual and group learning needs of students and application of appropriate instruction to meet those needs.
75. The principal administers a school-wide curricular program based upon identification of content goals and objectives and the monitoring of student achievement toward those goals and objectives.
76. The principal participates in instructional improvement activities such as program and curriculum planning and monitoring of student learning outcomes.
77. The principal uses objective data such as test scores to make changes in curriculum and staffing.
78. The principal has a systematic process for program review and change.
79. The principal encourages articulation of the curricular program.
80. Using the nine-point scale, give your rating for your principal's overall effectiveness.

**APPENDIX D**

**DEMOGRAPHIC RESPONSE SHEET--TEACHER**

**TEACHER RESPONSE  
DEMOGRAPHIC QUESTIONS**

The following demographic questions are provided so better insight can be obtained regarding the perceptions of various groups of teachers. These questions are not presented as a means of identifying individual teachers. **Please complete these items before returning the answer sheet.** Thank you for your time and assistance.

Please circle the appropriate response.

1. What is your highest academic degree?
 

|              |           |
|--------------|-----------|
| Bachelors    | Masters   |
| Masters Plus | Doctorate |
  
2. How many years have you been a teacher?
 

|     |     |      |     |
|-----|-----|------|-----|
| 0-2 | 3-5 | 6-12 | 13+ |
|-----|-----|------|-----|
  
3. How many years have you taught at this level?
 

|     |     |      |     |
|-----|-----|------|-----|
| 0-2 | 3-5 | 6-12 | 13+ |
|-----|-----|------|-----|
  
4. How many years have you worked as teacher with this administrator?
 

|     |     |      |     |
|-----|-----|------|-----|
| 0-2 | 3-5 | 6-12 | 13+ |
|-----|-----|------|-----|
  
5. Do you have any administrative responsibilities in the school?
 

|     |    |
|-----|----|
| Yes | No |
|-----|----|
  
6. Were you hired by the administrator you are assessing?
 

|     |    |
|-----|----|
| Yes | No |
|-----|----|
  
7. Please identify your sex.
 

|   |   |
|---|---|
| F | M |
|---|---|
  
8. What is the current enrollment of your school?
  
9. Does your principal teach one or more classes?
 

|     |    |
|-----|----|
| Yes | No |
|-----|----|

APPENDIX E

DEMOGRAPHIC RESPONSE SHEET--PRINCIPAL

**PRINCIPAL RESPONSE  
DEMOGRAPHIC QUESTIONS**

The following demographic questions are provided so better insight can be obtained regarding the perceptions of various groups of teachers. These questions are not presented as a means of identifying individual teachers. Please complete these items before returning the answer sheet. Thank you for your time and assistance.

Please circle the appropriate response.

1. What is your highest academic degree?

Bachelors                      Masters  
Masters Plus                  Doctorate

2. How many years have you been a principal?

0-2    3-5    6-12    13+

3. How many years have you been a principal at this level?

0-2    3-5    6-12    13+

4. How many years have you worked as the administrator at this school?

0-2    3-5    6-12    13+

5. Do you teach one or more classes at this school?

Yes                      No

6. Please identify your sex.

F                      M

7. If you do teach a class or classes, what subject or subjects do you teach?

8. What is the current enrollment of your school?



APPENDIX F

COVER LETTER FROM DR. GILBERT PLUBELL

NATIONAL EDUCATION DIRECTOR

GENERAL  
CONFERENCE  
OF THE  
SEVENTH-DAY  
ADVENTIST  
CHURCH



NORTH AMERICAN DIVISION

December 5, 1991

Selected Academy Educators  
North American Division

Dear Colleagues:

I am pleased to not only authorize the enclosed survey from Karen Ballard, but to encourage you as a randomly selected educator to complete it and return it as soon as possible.

Karen's dissertation topic, "*Perceived Principal Effectiveness*," will not only meet her graduate degree requirements, but it holds a great deal of interest for us here at the North American Division Office of Education. We believe this study can be helpful to us as we provide leadership in principal development, in-service, and certification of administrators.

Please be assured that your survey responses will be strictly confidential. Individual responses will not be seen by anyone but the researcher. Only composite information and the results of the study in its entirety will be shared with interested parties.

We know that your schedules are busy, but we would like to see a 100 percent response from selected educators like yourself. We thank you in advance for your participation, interest, and assistance in contributing to this important project.

Sincerely,

G. L. Plubell, Ph.D., Director  
Office of Education, K-12  
North American Division

mb

Office of Education, K-12

12501 Old Columbia Pike, Silver Spring, MD 20904-6600, Telephone (301) 680-6400, Fax (301) 680-6464

APPENDIX G

CONTACT LETTER (PRINCIPAL), INITIAL MAILOUT

January 15, 1992

Personalized Letter to a Principal

Dear Principal:

You are one of a number of randomly selected Seventh-day Adventist academy principals being asked to give your perceptions of your effectiveness as an administrator. Your responses to the enclosed questionnaire will give this researcher data which will ultimately help answer the question of whether or not a principal who teaches is perceived as a more effective administrator than one who does not teach. These perceptions will be gathered from administrators who teach, from those who do not, as well as from the teachers who teach for them.

You will notice that the questions on the enclosed "Audit of Principal Effectiveness" are directed toward teachers. As you read the questions, please read them as though they are directed at you, the principal. Also, questions that refer to the "school district" and "district office" should be thought of as referring to the local conference education department.

In order to ensure that the results of this survey truly represent the thinking of Adventist Academy principals and teachers, it is important that each questionnaire be completed and returned. I urge you to complete your survey soon and to encourage your teaching staff to do the same.

Please be assured that your responses will be kept completely confidential. The questionnaire has an identification number for mailing purposes only. This will allow me to check your name off the mailing list when your questionnaire is returned. Your name, as well as the name of your school, will never be placed on this questionnaire nor will it be associated with any of the report results.

Since a study of this nature has never been done before, the results of this study will, hopefully, be useful to the educational leadership of the Seventh-day Adventist church as they work with local school boards in the hiring process and in providing development programs for administrators.

Please record your answers to the "Audit of Principal Effectiveness" on the answer sheet provided, then answer the questions on the "Principal Response: Demographic Questions" and return both pages in the enclosed envelope.

I am happy to answer any questions you might have. Please feel free to write or call. My telephone number is (509) 527-2361.

Thank you for your assistance.

Sincerely,

Karen J. Ballard

**APPENDIX H**

**CONTACT LETTER (TEACHER), INITIAL MAILOUT**

January 15, 1992

Personalized Letter to a Teacher

Dear Teacher:

You are one of a number of randomly selected Seventh-day Adventist academy teachers being asked to give your perceptions of your principal's effectiveness as an administrator. Your responses to the enclosed questionnaire will give this researcher data which will ultimately help answer the question of whether or not a principal who teaches is perceived as a more effective administrator than one who does not teach. These perceptions will be gathered from administrators who teach, from those who do not, and from teachers.

You will notice that some of the questions on the enclosed "Audit of Principal Effectiveness" refer to the "school district" and "district office." Please think of these references as denoting the local conference education department.

In order to ensure that the results of this survey truly represent the thinking of Adventist academy principals and teachers, it is important that each questionnaire be completed and returned. I encourage you to complete your survey soon.

Please be assured that your responses will be kept completely confidential. The questionnaire has an identification number for mailing purposes only. This will allow me to check your name off the mailing list when your questionnaire is returned. Your name will never be placed on this questionnaire nor will it be associated with any of the report results.

The results of this study will, hopefully, be useful to the educational leadership of the Seventh-day Adventist church as they work with local school boards in the hiring process and in providing development programs for administrators.

Please record your answers to the "Audit of principal Effectiveness" on the answer sheet provided, then answer the questions on the "Teacher Response: Demographic questions" and return both pages in the enclosed envelope.

I am happy to answer any questions you might have. Please feel free to write or call. My telephone number is (509) 527-2361.

Thank you for your assistance.

Sincerely,

Karen J. Ballard

APPENDIX I

SURVEY RESPONSE SHEET





APPENDIX J

POSTCARD FOLLOW-UP

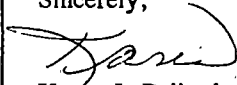
January 22, 1992

Last week a survey seeking your perceptions of principal effectiveness was mailed to you. Your name was selected from a random sample of teachers in Seventh-day Adventist academies.

If you have already completed and returned the survey to me, please accept my sincere thanks. If not, please do so. It is extremely important that your responses be included in the results if the results are to accurately reflect the thinking of Adventist secondary educators.

If by some chance you did not receive the survey, or it got misplaced, please call 509-527-2361 and I will get another survey in the mail to you immediately.

Sincerely,



Karen J. Ballard

APPENDIX K

CONTACT LETTER, SECOND MAILOUT

February 5, 1992

Personalized Letter to Principal or Teacher

Dear Principal/Teacher:

I am writing to you about the survey Audit of Principal Effectiveness that I sent to you a few weeks ago. I have not yet received your response and am eager to hear from you.

I am happy to tell you that a large number of principals and teachers across the United States have returned their survey. This is very encouraging. In order to be sure that the survey results accurately reflect the perceptions of teachers and principals in Adventist academies, it is extremely important that you and the others who have not yet responded send your responses back to me.

This type of study has never been done before in the Adventist system. Therefore, the results can be of particular importance to the leaders of this system as they work with local boards and committees in planning workshops and professional growth programs for principals.

Because of this, I am sending you another survey with this letter. Please respond to the questionnaire and return it to me in the enclosed self-addressed, stamped envelope. Your responses will be kept confidential. Neither you nor your school will be identified in the results.

Your contribution to the success of this study is greatly appreciated.

Sincerely,

Karen J. Ballard

APPENDIX L

CONTACT LETTER, THIRD MAILOUT

March 4, 1992

Personalized Letter to Principal or Teacher

Dear Principal/Teacher:

I am writing to you about the survey Audit of Principal Effectiveness that I sent to you a few weeks ago. I have not yet received your response and am eager to hear from you.

I am happy to tell you that a large number of principals and teachers across the United States have returned their survey. This is very encouraging. In order to be sure that the survey results accurately reflect the perceptions of teachers and principals in Adventist academies, it is extremely important that you and the others who have not yet responded send your responses back to me.

This type of study has never been done before in the Adventist system. Therefore, the results can be of particular importance to the leaders of this system as they work with local boards and committees in planning workshops and professional growth programs for principals.

Because of this, I am sending you another survey with this letter. Please respond to the questionnaire and return it to me in the enclosed self-addressed, stamped envelope. Your responses will be kept confidential. Neither you nor your school will be identified in the results.

Your contribution to the success of this study is greatly appreciated.

Sincerely,

Karen J. Ballard

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