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Mary Sue Hall

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PERCEPTIONS OF PROFESSIONAL DEVELOPMENT NEEDS OF SELECTED
PRINCIPALS SERVING AMERICAN INDIAN, OTHER MINORITY,
AND NON-MINORITY STUDENTS

by
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Bachelor of Arts, Washington State University, 1974
Master of Education, University of Washington, 1981

A Dissertation
Submitted to the Graduate Faculty
of the
University of North Dakota
in partial fulfillment of the requirements
for the degree of
Doctor of Education

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This Dissertation submitted by Mary Sue Hall in partial fulfillment of the requirements for the Degree of Doctor of Education from the University of North Dakota has been read by the Faculty Advisory Committee under whom the work has been done, and is hereby approved.

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Permission

Perceptions of Professional Development Needs of Selected
Principals Serving American Indian, Other Minority, and
Title Non-Minority Students

Department Center for Teaching and Learning/Educational Administration

Degree Doctor of Education

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Mary Sue Hall

Date

July 14, 1986

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What can I say but "lemt lemt."

ABSTRACT

Principals need appropriate knowledge, attitudes, and skills to be leaders in school improvement. Continuing education for principals seems essential due to the changing nature of knowledge as well as the obligation of being a professional. Principals should be treated as colleagues who are capable of describing their own professional development needs.

The purposes of the study were to compare the perceived professional development needs of principals employed in schools with a concentration of American Indian students to (1) those principals in schools with a concentration of students representing other minorities and to (2) those principals in schools with few or essentially no minority students; to assess the needed areas of professional development for principals as perceived by principals themselves; to determine if professional development opportunities differed on the basis of various personal and school-related variables; and to compare professional development opportunities for principals on the basis of the sources, location, and funding of the training.

Seventy-five principals from Washington state participated in the study. The principals were classified according to their ethnic minority student population. The principals were then matched by position level, building enrollment, and district enrollment. Twenty-five triads resulted.

Data were gathered by an instrument designed by the researcher which asked principals to indicate their perceptions about their present and ideal levels of functioning for fifteen competencies. The Kruskal-Wallis One-Way Analysis of Variance, Friedman Two-Way Analysis of Variance, and Wilcoxon Matched-Pairs Signed-Ranks tests were utilized to treat the research questions. A demographic information sheet was completed and used in the data analysis. The .05 or less level of significance was considered sufficient to reject the null hypotheses.

Some variables which had a significant effect on the principals' perceptions included student minority enrollment, district enrollment, building enrollment, position level, total years as an educator, total years as an administrator, age, sex, and educational degree. Overall, the principals perceived they should be performing at a higher level than their present level of functioning. This suggested the principals have professional development needs which were not currently being met.

CHAPTER I

BACKGROUND OF STUDY

When one invests considerable money, time, and effort in gaining a degree and subsequent certification as a principal, the administrator may not contemplate further professional development (St. John and Runkel 1977). After a period of time in the profession, the principal who cannot find the time for continued professional growth seems likely to experience professional stagnation. Fortunately, most administrators eventually recognize and accept the fact that they must engage in professional development to remain effective in their schools (Gorton 1983). Administrators need appropriate knowledge, attitudes, and skills to be leaders in school improvement (Goodlad 1984; Sharp 1983). Because these change through time, the development of a leader is a continuing process (Bass 1981; Brown 1974).

Geering (1980b) indicated that the position of principal is pivotal to the success of the school system because it is a powerful central role in the school system. He stated:

The school unit is the place where resources are applied, where innovations occur, and the principal regulates these things. Hence, the success or failure of any school system will be dependent on the way the principal at the school level executes his role. (p. 20)

Quality schools have principals who are attentive to their own professional development [National Association of Elementary School

Principals (NAESP) 1984, 1986]. Principals cannot maintain effective leadership unless they have the opportunity to grow professionally (Boyer 1983; Sharp 1983). Those who wish to maximize their effectiveness must develop the skills demanded by the job (NAESP 1984).

Professional skills are thought to be formed throughout one's life and seem to be a function of one's values, understanding, and experience. The effective principal may use these skills to create a climate for learning because the overriding goal is to improve the performance of school children (Olivero and Armistead 1981; Patterson 1983; Sharp 1983). It seems that school organizational leaders find it difficult to admit that they do not already possess the skills, knowledge, and attitudes necessary for their position. After all, these same attributes were factors in their selection and hiring (Daresh and LaPlant 1984).

Educators apparently have taken notice of the comprehensive employee training and development programs in the business world. Business and industry realize that employee training must be continuous for survival (Houston 1986). Staff development appears to be a critical factor in the continual struggle for excellence no matter what the organization.

In education, staff development could be a way to reverse the perceived educational decline. To increase student achievement, teacher and administrator skills must be improved (Boyer 1983; Goodlad 1984; NAESP 1984). Thompson and Cooley (1985) noted that staff development had been widely assumed to be a mechanism for addressing educational problems and improving teacher and administrator skills. Yet there seemed to have been little leadership and limited

initiatives in the critical area of staff development. Thus, active participation in the development of inservice learning programs by principals seemed essential (Carmichael 1982).

Boyer (1983) argued that professional training rarely prepares principals adequately. The accelerated change in education, as in our entire society, is proceeding at an almost frightening tempo. Hager and Scarr (1982) made this point: "Most principals are facing new and complex issues and responsibilities, which increasingly defy solutions from the past" (p. 39). The principal who must depend throughout his or her career on original preservice preparation may not be able to survive the challenge of this rapid change. The principal whose education is not continuous throughout his or her life may become increasingly ineffective (Goodlad 1984). To respond to this need school boards should, in the writer's view, make increasing provision for the lifelong education of their administrators by granting them salaried leave as well as expenses for advanced graduate study, workshops, institutes, professional conferences, travel, writing, and independent research.

With declining student enrollments, school systems have had fewer opportunities to "hire" additional personnel who bring new enthusiasm and new ideas to the school setting (LaPlant 1979b). Due to the financial crisis in education, Higley (1974) observed that principals lack the ability of other educational administrators. Consequently, the professional development of present staff seemed clearly to assume greater importance.

LaPlant (1979a) believed that the importance of inservice education for principals is underscored by many notions. He stated:

- (1) the principal is the preserver of traditions, some of which may not serve today's educational needs,
- (2) there are fewer younger principals due to the decrease in new positions being created because of school-aged population decline, and
- (3) the principalship has become something that one survives. (p. 3)

Reinhard, Arends, Kutz, Lovell, and Wyant (1980) reported that the lack of reference to development and professional growth of the administrator probably mirrors the lack of thought and emphasis that have been given to what administrators need. They indicate that current "fads," such as time management and P.L. 94-142, seemed to be the most frequently mentioned topics for administrator development. Larger issues, such as the type of training that would help administrators perform the complex set of behaviors associated with the principal's position and the best ways of delivering that training to them, should be receiving more careful thought. Furthermore, staff development efforts should be responsive to local conditions and individualized to the specific principal's abilities. They further asserted that the principal must be treated as a colleague who is capable of describing his or her inservice needs.

Damon (1978) identified various reasons why inservice for principals has been inadequate. First, someone other than a principal identified a problem. A committee was formed to deal with the problem. Yet this type of process did not focus on the participants' way of thinking or functioning. Second, crisis resolution was often called inservice. However, this type of "inservice" focused on the districts' problems rather than the principals'. Furthermore, a short-term remedy was typically sought, such as dealing with the closing of a school or the failure of a bond issue. Another example

cited was regarding how to maintain a working relationship with faculty about to be reduced in force. In each case, the purpose was to sustain the strength of the system. A third reason given for the lack of improvement in inservice programs for principals was that many activities not directly sponsored by the district were considered to fill the need. But usually they did not. The principal who participated in workshops, graduate-level courses at night or during the summer, attended conferences and conventions, or participated in other professional "extra-principalship" activities was thought not to need additional inservice support. Few principals were accorded the professional freedom and responsibility to determine and plan what best met their own needs as principals (Wimpelberg 1984).

It seems apparent that administrators need to keep abreast of current developments during the present "knowledge explosion." In the writer's view the enhancement of knowledge and growth in skill is critical, and at the same time professionals must be able to make new applications of current knowledge. Continuing education for professionals seemed essential due to the changing nature of knowledge as well as the obligations of being a professional (Henderson and Bialeschki 1980). Higley (1974) indicated that inservice was important not only because it involved individual professional growth but because also it involved the status and nature of the principalship itself as an educational institution.

Employees will engage in professional development activities because of their needs and goals (Kallio and Knepp 1984). These needs and goals and the influencing factors will vary considerably among professionals depending on their career stages and their assigned or

desired responsibilities. It was their belief that the professional development programs should "flow from and respond to" the needs and interests of the individuals. These programs should consider the individual's level of responsibility, the individual's length of experience, and the institution's environmental orientation.

Profound changes in the thought and behavior of school administrators may have to accompany the dramatic shift in the educational context which has occurred. Keller (1979) made a case for the professional development of educational personnel:

With fewer and fewer opportunities for change in career, and less and less room for advancement within education, morale will remain low unless educators feel they can "make a difference" in their work and gain the professional satisfaction that attracted them to education in the first place. (p. 71)

Need for the Study

Beckner and Foster (1980) stated that leadership education for school administrators through inservice education has received too little attention. They maintained:

Inservice education programs for teachers and school counselors are getting much needed attention; but principals, assistant superintendents, and superintendents are still neglected. This is particularly true for small school administrators. . . . Even literature on inservice training for principals is scant. (p. 40)

St. John and Runkel (1977) asserted that today's administrators clearly need professional development because of ". . . technological advances, the knowledge explosion, and social conflicts influencing our educational endeavors" (p. 66).

Brown (1974) made a strong case for continuing the education of the principal. He offered four reasons to do something about the

continuing learning of the principal: There was little relationship between effectiveness on the job and formal preparation for the job; the job was changing and was defined differently by the various publics served; there was lack of mobility due to declining enrollments and our general economic situation; and the principal was in a unique position to nurture a positive relationship between teachers and students and a positive climate for learning.

Sharp (1983) acknowledged that the principalship required more than those skills and knowledges which were pertinent before the principal assumed the position. In this position the principal was often isolated, lonely, and lacking in encouragement for professional improvement.

Daresh and LaPlant (1984) made two generalizations about the inservice and staff development literature:

First, the majority deals with staff development and inservice for classroom teachers. Of more than 500 doctoral dissertations dealing with inservice completed between 1977 and 1983, fewer than 10 percent dealt with inservice for administrators. Second, literature on staff development other than doctoral dissertations is not research-based and tends to provide descriptions of the experiences of practitioners. (p. 4)

Inservice education for principals has been characterized as a "smorgasbord of opportunities splattered on the school house wall in a way which leaves principals trying to decide if the wall is part of a larger mural, a piece of abstract art, or perhaps an unwanted act of vandalism" (LaPlant 1979b, p. 3). In short, LaPlant (1979b) described inservice for principals as a "hodgepodge of workshops and courses in which the sum lacks a solid conceptual model" (p. 3).

Purposes of the Study

The first purpose of the study was to compare the perceived professional development needs of principals who were employed in schools with concentrations of American Indian students to (1) those principals in schools with concentrations of students representing other minorities and to (2) those principals in schools who served few or essentially no minority students. The second purpose of the study was to assess the needed areas of professional development for principals in the state of Washington as perceived by principals themselves. The third purpose was to determine if professional development opportunities differed on the basis of building enrollment, district enrollment, position level in the system, total years of experience as an educator, total years as an administrator, years as an administrator in the present location, age, sex, and educational degree. For purposes of this study, professional development opportunities consisted of planned educational and personal experiences in which principals participated to increase their professional competencies. The fourth purpose was to compare professional development opportunities for principals on the basis of who offered the training, where the training was received, and who funded the training.

Usefulness of the Study

At this time in our history, school principals are described as an aging cohort. Sam Sava, Executive Director of the National Association of Elementary School Principals (NAESP), reported that 50 percent of the current members of NAESP will be retiring by 1996

(Sava 1986). These principals have generally received the vast majority of their formal training. Nevertheless, the social context in which they work is changing, and there is a need for these principals to provide leadership which assists their schools to respond to the social needs. Furthermore, younger and less experienced principals have similar needs. Organizational structures, such as principal centers and administrator academies, have been emerging to respond to these needs. There has been the complaint that the staff development provided has not met the needs of principals (Damon 1978; Reinhard et al. 1980). This study should assist planners at all levels to identify the perceived needs of principals and to develop programs which are responsive to those needs.

Delimitations of the Study

The study was delimited to the following:

1. Seventy-five secondary and elementary principals and their respective public schools in the state of Washington.
2. Inservice education but not preservice education.
3. An exclusion of all internships which were considered to be preservice training.
4. An exclusion of non-public school principals because of additional variables related to nonpublic schools which would have to be considered.

Assumptions

The following major assumptions were made concerning the study:

1. There was a need for professional development of principals.
2. Participants who hold the position of principal were appointed to this position, in part, because they had developed an acceptable level of administrative skills.
3. Appropriate professional development activities for principals would ultimately have a positive impact on the quality of schooling that students receive.
4. The instrument designed to assess the present level and ideal level of functioning was appropriately administered to the sample group.

Definitions of Terms

The following terms were used in the study with the identified meanings:

Professional development. The totality of planned educational and personal experiences which focus on increasing the professional competencies of administrators in the school system in order to advance the quality of learning for students. The terms professional development, staff development, and inservice education were used interchangeably in the study.

The following explanation and terms were used in the state of Washington as a means of identifying student minority groups:

The racial/ethnic categories and definitions used are those provided by the U.S. Department of Education, as follows:

BLACK - Not of Hispanic Origin

A person having origins in any of the black racial groups.

ASIAN or Pacific Islander

A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or the Pacific Islands. This area includes, for example, China, Japan, Korea, the Phillipine Islands and Samoa.

AMERICAN INDIAN or Alaskan Native

A person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliation or community recognition.

HISPANIC

A person of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish Culture or origin, regardless of race. (State of Washington Superintendent of Public Instruction 1985, p. ii)

Research Questions

The study attempted to answer the following questions:

1. What are the perceived professional development needs of principals serving schools with concentrations of American Indian students?
2. What are the perceived professional development needs of principals serving schools with concentrations of minority students other than American Indians?
3. What are the perceived professional development needs of principals serving schools having no concentrations of minority students?
4. Is there a difference between the principals grouped by student minority enrollment on the present level and ideal level of

functioning?

5. Is there a difference between the present level and ideal level of functioning of principals as perceived by the principals?
6. Is there a difference between the principals grouped by building enrollment on the present level and ideal level of functioning?
7. Is there a difference between the principals grouped by district enrollment on the present level and ideal level of functioning?
8. Is there a difference between the principals grouped by their position level in the system on the present level and ideal level of functioning?
9. Is there a difference between the principals grouped by total years of experience as an educator on the present level and ideal level of functioning?
10. Is there a difference between the principals grouped by years as an administrator on the present level and ideal level of functioning?
11. Is there a difference between the principals grouped by years as an administrator in the present location on the present level and ideal level of functioning?
12. Is there a difference between the principals grouped by age on the present level and ideal level of functioning?
13. Is there a difference between the principals grouped by sex on the present level and ideal level of functioning?
14. Is there a difference between the principals grouped by educational degree on the present level and ideal level of functioning?
15. Is there a difference between the sources of professional growth opportunities for principals on the present level and ideal

level of functioning?

16. Is there a difference between the sources of professional growth opportunities of principals on the basis of their location?

17. Is there a difference between the sources of professional growth opportunities of principals on the basis of mileage traveled one way to receive that training?

18. Is there a difference between the value of the sources of professional growth opportunities of principals on the basis of funding?

The research questions were grouped according to the purposes of the study. Research questions 1-4 addressed the first purpose of the study by comparing the professional development needs of principals who were classified by the student minority enrollment in their schools. Research question 5 addressed the second purpose of the study by assessing the perceived areas of professional development for principals in the state of Washington as perceived by principals themselves. Research questions 6-15 addressed the third purpose of the study by determining whether professional development opportunities differed for principals on the basis of various personal and school variables. Research questions 16-18 addressed the fourth purpose of the study by comparing professional development opportunities on the basis of who offered the training, where the training was received, and who funded the training.

CHAPTER II

REVIEW OF THE LITERATURE

This chapter is a review of the literature pertinent to the study. The information is presented in the following categories: a history of the principalship; theoretical frameworks; a historical perspective of inservice education; inservice education for administrators; competencies of principals; and ethnic, racial, and lower-income groups.

History of the Principalship

Administration is needed for maintaining and expanding complex institutions found in an organized society (Knezevich 1975). He indicated that the practice of administration has been evident for thousands of years, and the formal study of public school administration however has been a recent development in American history. He further indicated the American culture has influenced and was influenced by school administration. Knezevich defined school administration as "a process concerned with the execution of policies within a unified system related to organizing and allocating human and material resources to accomplish predetermined objectives" (p. 23).

Early administration of public schooling was patterned after the town meeting approach which was similar to the way community affairs were carried out (Olivero 1980). The initial school employee

was the teacher. The typical school was the one-room, one-teacher elementary school (Campbell, Cunningham, Nystrand, and Usdan 1980; Cremin 1964; Olivero 1980; Tyack 1974). Schools were under the direction of the town meeting and later of the town selectmen or a committee of these selectmen. From the 1600s to the 1800s school government was part of the local government. In the late 1820s, the Massachusetts legislature established the school board as a separate governmental body at the local level (Campbell et al. 1980). Other states gradually followed this pattern.

As more students attended school, especially in the urban communities, the position of principal was created. Knezevich (1975) identified three solutions which were utilized to cope with the increase of student attendance. One solution was to increase the one-teacher schools. The second solution was to establish the double-headed schools. These schools had two masters: the primary master who taught the content subjects like reading, grammar, and geography, and the writing master who taught mainly writing. The third solution was to unite the school departments under the school principal.

Several factors influenced the early development of the elementary school principalship. Pierce (cited in Schuster and Stewart 1973) identified a number of these factors:

1. the separation of children into grades,
2. rapid growth of cities,
3. consolidation of departments under a single principal,
4. freeing of the principal from teaching duties,
5. recognition of the principal as a supervisor,
6. establishment of the Department of Elementary School Principals of the National Education Association.

(p. 26)

Knezevich (1975) revealed the position of elementary school principal grew out of classroom responsibilities. "First there were teachers; then teachers with some administrative responsibility; still later the principal-teacher, who was more of an administrator than a teacher; and finally a principal" (p. 382). Pierce (cited in Knezevich 1975) indicated the early functions of the principal-teacher were:

1. To be recognized and function as head of the school attendance unit charged to his care.
2. To regulate classes and courses of instruction for all pupils in the building.
3. To discover any defects in the building and apply remedies.
4. To report defects to the trustees of the district if he is unable to remedy the conditions.
5. To give necessary instructions to other teachers in the building (such teachers being qualified as his assistants).
6. To classify pupils.
7. To safeguard the schoolhouse and furniture.
8. To keep the school clean.
9. To instruct the other teachers referred to as his assistants.
10. To refrain from impairing the standing of other teachers especially in the eyes of pupils.
11. To require the cooperation of all the assistant teachers. (p. 382)

In many smaller school districts one still finds the principal serving as both a teacher and an administrator.

The position of principal was firmly established when supervision duties increased. Principals were released from teaching duties to spend their time managing the school. Tyack (1974) stated:

As city systems grew in size and bureaucratic complexity, the number of specialized administrative offices and administrators expanded dramatically. In 1889 the U.S. Commissioner of Education first included data on officers "whose time is devoted wholly or principally to supervision." The category was new enough to cause confusion--and indeed statistics on the number of administrators and their nonteaching staffs are still hard to determine. (pp. 184-85)

In 1890 the superintendent typically was the only person who did not teach in the system. However, by the 1920s, Tyack (1974) revealed that there were numerous school personnel--principals, assistant principals, directors, deans, attendance officers, and clerks--who did not teach but rather kept the system going. Furthermore, the duties of the principal changed. Campbell et al. (1980) stated:

Initially, the duties of the principal were essentially clerical in nature, such as the compilation of enrollment and attendance figures. Later the principal was relieved of teaching so that he might give full time to organization and management duties. The classification of pupils by grade levels was not the least of these duties. In recent decades the principal has tended to become, or is at least thought of as, an instructional officer in the school.
(p. 10)

The development of secondary education and secondary principals was affected by a different set of circumstances than the elementary principalship (Knezevich 1975). In colonial times secondary schools were "copies of the English Latin grammar school" and were headed by a teaching schoolmaster (p. 385). However, the development of the comprehensive secondary school was mainly a twentieth-century event. The traditional grading pattern for secondary education consisted of four grades above the eight-year elementary school curriculum. Today we find various grading patterns.

The most common grading pattern organized schools on a 6-3-3 basis, with the junior high school as the instructional center between the elementary and senior high schools. Another instructional center found between the elementary and senior high schools was the middle school. There was no consistency in the grading system; however, the majority tended to be six years of elementary, three years of junior

high, and three years of high school (Knezevich 1975).

In the smaller school systems one principal may head both the junior high and senior high schools. The role of the secondary principal changed as the purposes of the institution and the pupils have changed (Knezevich 1975). Some of these changes have been due to curriculum, pupils, and personnel such as assistant principals and department heads.

In recent times the successful administrator needed to have been an effective leader in several areas. Enochs (cited in Schuster and Stewart 1973) identified the functions of the principalship. He asserted that basic to a successful principalship was discharging certain functions efficiently. These functions identified the principal as a leader:

1. in curriculum
2. in personnel
3. in public relations
4. in the area of pupil-teacher relationships
5. for non-instructional personnel
6. in relations with the central office
7. in guidance
8. in articulation with the secondary schools and other schools
9. in the areas of school supplies, plant and equipment
10. in organization. (pp. 43-46)

Special programs designed to meet the differing needs of students affected new job categories, bureaus and officials, and programs of professional preparation. As a result, specialists trained in various fields formed their own professional organizations (Tyack 1974). These professional associations played an influential part in the legislatures passing laws which required certificates for the various specializations. The certificates replaced the earlier licenses based on examinations and required that the individual complete professional training. This legislative action served to

legitimize the specialists by level and function (Tyack 1974).

Campbell et al. (1980) believed professionals organized into voluntary associations for the purpose of self-control. One's peers were the only group assumed to be qualified to make professional judgments. Ideally, professionals in a given field were considered colleagues, each with equal status.

The National Education Association (NEA) was founded in 1857 and attempted to serve the entire education profession. The leadership was dominated by school administrators and university professors. There were several autonomous national education associations which were departments within the NEA. Among these were departments which focused upon the responsibilities of specific positions such as the Department of Elementary School Principals. During the late 1960s the teacher militancy estranged the teacher organizations from the administrator groups. Due to adversary positions, the administrator groups opted to become independent organizations. The National Association of Elementary School Principals (NAESP) and the National Association of Secondary School Principals (NASSP) separated from NEA in the early 1970s (Campbell et al. 1980; Knezevich 1975; Sergiovanni, Burlingame, Coombs, and Thurston 1980). The state affiliates of each of these national principals' organizations continue to grow.

The professional growth among teachers has been apparent. Because they were expected to acquire a larger body of knowledge, their period of training was increased (Campbell et al. 1980). The next section will attempt to offer a historical perspective of inservice education beginning with teachers and then with administrators.

Theoretical Frameworks

The private sector seemed to be able to tailor its programs to the leadership needs of its administrators (Houston 1986; Patterson 1983). Croghan and Lake (1984) maintained corporate culture has been a major focus of the corporate world. It seemed that organizations with strong cultures, like Hewlett-Packard and Proctor and Gamble, had a dynamic and innovative chief executive. Daft (1983) defined the culture of an organization and its impact on that organization:

Culture consists of the behavioral patterns, concepts, values, ceremonies, and rituals that take place in the organization. Culture should be congruent with strategy and the external environment. An organization in a state of retrenchment will have a different internal culture than one in a state of expansion. The chief executive can influence internal culture to be consistent with corporate strategy. Cultural values provide employees with a sense of what they ought to be doing, and how they should behave to be consistent with organizational goals. Culture represents the feeling, emotional, intangible part of the organization. Each organization has distinct culture.. (p. 482)

The culture of an organization was the key factor to the success of the organization (Deal and Kennedy 1985; Peters and Waterman 1982). The social and business environment in which the organization operated influenced the culture of that organization. Organizations with strong cultures had managers who took the lead in supporting and shaping the culture. Deal and Kennedy (1985) described the most successful managers as "those who strive to make a mark through creating a guiding vision, shaping shared values, and otherwise providing leadership for the people with whom they work" (p. 18).

Values were regarded as the foundation of corporate culture for they provided a sense of direction for all employees (Deal and Kennedy 1985). The types of corporate heroes, and the myths, rituals,

and ceremonies of the culture originated from, and occasionally determined, the shared values of the organization. Deal and Kennedy identified three ways shared values influenced performance:

Managers and others throughout the organization give extraordinary attention to whatever matters are stressed in the corporate value system.

Down-the-line managers make marginally better decisions, on the average because they are guided by their perception of the shared values.

People simply work a little harder because they are dedicated to the cause. (p. 33)

In education very little appears to be known about this area. Croghan and Lake (1984) stated: "The corporate culture of a school district will ultimately determine whether a new emphasis on improving the principalship will be institutionalized or will become obsolete" (p. 13).

Purkey and Smith (1985) found in their review of the effective schools literature research which suggested that student academic performance was strongly affected by school culture. Rutter, Maughan, Mortimore, and Ouston (1979) found that successful schools in England have cultures which produced a climate that was conducive to teaching and learning. Each school had a unique climate due in part to the composition of their staff and student enrollment as well as the environment in which the school existed. Educators have applied many business practices and research to the school setting. Training and development was one area.

Training was a learning process (Mathis and Jackson 1982; Schuler 1984) which had current and future implications for the success of an organization. In a narrow sense, training was concerned with teaching specific and usable skills related to the job. In a broad sense it provided general information which was then used to

develop knowledge for future applications (Mathis and Jackson 1982). Effective training was an investment the organization made in its human resources (Byrd, Shrock, and Cummings 1986). Schuler (1984) stated: "U.S. businesses spend approximately \$30 billion a year--or about one half the total cost of higher education in America--on employee training and development" (p. 35).

At times it has been difficult to determine exactly what performance was desired. Schuler (1984) believed the need for training and development could be determined by the employee's performance deficiency, which was computed as:

Standards or desired performance (present or future)
 - Actual (present or potential) performance
 = Training and development need. (p. 388)

Kreitner (1983) indicated that performance was affected by a variety of factors: motivation, the individual's job skills and knowledge, health, emotional state, and other personal factors. Other factors involved were management and organization factors, such as equipment and facilities, policies and procedures, and job designs.

Performance among individuals may vary due to their degree of motivation. Kreitner (1983) used the term motivation to refer to "the psychological process that gives behavior purpose and direction. . . . Motivation theories are generalizations about the 'what' and 'how' of purposive behavior" (p. 329). Kreitner identified the three most popular motivational theories: Maslow's needs hierarchy theory, Herzberg's two-factor theory, and the expectancy theory.

Maslow (1954) proposed people were motivated by a predictable five-step hierarchy of needs. These needs were psychological, safety, love, esteem, and self-actualization. Even though Maslow's theory has

not stood up well under testing (Kreitner 1983), it did suggest that a fulfilled need did not motivate an individual.

Herzberg's two-factor theory proposed that a satisfied employee was self-motivated (Herzberg 1966). There were two classes of factors associated with employee satisfaction and dissatisfaction. One group of factors, called motivators, accounted for high levels of motivation to work. Mathis and Jackson (1982) identified the motivators: achievement, recognition, the work itself, responsibility, and advancement. The second group of factors called hygiene or maintenance factors caused discontent with work. Company policy and administration, supervision, salary, interpersonal relations, and working conditions were identified as hygiene factors (Mathis and Jackson 1982).

Both Maslow's and Herzberg's theories have been criticized for making unsubstantiated generalizations about motivation (Kreitner 1983). Both have been criticized for having a weak empirical basis. Yet they have contributed to motivation theory and are widely believed.

The expectancy theory dealt with personalized rational choices individuals made when they had the opportunity to work to achieve rewards. Individual perception played a major role in the theory. The expectancy theory was based upon the assumption that the degree of motivation was determined by perceived probabilities of success. The motivational strength of an individual increased as the perceived performance-reward probability and the perceived effort-performance probability increased. Kreitner (1983) indicated this theory appealed to our common sense. It also has received empirical support from researchers.

Historical Perspective of Inservice Education

Harris (1980) indicated that most inservice education focused on the growth needs of teachers. He attributed this to the fact that teachers constitute the largest group of staff personnel in any school or college. He further indicated that inservice education from the 1940s through the 1970s generally has been reactive rather than proactive. Harris offered five reasons why inservice education has been reactive.

The first reason was that the continuous expansion of the school system of our ever-expanding nation required that any available person be hired. Training was often provided after the fact. As well-trained staff were lost to industry and family rearing, the need for inservice development was recognized. The World War II era created teacher shortages which lasted for thirty years. Inadequate teacher training and selection and growing enrollments were problems. The approach to these problems nationwide tended to be "casual or sporadic" (Harris 1980, p. 29).

The second reason cited by Harris (1980) was the urbanization of the United States. This brought about curricular changes, such as vocational education. These changes required inservice education for all teachers, even those considered to be fully prepared.

The third reason Harris (1980) mentioned was the economy based on industrialization in the United States along with legislation against child labor. This factor moved schools toward universal, compulsory school attendance. Inservice education for personnel was demanded regardless of past experience or preparation.

The fourth reason Harris (1980) identified was related to social and economic developments. These developments, such as immigration, desegregation, women's rights, depression, suburbanization, divorce, war, and the automobile, influenced education in subtle ways.

Harris stated:

Each such change has made in-service education less a matter of compensation for limited preservice education and more a matter of continuing education to respond better to the changing character of the school in society. (p. 26)

The fifth reason given by Harris (1980) was relative oversupply of teachers in the 1970s. During the prior thirty years, a teacher shortage had existed and this shortage had seemed normal. An interest in inservice education was triggered due to the declining school and college enrollments and unemployed graduates. Militant teacher associations became interested in inservice as they began to seek more control over personnel decisions and to respond to the concerns of their constituents. During this same time school boards, administrators, and state legislatures began to view inservice education as a necessity for responding to societal demands for a better education. The accelerated change in society, the expansion of the knowledge base, and an aging society were other factors related to the oversupply of teachers.

Schiffer (1980) indicated that from its inception in 1839 inservice education has been based upon the assumption that preservice training for teachers did not adequately prepare teachers for the tasks of teaching. As the concept of what those teaching tasks entail changed, the goals of inservice education were altered.

Before 1890 inservice education was a means to correct the inadequate command of subject matter and lack of professional skills

of the teacher. Public schools at this time were staffed by poorly trained and educated teachers (Schiffer 1980). Tyack (1974) described the typical teacher as only having attended grammar school. Because the demand for teachers exceeded the supply, there were few or no certification requirements. The teacher institute was the primary means of inservice at this time.

From the 1890s to the 1930s inservice education attempted to upgrade the teacher's cultural and professional skills and knowledge. The better educated teachers criticized the teacher institutes for duplicating preservice training. As a result new agencies for inservice emerged. Summer normal schools, extension courses, and teachers' reading circles became prevalent. Schiffer (1980) stated: "The need of the schools to meet new demands, new developments in the curriculum field, and a new understanding of the learning process led to new thinking about teachers' educational needs" (p. 130). The upgrading of teachers was reflected in higher admission requirements of teacher-training institutes, higher standards for certification, and an extension and enrichment of preservice programs.

During this same period a change in administrative-supervisory approaches also occurred. Schiffer (1980) described the shift as going from inspection to criticism to helping teachers. Supervision developed into an important function of administration. The major task of supervision was teacher improvement. However, during this period, scientific management was practiced (Callahan 1962). The supervisor had the authority to determine curriculum and teaching methods. Teachers were rated on how well they taught prescribed materials by prescribed methods. The administrators defined the

organization's goals. Sergiovanni et al. (1980) believed this characterized a concern for efficiency.

The human relations approach occurred from the 1930s to the mid 1950s. This approach was greatly influenced by research conducted by Mayo and Roethlisberger at the Hawthorne plant of the Western Electric Company (Roethlisberger and Dickson 1939). Mayo and Roethlisberger attempted to determine the relationship between physical factors and performance of workers. They found that increased production resulted from the changes in the social conditions of the workers. The workers seemed to be motivated by the democratic style of supervision and the resulting increase in attention by the researchers.

A new understanding of personality theory was reflected in the curriculum, in administrative theory, and in supervisory practices. In the 1940s inservice education was considered to be an essential aspect of instructional supervision (Schiffer 1980). Sergiovanni et al. (1980) believed administration was characterized by a concern for the person. The development of morale became the focus of supervision. The emphasis was on process, procedure, and techniques. This era was labeled as the group process era (Harris 1980). Inservice education emphasized teacher participation and group activity. These efforts stressed helping teachers survive or improving human relations within the school.

On the other hand, Sergiovanni and Carver (1980) asserted that conflict, dialogue, and disagreement disrupted the human relations approach and were not tolerated by school administrators. Therefore, the popular school administration model was paternalistic "based on

human relations and happy-family-but-father-knows-best principles" (p. 19). Sergiovanni et al. (1980) observed that the human relations thought was criticized because it overemphasized the person's social needs and deemphasized the needs for accomplishment and responsibility. Social needs were considered separate from the concerns related to the tasks of the organization.

In the mid 1950s the workshop became the most widely used technique for the continuing education of teachers. The intent was to provide for individual growth through group interaction. Professional growth of teachers was stressed (Harris 1980). Teachers engaged in research to improve their performance. This approach affirmed the concept that teachers were intelligent and creative enough to identify and research their own problems. The needs of teachers were assessed by asking teachers and their supervisors what teachers needed. It was believed that inservice should grow out of the needs teachers felt. The basis for inservice education was the environment in which the teacher taught (Harris 1980).

The post-sputnik era was one of new interest in inservice education as it related to curriculum revision (Schiffer 1980). Institutes funded both elementary and secondary teachers in a broad array of content fields. Harris (1980) labeled these developments as regressive, for a single approach was utilized and only content learning was stressed.

The War on Poverty programs gave new life to inservice education (Schiffer 1980). Educators had the opportunity to "emphasize program development, innovative programming, organizational restructuring for learning, materials development, and new staffing

patterns" (Harris 1980, p. 28). Various federal programs initiated changes in instructional programs thereby stimulating inservice education activities (Flanagan and Trueblood 1983). Many inservice education needs were served at the local levels. Opportunities and money to design innovative inservice education programs were made available. Harris (1980) pointed out that the emphasis was on program change.

The purpose of inservice education has changed noticeably.

Schiffer (1980) stated:

The greater focus upon the needs of teachers, the concept of supervision as guidance, and an emerging emphasis upon democratic and participative planning did not occur until after teacher education and professionalization had advanced to the point where teachers became specialists in classroom practice. The concept of in-service could then evolve from that of training individual teachers to attempts by teachers, supervisors, administrators, and others to solve common problems.
(p. 132)

The most common current model of inservice staff development activity in which a teacher participated added to the teacher's competency and was rewarded. This approach has continued because the historical models of inservice education and school districts have been supportive.

School districts found it uneconomical to support staff development programs when the staff turnover rate was high. Yet more recently the lowered teacher mobility and increased career commitment have helped to change the purpose of inservice education. The current emphasis is that of providing continued training for teacher assignments to certain teaching situations (Schiffer 1980).

Schiffer (1980) believed that models of staff development should emphasize both personal and organizational change to achieve school renewal. Models of personal change focused upon improving the individual and groups in the school. It was assumed better teachers make for a better school. Spring (1985) asserted teachers are professionals who must continually study and be interested in new knowledge in the field. Models of organizational change focused upon developing the skills of the teacher to carry out the organizational goals as determined by the school board or the central office staff. The teacher center was an example of this attempt to harmonize personal and organizational change.

Teacher centers were originally for preservice teacher training. Although teacher centers were promoted legislatively through federal grants, very little money was authorized for inservice education teacher centers. As Harris (1980) indicated, teacher centers tended to be a consortia of various institutions and vested-interest groups; specialized in either preservice or inservice and were not usually multiservice oriented; and responded to the needs of individuals rather than to the needs of the districts, schools, or programs. He also believed centers which have emerged in recent years tend to be unplanned and uncoordinated.

On the other hand, Roe and Drake (1975) called the teacher center "one of the maturing concepts in inservice education" (p. 277). They indicated teacher center education was rooted in the belief that a professional can and should be responsible for his or her own professional and personal development. The center provided teachers the opportunity to gather at a central informal work place. Programs

were then developed from the sharing of ideas and the identification of needs.

Inservice Education for Administrators

Reed (1983) believed the necessity for professional growth programs for school administrators has been established. Much of the literature for inservice education was found under interchangeable labels of staff development or inservice programs (Broussard 1981; Reed 1983).

Inservice education assumed that staff members can and will grow beyond minimum expectations of initial employment (Harris 1980). The staff was the heart of the operations of the schools. The ability of the staff to perform was crucial. The concept of accountability had little meaning without substantial continuing growth in school personnel competence.

There were various approaches for improving the performance of staff. Harris (1980) indicated that the focus of most inservice was upon the growth needs of teachers. He reasoned this was so because teachers constituted the largest group of staff personnel. Yet there was a need for continuing education for principals. These individuals faced many perplexing problems--legal, public relations, and child welfare--of effective leadership (Harris 1980).

LaPlant (1979a) maintained that the intent of inservice training for principals was to improve their competence. However, he indicated that it was difficult to achieve a consensus on the definition of competence.

Sharp (1983) acknowledged that the principalship required more than those skills and knowledge which were pertinent before the principal assumed the position. The principal was often isolated and lacked encouragement for professional improvement (Shablak, Lestrangle, and Logan 1985; Sharp 1983). Higley (1974) believed principals should be given long-overdue attention. The reasons he offered were:

1. Parents want both the status quo and innovative programs;
 2. Teacher unions and associations are more assertive;
 3. Principals lack the mobility of other educational administrators.
- (p. 10)

Croghan and Lake (1984) addressed strategies for improving the principalship. These authors argued that private companies were able to concentrate their resources and thereby developed a strategic focus. This strategy increased the chance for company success and developed a special market niche. A school district could increase its effectiveness by concentrating its resources in one area. Croghan and Lake suggested three major strategies to improve student performance:

1. increasing parent participation;
2. improving teacher performance, and;
3. improving the role of the principal. (p. 7)

These authors argued the focus should be on the principal. They stated:

Selection, training, and development are more manageable tasks for the smaller population of principals than for teachers. Developing better principals may even be seen as an indirect approach to the development of teachers because good principals hire, train, and develop good teachers. (p. 8)

Geering (1980c) asked respondents to give two responses--real and ideal--to competencies identified for principals. The comparison between the ideal and real situations yielded information pertaining to the needs of the principal. He found that the information listed was a description of the status quo. He suggested information be elicited from key people in the district who were capable of giving informed judgments about the needs of which principals were not aware. This approach would avoid the criticism that the status quo was being perpetuated.

On the other hand, Damon (1978) indicated inservice activities were usually structured with what the school or superintendent thought was beneficial. This seemed so if the district provided the funding. Very few principals were accorded the professional freedom and responsibility to determine their own needs. He believed principals should exercise their professional prerogatives more than they currently do. This action may enhance the private and public images of the principal. Damon identified several possible courses of action principals could take:

1. Press state and national professional organizations to develop nationwide inservice programs;
2. Band together and develop district and community support for the concept of inservice programs;
3. Develop a variety of inservice programs which everyone would support; and
4. Recommend alternative ways to implement their inservice programs. (p. 49)

Dareh and LaPlant (1985) examined the six most popular models used for the delivery of principal inservice. These models were the traditional model, institutes, the academy, competency-based inservice, networking, and the collegial model. The traditional model

for inservice was enrollment in credit courses at colleges and universities. The university determined the content and procedures. This model was the most frequently used because principals wanted additional coursework in a specific area of interest, wanted an advanced degree, or needed to renew or upgrade certification.

The institute model was the second most used form of inservice for principals. This model consisted of short-term, topic-specific learning experiences.

The third model was the academy which consisted of in-house learning experiences based upon frequent needs assessments. The activities were provided through an ongoing process to the principals.

To drive principal development toward high-performing competencies targeted by the district, Croghan and Lake (1984) suggested the district utilize statewide management academies and/or regional management development networks. Manasse (1983) reported the Florida legislature established and funded a council on educational management with a mandate which included identifying those competencies characterizing high-performing principals. More national, state, and local education agencies were responding to the needs of their executive educators (Patterson 1983). Outstanding among these efforts were the academies (Donaldson 1982; Huddle 1982).

Each academy strived to improve the management skills of the school administrator by providing for both the individual's human needs and the organizational requirements (Barnett and Lee 1984; Eisner 1980). This attempt seems to be similar to the teacher centers described by Schiffer (1980). Many of the academies were supported, funded, and sometimes staffed by state education agencies

(Donaldson 1982; Patterson 1983).

The Principal's Center at Harvard University is an example of the academy concept (Barth 1985). The Center was committed to school improvement from within. Schools principals, as well as other staff members and sometimes parents, were provided personal and professional development. This principal center has sought ways to support principals so they may better pursue their own goals as educational leaders. Barth reported the Center searched for those conditions which appeared to be associated with professional invigoration of school principals. The summarized conditions were:

1. Awarding professional recognition to principals to enhance their self-esteem;
2. Allowing voluntary attendance of the principals with the hope they would be more open to learning;
3. Providing a neutral setting to hold out intrusions typical at a school setting;
4. Maximizing diversity among principals' ideas and experiences to generate possible solutions to common problems;
5. Allowing principals to identify areas of need and to feel an ownership in the program;
6. Utilizing principals as resources to generate respect and recognition as well as having the opportunity for reflection about practice; and
7. Allowing principals to match their styles as practitioners and as learners to a variety of formats.

Barth (1985) reported that there was little evidence which directly related participation in the Center with outcomes such as

pupil achievement in the schools. However, large numbers of principals were voluntarily joining and participating.

The competency-based model was identified as the fourth model to inservice (Daresh and LaPlant 1985) which provided knowledge, attitudes, and skills for an effective leader. Some competency-based programs were sponsored by professional associations.

O'Neal, Estes, and Castleberry (1985) reported on the Principal's Staff Development Program at the Education Service Center, Region 20, San Antonio, Texas. These authors reviewed the literature to identify the best practices for teacher inservice education. It was determined that effective inservice education for teachers:

1. involves the clients in collaborative decision-making regarding their own program;
2. is based on client-identified needs;
3. is conducted at local school sites;
4. provides both intrinsic and extrinsic rewards;
5. affords participants the opportunity to see skills and concepts modeled;
6. is designed to strengthen and build upon the unique abilities and talents of individual participants rather than assuming that teachers have weaknesses that need to be fixed;
7. provides for mutual adaptation among inservice programs, consultants, and participants, in that participants have the opportunity to synthesize content gained and make application of their individual schools rather than adopt the ideas as presented;
8. provides participants with different training experiences to accomplish various objectives rather than have common activities required for all participants. (p. 3)

The best practices of teacher inservice education were then utilized as the development base for principal training. It should be noted that two corollaries related to inservice education for principals were different. The inservice education for principals was not held at the local school site but "held in locations which are convenient to the principals but at least one step removed from

the school" (O'Neal, Estes, and Castleberry 1985, p. 3). It was believed the individual school site was not ideal for training principals. Furthermore, principals were not provided with different training experiences to accomplish various objectives. O'Neal, Estes, and Castleberry indicated that it was impossible to differentiate for individuals due to such factors as audience size, variation in work setting, and frequency of meeting.

The goal was to measure the impact of the program. Ethnographic techniques were utilized to collect data which indicated differences the program made to the participating principals. The four research foci were satisfaction, use, effect, and impact of the program. About four hundred principals were involved in monthly inservice sessions which focused on professional development, school improvement, and personal renewal.

Two face-to-face interviews were conducted with eight principals to determine what principals were doing with the knowledge and skills gained from the training sessions. Teachers were then surveyed to verify information and to enlarge the data base.

The results of the study substantiated that the program had an impact on practices, and that the use of best practices for administrator training was successful. The researchers, however, did suggest further research on a "larger unbiased sample" (O'Neal, Estes, and Castleberry 1985, p. 5).

Networking, the fifth model identified by Daresh and LaPlant (1985), brought individuals together informally with the purpose of sharing similar concerns and effective practices. The participants had primary responsibility for controlling the learning experiences.

This approach was different from the others for in the other models professional associations, state education agencies, or universities determined what was to be learned.

The sixth model identified by Daresh and LaPlant (1985) was the collegial model. This model focused directly upon the local school situation and the needs of the local principals. The collegial support groups established an environment in which they learned how to improve their individual administrative performance. The Principals' Inservice Program, which was developed with support from the Institute for Development of Educational Activities (I/D/E/A), was an example of the collegial model. They maintained this program held the most promise for helping principals.

The Institute for Development of Educational Activities (I/D/E/A) sponsored the Principals' Inservice Program based on the collegial model. Fifteen states participated in this program which emphasized continuous improvement activities of principals through a collegial support group. Sharp (1983) specified the four outcomes toward which group members worked:

The principal, as a member of a collegial support group, designs, implements, and evaluates his or her own professional development plan for increasing leadership capability;

The principal designs, implements, and evaluates a school improvement project that includes staff involvement in addressing an identified need within the school;

Members of the collegial support group assist and encourage each other in professional development and school improvement efforts;

The principal adopts continuous improvement as a way of life and accepts personal responsibility for his or her role in the improvement process. (p. 97)

A survey was conducted with the principals who participated in this program from 1979-80. Sharp (1983) reported the principals

viewed the program positively. When asked what major impacts the program had, the principals cited support and learning from peers, professional growth, and enhancement of professional self-concept.

The Syracuse University Principal's Center was established by principals familiar with the position and responsibilities of principals. They joined with professors to bridge the gap between what is and what ought to be. The intent was to move principals toward greater professional effectiveness. Principals assessed their own strengths and needs. This center brought principals together in local and regional forums to share problems and solutions. Shablak, Lestrangle, and Logan (1985) stated:

Action is proposed as research and practice are linked. . . . The challenge . . . is to take the skills of effective principals recounted in the administrative classroom and in the research literature and make them useful for the individual. (p. 19)

By encouraging and stimulating growth, the Center attempted to improve the professional lives of principals.

Competencies of Principals

Hersey and Blanchard (1982) believed competence implied control over physical and social environmental factors. They also believed it was a motive related to self-actualization. One's sense of competence was not always permanent for it was influenced by positive or negative happenings. As a result the competence motive tended to be cumulative. Hersey and Blanchard clarified this point:

For example, people can get off to a bad start and then develop a strong sense of competence because of new successes. There is, however, a point in time when a sense of competence seems to stabilize itself. When this occurs, the sense of competence almost becomes a self-fulfilling prophecy, influencing whether a given experience will be a success or failure. After people

reach a certain age, they seldom achieve more than they think they can, because they do not attempt things they think they cannot achieve. (p. 38)

The desire for professional growth seems to be driven by the motive for competence. It would appear that when people are allowed to grow professionally, they are motivated to use more of their potential to accomplish tasks and goals of the organization.

A person's motivational level may influence perceptions about performance, rewards, and personal goals. Sergiovanni and Starrat (1979) contended that the locus of supervisory behavior was the locus for upgrading a particular educational achievement. An educational leader had to have informed basic operational convictions about what constituted good education practices. This was referred to as an educational platform.

Sergiovanni and Starrat (1979) believed the educational platform consisted of one's basic assumptions, beliefs, attitudes, and values which were the foundations of one's behavior as an educator. An effective leader seemed to be able to explain the educational platform under which he or she operated. The clarification of one's educational platform might assist the individual in identifying specific areas needed to increase effectiveness and to broaden human capacities.

At times the individual's actual platform may be unknown to him. The Johari Window has been used to depict the personality of the leader (Luft 1970). Leadership personality was described as the perceptions of others and the leader's perceptions (Hersey and Blanchard 1982). This relationship seemed to revolve around the leader's educational platform known to self and others, the public

arena; known to self but not others, the private arena; not known to self but known to others, the blind arena; and not known to self nor to others, the unknown arena (Luft 1970).

When the individual was confronted with a theory in use consistent with the individual's espoused theory--that which the individually publicly stated belief in--a dilemma resulted. This was seen as a stimulus for change and emphasized professional accountability as opposed to occupational accountability (Sergiovanni and Starrat 1979). Occupational accountability sought to meet some predetermined standard, and suggested a statement about quality. Once the individual met minimum standards, it seemed the obligation to improve ceased (Sergiovanni and Starrat 1979).

Sustained changes in behavior and sustained improvements seemed to occur when the individual was committed to change. To facilitate change it was necessary to create a condition for change. Readiness for change was critical. Appropriate support systems needed to be provided at that point. Sergiovanni and Starrat (1979) believed the support systems should be psychological and geared toward accepting and encouraging the individual, but should also be technical and geared toward making available professional practice alternatives. A supportive climate was deemed necessary.

Feedback and disclosure were two processes by which the public arena could be increased. Feedback involved others in the organization willingly sharing with the leader their impressions about the actions of the leader. Verbal and nonverbal clues from others provided additional feedback which the leader needed to recognize. The more feedback the leader received, the more the public arena

expanded into and decreased the blind arena. Disclosure involved the leader willingly sharing with others organizationally relevant information about himself or herself. The most relevant disclosure involved the behavior of people rather than their words. This expanded the public arena and decreased the private arena. An increase in feedback and disclosure enhanced the likelihood that the public arena was increased. With appropriate feedback and disclosure the unknown arena seemed to decrease for the public arena extended into it. Through these two processes the leader may eventually enhance his or her effectiveness on the job (Hersey and Blanchard 1982).

Lewis (1983) believed there must be a change in the behavior and/or attitudes of the individual toward improving job effectiveness. He maintained that the institution of individual performance plans and professional improvement plans were ways to improve school district performance on both the individual and school level. The individual performance plan concerned the efforts the individual made toward the objectives and standards of the operational plan. The professional improvement plan concerned the ability of the individual to perform better. He believed there should be short-range objectives and performance standards for training and development needs.

Hoyle (1985) asserted that administrator preparation programs must prepare school leaders to understand the theoretical foundations and demonstrate the application of specific performance goals. He maintained that successful school leaders must:

1. Establish and maintain a positive and open learning environment to facilitate the motivation and social integration of students and staff.

2. Build strong local, state, and national support for education.
3. Develop and deliver an effective curriculum which expands the definitions of literacy, competency, and cultural integration to include advanced technologies, problem solving, critical thinking skills, and cultural enrichment for all students.
4. Develop and implement effective models/modes of instructional delivery that best utilize time, staff, advanced technologies, community resources, and financial means to maximize student outcomes.
5. Create programs of continuous improvement and evaluation of both staff and program effectiveness as keys to student learning and development.
6. Skillfully manage system operations and facilities to enhance student learning.
7. Conduct and utilize research as a basis of problem solving and program planning of all kinds. (pp. 76-77)

Once students completed their preparation programs they should be able to demonstrate competencies related to the leadership goals. These competencies were school climate improvement, political theory and skills, systematic school curriculum, instructional management, staff development and evaluation, allocating resources, and using research (Hoyle 1985).

The National Association of Secondary School Principals (NASSP) identified and validated twelve behaviors as being important to the job of the principals (Jeswald 1977). These areas were:

1. Problem Analysis
2. Judgment
3. Organizational Ability
4. Decisiveness
5. Leadership
6. Sensitivity
7. Range of Interests
8. Personal Motivation
9. Educational Values
10. Stress Tolerance
11. Oral Communication Skills
12. Written Communication Skills. (pp. 81-82)

These twelve behaviors are currently utilized across the nation by all the assessment centers established by NASSP. However,

Geering (1980a) concluded that it was difficult to determine which tasks and skills contributed to the effectiveness of a principal. He believed the assessment centers only measured the behavior dimension and neglected the task component which consisted of how the principal performed tasks.

The National Association of Elementary School Principals (NAESP) identified the skills, traits, and capabilities that principals who develop quality kindergarten through eighth-grade schools possess (NAESP 1986). These skills, traits, and capabilities were called proficiencies rather than competencies. Competency suggested adequacy. Proficiency was defined as "the advancement toward the attainment of a high degree of knowledge or skill" (p. 1).

Four major strands of skills and characteristics were identified: Experience and Education, Leadership Proficiencies, Supervisory Proficiencies, and Administrative Proficiencies. The education and experience strand identified four basic areas. NAESP (1986) explained:

Three are a direct function of training--a liberal arts education that provides a solid background in the fundamental aspects of the curriculum, advanced skills in teaching and learning processes, and a thorough understanding of practical applications of child growth and development. The fourth and in some ways the most important is a strong sense of caring--a sincere commitment to children's welfare and progress. (p. 3)

The Leadership proficiencies were related to the change process within schools. NAESP (1986) identified the capabilities and characteristics the principals must possess to "create receptivity to change among the pupils and staff and the community, and to smoothly manage the change process" (p. 5). The three elements under the

leadership proficiencies were leadership behavior, communication skills, and group processes. Leadership behavior was related to the values, beliefs, and personal attributes the principals displayed which encouraged others to achieve the school's goals.

Communication skills were related to the verbal and nonverbal image of the principal. That image tended to form the perception of the school. The effective principal was also able to garner support for the school by conveying information clearly.

Group processes were related to the involvement of others. "The proficient principal is one who capitalizes on the commitment and energies of these people to assure schoolwide accomplishment" (NAESP 1986, p. 8).

The supervisory proficiencies were related to instructional leadership. The four basic elements identified were curriculum, instruction, performance, and evaluation. The curriculum element basically required the principal be able to articulate what teachers were to teach and what students were to learn.

The instructional element required the principal to establish an environment conducive to learning and success. Teachers were assisted in developing teaching practices.

The performance element required the principal to set high expectations and encourage others to increase their performance. The evaluation element required the principal to assess student performance and staff effectiveness.

The administrative proficiencies were related to those functions the principal performed which were beyond the boundaries of the school and the community. The three elements identified were

organization, fiscal, and political. The organizational element was related to the conceptualization the principal held about the school's mission and goals. The principal's analysis of the teachers' skills and of the children's needs determined the arrangement of the school organization.

The fiscal element required the principal to be able to understand the relationship between the instructional program and the budgeting process. It also required the principal to identify resources and opportunities which would support the school program.

The political element required that the principal understand the political decision-making process. This would increase the effectiveness of the principal in generating public support for the educational program.

A model program for the preparation and certification of school administrators was developed in Washington state (Educational Service District No. 123 1976). Panels of experts and national sampling were utilized to identify competency areas. The areas identified were:

1. Accountability
2. Communication Skills
3. Community Relations
4. Curriculum and Instruction
5. Fiscal
6. Organizational Management
7. Out of School Activities
8. Legal
9. Special Services
10. Staff Personnel
11. Student Personnel. (pp. 39-112)

Ethnic, Racial, and Lower-Income Groups

Garcia (1978) identified the four largest ethnic minority groups in the American society as "Asian Americans, black Americans, native Americans, and Spanish-speaking Americans" (p. 11). He believed they were identified as ethnic minority groups because they did not control the political or economic institutions which governed their lives, due in part to their smaller numbers, and because they retained non-Anglo cultural and linguistic attributes. Many ethnic minority groups experienced poverty; however, he added that poverty was not a condition inherent to ethnic minority groups.

Bean and Clemes (1978) indicated relations between minority groups and schools were complex and oftentimes stressful. The school administrator has to deal with demands and complaints from widely divergent types of people. This section will attempt to examine the impact of ethnic minority groups on the job of the principal.

An issue of vital importance to ethnic minority students was not language but quality education (Banks 1977; Francese 1986; Spring 1985). Both Blacks and Hispanics were reported to be heavily concentrated in urban areas where public schools traditionally have been of lower quality than those in suburban areas (Francese 1986). The most important factor for their economic progress, according to Francese, was upgrading public education in cities.

An important struggle for racial minority groups has been for equality of educational opportunity (Spring 1985; Tumin and Plotch 1977). This was perceived as a means for providing everyone the same chance to receive an education. Spring believed it was debatable

whether education did indeed provide equality of opportunity. The denial of equal access to an education could be the result of such problems as racial segregation; lack of provisions to accommodate special needs students, such as handicapped students; denial of equal access to instruction for students with non-English-speaking backgrounds; and the placement of different racial groups in separate tracks in the school setting. Equality of educational opportunity may be essential for equality of opportunity in a society.

Equality of opportunity was defined as "giving everyone the same chance to compete for positions in society" (Spring 1985, p. 89). However, the development and usage of intelligence tests justified a hierarchical social structure which was based on intelligence and, according to Banks (1977), denied minority students equal educational opportunity. The levels of measured intelligence tended to be related to social class and race (Stodolsky and Lesser 1975).

One of the contributing factors to social-class and racial bias in the schools was the level of expectations (Garcia 1978; Spring 1985). It was expected that students from upper- and middle-class families would do well in school, while students from lower-class backgrounds were expected to do poorly. In that instance, the school simply reproduced the social-class background. Garcia (1978) maintained ethnic minority students were disadvantaged to the extent that their cultures differed from the dominant culture of the school.

Rutter et al. (1979) provided insights into how schools might improve the academic achievement of students from lower-class backgrounds. The study attempted to identify the things a school could

do that would make a difference in the education of children. They concluded that social and academic outcomes of the students could not be explained by family background, size of the school, age of the buildings, space available, nor administrative organization. The characteristics of the school related to better behavior, less delinquency, and better test scores were linked to expectations and standards. These included the degree of academic emphasis, the actions of teachers during a lesson, the system of rewards and punishments, the positions of responsibility assumed by students, and the social conditions in the school. In general they concluded that the social ethos of the school created a pattern of social behavior among the students which affected their educational outcomes.

Brown (1973) conducted a study which was concerned with the job satisfaction of men and women who occupied leadership positions in local school systems. He was also concerned with the effects of the ethnic composition of schools--students and teachers--on administrators' job satisfaction. One thousand public school administrators in California were surveyed. He found principals of schools with a 20 percent or more minority student enrollment enjoyed their positions less than principals with fewer minority students. Brown (1973) stated:

A comparison of three principalship categories (elementary, junior high, and secondary) reveal that: (1) elementary and junior high school principals with a sizable minority student enrollment received less satisfaction from their positions than those with fewer minority students. While the minority student composition did not make a difference with senior high school principals, a closer look revealed that junior high school principals with few or no minority students received the greatest satisfaction from his position, while the elementary school principal with a sizable minority student enrollment received the least. (p. 7)

Brown (1973) concluded the findings suggested that the favorableness of leadership positions of elementary and junior high school principals was adversely affected by a minority student enrollment which exceeded 20 percent.

Edington (1981) reported on rural students and achievement trends. He indicated most of the literature on rural education indicated Black, Hispanic, and American Indian rural youth tended to have lower levels of achievement than white rural youth. The federal intervention programs which had been successful in raising achievement levels of urban youth were not as successful with rural youth. Edington indicated these intervention programs did not meet the goals and objectives of rural people. Two factors which seemed to increase the achievement level of rural youth were community involvement and, most importantly, local leadership.

Research on American Indian education was sparse. Effective educational practices in this area have not been supported by a substantial body of well-designed research (Kleinfeld and McDiarmid 1983). Many rural Alaskan teachers were reportedly dissatisfied with what they were offered in the area of professional growth and development (Kleinfeld and McDiarmid 1983). It may be assumed that principals would also be dissatisfied in this area.

Tippeconic (1984) asserted that the public school administrator can utilize several resources for educating students from Indian reservations. Some of these resources were similar to others identified in literature on the professional development needs of principals. The similarities were the state department of education, universities and colleges, regional centers which provided technical

assistance to the local school district, state and national professional associations, and information sources which provided research findings or descriptions of current practice.

Other resources which were identified by Tippeconic (1984) were special programs or people within the district who were knowledgeable about meeting the needs of Indian students and who understood related federal programs; schools on or near reservations such as other public schools, Bureau of Indian Affairs (BIA) schools, or contract schools; the tribal council or the education department in the tribal government; the federal government, especially the BIA or programs, such as Title IV Indian Education Act or Title VII Bilingual Education Act, which were administered by the United States Department of Education; and state and national Indian organizations which promoted Indian education. Two such organizations in Washington were the National Indian Education Association (NIEA) on the national level and the Washington Indian Education Association (WSIEA) on the state level.

Eaglestaff (1985) reported on the Washington State American Indian Education Policy Symposium. The democratic ethic was the basis for educational policy in the public school systems. The goals of society and the aims of educational policy should focus on equal opportunity for all students. To assure equal opportunity for students, attention should be given to the needs of American Indian children along with the needs of all other students. It was the responsibility of the school and the Indian community for the direction and development of Indian education programs.

Summary

The review of the literature revealed that there are major changes in the society and that school principals must be prepared for dealing with the future implied by these changes. They must be prepared to assess their professional skills and competencies in order to clarify their professional development needs and thus respond to changes in our society. To be prepared probably means the undertaking of steps required to obtain the training and education necessary to carry out administrative responsibilities.

Theories related to the needs of the organization and the needs of employees as well as business practices and research have had an impact on training and development in the school setting. By analyzing the role of the principal, various competencies have been identified. The review of the literature revealed that principals have needs which should be considered. Various organizational and personal factors affected these needs. The most promising model of inservice education for principals focused directly upon the local school situation and the needs of the local principals. The research has indicated that the ethnic composition of students may affect the principals' perceptions of needs.

Relations between minority groups and schools can be complex and stressful. The principal had to deal with demands for equal educational opportunity from widely divergent types of people. The ethnic, racial, and lower-income groups of students found in the schools were likely to have an impact on the role of the principal.

Professional development of principals should have an impact on the quality of school programs for all students. Principals had a

vested interest in the quality of the school's program and in their involvement in the design and implementation of that program. Research, it seemed, must be conducted in local schools and through schools of higher education, state departments of public instruction, and professional associations. The schools can be strengthened by continued efforts to study, assess, change, and improve the educational program. The success or failure of the educational program seemed to depend on the way the principal executed his or her role. The present study focuses upon variables which appeared to affect the professional development needs of principals; the methodology employed is explained in the following chapter.

CHAPTER III

METHODOLOGY

The purposes of the study were fourfold: to compare the perceived professional development needs of principals who were employed in schools with concentrations of American Indian students to (1) those principals in schools with concentrations of students representing other minorities and to (2) those principals in schools who served few or essentially no minority students; to assess the needed areas of professional development for principals as perceived by principals themselves; to determine if professional development opportunities differed on the basis of building enrollment, district enrollment, position level, total years as an educator, total years administrative experience, years as an administrator in the present location, age, sex, and educational degree; and to compare professional development opportunities for principals on the basis of who offered the training, where the training was received, and who funded the training. This chapter describes the sample involved; the rationale for selection of the sample; the instrument used; the procedure used to validate the instrument; the procedure implemented for collecting, scoring, and tabulating the data; and the statistical treatment of the data.

Selecting the Sample

The respondents to the instrument were a sample of principals in the state of Washington who worked in the public school districts. Seventy-five principals were selected to participate in the study based upon their student minority enrollment figures which the writer obtained from the Minority Enrollment Summary By School Building By District By County for Washington State School Districts (State of Washington Superintendent of Public Instruction 1985). The state of Washington used the following racial/ethnic categories, which were defined in chapter 1 of this study, as a means of identifying student minority groups: American Indian or Alaskan Native, Asian or Pacific Islander, Black (non-Hispanic), and Hispanic. The writer also used these categories.

The principals were classified in three groups: principals who had a student population which was at least 20 percent American Indian; principals who had a student population which was greater than 20 percent other minority, excluding American Indian; and principals who had a student population which had less than 20 percent minority enrollment. Each group consisted of twenty-five principals. The three groups of principals were then matched according to their position, to the number of students in their building, and to the total number of students in the district. Twenty-five triads resulted.

The rationale for selecting the principals from schools with a substantial number of American Indian students was based on the writer's concern for the academic achievement of American Indian students and her belief that this was an area which needed further

study. In particular, it was necessary to determine which professional development needs principals of American Indian children viewed as helpful to the improvement of instructional services they provided.

Smith (1985) presented "Ethnic Minority Representation in Teacher Education Programs (1982-84) and Other Degree Award Areas (1983-84) in Washington State Private and Public Universities" to the United Indians of All Tribes at the Resource and Evaluation Center III in Seattle, Washington. In this report he indicated that the minority student population of Washington state was increasing at a significantly greater rate than the majority white student population. In 1985 the data indicated that 14 percent of school children in Washington were minorities. This represented an increase in the proportion of minority children in Washington public schools, which doubled between 1970 and 1980 from 7 percent to 14 percent. Smith reported:

Washington's ethnic minority student population is not only growing but it is dispersing as well. In 1970 there were 131 school districts serving white students only. In October, 1983, only 12 of the 299 school districts enrolled only white students. American Indian students were enrolled in 261 school districts; 1,239 attended predominantly American Indian schools. This represents 7% of the 17,278 American Indian students enrolled statewide. (p. 12)

The writer met with Dr. Willard Bill, Director of Indian Education from the State Department of Public Instruction located in Olympia, Washington. Information in the following categories was obtained for the study about schools in Washington: organizations and types of inservice provided, minority student enrollment in private and public schools, and minority representation in degree programs in private and public universities.

Instrumentation

The instrument used to determine the professional development needs of the principals was adapted from the generic standards for principal certification in Washington state and from Dr. Adrian Geering's (1980b) instrument, Competencies of Principals (see appendix A) which was developed and validated by a group of administrators in the Rosemont, Minnesota school district. The instrument for this study was adapted from those instruments by restating the central themes of the twelve categories addressed by Geering and the twenty standards identified for principal certification in Washington state. Then the writer selected those competencies which dealt with the role of the principal when interacting with significant others. These others included superiors, staff, students, parents, and community resource people. The writer then verified those competencies by comparing them with those competencies which were identified by an examination of other listings in the literature. A fifteen-item survey resulted.

Geering (1980b) listed the stages of development which the Competencies of Principals questionnaire passed through:

Stage 1. Literature review conducted to develop instrument.

Stage 2. An item bank was made for Section B [sixty competency statements, categorized into twelve areas of competence].

Stage 3. The pro-forma questionnaire was discussed with faculty at the University for overall suitability, wording, and relevance to the study. The letter, instructions and background information sheet were prepared.

Stage 4. The pro-forma questionnaire was given to graduate students involved in research and development and method and they were asked to comment with respect to clarity, sense, and general construction of the questionnaire.

Stage 5. The questionnaire was revised as a result of their comments.

Stage 6. The pro-forma questionnaire was forwarded to a panel of experts.

Stage 7. The questionnaire was again revised and checked for clarity and wording.

Stage 8. The revised questionnaire was sent to Independent School District 196 to supervisors, principals, and teachers with the item bank, to get their critical reactions. They were asked to consider in particular the three questions related to validity set out above and change items as necessary.

Stage 9. The results were checked and analyzed with respect to all items.

Stage 10. The final questionnaire was printed for use in the study after the necessary approvals from the Department of Educational Administration. (pp. 31-32)

The adapted instrument was pretested with five doctoral students in educational administration. The students filled out the form which requested data about the principal, school, and school district (see appendix B). Then they completed the fifteen-item survey. Feedback from the students indicated that it took approximately ten minutes to complete both instruments. The students were told what the instrument was intended to measure. They were asked to offer suggestions for wording, clarity, accuracy, and completeness. The instrument was revised on the basis of their input.

The instrument was submitted to a panel of three experts. These individuals were all members of the educational administration faculty at the University of North Dakota. They were told the purpose of the study and how the instrument related to that purpose. They were asked to review the instrument for content accuracy and adequacy. They were also asked to review the instrument for clarity and construction. The instrument underwent a final revision based on the suggestions of the panel of judges.

Data Collection

A letter and the survey instrument were mailed directly to the seventy-five principals at their schools (see appendix C and appendix D). Principals were asked to complete the instrument and return it in the stamped, self-addressed envelope within fifteen days. Follow-up phone calls were made to principals who had not returned the instrument within the allotted time. When a principal chose not to respond another principal who met the criteria for the group was selected as a replacement and the procedure was begun again.

A form designed to provide the writer with information about the principal and his or her school was attached to the survey. The information requested was the following:

1. Name of the school district
2. Name of the school
3. Years as an educator
4. Years as an administrator
5. Years in present location
6. Age of the respondent
7. Sex of the respondent
8. Ethnicity of the respondent
9. Highest educational degree
10. Participation in professional development activities
11. Sources of professional development opportunities
12. Location and distance of professional development activities
13. Sources of funding for professional development activities

All instruments were hand scored by the writer. A total of seventy-five principals completed the instruments. A summary of the study results and a letter thanking the principals for their participation in the study were mailed to each principal.

The IBM 370/158 computer at the University of North Dakota Computer Center was used to process the data. The SPSS-X User's Guide (SPSS Inc. 1983) was used in the treatment of the data. Alpha was set at the .05 level or less for all analyses.

Statistical Treatment of the Data

The data obtained were analyzed using a variety of nonparametric statistical tests (Wilcoxon Matched-Pairs Signed-Ranks test, the Kruskal-Wallis One-Way Analysis of Variance, and the Friedman Two-Way Analysis of Variance). The Wilcoxon Matched-Pairs Signed-Ranks test was used to statistically treat the data pertinent to the research questions which required comparing matched responses. The Wilcoxon was used because of its ability to be used in matched-pairs types of designs. It requires that data be at least on an ordinal scale. This test analyzes the differences between the pairs and takes into account the magnitude of the differences (SPSS Inc. 1983). Siegel (1956) presented this rationale for using the Wilcoxon Matched-Pairs Signed-Ranks test in a study:

. . . the researcher can (a) tell which member of a pair is "greater than" which, i.e., tell the sign of the difference between any pair, and (b) rank the differences in order of absolute size. That is, he can make the judgment of "greater than" between any pair's two performances, and also can make that judgment between any two different scores arising from any two pairs.
(pp. 75-76)

The Wilcoxon test provides the mean ranks when making comparisons. The writer used the Condescriptive test (SPSS Inc. 1983) to compute the means of the different variables being compared. This was done because the mean scores are more easily interpreted than the mean rank scores.

The Kruskal-Wallis One-Way Analysis of Variance is a nonparametric test which is an alternative to the one-way analysis of variance. The Kruskal-Wallis test was used to statistically test research questions which required comparing the means for two or more different groups. Siegel (1956) presented this rationale for using the Kruskal-Wallis test:

The Kruskal-Wallis one-way analysis of variance by ranks is an extremely useful test for deciding whether k independent samples are from different populations. Sample values almost invariably differ somewhat, and the question is whether the differences among the samples signify genuine population differences or whether they represent merely chance variations such as are to be expected among several random samples from the same populations. The Kruskal-Wallis technique tests the null hypothesis that the k samples come from the same population or from identical population with respect to averages. The test assumes that the variable under study has an underlying continuous distribution. It requires at least ordinal measurement of that variable. (pp. 184-85)

The Kruskal-Wallis test provides the mean ranks when comparing groups. The writer used the Breakdown test (SPSS Inc. 1983) to compute the mean for the dependent variable over the subgroups. This was done because the mean scores are more easily interpreted than the mean rank scores.

The Friedman Two-Way Analysis of Variance was another nonparametric test used to analyze portions of the data. The Friedman test was used to statistically test research questions which

required comparing the dependent variables of location and mileage with the independent variables dealing with the sources of professional growth opportunities. Siegel (1956) presented the rationale for using the Friedman test.

When the data from k matched samples are in at least an ordinal scale, the Friedman two-way analysis of variance by ranks is useful for testing the null hypothesis that the k samples have been drawn from the same population. . . .

The data of the test are ranks. The scores in each row are ranked separately. That is, with k conditions being studied, the ranks in any row range from 1 to k . The Friedman test determines whether it is likely that the different columns of ranks (samples) came from the same population. (p. 166)

CHAPTER IV

PRESENTATION OF THE DATA

This chapter presents the results and analyses of the data gathered for the study. The data identify the professional development needs of selected public school principals in the state of Washington and reflect the comparisons of the principals' perceptions of needs. The results and analyses of the data are presented in the same order in which the research questions were presented in chapter 1. Tables are used to summarize the results.

A two-tailed, nondirectional test was used for the region of rejection. A significance level of .05 or less was considered sufficient to reject the null hypothesis.

Seventy-five public school principals were surveyed. There were twenty-five (25) matched triads. Each matched triad included a principal whose school served more than 20 percent American Indian students; a principal whose school served more than 20 percent other minority students, excluding American Indian students; and a principal whose school served less than a 20 percent student minority population. Each triad was also matched by level of principalship, building enrollment, and school district enrollment. There was a 100 percent return.

Research question 1. What are the perceived professional development needs of principals serving schools with concentrations of American Indian students?

The principals were asked to rate both their present level and ideal level of functioning for fifteen competencies related to the role of the principal. The ratings and their respective meanings were 1 = Very Low, 2 = Low, 3 = Moderate, 4 = High, and 5 = Very High.

The data pertinent to this question are presented in table 1.

The data from table 1 present the medians for the present level of functioning and for the ideal level of functioning for each competency for principals serving a concentration of American Indian students. A median of 3 signified a moderate level of functioning. A median of 4 signified a high level of functioning. A median of 5 signified a very high level of functioning. A difference in the medians implied a difference in the perceptions of performance and, therefore, a need for professional development. An examination of the data reveals principals perceive they are functioning at a moderate level of performance in fiscal management, public relations, auxiliary services, utilizing research, and political skills. The principals perceive they should be functioning at a high level of performance in these same areas. The principals perceive they are functioning at a high level of performance in the areas of discipline, educational program, staff development, and assisting staff. They perceived they should be functioning at a very high level of performance in these same areas. The areas of professional development for principals serving schools with a concentration of

TABLE 1
PROFESSIONAL DEVELOPMENT NEEDS OF PRINCIPALS SERVING A
CONCENTRATION OF AMERICAN INDIAN STUDENTS
(N = 25)

Competencies	Level of Functioning	
	Present Median	Ideal Median
Working Relationship	4.0	4.0
Fiscal Management	3.0	4.0
Public Relations	3.0	4.0
Referral Agencies	4.0	4.0
Student Activities	4.0	4.0
Discipline	4.0	5.0
Educational Program	4.0	5.0
Auxiliary Services	3.0	4.0
Staff Development	4.0	5.0
Assisting Staff	4.0	5.0
Utilizing Research	3.0	4.0
Professional Development	4.0	4.0
Laws, Regulations	4.0	4.0
Diverse Cultures	4.0	4.0
Political Skills	3.0	4.0

American Indian students are Implementing Principles of Fiscal Management and Record Keeping, Establishing Public Relations Programs, Implementing Principles of Effective Discipline, Planning the School's Educational Program, Coordinating Auxiliary Services, Supervision of Staff Development, Assisting Staff in Developing and Implementing Programs, Utilizing Research to Improve the Educational Programs, and Applying Political Skills. However, these principals have a greater need for professional development in the areas which they perceive they are presently functioning at a moderate level. The principals serving schools with a concentration of American Indian students have the greatest need for professional development in Implementing Principles of Fiscal Management and Record Keeping, Establishing Public Relations Programs, Coordinating Auxiliary Services, Utilizing Research to Improve the Educational Programs, and Applying Political Skills.

Research question 2. What are the perceived professional development needs of principals serving schools with concentrations of minority students other than American Indians?

The principals were asked to rate both their present level and ideal level of functioning for fifteen competencies related to the role of the principal. The ratings and their respective meanings were 1 = Very Low, 2 = Low, 3 = Moderate, 4 = High, and 5 = Very High.

The data pertinent to this question are presented in table 2.

The data from table 2 present the medians for the present level of functioning and for the ideal level of functioning for each competency for principals serving a concentration of other minority

students. A median of 3 signified a moderate level of functioning. A median of 4 signified a high level of functioning. A median of 5 signified a very high level of functioning. A difference in the medians implied a difference in the perceptions of performance and, therefore, a need for professional development. An examination of the data indicates the principals perceive they are functioning at a moderate level of functioning in the areas of fiscal management, auxiliary services, utilizing research, and political skills. They perceive they should be functioning at a high level in these same areas. The principals perceive they are functioning at a high level in the areas of student activities, educational program, staff development, assisting staff, and diverse cultures. They perceive they should be functioning at a very high level in these same areas. The areas of professional development for principals serving schools with a concentration of other minority students are Implementing Principles of Fiscal Management and Record Keeping, Coordinating Student Activities, Planning the School's Educational Program; Coordinating Auxiliary Services, Supervision of Staff Development, Assisting Staff in Developing and Implementing Programs, Utilizing Research to Improve the Educational Programs, Increasing the Understanding of Individuals from Diverse Cultures, and Applying Political Skills. However, these principals have a greater need for professional development in the areas which they perceive they are presently functioning at a moderate level. The principals serving schools with a concentration of other minority students have the greatest need for professional development in Implementing Principles of Fiscal Management and Record Keeping, Coordinating Auxiliary

Services, Utilizing Research to Improve the Educational Programs, and Applying Political Skills.

Research question 3. What are the perceived professional development needs of principals serving schools having no concentrations of minority students?

The principals were asked to rate both their present level and ideal level of functioning for fifteen competencies related to the role of the principal. The ratings and their respective meanings were 1 = Very Low, 2 = Low, 3 = Moderate, 4 = High, and 5 = Very High.

The data pertinent to this question are presented in table 3.

The data from table 3 present the medians for the present level and ideal level of functioning for each competency for principals serving a concentration of non-minority students. A median of 3 signified a moderate level of performance. A median of 4 signified a high level of performance. A median of 5 signified a very high level of performance. A difference in the medians implied a difference in the perceptions of performance and, therefore, a need for professional development. An examination of the data indicates the principals perceive they are functioning at a moderate level in the areas of fiscal management, referral agencies, auxiliary services, utilizing research, diverse cultures, and political skills. They perceive they should be functioning at a high level in these same areas. The principals perceive they are functioning at a high level in the areas of educational program, staff development, and assisting staff. They perceive they should be functioning at a very high level in these same areas. The areas of professional development for principals

TABLE 3

PROFESSIONAL DEVELOPMENT NEEDS OF PRINCIPALS SERVING A
CONCENTRATION OF NON-MINORITY STUDENTS
(N = 25)

Competencies	Level of Functioning	
	Present Median	Ideal Median
Working Relationship	4.0	4.0
Fiscal Management	3.0	4.0
Public Relations	4.0	4.0
Referral Agencies	3.0	4.0
Student Activities	4.0	4.0
Discipline	5.0	5.0
Educational Program	4.0	5.0
Auxiliary Services	3.0	4.0
Staff Development	4.0	5.0
Assisting Staff	4.0	5.0
Utilizing Research	3.0	4.0
Professional Development	4.0	4.0
Laws, Regulations	4.0	4.0
Diverse Cultures	3.0	4.0
Political Skills	3.0	4.0

serving schools having no concentrations of minority students are Implementing Principles of Fiscal Management and Record Keeping, Utilizing Available Referral Agencies and Resource Personnel, Planning the School's Educational Program, Coordinating Auxiliary Services, Supervision of Staff Development, Assisting Staff in Developing and Implementing Programs, Utilizing Research to Improve the Educational Programs, Increasing the Understanding of Individuals from Diverse Cultures, and Applying Political Skills. However, these principals have a greater need for professional development in the areas which they perceive they are presently functioning at a moderate level. The principals serving schools having no concentrations of minority students have the greatest need for professional development in Implementing Principles of Fiscal Management and Record Keeping, Utilizing Available Referral Agencies and Resource Personnel, Coordinating Auxiliary Services, Utilizing Research to Improve the Educational Program, Increasing the Understanding of Individuals from Diverse Cultures, and Applying Political Skills.

Research question 4. Is there a difference between the principals grouped by student minority enrollment on the present level and ideal level of functioning?

The student minority enrollment was considered a factor that may have an effect on the principals' perceptions of professional development needs. The Kruskal-Wallis One-Way Analysis of Variance was utilized to test the hypothesis of no difference. In order to test the hypothesis of no difference, the principals were categorized into groups according to their student minority enrollment: Group 1 - American Indian, Group 2 - Other Minority, and Group 3 - Non-minority.

The data pertinent to this question are presented in tables 4 and 5. Table 4 presents the data for the principals grouped by student minority enrollment on the present level of functioning.

An examination of the data in table 4 indicates the principals serving American Indian students have the lowest mean, 3.32, for the present level of functioning in Establishing Public Relations Programs. The principals serving non-minority students have the highest mean, 3.92. The perception of the principals serving American Indian students is significantly lower than the perception of the principals serving non-minority students for the present level of functioning in Establishing Public Relations Programs.

The principals serving non-minority students have the lowest mean, 2.72, for the present level of functioning for Increasing My Understanding of Individuals from Diverse Cultures. The principals serving other minority students have the highest mean, 3.76. The perception of the principals serving non-minority students is significantly lower than the perception of the principals serving other minority students on the present level of functioning in Increasing My Understanding of Individuals from Diverse Cultures.

Table 5 presents the data for the principals grouped by student minority enrollment on the ideal level of functioning.

An examination of the data in table 5 indicates the principals serving non-minority students have the lowest mean, 3.72, for the ideal level of functioning in Increasing My Understanding of Individuals from Diverse Cultures. The principals serving other minority students have the highest mean, 4.44. The perception of principals serving non-minority students is significantly lower than

TABLE 4

KRUSKAL-WALLIS ONE-WAY ANALYSIS OF VARIANCE FOR TESTING
 THE HYPOTHESIS OF NO DIFFERENCE BETWEEN PRINCIPALS
 GROUPED BY STUDENT MINORITY ENROLLMENT TOWARD
 THE PRESENT LEVEL OF FUNCTIONING
 (N = 75)

Competencies	Student Minority Enrollments			H	prob
	AmerInd N=25 Mean	Other N=25 Mean	Non-minority N=25 Mean		
Working Relationship	4.04	3.68	3.84	1.73	.4211
Fiscal Management	3.44	3.32	3.36	0.17	.9174
Public Relations	3.32	3.68	3.92	8.01	.0182*
Referral Agencies	3.56	3.56	3.16	2.88	.2373
Student Activities	4.12	4.24	3.96	0.63	.7306
Discipline	4.32	4.40	4.44	0.52	.7694
Educational Program	3.96	4.20	4.16	0.85	.6552
Auxiliary Services	3.44	3.20	3.04	2.25	.3239
Staff Development	3.88	3.84	3.68	1.32	.5173
Assisting Staff	3.72	3.96	3.72	1.12	.5721
Utilizing Research	3.04	2.88	2.68	2.07	.3558
Professional Development	4.12	3.92	3.60	4.76	.0926
Laws, Regulations	3.68	3.84	3.96	1.61	.4479
Diverse Cultures	3.60	3.76	2.72	18.58	.0001*
Political Skills	3.20	3.12	2.92	1.34	.5129

*Significant with degrees of freedom = 2

TABLE 5

KRUSKAL-WALLIS ONE-WAY ANALYSIS OF VARIANCE FOR TESTING
THE HYPOTHESIS OF NO DIFFERENCE BETWEEN PRINCIPALS
GROUPED BY STUDENT MINORITY ENROLLMENT TOWARD
THE IDEAL LEVEL OF FUNCTIONING
(N = 75)

Competencies	Student Minority Enrollments			H	prob
	AmerInd	Other	Non-minority		
	N=25 Mean	N=25 Mean	N=25 Mean		
Working Relationship	4.44	4.32	4.40	0.36	.8334
Fiscal Management	3.96	3.64	3.92	1.43	.4890
Public Relations	4.32	4.32	4.32	0.07	.9643
Referral Agencies	4.16	3.96	4.04	1.08	.5829
Student Activities	4.28	4.28	4.32	0.07	.9660
Discipline	4.64	4.56	4.64	0.55	.7599
Educational Program	4.64	4.60	4.68	0.38	.8252
Auxiliary Services	3.72	3.52	3.64	0.17	.9190
Staff Development	4.52	4.52	4.52	0.11	.9453
Assisting Staff	4.68	4.56	4.64	0.08	.9584
Utilizing Research	4.04	4.12	3.84	0.79	.6731
Professional Development	4.40	4.48	4.20	1.64	.4403
Laws, Regulations	4.20	4.36	4.28	1.31	.5195
Diverse Cultures	4.32	4.44	3.72	9.98	.0068*
Political Skills	3.72	3.84	3.68	0.32	.8531

*Significant with degrees of freedom = 2

the perception of principals serving other minority students on the ideal level of functioning in Increasing My Understanding of Individuals from Diverse Cultures.

Research question 5. Is there a difference between the present level and ideal level of functioning of principals as perceived by the principals?

In order to test the hypothesis of no significant difference, the Wilcoxon Matched-Pairs Signed-Ranks test was utilized. The data pertinent to this question are presented in table 6.

An examination of the data in table 6 indicates the perceptions of principals toward their present level of functioning is significantly lower than their perceptions about their ideal level of functioning.

Research question 6. Is there a difference between the principals grouped by building enrollment on the present level and ideal level of functioning?

The building enrollment was considered a factor that may have an effect on the principals' perceptions of professional development needs. The Kruskal-Wallis One-Way Analysis of Variance was used to test the hypothesis of no difference. In order to test the hypothesis of no difference, the principals were categorized into three groups according to the cumulative percent of the building enrollments. Group 1 consisted of the principals with the smallest building enrollment which ranged from 36 through 215 students. Group 2 consisted of the principals with the medium enrollment which ranged from 219 through 370 students. Group 3 consisted of the principals with the largest enrollment which ranged from 391 through 760 students.

TABLE 6

WILCOXON MATCHED-PAIRS SIGNED-RANKS TEST FOR TESTING THE
HYPOTHESIS OF NO DIFFERENCE BETWEEN THE PERCEPTIONS
OF PRINCIPALS TOWARD THE PRESENT LEVEL AND
IDEAL LEVEL OF FUNCTIONING
(N = 75)

Competencies	Present Mean Rank	Ideal Mean Rank	z	2-tail prob
Working Relationship	3.85	4.39	4.23	<.0001
Fiscal Management	3.37	3.84	4.03	.0001
Public Relations	3.64	4.32	5.26	<.0001
Referral Agencies	3.43	4.05	5.09	<.0001
Student Activities	4.11	4.29	1.96	.0500
Discipline	4.39	4.61	3.15	.0016
Educational Program	4.11	4.64	5.05	<.0001
Auxiliary Services	3.23	3.63	3.44	.0006
Staff Development	3.80	4.52	5.37	<.0001
Assisting Staff	3.80	4.63	5.78	<.0001
Utilizing Research	2.87	4.00	6.53	<.0001
Professional Development	3.88	4.36	4.37	<.0001
Laws, Regulations	3.83	4.48	4.49	<.0001
Diverse Cultures	3.36	4.16	5.65	<.0001
Political Skills	3.08	3.75	4.80	<.0001

The data pertinent to this question are presented in tables 7 and 8. Table 7 presents the data for the present level of functioning for principals grouped by building enrollment.

An examination of the data in table 7 reveals the principals with the medium building enrollment have the lowest mean, 3.60, for the present level of functioning in My Working Relationship with the Central Office in the Development of Policy. The principals with smallest building enrollment have the highest mean, 4.04. The perception of the principals with the medium building enrollment is significantly lower than the perception of the principals with the medium building enrollment on the present level of functioning in My Working Relationship with the Central Office in the Development of Policy.

The principals with the medium building enrollment have the lowest mean, 2.88, for the present level of functioning in Implementing Principles of Fiscal Management and Record Keeping. The principals with smallest building enrollment have the highest mean, 3.72, in that category. The perception of the principals with the medium building enrollment is significantly lower than the perception of the principals with the smallest building enrollment on the present level of functioning in Implementing Principles of Fiscal Management and Record Keeping.

Table 8 presents the data for the ideal level of functioning for principals grouped by building enrollment.

An examination of the data in table 8 reveals the principals with the medium building enrollment have the lowest mean, 4.24, on the ideal level of functioning in My Working Relationship with the Central

TABLE 7

KRUSKAL-WALLIS ONE-WAY ANALYSIS OF VARIANCE FOR TESTING THE
HYPOTHESIS OF NO DIFFERENCE BETWEEN PRINCIPALS GROUPED
BY BUILDING ENROLLMENT TOWARD THE PRESENT
LEVEL OF FUNCTIONING
(N = 75)

Competencies	Building Enrollments			H	prob
	Small N=25 Mean	Medium N=25 Mean	Large N=25 Mean		
Working Relationship	4.04	3.60	3.92	6.58	.0373*
Fiscal Management	3.72	2.88	3.52	7.08	.0290*
Public Relations	3.60	3.80	3.52	1.11	.5746
Referral Agencies	3.32	3.56	3.40	1.30	.5229
Student Activities	4.12	4.00	4.20	0.32	.8520
Discipline	4.36	4.48	4.32	0.62	.7327
Educational Program	4.20	4.12	4.00	1.09	.5811
Auxiliary Services	3.48	3.28	2.92	2.94	.2297
Staff Development	3.76	4.08	3.56	4.75	.0929
Assisting Staff	3.92	3.92	3.56	3.27	.1950
Utilizing Research	2.68	2.92	3.00	1.60	.4502
Professional Development	4.00	3.80	3.84	0.83	.6614
Laws, Regulations	3.96	3.64	3.88	2.19	.3347
Diverse Cultures	3.36	3.32	3.40	0.12	.9416
Political Skills	2.84	3.20	3.20	2.80	.2469

*Significant with degrees of freedom = 2

TABLE 8

KRUSKAL-WALLIS ONE-WAY ANALYSIS OF VARIANCE FOR TESTING THE
HYPOTHESIS OF NO DIFFERENCE BETWEEN PRINCIPALS GROUPED
BY BUILDING ENROLLMENT TOWARD THE IDEAL
LEVEL OF FUNCTIONING
(N = 75)

Competencies	Building Enrollments			H	prob
	Small N=25 Mean	Medium N=25 Mean	Large N=25 Mean		
Working Relationship	4.64	4.24	4.28	7.50	.0236*
Fiscal Management	3.96	3.56	4.00	3.21	.2013
Public Relations	4.48	4.32	4.16	3.89	.1432
Referral Agencies	4.04	4.16	3.96	1.06	.5872
Student Activities	4.56	4.04	4.28	6.67	.0356*
Discipline	4.68	4.60	4.56	0.66	.7179
Educational Program	4.76	4.56	4.60	1.97	.3736
Auxiliary Services	4.00	3.72	3.16	8.06	.0178*
Staff Development	4.44	4.52	4.60	0.39	.8214
Assisting Staff	4.68	4.52	4.68	1.18	.5536
Utilizing Research	3.80	4.16	4.04	1.72	.4242
Professional Development	4.40	4.28	4.40	0.54	.7632
Laws, Regulations	4.32	4.16	4.36	1.34	.5125
Diverse Cultures	4.32	4.08	4.08	1.26	.5321
Political Skills	3.80	3.84	3.60	1.41	.4930

*Significant with degrees of freedom = 2

Office in the Development of Policy. The principals with the smallest building enrollment have the highest mean, 4.64, in that category. The perception of the principals with the medium building enrollment is significantly lower than the perception of the principals with the smallest building enrollment on the ideal level of functioning in My Working Relationship with the Central Office in the Development of Policy.

The principals with the medium building enrollment have the lowest mean, 4.04, for the ideal level of functioning in Coordinating Student Activities. The principals with the smallest building enrollment have the highest mean, 4.56, in this same area. The perception of the principals with the medium building enrollment is significantly lower than the perception of the principals with the smallest building enrollment on the ideal level of functioning in Coordinating Student Activities.

The principals with the largest building enrollment have the lowest mean, 3.16, for the ideal level of functioning in Coordinating Auxiliary Services. The principals with the smallest building enrollment have the highest mean, 4.00. The perception of the principals with the largest building enrollment is significantly lower than the perception of the principals with the smallest building enrollment on the ideal level of functioning in Coordinating Auxiliary Services.

Research question 7. Is there a difference between the principals grouped by district enrollment on the present level and ideal level of functioning?

The district enrollment was considered a factor that may have an effect on the principals' perceptions of professional development needs. The Kruskal-Wallis One-Way Analysis of Variance was used to test the hypothesis of no difference. In order to test the hypothesis of no difference, the principals were categorized into three groups according to the cumulative percent of the district enrollments. Group 1 consisted of the principals with the smallest district enrollment which ranged from 36 through 679 students. Group 2 consisted of the principals with the medium district enrollment which ranged from 686 through 2,141 students. Group 3 consisted of the principals with the largest district enrollment ranging from 2,147 through 43,418 students.

The data pertinent to this question are presented in tables 9 and 10. Table 9 presents the data for the present level of functioning for the principals grouped by district enrollment.

An examination of the data in table 9 reveals the principals with the largest district enrollment have the lowest mean, 3.46, for the present level of functioning in My Working Relationship with the Central Office in the Development of Policy. The principals with medium district enrollment have the highest mean, 4.17. The perception of the principals with the largest district enrollment is significantly lower than the perception of the principals with the medium district enrollment on the present level of functioning in My Working Relationship with the Central Office in the Development of Policy.

Table 10 presents the ideal level of functioning of principals grouped by district enrollment.

TABLE 9

KRUSKAL-WALLIS ONE-WAY ANALYSIS OF VARIANCE FOR TESTING THE
HYPOTHESIS OF NO DIFFERENCE BETWEEN PRINCIPALS GROUPED
BY DISTRICT ENROLLMENT TOWARD THE PRESENT
LEVEL OF FUNCTIONING
(N = 75)

Competencies	District Enrollments			H	prob
	Small N=25 Mean	Medium N=25 Mean	Large N=25 Mean		
Working Relationship	3.96	4.17	3.46	8.75	.0126*
Fiscal Management	3.48	3.33	3.31	0.32	.8538
Public Relations	3.68	3.33	3.62	0.01	.9939
Referral Agencies	3.32	3.33	3.62	1.34	.5112
Student Activities	3.96	4.38	4.00	2.22	.3297
Discipline	4.32	4.46	4.38	0.68	.7114
Educational Program	4.12	4.25	3.96	1.28	.5269
Auxiliary Services	3.48	3.08	3.12	1.90	.3877
Staff Development	3.92	3.79	3.69	0.57	.7516
Assisting Staff	3.96	3.88	3.58	2.71	.2586
Utilizing Research	2.72	3.08	2.81	1.64	.4406
Professional Development	3.84	4.04	3.77	0.93	.6295
Laws, Regulations	3.80	3.92	3.77	0.46	.7935
Diverse Cultures	3.32	3.25	3.50	1.31	.5199
Political Skills	2.84	3.13	3.27	2.64	.2665

*Significant with degrees of freedom = 2

TABLE 10

KRUSKAL-WALLIS ONE-WAY ANALYSIS OF VARIANCE FOR TESTING THE
HYPOTHESIS OF NO DIFFERENCE BETWEEN PRINCIPALS GROUPED
BY DISTRICT ENROLLMENT TOWARD THE IDEAL
LEVEL OF FUNCTIONING
(N = 75)

Competencies	District Enrollments			H	prob
	Small N=25 Mean	Medium N=25 Mean	Large N=25 Mean		
Working Relationship	4.64	4.38	4.15	9.99	.0067*
Fiscal Management	4.08	3.75	3.69	1.60	.4496
Public Relations	4.48	4.17	4.31	3.34	.1883
Referral Agencies	4.08	4.04	4.04	0.19	.9101
Student Activities	4.52	5.25	4.12	4.05	.1320
Discipline	4.68	4.58	4.58	0.66	.7188
Educational Program	4.72	4.79	4.42	7.01	.0300*
Auxiliary Services	4.04	3.58	3.27	6.81	.0322*
Staff Development	4.68	4.12	4.46	3.23	.1985
Assisting Staff	4.72	4.67	4.50	1.47	.4793
Utilizing Research	3.80	4.08	4.12	1.27	.5294
Professional Development	4.36	4.38	4.35	0.05	.9756
Laws, Regulations	4.32	4.42	4.12	2.08	.3537
Diverse Cultures	4.24	4.00	4.23	0.98	.6135
Political Skills	3.80	3.83	3.62	1.21	.5448

*Significant with degrees of freedom = 2

An examination of the data in table 10 reveals that principals with the largest district enrollment have the lowest mean, 4.15, for the ideal level of functioning in My Working Relationship with the Central Office in the Development of Policy. The principals with the smallest district enrollment have the highest mean, 4.64. The perception of the principals with the largest district enrollment is significantly lower than the perception of the principals with the smallest district enrollment on the ideal level of functioning in My Working Relationship with the Central Office in the Development of Policy.

The principals with the largest district enrollment have the lowest mean, 4.42, for the ideal level of functioning in Planning the School's Educational Program. The principals with the medium district enrollment have the highest mean, 4.79. The perception of the principals with the largest district enrollment is significantly lower than the perception of the principals with the medium district enrollment on the ideal level of functioning in Planning the School's Educational Program.

The principals with the largest district enrollment have the lowest mean, 3.27, for the ideal level of functioning in Coordinating Auxiliary Services. The principals with the smallest district enrollment have the highest mean, 4.04. The perception of the principals with the largest district enrollment is significantly lower than the perception of the principals with the smallest district enrollment on the ideal level of functioning in Coordinating Auxiliary Services.

Research question 8. Is there a difference between the principals grouped by their position level in the system on the present level and ideal level of functioning?

The position level in the school system was considered a factor that may have an effect on the principals' perceptions of professional development needs. The Kruskal-Wallis One-Way Analysis of Variance was utilized to test the hypothesis of no difference. The principals were grouped according to their position level in the system: Elementary, Middle School, Junior High, and High School. There were 36 elementary school principals, 9 middle school principals, 9 junior high principals, and 21 high school principals.

The data pertinent to this question are presented in tables 11 and 12. Table 11 presents the data for the present level of functioning for the principals grouped by their position level.

An examination of the data in table 11 reveals elementary principals have the lowest mean, 3.50, for the present level of functioning in My Working Relationship with the Central Office in the Development of Policy. The middle school principals have the highest mean, 4.56. The present level of functioning in My Working Relationship with the Central Office in the Development of Policy for elementary principals is significantly lower than the present level of functioning for middle school principals.

Table 12 presents the data for the ideal level of functioning for the principals grouped by their position level.

An examination of the data in table 12 reveals there are no significant differences among the position levels of the principals toward the ideal level of functioning.

TABLE 11

KRUSKAL-WALLIS ONE-WAY ANALYSIS OF VARIANCE FOR TESTING THE
HYPOTHESIS OF NO DIFFERENCE BETWEEN PRINCIPALS GROUPED
BY POSITION LEVEL IN THE SCHOOL SYSTEM TOWARD THE
PRESENT LEVEL OF FUNCTIONING
(N = 75)

Competencies	Position Levels				H	prob
	Elem N=36 Mean	Midd N=9 Mean	JrHi N=9 Mean	High N=21 Mean		
Working Relationship	3.50	4.56	4.22	4.00	8.11	.0437*
Fiscal Management	3.22	4.00	3.11	3.48	5.42	.1433
Public Relations	3.69	3.89	3.33	3.57	2.92	.4043
Referral Agencies	3.56	3.00	3.22	3.48	3.53	.3167
Student Activities	4.03	4.33	4.22	4.10	0.73	.8660
Discipline	4.31	4.56	4.33	4.48	1.41	.7003
Educational Program	4.03	4.44	4.78	4.24	4.01	.2604
Auxiliary Services	3.42	3.11	3.00	3.05	2.45	.4851
Staff Development	3.92	3.78	3.56	3.71	1.47	.6891
Assisting Staff	3.83	3.89	3.33	3.90	3.87	.2759
Utilizing Research	2.78	3.11	2.56	3.05	3.03	.3863
Professional Development	3.81	3.67	3.89	4.10	2.08	.5564
Laws, Regulations	3.86	3.98	3.56	3.86	1.14	.7665
Diverse Cultures	3.36	3.56	3.33	3.29	0.68	.8769
Political Skills	3.03	3.44	3.22	3.95	1.83	.6083

*Significant with degrees of freedom = 3

TABLE 12

KRUSKAL-WALLIS ONE-WAY ANALYSIS OF VARIANCE FOR TESTING THE
HYPOTHESIS OF NO DIFFERENCE BETWEEN PRINCIPALS GROUPED
BY POSITION LEVEL IN THE SCHOOL SYSTEM TOWARD THE
IDEAL LEVEL OF FUNCTIONING
(N = 75)

Competencies	Position Levels				H	prob
	Elem	Midd	JrHi	High		
	N=36 Mean	N=9 Mean	N=9 Mean	N=21 Mean		
Working Relationship	4.44	4.56	4.22	4.29	2.87	.4117
Fiscal Management	3.94	4.22	3.22	3.76	3.69	.2972
Public Relations	4.33	4.33	4.22	4.33	0.51	.9175
Referral Agencies	4.17	3.89	4.00	3.95	1.69	.6391
Student Activities	4.33	4.33	4.22	4.24	0.46	.9285
Discipline	4.67	4.56	4.56	4.57	0.68	.8776
Educational Program	4.58	4.89	4.67	4.62	2.62	.4545
Auxiliary Services	3.72	3.56	3.89	3.38	1.78	.6191
Staff Development	4.56	4.56	4.56	4.43	0.55	.9089
Assisting Staff	4.74	4.44	4.67	4.48	4.57	.2058
Utilizing Research	4.00	3.89	4.44	3.86	3.89	.2739
Professional Development	4.33	4.11	4.56	4.43	2.60	.4582
Laws, Regulations	4.31	4.22	4.22	4.29	0.62	.8908
Diverse Cultures	4.11	4.11	4.44	4.14	1.60	.6596
Political Skills	3.64	4.00	4.33	3.57	6.02	.1107

Degrees of freedom = 3

Research question 9. Is there a difference between the principals grouped by total years of experience as an educator on the present level and ideal level of functioning?

The total years as an educator was considered a factor that may have an effect on the principals' perceptions of professional development needs. The Kruskal-Wallis One-Way Analysis of Variance was utilized to test the hypothesis of no difference. In order to test the hypothesis of no difference, the principals were categorized into three groups according to the cumulative percent of the total years as an educator. Group 1 consisted of principals with the least years of experience which ranged from 5 through 14 years in education. Group 2 consisted of principals with the medium years of experience which ranged from 15 through 21 years in education. Group 3 consisted of principals with the greatest years of experience which ranged from 22 through 31 years in education.

The data pertinent to this question are presented in tables 13 and 14. Table 13 presents the data for the present level of functioning for the principals grouped by the total years of experience in education.

An examination of the data in table 13 reveals the principals with the medium years of experience as an educator have the lowest mean, 2.79, for the present level of functioning for Implementing Principles of Fiscal Management and Record Keeping. The principals with greatest years of experience as an educator have the highest mean, 3.76. The perception of the principals with the medium years of experience as an educator is significantly lower than the perception of the principals with the greatest years of experience as an educator

TABLE 13

KRUSKAL-WALLIS ONE-WAY ANALYSIS OF VARIANCE FOR TESTING THE
HYPOTHESIS OF NO DIFFERENCE BETWEEN PRINCIPALS GROUPED
BY TOTAL YEARS AS AN EDUCATOR TOWARD THE
PRESENT LEVEL OF FUNCTIONING
(N = 75)

Competencies	Total Years As an Educator			H	prob
	Least N=22 Mean	Medium N=28 Mean	Greatest N=25 Mean		
Working Relationship	3.95	3.61	4.04	3.21	.2013
Fiscal Management	3.68	2.79	3.76	15.19	.0005*
Public Relations	3.59	3.61	3.72	0.53	.7682
Referral Agencies	3.64	3.11	3.60	4.93	.0852
Student Activities	4.05	4.00	4.28	1.73	.4210
Discipline	4.50	4.25	4.44	2.69	.2605
Educational Program	4.27	3.96	4.12	2.38	.3048
Auxiliary Services	3.45	3.07	3.20	1.38	.5004
Staff Development	3.86	3.79	3.76	0.84	.6563
Assisting Staff	4.05	3.64	3.76	2.61	.2708
Utilizing Research	2.91	2.79	2.92	0.44	.8025
Professional Development	4.05	3.71	3.92	1.16	.5591
Laws, Regulations	3.73	3.75	4.00	1.99	.3680
Diverse Cultures	3.64	3.11	3.40	3.05	.2178
Political Skills	3.05	3.11	3.08	0.04	.9787

*Significant with degrees of freedom = 2

on the present level of functioning in Implementing Principles of Fiscal Management and Record Keeping.

Table 14 presents the data for the ideal level of functioning for the principals grouped by the total years of experience in education.

An examination of the data in table 14 reveals principals with medium years of experience as an educator have the lowest mean, 4.21, for the ideal level of functioning in My Working Relationship with the Central Office in the Development of Policy. The principals with least years of experience as an educator have the highest mean, 4.68. The perception of the principals with the medium years as an educator is significantly lower than the perception of the principals with the least years as an educator.

The principals with the medium years of experience as an educator have the lowest mean, 3.46, for the ideal level of functioning in Implementing Principles of Fiscal Management and Record Keeping. The principals with greatest years of experience as an educator have the highest mean, 4.08. The perception of the principals with the medium years of experience as an educator is significantly lower than the perception of the principals with the greatest years of experience as an educator.

The principals with medium years of experience as an educator have the lowest mean, 4.04, for the ideal level of functioning in Using My Knowledge about Laws, Regulations, and Policies at All Levels of Governance. The principals with the greatest years of experience as an educator have the highest mean, 4.52. The perception of the principals with the medium years of experience as an educator is

TABLE 14

KRUSKAL-WALLIS ONE-WAY ANALYSIS OF VARIANCE FOR TESTING THE
HYPOTHESIS OF NO DIFFERENCE BETWEEN PRINCIPALS GROUPED
BY TOTAL YEARS AS AN EDUCATOR TOWARD THE IDEAL
LEVEL OF FUNCTIONING
(N = 75)

Competencies	Total Years As an Educator			H	prob
	Least N=22 Mean	Medium N=28 Mean	Greatest N=25 Mean		
Working Relationship	4.68	4.21	4.32	8.99	.0112*
Fiscal Management	4.05	3.46	4.08	7.44	.0242*
Public Relations	4.41	4.32	4.24	0.81	.6667
Referral Agencies	4.14	3.93	4.12	1.78	.4097
Student Activities	4.41	4.18	4.32	1.37	.5041
Discipline	4.59	4.50	4.76	2.44	.2959
Educational Program	4.73	4.61	4.60	0.86	.6499
Auxiliary Services	3.77	3.43	3.72	2.13	.3444
Staff Development	4.50	4.57	4.48	0.79	.6744
Assisting Staff	4.73	4.64	4.52	0.76	.6822
Utilizing Research	3.91	4.07	4.00	0.15	.9299
Professional Development	4.36	4.14	4.60	5.50	.0641
Laws, Regulations	4.32	4.04	4.52	8.29	.0159*
Diverse Cultures	4.23	3.93	4.36	3.10	.2127
Political Skills	3.82	3.46	4.00	4.40	.1108

*Significant with degrees of freedom = 2

significantly lower than the perception of the principals with the greatest years of experience as an educator on the ideal level of functioning in Using My Knowledge about Laws, Regulations, and Policies at All Levels of Governance.

Research question 10. Is there a difference between the principals grouped by years as an administrator on the present level and ideal level of functioning?

The years of experience as an administrator was considered a factor that may have an effect on the principals' perceptions of professional development needs. The Kruskal-Wallis One-Way Analysis of Variance was utilized to test the hypothesis of no difference. To test the hypothesis of no difference, the principals were categorized into three groups according to the cumulative percent of the number of years as an administrator. Group 1 consisted of principals with the least years of experience as an administrator which ranged from 1-6 years. Group 2 consisted of principals with the medium years of experience as an administrator which ranged from 7-11 years administrative experience. Group 3 consisted of principals with the greatest years of experience as an administrator which ranged from 12-24 years administrative experience.

The data pertinent to this question are presented in tables 15 and 16. Table 15 presents the data for the present level of functioning for the principals grouped by years as an administrator.

An examination of the data in table 15 reveals principals with least years of experience as an administrator have the lowest mean, 3.52, for the present level of functioning in Using My Knowledge about Laws, Regulations, and Policies at All Levels of Governance.

TABLE 15

KRUSKAL-WALLIS ONE-WAY ANALYSIS OF VARIANCE FOR TESTING THE
HYPOTHESIS OF NO DIFFERENCE BETWEEN PRINCIPALS GROUPED
BY YEARS AS AN ADMINISTRATOR TOWARD THE PRESENT
LEVEL OF FUNCTIONING
(N = 75)

Competencies	Total Years As Administrator			H	prob
	Least N=21 Mean	Medium N=29 Mean	Greatest N=25 Mean		
Working Relationship	3.76	3.90	3.88	0.49	.7834
Fiscal Management	3.33	3.14	3.68	3.07	.2150
Public Relations	3.52	3.86	3.48	3.32	.1904
Referral Agencies	3.57	3.45	3.28	1.57	.4551
Student Activities	3.86	4.10	4.32	2.70	.2597
Discipline	4.43	4.31	4.44	0.63	.7296
Educational Program	4.10	4.24	3.96	1.23	.5394
Auxiliary Services	3.24	3.28	3.16	0.34	.8450
Staff Development	3.90	3.83	3.68	0.81	.6660
Assisting Staff	4.00	3.76	3.68	1.63	.4434
Utilizing Research	3.05	2.76	2.84	1.21	.5455
Professional Development	3.95	3.93	3.76	1.42	.4908
Laws, Regulations	3.52	4.07	3.80	6.27	.0435*
Diverse Cultures	3.62	3.21	3.32	2.69	.2607
Political Skills	3.24	2.97	3.08	0.77	.6809

*Significant with degrees of freedom = 2

The principals with the medium years of experience as an administrator have the highest mean, 4.07. The perception of the principals with the least years of experience as an administrator is significantly lower than the perception of the principals with the medium years of experience as an administrator on the present level of functioning in Using My Knowledge about Laws, Regulations, and Policies at All Levels of Governance.

Table 16 presents the data for the ideal level of functioning for the principals grouped by years as an administrator.

An examination of the data in table 16 reveals there are no significant differences between the principals grouped by years as an administrator toward the ideal level of functioning.

Research question 11. Is there a difference between the principals grouped by years as an administrator in the present location on the present level and ideal level of functioning?

The number of years as an administrator in the present location was considered a factor that may have an effect on the principals' perceptions of professional development needs. The Kruskal-Wallis One-Way Analysis of Variance was utilized to test the hypothesis of no difference. In order to test the hypothesis of no difference, the principals were categorized into three groups according to the cumulative percent of years they were administrators in the present location. Group 1 consisted of principals with the least years of experience in the present location which ranged from 1-2 years. Group 2 consisted of principals with the medium years of experience as an administrator in the present location which ranged from 3-6 years. Group 3 consisted of principals with the greatest years of experience

TABLE 16

KRUSKAL-WALLIS ONE-WAY ANALYSIS OF VARIANCE FOR TESTING THE
HYPOTHESIS OF NO DIFFERENCE BETWEEN PRINCIPALS GROUPED
BY YEARS AS AN ADMINISTRATOR TOWARD THE IDEAL
LEVEL OF FUNCTIONING
(N = 75)

Competencies	Total Years As Administrator			H	prob
	Least N=21 Mean	Medium N=29 Mean	Greatest N=25 Mean		
Working Relationship	4.48	4.38	4.32	0.80	.6717
Fiscal Management	4.19	3.59	3.84	4.24	.1203
Public Relations	4.29	4.38	4.28	0.37	.8313
Referral Agencies	4.29	3.93	4.00	4.26	.1186
Student Activities	4.33	4.24	4.32	0.35	.8408
Discipline	4.71	4.48	4.68	1.56	.4576
Educational Program	4.71	4.55	4.68	1.87	.3917
Auxiliary Services	3.95	3.45	3.56	2.60	.2730
Staff Development	4.62	4.55	4.40	2.26	.3238
Assisting Staff	4.76	4.52	4.64	1.51	.4705
Utilizing Research	4.19	3.79	4.08	2.63	.2683
Professional Development	4.33	4.28	4.48	1.29	.5243
Laws, Regulations	4.29	4.21	4.36	0.73	.6930
Diverse Cultures	4.33	3.97	4.24	2.94	.2300
Political Skills	3.90	3.55	3.84	1.19	.5502

Degrees of freedom = 2

as an administrator in the present location which ranged from 7-20 years.

The data pertinent to this question are presented in tables 17 and 18. Table 17 presents the data for the present level of functioning for principals grouped by years as an administrator in the present location.

An examination of the data in table 17 reveals there are no significant differences between the principals grouped by the years as an administrator in the present location on the present level of functioning.

Table 18 presents the data for the ideal level of functioning for principals grouped by years as an administrator in the present location.

An examination of the data in table 18 reveals there are no significant differences between the principals grouped by the years as an administrator in the present location on the ideal level of functioning.

Research question 12. Is there a difference between the principals grouped by age on the present level and ideal level of functioning?

Age was considered a factor that may have an effect on the principals' perceptions of professional development needs. The Kruskal-Wallis One-Way Analysis of Variance was utilized to test the hypothesis of no difference. In order to test the hypothesis of no difference, the principals were categorized into three groups according to the cumulative percent of age. Group 1 consisted of the youngest principals with an age ranging from 33-39 years.

TABLE 17

KRUSKAL-WALLIS ONE-WAY ANALYSIS OF VARIANCE FOR TESTING THE
HYPOTHESIS OF NO DIFFERENCE BETWEEN PRINCIPALS GROUPED
BY YEARS AS AN ADMINISTRATOR IN PRESENT LOCATION
TOWARD THE PRESENT LEVEL OF FUNCTIONING
(N = 75)

Competencies	Administrator in Present Location			H	prob
	Least N=21 Mean	Medium N=27 Mean	Greatest N=27 Mean		
Working Relationship	3.71	3.96	3.85	0.05	.9732
Fiscal Management	3.19	3.30	3.59	1.95	.3778
Public Relations	3.67	3.67	3.59	0.09	.9551
Referral Agencies	3.38	3.48	3.41	0.06	.9696
Student Activities	4.00	4.15	4.15	0.16	.9246
Discipline	4.33	4.44	4.37	0.36	.8346
Educational Program	3.81	4.33	4.11	4.20	.1227
Auxiliary Services	3.38	3.11	3.22	1.08	.5832
Staff Development	4.10	3.67	3.70	2.87	.2388
Assisting Staff	3.86	3.74	3.81	0.96	.6179
Utilizing Research	2.86	2.89	2.85	0.02	.9899
Professional Development	3.81	3.96	3.85	0.17	.9166
Laws, Regulations	3.71	3.70	4.04	3.20	.2019
Diverse Cultures	3.38	3.41	3.30	0.78	.6780
Political Skills	3.29	3.22	2.78	4.49	.1060

Degrees of freedom = 2

TABLE 18

KRUSKAL-WALLIS ONE-WAY ANALYSIS OF VARIANCE FOR TESTING THE
HYPOTHESIS OF NO DIFFERENCE BETWEEN PRINCIPALS GROUPED
BY YEARS AS AN ADMINISTRATOR IN PRESENT LOCATION
TOWARD THE IDEAL LEVEL OF FUNCTIONING
(N = 75)

Competencies	Administrator in Present Location			H	prob
	Least N=21 Mean	Medium N=27 Mean	Greatest N=27 Mean		
Working Relationship	4.57	4.37	4.26	3.38	.1846
Fiscal Management	3.95	3.89	3.70	0.58	.7492
Public Relations	4.29	4.26	4.41	0.86	.6515
Referral Agencies	4.19	3.96	4.04	1.04	.5954
Student Activities	4.43	4.22	4.26	0.86	.6517
Discipline	4.67	4.59	4.59	0.12	.9425
Educational Program	4.48	4.67	4.74	2.77	.2498
Auxiliary Services	3.86	3.59	3.48	1.55	.4602
Staff Development	4.76	4.44	4.41	4.67	.0968
Assisting Staff	4.86	4.56	4.52	4.43	.1092
Utilizing Research	3.86	4.15	3.96	1.65	.4373
Professional Development	4.33	4.26	4.48	1.08	.5818
Laws, Regulations	4.29	4.22	4.33	0.05	.9774
Diverse Cultures	3.86	3.67	3.74	0.33	.8478
Political Skills	3.86	3.67	3.74	0.33	.8478

Degrees of freedom = 2

Group 2 consisted of central-aged principals with an age ranging from 40-46 years. Group 3 consisted of the oldest principals with an age ranging from 47-60 years.

The data pertinent to this question are presented in tables 19 and 20. Table 19 presents the data for the principals grouped by age on the present level of functioning.

An examination of the data in table 19 reveals the principals in the central age group have the lowest mean, 3.00, for the present level of functioning in Implementing Principles of Fiscal Management and Record Keeping. The oldest principals have the highest mean, 3.78. The perception of the principals in the central age group is significantly lower than the perception of the oldest principals on the present level of functioning in Implementing Principles of Fiscal Management and Record Keeping.

The youngest principals have the lowest mean, 4.21, for the present level of functioning in Implementing Effective Principles of Discipline. The oldest principals have the highest mean, 4.67. The perception of the youngest principals is significantly lower than the perception of the oldest principals on the present level of functioning in Implementing Effective Principles of Discipline.

Table 20 presents the data for the principals grouped by age on the ideal level of functioning.

An examination of the data in table 20 reveals the principals from the central age group have the lowest mean, 3.17, for the ideal level of functioning in Coordinating Auxiliary Services. The youngest principals have the highest mean, 3.96. The perception of the principals from the central age group is significantly lower than the

TABLE 19

KRUSKAL-WALLIS ONE-WAY ANALYSIS OF VARIANCE FOR TESTING THE
HYPOTHESIS OF NO DIFFERENCE BETWEEN PRINCIPALS GROUPED
BY AGE TOWARD THE PRESENT LEVEL OF FUNCTIONING
(N = 75)

Competencies	Age			H	prob
	Youngest N=24 Mean	Central N=24 Mean	Oldest N=27 Mean		
Working Relationship	3.75	3.63	4.15	2.01	.3658
Fiscal Management	3.29	3.00	3.78	7.09	.0288*
Public Relations	3.58	3.58	3.74	0.53	.7659
Referral Agencies	3.42	3.21	3.63	1.98	.3721
Student Activities	3.88	4.08	4.33	3.43	.1800
Discipline	4.21	4.25	4.67	8.00	.0183*
Educational Program	3.96	4.17	4.19	1.10	.5762
Auxiliary Services	3.38	2.96	3.33	1.57	.4554
Staff Development	3.88	3.50	4.00	3.34	.1885
Assisting Staff	3.79	3.63	3.96	1.76	.4139
Utilizing Research	2.96	2.67	2.96	2.01	.3667
Professional Development	3.79	3.92	3.93	0.71	.7024
Laws, Regulations	3.75	3.63	4.07	4.29	.1169
Diverse Cultures	3.54	3.17	3.37	1.97	.3743
Political Skills	3.33	2.75	3.15	5.14	.0767

*Significant with degrees of freedom = 2

TABLE 20

KRUSKAL-WALLIS ONE-WAY ANALYSIS OF VARIANCE FOR TESTING THE
HYPOTHESIS OF NO DIFFERENCE BETWEEN PRINCIPALS GROUPED
BY AGE TOWARD THE IDEAL LEVEL OF FUNCTIONING
(N = 75)

Competencies	Age			H	prob
	Youngest N=24 Mean	Central N=24 Mean	Oldest N=27 Mean		
Working Relationship	4.46	4.33	4.37	0.40	.8184
Fiscal Management	4.08	3.50	3.93	3.95	.1390
Public Relations	4.33	4.42	4.22	1.45	.4844
Referral Agencies	4.13	3.96	4.07	0.40	.8196
Student Activities	4.25	4.29	4.33	0.46	.7929
Discipline	4.50	4.50	4.81	5.18	.0751
Educational Program	4.58	4.75	4.59	2.45	.2931
Auxiliary Services	3.96	3.17	3.74	7.84	.0199*
Staff Development	4.67	4.38	4.52	2.67	.2626
Assisting Staff	4.71	4.54	4.63	0.93	.6268
Utilizing Research	4.00	4.00	4.00	0.15	.9256
Professional Development	4.13	4.46	4.48	4.48	.1065
Laws, Regulations	4.29	4.04	4.48	5.83	.0542
Diverse Cultures	4.17	4.08	4.22	0.37	.8306
Political Skills	3.79	3.42	4.00	4.31	.1159

*Significant with degrees of freedom = 2

perception of the youngest principals on the ideal level of functioning in Coordinating Auxiliary Services.

Research question 13. Is there a difference between the principals grouped by sex on the present level and ideal level of functioning?

The sex of the principals was considered a factor that may have an effect on the principals' perceptions of professional development needs. The Kruskal-Wallis One-Way Analysis of Variance was utilized to test the hypothesis of no difference.

The data pertinent to this question are presented in tables 21 and 22. Table 21 presents the data for the present level of functioning for the principals grouped by sex.

An examination of the data in table 21 reveals males have the lower mean, 4.02, for the present level of functioning in Planning the School's Educational Program. The females have the higher mean, 4.78. The perception of the males is significantly lower than the perception of the females on the present level of functioning in Planning the School's Educational Program.

The males have the lower mean, 3.09, for the present level of functioning in Coordinating Auxiliary Services. The females have the higher mean, 4.22. The perception of the males is significantly lower than the perception of the females on the present level of functioning in Coordinating Auxiliary Services.

The males have the lower mean, 3.73, for the present level of functioning in Supervision of Staff Development. The females have the higher mean, 4.33. The perception of the males is significantly lower than the perception of the females on the present level of

TABLE 21

KRUSKAL-WALLIS ONE-WAY ANALYSIS OF VARIANCE FOR TESTING THE
HYPOTHESIS OF NO DIFFERENCE BETWEEN PRINCIPALS GROUPED
BY SEX TOWARD THE PRESENT LEVEL OF FUNCTIONING
(N = 75)

Competencies	Sex		H	prob
	Male N=66 Mean	Female N=9 Mean		
Working Relationship	3.97	3.00	1.61	.2041
Fiscal Management	3.32	3.78	1.96	.1612
Public Relations	3.64	3.67	0.00	.9580
Referral Agencies	3.38	3.78	1.51	.2195
Student Activities	4.14	3.89	0.29	.5900
Discipline	4.41	4.22	0.41	.5218
Educational Program	4.02	4.78	7.99	.0047*
Auxiliary Services	3.09	4.22	7.61	.0058*
Staff Development	3.73	4.33	6.38	.0116*
Assisting Staff	3.74	4.22	2.59	.1072
Utilizing Research	2.82	3.22	1.85	.1734
Professional Development	3.94	3.44	2.02	.1551
Laws, Regulations	3.79	4.11	1.15	.2842
Diverse Cultures	3.42	2.89	3.88	.0488*
Political Skills	3.06	3.22	0.94	.3319

*Significant with degrees of freedom = 1

functioning in the Supervision of Staff Development.

The females have the lower mean, 2.89, for the present level of functioning in Increasing the Understanding of Individuals from Diverse Cultures. The males have the higher mean, 3.42. The perception of the females is significantly lower than the perception of the males on the present level of functioning in Increasing the Understanding of Individuals from Diverse Cultures.

Table 22 presents the data for the ideal level of functioning for the principals grouped by sex.

An examination of the data in table 22 reveals the males have the lower mean, 4.59, for the ideal level of functioning in Planning the School's Educational Program. The females have the higher mean, 5.00. The perception of the males is significantly lower than the perception of the females on the ideal level of functioning in Planning the School's Educational Program.

The males have the lower mean, 3.53, for the ideal level of functioning in Coordinating Auxiliary Services. The females have the higher mean, 4.33. The perception of the males is significantly lower than the perception of the females on the ideal level of functioning in Coordinating Auxiliary Services.

Research question 14. Is there a difference between the principals grouped by educational degree on the present level and ideal level of functioning?

The educational degree of the principal was considered a factor which may have an effect on the professional development needs of principals. The principals were categorized into two groups according to their educational degree. One group consisted of those principals

TABLE 22

KRUSKAL-WALLIS ONE-WAY ANALYSIS OF VARIANCE FOR TESTING THE
HYPOTHESIS OF NO DIFFERENCE BETWEEN PRINCIPALS GROUPED
BY SEX TOWARD THE IDEAL LEVEL OF FUNCTIONING
(N = 75)

Competencies	Sex		H	prob
	Male N=66 Mean	Female N=9 Mean		
Working Relationship	4.39	4.33	0.02	.8891
Fiscal Management	3.88	3.56	0.31	.5781
Public Relations	4.32	4.33	0.00	.9558
Referral Agencies	4.03	4.22	0.45	.5003
Student Activities	4.29	4.33	0.10	.7563
Discipline	4.62	4.56	0.00	.9375
Educational Program	4.59	5.00	5.32	.0211*
Auxiliary Services	3.53	4.33	4.88	.0271*
Staff Development	4.50	4.67	1.14	.2863
Assisting Staff	4.61	4.78	0.55	.4600
Utilizing Research	3.97	4.22	0.82	.3649
Professional Development	4.41	4.00	2.92	.0875
Laws, Regulations	4.29	4.22	0.39	.5343
Diverse Cultures	4.15	4.22	0.05	.8276
Political Skills	3.71	4.00	0.56	.4552

*Significant with degrees of freedom = 1

who held a masters degree or below. The other group consisted of principals who held a degree or completed coursework above the masters degree. The Kruskal-Wallis One-Way Analysis of Variance was utilized to test the hypothesis of no difference.

The data pertinent to this question are presented in tables 23 and 24. Table 23 presents the data for the principals grouped by educational degree on the present level of functioning.

An examination of the data in table 23 reveals the principals with a masters degree and below have the lowest mean, 3.75, for the present level of functioning in Participation in Professional Development. The principals with a degree and coursework above the masters degree have the highest mean, 4.28. The perception of principals with a degree and coursework above the masters degree on the present level of performance in Participation in Professional Development is significantly higher than the perception of principals with a masters degree and below.

Table 24 presents the data for the principals grouped by educational degree on the ideal level of functioning.

An examination of the data in table 24 reveals there are no significant differences between the principals grouped by educational degree on the ideal level of functioning.

Research question 15. Is there a difference between the sources of professional growth opportunities for principals on the present level and ideal level of functioning.

The source of professional growth opportunities was considered a factor that may have an effect on the principals' perceptions about their present level and ideal level of functioning. The principals

TABLE 23

KRUSKAL-WALLIS ONE-WAY ANALYSIS OF VARIANCE FOR TESTING THE
HYPOTHESIS OF NO DIFFERENCE BETWEEN PRINCIPALS GROUPED
BY DEGREE TOWARD THE PRESENT LEVEL OF FUNCTIONING
(N = 75)

Competencies	Educational Degree		H	prob
	Masters & Below N=57 Mean	Above Masters N=18 Mean		
Working Relationship	3.86	3.83	0.20	.6549
Fiscal Management	3.42	3.22	0.49	.4853
Public Relations	3.65	3.61	0.04	.8413
Referral Agencies	3.40	3.50	0.20	.6521
Student Activities	4.14	4.00	0.17	.6818
Discipline	4.46	4.17	1.51	.2191
Educational Program	4.11	4.11	0.04	.8468
Auxiliary Services	3.19	3.33	0.62	.4327
Staff Development	3.70	4.11	3.69	.0547
Assisting Staff	3.74	4.00	1.52	.2178
Utilizing Research	2.82	3.00	0.49	.4842
Professional Development	3.75	4.28	5.86	.0155*
Laws, Regulations	3.84	3.78	0.09	.7638
Diverse Cultures	3.30	3.56	1.41	.2345
Political Skills	3.04	3.22	1.09	.2964

*Significant with degrees of freedom = 1

TABLE 24

KRUSKAL-WALLIS ONE-WAY ANALYSIS OF VARIANCE FOR TESTING THE
HYPOTHESIS OF NO DIFFERENCE BETWEEN PRINCIPALS GROUPED
BY DEGREE TOWARD THE IDEAL LEVEL OF FUNCTIONING
(N = 75)

Competencies	Educational Degree		H	prob
	Masters & Below N=57 Mean	Above Masters N=18 Mean		
Working Relationship	4.35	4.50	0.79	.3733
Fiscal Management	3.82	3.89	0.59	.8089
Public Relations	4.35	4.22	0.81	.3683
Referral Agencies	4.05	4.06	0.01	.9346
Student Activities	4.28	4.33	0.10	.7460
Discipline	4.68	4.39	2.99	.0837
Educational Program	4.68	4.50	1.27	.2607
Auxiliary Services	3.63	3.61	0.00	1.0000
Staff Development	4.46	4.72	2.47	.1157
Assisting Staff	4.56	4.83	2.77	.0962
Utilizing Research	4.00	4.00	0.21	.6474
Professional Development	4.37	4.33	0.03	.8689
Laws, Regulations	4.30	4.22	0.59	.4417
Diverse Cultures	4.09	4.39	1.64	.2009
Political Skills	3.75	3.72	0.02	.9012

Degrees of freedom = 1

were asked to rank five sources of professional growth according to the value the principals attributed to the sources. The source offering the least value to the principal was ranked as one (1). The source offering some value was ranked as two (2). The source of moderate value was ranked as three (3). The source of greater than moderate value was ranked as four (4). The source of highest value was ranked as five (5). When the principals indicated they did not utilize a particular source for professional growth, a no value ranking was assigned to their response. The following sources were ranked by the principals: local school district, professional association, professional journals, area or regional compact, and college/university. The Kruskal-Wallis One-Way Analysis of Variance was utilized to test the hypothesis of no difference.

The data pertinent to this question are presented in tables 25 to 35. Table 25 presents the overall mean value rankings as perceived by the principals for the five sources of professional growth.

TABLE 25

THE VALUE OF THE SOURCES OF PROFESSIONAL GROWTH
AS PERCEIVED BY THE PRINCIPALS
(N = 75)

Sources	Mean
Local school district	3.23
Professional association	3.59
Professional journals	2.55
Area or regional compact	3.00
College/University	2.60

An examination of the data in table 25 reveals the mean values of the sources of professional growth opportunity. The professional association has the highest value with a mean of 3.59. The local school district has the second highest mean, 3.23. The area or regional compact was ranked as the third most valuable source of professional growth with a mean of 3.00. The college/university was ranked as the fourth most valuable source with a mean of 2.60. The professional journals have a mean of 2.55 and were ranked as the least valuable source of professional growth. The principals perceive the professional association as the most valuable source of professional growth and the professional journals as the least valuable source.

Table 26 presents the data for the source of professional growth through the local school district on the present level of functioning.

An examination of the data in table 26 reveals no significant differences among the perceptions of the principals toward the value of the professional growth opportunities through the local school district on the present level of functioning.

Table 27 presents the data for the source of professional growth through the local school district on the ideal level of functioning.

An examination of the data in table 27 reveals no significant differences between the perceptions of the principals of the professional growth opportunities through the local school district on the ideal level of functioning.

Table 28 presents the data for the source of professional growth through the professional association on the present level of

TABLE 26

KRUSKAL-WALLIS ONE-WAY ANALYSIS OF VARIANCE FOR TESTING THE
HYPOTHESIS OF NO DIFFERENCE BETWEEN THE PROFESSIONAL
GROWTH OPPORTUNITIES FOR PRINCIPALS THROUGH THE
LOCAL SCHOOL DISTRICT ON THE PRESENT
LEVEL OF FUNCTIONING
(N = 75)

Competencies	Value Rankings					H	prob
	Low Mean	2 Mean	3 Mean	4 Mean	High Mean		
Working Relationship	4.18	3.44	3.82	3.88	3.77	2.86	.5809
Fiscal Management	3.12	3.11	3.64	3.50	3.45	1.78	.7761
Public Relations	3.82	3.11	3.82	3.63	3.64	5.02	.2852
Referral Agencies	3.53	3.22	3.09	3.63	3.45	2.64	.6200
Student Activities	3.65	4.22	4.45	4.19	4.18	4.39	.3560
Discipline	4.29	4.44	4.18	4.38	4.55	3.08	.5461
Educational Program	4.06	4.22	3.91	4.13	4.18	1.11	.8932
Auxiliary Services	3.47	3.44	3.09	2.88	3.27	3.06	.5479
Staff Development	4.00	4.00	3.64	3.81	3.64	3.07	.5457
Assisting Staff	3.88	3.44	3.91	4.06	3.64	5.38	.2508
Utilizing Research	2.59	2.89	2.91	3.13	2.86	2.60	.6272
Prof. Development	3.82	3.78	4.18	4.06	3.68	2.99	.5583
Laws, Regulations	3.88	3.89	3.73	3.69	3.91	1.41	.8418
Diverse Cultures	2.94	3.67	3.36	3.56	3.41	3.95	.4133
Political Skills	3.06	2.89	3.18	3.00	3.18	0.72	.9488

Degrees of freedom = 4

TABLE 27

KRUSKAL-WALLIS ONE-WAY ANALYSIS OF VARIANCE FOR TESTING THE
HYPOTHESIS OF NO DIFFERENCE BETWEEN THE PROFESSIONAL
GROWTH OPPORTUNITIES FOR PRINCIPALS THROUGH THE
LOCAL SCHOOL DISTRICT ON THE IDEAL
LEVEL OF FUNCTIONING
(N = 75)

Competencies	Value Rankings					H	prob
	Low=1 Mean	2 Mean	3 Mean	4 Mean	High=5 Mean		
Working Relationship	4.35	4.22	4.27	4.50	4.45	2.12	.7131
Fiscal Management	3.59	3.56	4.18	4.13	3.77	4.60	.3303
Public Relations	4.41	4.22	4.09	4.31	4.41	2.68	.6123
Referral Agencies	4.06	3.89	3.73	4.13	4.23	4.62	.3285
Student Activities	4.12	4.44	4.27	4.25	4.41	2.05	.7258
Discipline	4.53	4.56	4.45	4.63	4.77	3.39	.4942
Educational Program	4.65	4.67	4.45	4.75	4.64	2.56	.6339
Auxiliary Services	3.76	3.89	3.73	3.25	3.64	2.75	.5999
Staff Development	4.76	4.44	4.36	4.38	4.50	4.48	.3454
Assisting Staff	4.76	4.56	4.36	4.75	4.59	3.01	.5561
Utilizing Research	3.76	4.22	3.73	3.88	4.32	7.80	.0992
Prof. Development	4.18	4.22	4.45	4.44	4.45	2.48	.6480
Laws, Regulations	4.29	4.33	4.27	4.25	4.27	0.02	.9946
Diverse Cultures	4.00	4.22	4.00	4.19	4.32	1.75	.7809
Political Skills	3.94	3.44	3.73	3.50	3.91	4.88	.3003

Degrees of freedom = 4

TABLE 28

KRUSKAL-WALLIS ONE-WAY ANALYSIS OF VARIANCE FOR TESTING THE
HYPOTHESIS OF NO DIFFERENCE BETWEEN THE PROFESSIONAL
GROWTH OPPORTUNITIES FOR PRINCIPALS THROUGH THE
PROFESSIONAL ASSOCIATION ON THE PRESENT
LEVEL OF FUNCTIONING
(N = 75)

Competencies	Value Rankings						H	prob
	No Value Mean	Low=1 Mean	2 Mean	3 Mean	4 Mean	High=5 Mean		
Work Rel	2.00	4.17	3.91	3.47	4.10	3.97	0.75	.9455
Fiscal Man	5.00	3.50	3.18	3.35	3.40	3.37	0.40	.9821
Public Rel	3.00	3.17	3.55	3.65	3.60	3.80	3.02	.5545
Referral Ag	4.00	3.00	3.36	3.18	3.50	3.63	3.58	.4652
Student Act	5.00	4.00	3.73	3.88	4.10	4.37	5.39	.2498
Discipline	5.00	4.33	4.36	4.18	4.70	4.40	4.76	.3132
Educ Prog	5.00	4.17	3.82	4.12	4.60	4.00	5.72	.2214
Aux Services	3.00	3.00	3.18	3.23	3.20	3.30	0.37	.9846
Staff Dev	1.00	3.50	3.45	4.06	3.90	3.90	5.12	.2752
Assist Staff	4.00	3.83	3.63	3.41	4.20	3.93	7.27	.1244
Research	1.00	2.83	3.00	3.00	3.20	2.70	2.99	.5581
Prof Dev	4.00	3.67	3.73	3.59	3.90	4.13	4.44	.3495
Laws, Reg	4.00	3.83	4.18	3.71	4.10	3.67	4.68	.3222
Cultures	3.00	3.00	3.55	3.53	3.20	3.33	2.51	.6425
Pol Skills	4.00	2.83	3.18	3.12	3.00	3.07	0.88	.9271

Degrees of freedom = 5

functioning.

An examination of the data in table 28 reveals there are no significant differences between the perceptions of the principals toward the professional association as a source of professional growth opportunity on the present level of functioning.

Table 29 presents the data for the source of professional growth through the professional association on the ideal level of functioning.

An examination of the data in table 29 reveals no significant differences between the perceptions of principals toward the professional association as a source of professional growth opportunity on the ideal level of functioning.

Table 30 presents the data for the source of professional growth through professional journals on the present level of functioning.

An examination of the data in table 30 reveals there are no significant differences between the perceptions of the principals toward the value of the professional journals as a source of professional growth opportunity on the present level of functioning.

Table 31 presents the data for the source of professional growth through professional journals on the ideal level of functioning.

An examination of the data in table 31 reveals there are no significant differences between the professional growth opportunities for principals through the professional journals on the ideal level of functioning.

TABLE 29

KRUSKAL-WALLIS ONE-WAY ANALYSIS OF VARIANCE FOR TESTING THE
HYPOTHESIS OF NO DIFFERENCE BETWEEN THE PROFESSIONAL
GROWTH OPPORTUNITIES FOR PRINCIPALS THROUGH THE
PROFESSIONAL ASSOCIATION ON THE IDEAL
LEVEL OF FUNCTIONING
(N = 75)

Competencies	Value Rankings						H	prob
	No Value Mean	Low=1 Mean	2 Mean	3 Mean	4 Mean	High=5 Mean		
Work Rel	4.00	4.50	4.45	4.29	4.50	4.37	1.55	.8182
Fiscal Man	1.00	4.17	3.82	3.82	3.90	3.89	0.84	.9336
Public Rel	5.00	3.83	4.64	4.29	4.10	4.37	8.60	.0719
Referral Ag	4.00	3.83	4.36	3.82	4.10	4.10	4.37	.3588
Student Act	5.00	4.00	4.18	4.23	4.40	4.37	1.97	.7420
Discipline	5.00	4.83	4.82	4.41	4.70	4.57	5.57	.2338
Educ Prog	5.00	4.67	4.63	4.53	4.90	4.60	3.75	.4403
Aux Services	4.00	2.83	3.82	3.53	3.80	3.70	3.60	.4630
Staff Dev	3.00	4.67	4.64	4.47	4.60	4.50	2.26	.6876
Assist Staff	4.00	4.67	4.81	4.41	4.90	4.60	7.44	.1142
Research	4.00	4.00	4.27	3.88	4.40	3.83	5.54	.2363
Prof Dev	4.00	4.00	4.54	4.12	4.70	4.43	8.15	.0863
Laws, Reg	4.00	4.17	4.36	4.12	4.60	4.27	5.19	.2688
Cultures	4.00	3.83	4.18	4.18	4.50	4.10	2.75	.5998
Pol Skills	4.00	3.33	3.55	3.71	4.20	3.77	3.78	.4366

Degrees of freedom = 5

TABLE 30

KRUSKAL-WALLIS ONE-WAY ANALYSIS OF VARIANCE FOR TESTING THE
HYPOTHESIS OF NO DIFFERENCE BETWEEN THE PROFESSIONAL
GROWTH OPPORTUNITIES FOR PRINCIPALS THROUGH THE
PROFESSIONAL JOURNALS ON THE PRESENT
LEVEL OF FUNCTIONING
(N = 75)

Competencies	Value Rankings					H	prob
	Low=1 Mean	2 Mean	3 Mean	4 Mean	High=5 Mean		
Working Relationship	3.81	3.61	4.17	3.80	4.33	3.56	.4686
Fiscal Management	3.50	3.09	3.67	3.33	3.33	3.35	.5015
Public Relations	3.38	3.74	3.78	3.53	4.00	3.17	.5304
Referral Agencies	3.63	3.22	3.72	3.13	3.67	3.93	.4158
Student Activities	4.13	4.04	4.17	4.13	4.00	0.26	.9923
Discipline	4.50	4.30	4.56	4.27	4.00	3.85	.4262
Educational Program	4.00	3.96	4.28	4.20	4.33	2.22	.6947
Auxiliary Services	3.31	2.96	3.61	3.20	2.67	3.29	.5104
Staff Development	3.69	3.83	4.11	3.60	3.33	4.99	.2877
Assisting Staff	3.94	3.61	4.22	3.47	3.67	9.33	.0533
Utilizing Research	2.75	2.78	3.28	2.60	3.00	5.90	.2068
Prof. Development	4.00	3.78	4.01	3.67	4.00	2.36	.6695
Laws, Regulations	3.75	3.70	4.10	3.93	3.33	4.32	.3642
Diverse Cultures	3.69	3.22	3.44	3.27	2.67	3.97	.4105
Political Skills	3.19	2.74	3.33	3.36	3.67	6.77	.1488

Degrees of freedom = 4

TABLE 31

KRUSKAL-WALLIS ONE-WAY ANALYSIS OF VARIANCE FOR TESTING THE
HYPOTHESIS OF NO DIFFERENCE BETWEEN THE PROFESSIONAL
GROWTH OPPORTUNITIES FOR PRINCIPALS THROUGH THE
PROFESSIONAL JOURNALS ON THE IDEAL
LEVEL OF FUNCTIONING
(N = 75)

Competencies	Value Rankings					H	prob
	Low=1 Mean	2 Mean	3 Mean	4 Mean	High=5 Mean		
Working Relationship	4.38	4.35	4.50	4.33	4.33	1.31	.8605
Fiscal Management	4.06	3.74	3.89	3.60	4.33	2.74	.6026
Public Relations	4.13	4.30	4.39	4.53	4.00	3.94	.4146
Referral Agencies	4.19	3.87	4.11	4.13	4.00	2.72	.6052
Student Activities	4.25	4.17	4.44	4.40	4.00	2.01	.7337
Discipline	4.69	4.52	4.78	4.60	4.00	5.70	.2231
Educational Program	4.69	4.48	4.72	4.72	4.67	2.93	.5699
Auxiliary Services	3.88	3.04	3.89	3.93	3.67	9.09	.0588
Staff Development	4.56	4.61	4.56	4.33	4.33	2.13	.7111
Assisting Staff	4.69	4.52	4.83	4.47	4.67	4.21	.3783
Utilizing Research	4.25	3.65	4.17	4.00	4.33	7.29	.1213
Prof. Development	4.50	4.30	4.44	4.20	4.33	2.17	.7051
Laws, Regulations	4.44	4.22	4.33	4.13	4.33	1.90	.7534
Diverse Cultures	4.31	3.87	4.28	4.27	4.33	4.29	.3681
Political Skills	4.00	3.39	3.94	3.67	4.33	6.19	.1856

Degrees of freedom = 4

Table 32 presents the data for the source of professional growth through the area or regional compact on the present level of functioning.

An examination of the data in table 32 reveals the highest mean for the present level of functioning in My Working Relationship with the Central Office in the Development of Policy is 4.41, which has a two (2) value ranking. The lowest mean for this competency is 2.00 which is in the no value category. The no value category means principals indicated they did not utilize the source. The principals perceive the area or regional compact to be a source of some value for their present level of functioning in My Working Relationship with the Central Office in the Development of Policy.

Table 33 presents the data for the source of professional growth through the area or regional compact on the ideal level of functioning.

An examination of the data in table 33 reveals there are no significant differences between professional growth opportunities for principals through the area or regional compact on the ideal level of functioning.

Table 34 presents the data for the source of professional growth through the college/university on the present level of functioning.

An examination of the data in table 34 reveals the highest mean for the referral agencies is 4.00 which has a two (2) value ranking. The lowest mean for referral agencies is 2.56 which is in the highest (5) value ranking. The principals perceive the college/university source of professional growth to be of little value on

TABLE 32

KRUSKAL-WALLIS ONE-WAY ANALYSIS OF VARIANCE FOR TESTING THE
HYPOTHESIS OF NO DIFFERENCE BETWEEN THE PROFESSIONAL
GROWTH OPPORTUNITIES FOR PRINCIPALS THROUGH THE
AREA OR REGIONAL COMPACT ON THE PRESENT
LEVEL OF FUNCTIONING
(N= 75)

Competencies	Value Rankings						H	prob
	No Value Mean	Low=1 Mean	2 Mean	3 Mean	4 Mean	High=5 Mean		
Work Rel	2.00	2.71	4.41	3.59	3.71	4.27	13.57	.0088*
Fiscal Man	5.00	3.29	3.73	3.12	3.18	3.27	3.59	.4644
Public Rel	3.00	3.43	3.81	3.53	3.76	3.45	2.68	.6119
Referral Ag	4.00	3.29	3.50	3.59	3.18	3.45	1.67	.7954
Student Act	5.00	3.86	4.23	4.12	4.12	3.91	1.67	.7961
Discipline	5.00	4.14	4.27	4.59	4.35	4.45	3.70	.4488
Educ Prog	5.00	3.86	4.23	4.24	3.89	4.09	2.72	.6057
Aux Services	3.00	2.86	3.36	3.06	3.29	3.36	2.56	.6341
Staff Dev	1.00	4.41	3.87	3.47	3.74	4.00	3.85	.4271
Assist Staff	4.00	3.29	4.00	3.82	3.53	4.09	6.52	.1634
Research	1.00	2.71	2.95	2.41	3.06	3.36	8.70	.6081
Prof. Dev	4.00	3.57	4.00	3.71	3.82	4.09	3.46	.4834
Laws, Reg	4.00	4.00	3.73	3.82	3.59	4.27	5.23	.2642
Cultures	3.00	3.14	3.50	3.11	3.29	3.73	5.00	.2869
Pol Skills	4.00	2.57	3.32	2.88	3.00	3.27	4.32	.3650

*Significant with degrees of freedom = 5

TABLE 33

KRUSKAL-WALLIS ONE-WAY ANALYSIS OF VARIANCE FOR TESTING THE
HYPOTHESIS OF NO DIFFERENCE BETWEEN THE PROFESSIONAL
GROWTH OPPORTUNITIES FOR PRINCIPALS THROUGH THE
AREA OR REGIONAL COMPACT ON THE IDEAL
LEVEL OF FUNCTIONING
(N = 75)

Competencies	Value Rankings						H	prob
	No Value Mean	Low=1 Mean	2 Mean	3 Mean	4 Mean	High=5 Mean		
Work Rel	4.00	4.29	4.59	4.24	4.29	4.45	5.04	.2827
Fiscal Man	1.00	4.14	4.09	3.65	3.88	3.64	2.93	.5706
Public Rel	5.00	4.43	4.22	4.47	4.18	4.36	2.96	.5640
Referral Ag	4.00	4.29	3.91	4.41	3.82	4.00	7.80	.0990
Student Act	5.00	4.29	4.27	4.24	4.36	4.27	0.30	.9899
Discipline	5.00	4.23	4.50	4.77	4.53	4.82	4.67	.3229
Educ Prog	5.00	4.57	4.73	4.76	4.35	4.73	6.71	.1523
Aux Services	4.00	3.86	3.86	3.47	3.35	3.64	2.85	.5839
Staff Dev	3.00	4.71	4.41	4.47	4.59	4.73	3.06	.5480
Assist Staff	4.00	4.71	4.59	4.65	4.47	4.91	4.40	.3547
Research	4.00	4.00	3.95	4.06	3.94	4.09	1.03	.9060
Prof Dev	4.00	4.23	4.32	4.47	4.24	4.45	2.28	.6841
Laws, Reg	4.00	4.43	4.27	4.29	4.06	4.55	4.43	.3510
Cultures	4.00	4.14	4.45	4.06	3.82	4.27	5.88	.1084
Pol Skills	4.00	3.57	4.09	3.65	3.59	3.55	4.66	.3236

Degrees of freedom = 5

TABLE 34

KRUSKAL-WALLIS ONE-WAY ANALYSIS OF VARIANCE FOR TESTING THE
HYPOTHESIS OF NO DIFFERENCE BETWEEN THE PROFESSIONAL
GROWTH OPPORTUNITIES FOR PRINCIPALS THROUGH THE
COLLEGE/UNIVERSITY ON THE PRESENT
LEVEL OF FUNCTIONING
(N = 75)

Competencies	Value Rankings					H	prob
	Low=1 Mean	2 Mean	3 Mean	4 Mean	High=5 Mean		
Working Relationship	3.96	3.67	4.33	3.89	3.00	5.05	.2822
Fiscal Management	3.39	3.55	3.08	3.47	3.33	1.71	.7887
Public Relations	3.86	3.67	3.42	3.65	3.22	6.00	.1988
Referral Agencies	3.36	4.00	3.42	3.71	2.56	10.36	.0348*
Student Activities	4.43	4.22	4.00	4.00	3.33	9.27	.0548
Discipline	4.42	4.78	4.33	4.35	4.00	6.78	.1478
Educational Program	4.21	4.33	3.83	3.94	4.22	2.66	.6156
Auxiliary Services	3.18	3.44	3.00	3.53	2.89	2.26	.6889
Staff Development	3.82	4.11	3.58	3.76	3.78	2.13	.7125
Assisting Staff	3.79	4.33	3.58	3.88	3.44	7.16	.1275
Utilizing Research	3.21	2.89	2.67	2.47	2.78	7.75	.1014
Prof. Development	3.96	4.00	4.00	3.94	3.22	6.62	.1574
Laws, Regulations	3.79	3.89	3.75	3.94	3.78	0.61	.9618
Diverse Cultures	3.57	2.89	3.33	3.41	3.11	5.41	.2479
Political Skills	3.18	3.33	2.83	3.29	2.44	7.38	.1169

*Significant with degrees of freedom = 4

their present level of functioning in Utilizing Referral Agencies and Resource Personnel.

Table 35 presents the data for the source of professional growth through the college/university on the ideal level of functioning.

An examination of the data in table 35 reveals the highest mean for the referral agencies is 4.67 which has a two (2) value ranking. The lowest mean for referral agencies is 3.56 which is in the highest (5) value ranking. The principals perceive the college/university to be of some value for professional growth on their ideal level of functioning in Utilizing Referral Agencies and Resource Personnel.

Research question 16. Is there a difference between the sources of professional growth opportunities of principals on the basis of their location?

The location of professional growth opportunities was considered a factor that may have an effect on the principals' attendance. The principals ranked the locations of professional development opportunity according to the frequency with which they attended the locations. The most frequently attended location was ranked as four (4). The least frequently attended location was ranked as one (1). The Friedman Two-Way Analysis of Variance was utilized to test the hypothesis of no difference.

The data pertinent to this question are presented in table 36.

An examination of the data in table 36 reveals the area or regional compact has the highest location mean, 2.85, and is ranked

TABLE 35

KRUSKAL-WALLIS ONE-WAY ANALYSIS OF VARIANCE FOR TESTING THE
HYPOTHESIS OF NO DIFFERENCE BETWEEN THE PROFESSIONAL
GROWTH OPPORTUNITIES FOR PRINCIPALS THROUGH THE
COLLEGE/UNIVERSITY ON THE IDEAL
LEVEL OF FUNCTIONING
(N = 75)

Competencies	Value Rankings					H	prob
	Low=1 Mean	2 Mean	3 Mean	4 Mean	High=5 Mean		
Working Relationship	4.43	4.11	4.67	4.35	4.22	5.41	.2481
Fiscal Management	3.82	4.11	3.75	3.71	4.00	2.65	.6172
Public Relations	4.43	4.22	4.25	4.41	4.00	4.12	.3900
Referral Agencies	3.96	4.67	4.08	4.12	3.56	11.04	.0261*
Student Activities	4.46	4.56	4.25	4.12	3.89	7.04	.1339
Discipline	4.61	4.89	4.58	4.65	4.33	4.18	.3820
Educational Program	4.61	4.78	4.67	4.59	4.76	1.37	.8491
Auxiliary Services	3.50	4.00	3.50	3.88	3.33	2.86	.5819
Staff Development	4.32	4.67	4.75	4.65	4.44	6.67	.1545
Assisting Staff	4.50	4.89	4.83	4.65	4.44	5.91	.2063
Utilizing Research	4.00	4.44	4.08	3.94	3.56	7.30	.1211
Prof. Development	4.46	4.67	4.33	4.35	3.78	8.94	.0627
Laws, Regulations	4.18	4.33	4.42	4.47	4.00	3.32	.5065
Diverse Cultures	4.25	4.11	4.25	4.18	3.78	1.66	.7984
Political Skills	3.61	4.33	3.67	3.94	3.33	7.54	.1099

*Significant with degrees of freedom = 4

TABLE 36

FRIEDMAN TWO-WAY ANALYSIS OF VARIANCE FOR TESTING THE
HYPOTHESIS OF NO DIFFERENCE BETWEEN THE SOURCES OF
PROFESSIONAL GROWTH OPPORTUNITY ON THE BASIS OF
THEIR LOCATION AND THE MILEAGE TRAVELED
ONE WAY TO THAT TRAINING

	Local Mean	Assn Mean	Compact Mean	College Mean	H	prob
Location	2.75	2.70	2.85	1.71	38.27	<.0001*
Mileage	1.10	2.97	2.63	3.30	127.80	<.0001*

*Significant with degrees of freedom = 3

by the principals as the source of professional growth they most frequently attended on the basis of its location. The local school district has the second highest mean, 2.75, and is ranked by the principals as the second most frequently attended source of professional growth. The professional association has the third highest mean, 2.70, and is ranked as the third most frequently attended source of professional growth. The college/university has the lowest mean, 1.71, and is ranked as the source of professional growth the principals attended least frequently.

Research question 17. Is there a difference between the sources of professional growth opportunities of principals on the basis of mileage traveled one way to receive that training?

Principals were asked to indicate how far they had to travel one way to receive training at each location. The Friedman Two-Way Analysis of Variance was utilized to test the hypothesis of no difference.

An examination of the data in table 36 reveals the college/university source of professional growth has the highest mileage mean, 3.30, when compared to the mileage traveled one way to receive that training. The local school district has the lowest mean, 1.10. The professional association has the second highest mileage mean, 2.97, with the area or regional compact having the third highest mean, 2.63. The data indicated the principals travel the greatest distance to the college/university to receive training. The principals travel the second greatest distance to the professional association and the third greatest distance to the area or regional compact. The principals indicated they travel the least distance to the local school district to receive training.

Research question 18. Is there a difference between the value of the sources of professional growth opportunities on the basis of funding?

The source of funding for professional growth opportunities was considered a factor that may have an effect on the principals' perceptions of the value of the sources of professional growth. The principals were asked to rank the following sources of funding: self, local school district, professional association, and area or regional compact. The source of funding providing the greatest dollar contribution was ranked as four (4). The source providing the least dollar contribution was ranked as one (1). Some principals indicated that they did not receive funding from a particular source. In those instances, a none funded ranking was assigned to that response. The Kruskal-Wallis One-Way Analysis of Variance was utilized to test the hypothesis of no difference.

The data pertinent to this question are presented in tables 37 to 41. Table 37 presents the overall mean funding rankings for the sources of funding.

TABLE 37

THE MEAN RANKINGS OF THE SOURCES OF FUNDING
AS PERCEIVED BY THE PRINCIPALS
(N = 75)

Sources	Mean
Self	3.07
Local school district	3.41
Professional association	1.65
Area or regional compact	1.60

An examination of the data in table 37 reveals the local school district source of funding has the highest mean, 3.41. The source of funding by self has the second highest mean, 3.07. The professional association source of funding has the third highest mean, 1.65. The area or regional compact has the lowest mean, 1.60. The principals ranked the local school district as providing the greatest amount of funding for their professional growth activities. The area or regional compact was ranked as providing the least amount of funding.

Table 38 presents the data for the values of professional growth opportunities when the principal provided the funding.

An examination of the data from table 38 reveals the highest mean for the area or regional compact is 3.41. This is in the next to highest category of funding by self. The lowest mean for the

TABLE 38

KRUSKAL-WALLIS ONE-WAY ANALYSIS OF VARIANCE FOR TESTING THE
HYPOTHESIS OF NO DIFFERENCE BETWEEN THE VALUE OF THE
SOURCES OF PROFESSIONAL GROWTH OPPORTUNITY
BY FUNDING BY SELF
(N = 75)

Source	Funding Rankings				H	prob
	Low=1 Mean	2 Mean	3 Mean	High=4 Mean		
Local district	4.00	3.71	3.04	3.03	3.89	.2730
Prof. association	3.60	3.43	3.78	3.48	0.59	.8991
Prof. journals	2.40	2.50	2.44	2.69	0.97	.8075
Compact	3.40	3.29	3.41	2.41	9.93	.0191*
College/University	1.60	2.07	2.33	3.28	10.35	.0158*

*Significant with degrees of freedom = 3

compact is 2.41, which is in the highest category of funding by self. This indicates the principals perceive the area or regional compact as a source of professional growth to be least valuable when the principals provide a high amount of their own funds to receive the training offered by the compact. The principals perceive the area or regional compact to be the most valuable when the principals provide a substantial amount, yet not the greatest amount, of their own funds to receive the training offered by the compact.

The highest mean for the college/university is 3.28, which is in the highest category of funding by self. The lowest mean is 1.60, which is in the lowest category of funding by self. This indicates the principals perceive the college/university source of professional

growth to be least valuable when the principals provide a low amount of their own funds to receive training from the college/university. The principals perceive the college/university source of professional growth to be the most valuable when the principals provide a high amount of their own funds to receive training offered by the college/university.

Table 39 presents the data for the value of the sources of professional growth when the funds are provided by the local school district.

TABLE 39

KRUSKAL-WALLIS ONE-WAY ANALYSIS OF VARIANCE FOR TESTING THE
HYPOTHESIS OF NO DIFFERENCE BETWEEN THE VALUE OF THE
SOURCES OF PROFESSIONAL GROWTH OPPORTUNITY BY
FUNDING BY THE LOCAL SCHOOL DISTRICT
(N = 75)

Source	Funding Rankings				H	prob
	None Mean	Low=1 Mean	3 Mean	High=4 Mean		
Local district	3.00	4.00	3.04	3.29	1.92	.3824
Prof. association	5.00	3.25	3.43	3.69	0.67	.7139
Prof. journals	4.00	2.00	2.64	2.50	1.14	.5659
Compact	2.00	3.50	2.46	3.33	8.18	.0167*
College/University	1.00	2.25	3.32	2.19	9.73	.0077*

*Significant with degrees of freedom = 3

An examination of the data in table 39 reveals there is not a two (2) funding ranking for the local school district. The highest mean for the area or regional compact source of professional growth is

3.50, which is in the lowest (1) funding category by the local school district. The lowest mean for the area or regional compact is 2.00, which is in the none funded category. This indicates the principals perceive the training received from the area or regional compact to be the most valuable when the local school district provides a low amount of funding for the principal to receive that training. The principals perceive the training from the area or regional compact to be least valuable when the local school district provides no funding for the principal to receive that training.

The highest mean for the college/university source of professional growth is 3.32, which is in the three (3) funding category. The lowest mean for the college/university source is 1.00, which is in the none funded category. This indicates the principals perceive the training received from the college/university to be most valuable when the local school district provides a substantial amount of funding for the principals to receive that training. The principals perceive the training received from the college/university to be least valuable when the local school district provided no funding for the principal to receive that training.

Table 40 presents the data for the value of the sources of professional growth when the funds are provided by the area or regional compact for the principals to receive that training.

An examination of the data presented in table 40 reveals the highest mean for the local school district source of professional growth is 4.00, which is in the next to highest category of funding provided by the professional association. The lowest mean for the local school district is 2.61, which is in the low funding category.

TABLE 40

KRUSKAL-WALLIS ONE-WAY ANALYSIS OF VARIANCE FOR TESTING THE
HYPOTHESIS OF NO DIFFERENCE BETWEEN THE VALUE OF
PROFESSIONAL GROWTH OPPORTUNITY BY FUNDING BY
THE PROFESSIONAL ASSOCIATION
(N = 75)

Source	Funding Rankings					H	prob
	None Mean	Low=1 Mean	2 Mean	3 Mean	High=4 Mean		
Local district	2.83	2.61	3.66	4.00	3.00	8.17	.0426*
Prof. association	2.83	3.07	4.03	4.10	4.00	8.38	.0388*
Prof. journals	3.50	2.71	2.31	2.30	2.00	1.81	.6129
Compact	1.33	3.43	2.93	2.80	4.00	4.17	.2440
College/University	4.00	3.18	2.07	1.80	2.00	10.99	.0118*

*Significant with degrees of freedom = 4

This indicates the principals perceive the training received from the local school district to be most valuable when the professional association provides a substantial amount of funding for the principal to receive that training. The principals perceive the training received from the local school district to be least valuable when the professional association provides a low amount of funding for the principal to receive that training.

The highest mean for the professional association is 4.10, which is in the next to highest category of funding provided by the professional association. The lowest mean is 2.83, which is in the none funded category. This indicates the principals perceive the training received from the professional association to be most valuable

when the professional association provides a substantial amount of funding for the principal to receive that training. The principals perceive the training received from the professional association to be least valuable when the professional association provides no funding for the principal to receive that training.

The highest mean for the college/university source of professional growth is 4.00, which is in the none funded category. The lowest mean is 1.80, which is in the next to highest category of funding provided by the professional association. This indicates the principals perceive the training from the college/university to be most valuable when the professional association provides no funding for the principal to receive training from the college/university. The principals perceive the training from the college/university to be least valuable when the professional association provides a substantial amount of funding for the principal to receive that training.

Table 41 presents the data for the value of the sources of professional growth when the funds are provided by the area or regional compact.

An examination of the data in table 41 reveals the highest mean for the local school district is 5.00, which is in the highest funding category by the area or regional compact. The lowest mean is 2.58, which is in the next lowest category of funding by the area or regional compact. This indicates the principals perceive the training received from the local school district to be most valuable when the area or regional compact provides the greatest amount of funding for the principals to receive that training.

TABLE 41

KRUSKAL-WALLIS ONE-WAY ANALYSIS OF VARIANCE FOR TESTING THE
HYPOTHESIS OF NO DIFFERENCE BETWEEN THE SOURCES OF
PROFESSIONAL GROWTH OPPORTUNITY BY FUNDING BY
THE AREA OR REGIONAL COMPACT
(N = 75)

Source	Funding Rankings					H	prob
	None Mean	Low=1 Mean	2 Mean	3 Mean	High=4 Mean		
Local district	2.60	3.64	2.58	3.56	5.00	9.89	.0195*
Prof. association	3.20	4.12	3.35	2.78	2.50	10.25	.0165*
Prof. journals	3.60	2.33	2.62	2.67	2.00	0.92	.8216
Compact	1.20	2.79	3.31	3.78	3.50	6.09	.1072
College/University	3.80	2.12	3.15	2.22	2.00	7.83	.0497*

*Significant with degrees of freedom = 4

The highest mean for the professional association is 4.12, which is in the low category of funding by the area or regional compact. The lowest mean is 2.50, which is in the highest (4) funding category. This indicates the principals perceive the training received from the professional association to be most valuable when the area or regional compact provides a low amount of funding for the principals to receive that training. The principals perceive the training received from the professional association to be least valuable when the area or regional compact provides the greatest amount of funding for the principals to receive that training.

The highest mean for the college/university source of professional growth is 3.80, which is in the none funded category by

the area or regional compact. The lowest mean is 2.00, which is in the highest (4) funding category by the area or regional compact. This indicates the principals perceive the training received from the college/university to be most valuable when the area or regional compact provides no funds for the principal to receive training from the college/university. The principals perceive the college/university to be least valuable when the area or regional compact provides the greatest amount of funding for the principals to receive training from the college/university.

The findings of the study were presented in this chapter. The results and analyses of the research questions were presented in both narrative and tabular form. Chapter 5 will present a summary of the findings as well as conclusions and recommendations based upon the findings.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purposes of the study were to compare the perceived needs for professional development of selected principals from Washington state who were classified by the concentration of the ethnic minority student population in their respective schools; to assess the needed areas of professional development for principals as perceived by the principals themselves; to determine if professional development opportunities differed on the basis of a variety of personal and school-related variables; and to compare professional development opportunities for principals on the basis of the source, location, and funding of the training. A survey instrument was developed to determine the present and ideal levels of functioning for fifteen competencies. A form was designed to provide additional information about the principal and his or her school.

Seventy-five principals were selected to participate in the study. The principals were classified into three groups: principals who had a student population which was at least 20 percent American Indian; principals who had a student population which was greater than 20 percent other minority, excluding American Indian; and principals who had a student population which had less than 20 percent

minority enrollment. Each group consisted of twenty-five principals. The three groups of principals were matched according to their position level, to the number of students in their building, and to the total number of students in the district. Alternate triads were utilized when a principal originally selected opted not to participate and then the alternate also opted not to participate. For the final analysis, a total of seventy-five principals from twenty-five triads completed the instruments.

Data from the instruments were tabulated for use with the computers at the University of North Dakota Computer Center. The data were treated for significant differences among the populations using the Kruskal-Wallis One-Way Analysis of Variance, the Friedman Two-Way Analysis of Variance, and the Wilcoxon Matched-Pairs Signed-Ranks tests. The hypotheses were analyzed using the treated data. Alpha was set at the .05 level.

Seventy-five principals responded to the instrument. Sixty-six of the respondents were male and nine were female. Seventy of the principals identified themselves as White, non-Hispanic; three identified themselves as Hispanic; and two identified themselves as American Indian or Alaskan Native. Because the sample size was too small for Hispanic and American Indian principals, no treatment of the data was done using these categories. The elementary position level was represented in greater number than the other levels. Thirty-six of the respondents were elementary principals; nine were middle school principals; nine were junior high principals; and twenty-one were high school principals. Fifty-seven principals held a masters degree or below. Eighteen principals held a degree or

coursework above the masters degree.

There were professional development needs common to the three groups of principals classified by the concentration of the ethnic minority student population in their respective schools. The common needs were Planning the School's Educational Program, Supervision of Staff Development, and Assisting Staff in Developing and Implementing Programs. The areas in greater need for professional development common to these principals were Implementing Principles of Fiscal Management and Record Keeping, Coordinating Auxiliary Services, Utilizing Research to Improve the Educational Programs, and Applying Political Skills.

Each group of principals classified by the concentration of their student minority enrollment had additional needs for professional development which were not common to all three groups of principals. Implementing Effective Principles of Discipline was an additional need and Establishing Public Relations Programs an additional area of greater need for professional development for the principals serving schools with a concentration of American Indian students. Coordinating Student Activities and Increasing the Understanding of Individuals from Diverse Cultures were additional needs for principals serving schools with concentrations of other minority students. Utilizing Available Referral Agencies and Resource Personnel and Increasing the Understanding of Individuals from Diverse Cultures were additional areas of greater need for professional development for principals serving schools with a concentration of non-minority students.

Eleven of the fifteen identified competencies in this study were significant when making comparisons. These competencies were My Working Relationship with the Central Office in the Development of Policy; Implementing Principles of Fiscal Management and Record Keeping; Establishing Public Relations Programs; Coordinating Student Activities; Implementing Effective Principles of Discipline; Planning the School's Educational Program; Coordinating Auxiliary Services; Supervision of Staff Development; Participation in Professional Development; Using My Knowledge about Laws, Regulations, and Policies at All Levels of Governance; and Increasing My Understanding of Individuals from Diverse Cultures.

The principals with the smallest building enrollment ranked both their present and ideal level of functioning in the area of working relationship with the central office significantly higher than the principals from the larger building enrollments. The principals from the medium-sized building enrollment ranked both their present level and ideal level of functioning in this area significantly lower than the other groups of principals. However, the principals with the largest district enrollment ranked both their present level and ideal level of functioning in the area of working relationship with the central office significantly lower than the other principals grouped by district enrollment.

Elementary principals ranked their present level of functioning significantly lower than the other groups of principals in their working relationship with the central office. The middle school principals ranked their present level of functioning significantly higher than the other principals in this area. There were no

significant differences among the perceptions of the principals grouped by position level toward their ideal level of functioning.

The principals with the least years of experience as an educator ranked their ideal level of functioning in the area of working relationship with the central office significantly higher than the other principals grouped by total years of experience as an educator. The principals from the group with the medium years of experience as an educator ranked this area significantly lower than the other principals.

The principals with the smallest building enrollment ranked the area of fiscal management significantly higher than the other principals grouped by building enrollment. The principals with the largest building enrollment ranked this area significantly lower than the other principals grouped by building enrollment. The principals with the greatest number of years of experience as an educator ranked both their present and ideal levels of functioning significantly higher than the other principals grouped by years of experience as an educator. On the other hand, the principals in the group with the medium years of experience as an educator ranked both their present level and ideal level of functioning in the area of fiscal management significantly lower than the other principals grouped by years of experience as an educator. The oldest principals ranked their present level of functioning significantly higher than the younger principals in fiscal management. The principals in the middle age group ranked their present level of functioning significantly lower than the other principals grouped by age.

The principals serving non-minority students ranked their present level of functioning in establishing public relations programs significantly higher than the other principals grouped by student minority enrollment. The principals serving American Indian students ranked their present level of performance in establishing public relations programs significantly lower than the other principals grouped by student minority enrollment.

The principals with the smallest building enrollment ranked their ideal level of functioning in coordinating student activities significantly higher than the other principals grouped by building enrollment. The principals with the medium-sized building enrollment ranked their ideal level of functioning significantly lower than the other principals grouped by building enrollment.

The oldest principals ranked their present level of functioning in implementing effective principles of discipline significantly higher than the other principals grouped by age. The youngest principals ranked their present level of functioning significantly lower on this variable than the other principals grouped by age.

The principals with the medium-sized district enrollment ranked their ideal level of functioning in planning the school's educational program significantly higher than the other principals grouped by district enrollment. The principals with the largest district enrollment ranked their ideal level of functioning significantly lower than the other principals grouped by district enrollment. The female principals ranked both their present level and ideal level of functioning in planning the school's educational program significantly higher than the male principals.

The principals with the smallest building enrollment ranked their ideal level of functioning in coordinating auxiliary services significantly higher than the other principals grouped by building enrollment. The principals with the largest building enrollment ranked their ideal level of functioning significantly lower than the other principals grouped by building enrollment. The principals with the smallest district enrollment ranked their ideal level of functioning in coordinating auxiliary services significantly higher than the other principals grouped by district enrollment. The principals with the largest district enrollment ranked their ideal level of functioning significantly lower than the other principals grouped by district enrollment.

The youngest group of principals ranked their ideal level of functioning in coordinating auxiliary services significantly higher than the other principals. The principals in the middle age category ranked their ideal level of functioning significantly lower than the other principals grouped by age. Furthermore, the female principals ranked both their present level and ideal level of functioning significantly higher than the male principals in the area of coordinating auxiliary services.

The female principals ranked their present level of functioning in the supervision of staff development significantly higher than the male principals. This was the only significant finding in regard to supervision of staff development.

The principals with a degree and coursework above the masters degree ranked their present level of functioning in participation in professional development significantly higher than the principals

with a masters degree or less. This was the only significant finding in regard to participation in professional development.

The principals with the greatest number of years as an educator ranked their ideal level of functioning in using knowledge about laws, regulations, and policies at all levels of governance significantly higher than the other principals grouped by total years as an educator. The principals with the medium number of years as an educator ranked their ideal level of functioning in this area significantly lower than the other principals grouped by total years as an educator. The principals with the medium number of years experience as an administrator ranked their present level of functioning in using knowledge about laws, regulations, and policies significantly higher than the other principals grouped by years as an administrator. The principals with the least years of experience ranked their present level of functioning significantly lower than the other principals grouped by years of experience as an administrator.

The principals serving schools with concentrations of other minority students ranked both their present level and ideal level of functioning in increasing the understanding of individuals from diverse cultures significantly higher than the other principals grouped by student minority enrollment. The principals serving a concentration of non-minority students ranked both their present level and ideal level of functioning significantly lower on this variable than the other principals grouped by student minority enrollment. The male principals ranked their present level of functioning significantly higher than the female principals in the area of increasing the understanding of individuals from diverse

cultures.

There were significant differences between the present level and ideal level of functioning for each competency. The ideal level of functioning for each competency was significantly higher than the present level of functioning. The principals perceived each competency to be an area in need of professional development.

Professional development needs differed on a variety of personal and school-related variables. The variables having a significant impact on the perceptions of the principals were student minority enrollment, building enrollment, district enrollment, position level, total years as an educator, total years as an administrator, age, sex, and educational degree.

Establishing public relations programs and increasing the understanding of individuals from diverse cultures were areas in which the student minority enrollment had a significant effect on the perceptions of the principals. The principals with the non-minority student enrollment had significantly higher perceptions about establishing public relations programs and significantly lower perceptions about increasing their understanding of individuals from diverse cultures than the other principals grouped by student minority enrollment. The principals with the American Indian student enrollment had significantly lower perceptions about establishing public relations programs than the other principals grouped by student minority enrollment. The principals with the other minority student enrollment had significantly higher perceptions about increasing the understanding of individuals from diverse cultures.

The building enrollment variable had a significant effect on the perceptions of principals in their working relationship with the central office, fiscal management and record keeping, coordinating student activities, and coordinating auxiliary services. The principals with the smallest building enrollment had significantly higher perceptions about their working relationship with the central office, fiscal management and record keeping, coordinating student activities, and coordinating auxiliary services. The principals with the medium-sized building enrollment had significantly lower perceptions about their working relationship with the central office, fiscal management and record keeping, and coordinating student activities. The principals with the largest building enrollment had significantly lower perceptions about coordinating auxiliary services than the other principals grouped by building enrollment.

The district enrollment variable had a significant effect on the perceptions of principals in their working relationship with the central office, planning the school's educational program, and coordinating auxiliary services. The principals with the smallest district enrollment had significantly higher perceptions about their working relationship with the central office and coordinating auxiliary services. The principals with the medium-sized district enrollment had significantly higher perceptions about planning the school's educational program. The principals with the largest district enrollment had significantly lower perceptions about their working relationship with the central office, planning the school's educational program, and coordinating auxiliary services.

The position level variable had a significant effect on the principals' perceptions of their working relationship with the central office. The middle school principals had significantly higher perceptions about their working relationship with the central office than the other principals grouped by position level. The elementary school principals had significantly lower perceptions about their working relationship with the central office.

The variable addressing the total years as an educator had a significant effect on the principals' perceptions regarding their working relationship with the central office; fiscal management and record keeping; and using knowledge about laws, regulations, and policies. The principals with the greatest number of years as an educator had significantly higher perceptions about fiscal management and record keeping and using knowledge about laws, regulations, and policies. The principals with the least years as an educator had significantly higher perceptions about their working relationship with the central office. The principals with the medium years as an educator had significantly lower perceptions about fiscal management and record keeping; their working relationship with the central office; and using knowledge about laws, regulations, and policies.

The variable addressing the total years as an administrator had a significant effect on the principals' perceptions about using knowledge about laws, regulations, and policies. The principals with the least years of administrative experience had significantly lower perceptions about using knowledge about laws, regulations, and policies. The principals with the medium years administrative experience had significantly higher perceptions about using knowledge

about laws, regulations, and policies.

The variable addressing the number of years the principal was an administrator in the present location did not have a significant effect on the perceptions of the principals.

The age of the principals was a variable which had a significant effect on the principals' perceptions regarding fiscal management and record keeping, discipline, and coordinating auxiliary services. The oldest principals had significantly higher perceptions about fiscal management and record keeping and discipline. The principals with the medium age had significantly lower perceptions about coordinating auxiliary services. The youngest principals had significantly lower perceptions about discipline and significantly higher perceptions about coordinating auxiliary services.

The sex of the principals was a variable which had a significant effect on planning the school's educational program, coordinating auxiliary services, supervision of staff development, and increasing the understanding of individuals from diverse cultures. The female principals had significantly higher perceptions about planning the school's educational program, coordinating auxiliary services, and supervision of staff development. The male principals had significantly higher perceptions about increasing the understanding of individuals from diverse cultures.

The educational degree of the principal was a variable which had a significant effect on the principals' perceptions regarding participation in professional development. The principals who held a degree or coursework above the masters degree had significantly higher perceptions about their participation in professional

development.

Professional development opportunities for principals differed on the basis of the source of training. The sources having a significant effect on the perceptions of the principals were the area or regional compact and the college/university.

The area or regional compact source of professional development had a significant effect on the principals' perceptions about their working relationship with the central office. The area or regional compact was ranked as a significantly higher source of professional development in this area.

The college/university source of professional development had a significant effect on the principals' perceptions about utilizing available referral agencies and resource personnel. The college/university was ranked as a significantly lower source of professional development in this area.

The principals were asked to rank the value of the source offering professional development. They also ranked the frequency with which they attended and the source of funding.

The professional association was ranked as the most valuable source of professional development. The professional association meetings were ranked as the third most frequently attended location with the principals traveling the second greatest distance to receive that training. The professional association provided little if any funding for the principal to participate in professional development activities.

The source of funding had a significant effect on the principals' perceptions regarding the value of the professional

association as a source of professional development. The principals perceived the professional association to be significantly more valuable when the association provided some funding for their training. The principals perceived the professional association to be significantly less valuable when the association provided no funds. The association was perceived to be significantly more valuable when the area or regional compact provided a low amount of funding for the principal to participate in the training offered by the professional association. On the other hand, if the area or regional compact provided a high amount of funding, the principals valued the training received from the professional association significantly less. The amount of funding the principal provided to cover the training offered by the professional association and the amount the local school district provided did not have a significant effect on the principals' perceptions regarding the value of the professional association.

The local school district was ranked as the second most valuable source of professional development and the second most frequently attended location. The principals traveled the least distance to the local site to receive the training. The local school district provided the greatest funds for the principals to participate in professional development activities.

The source of funding had a significant effect on the principals' perceptions regarding the value of the local school district as a source of professional development. The principals perceived the training received from the local school district to be significantly more valuable when the professional association provided

a moderate amount of funding as opposed to a low amount of funding. The principals perceived the training received from the local school district to be significantly more valuable when the area or regional compact provided a high amount of funding as opposed to an amount in which some funding was provided. The amounts of funding provided by the local school district and by the principal did not have a significant effect on the principals' perceptions regarding the value of the local school district as a source of professional development.

The area or regional compact was ranked as the third most valuable source of professional development. The principals attended these meetings more frequently than the other sources and traveled the third greatest distance to that location. The area or regional compact provided little if any funding for the principal to participate in professional development activities.

The source of funding had a significant effect on the principals' perceptions regarding the value of the area or regional compact as a source of professional development. The compact was perceived as significantly more valuable when the principal provided a moderate amount of funding as opposed to a high amount of funding to receive training offered by the compact. The compact was perceived to be significantly more valuable when the local school district provided a low amount of funding as opposed to no funding. The amount of funding provided by the area or regional compact and by the professional association did not have a significant effect on the principals' perceptions regarding the value of the compact as a source of professional development.

The college/university was ranked as the fourth valuable source of professional development and the least frequently attended location. The principals traveled the farthest distance to receive training from the college/university.

The source of funding had a significant effect on the principals' perceptions regarding the value of the college/university as a source of professional development. The principals perceived the training received from the college/university to be significantly more valuable when the principals provided a high amount of their own funds as opposed to a low amount. The college/university was perceived to be significantly more valuable when the local school district provided a moderate amount of funding as opposed to no funding for principals to receive training from the college/university. When the professional association provided no funding, the training received from the college/university was perceived to be significantly more valuable than when the professional association provided a moderate amount of funding. The principals perceived the college/university to be significantly more valuable when the area or regional compact provided no funding as opposed to a high amount of funding for the training received from the college/university.

The professional journals were ranked as the least valuable source of professional development. This source was not included in the comparisons by location, mileage, and funding.

Conclusions

In analyzing the data, conclusions were drawn concerning the professional development needs of principals. The conclusions apply only to participants in this study.

1. There were professional development needs common to the principals. These needs were Implementing Principles of Fiscal Management and Record Keeping, Planning the School's Educational Program, Coordinating Auxiliary Services, Supervision of Staff Development, Assisting Staff in Developing and Implementing Programs, Utilizing Research to Improve the School's Educational Program, and Applying Political Skills. This suggests that the principals face similar tasks and have common needs that should be addressed through professional development.

The identified areas of greatest need for professional development were Implementing Principles of Fiscal Management and Record Keeping, Coordinating Auxiliary Services, Utilizing Research to Improve the Educational Programs, and Applying Political Skills. It seemed more appropriate to focus on these areas because the respondents rated their present level of functioning at a moderate level and also rated their ideal level of functioning at a high level in regard to these professional development areas. This suggests these needs be addressed first.

2. There was a difference between the present level and ideal level of functioning. Overall, the principals perceived they should be performing at a higher level than their present level of functioning. This suggests the principals have professional development needs that were not currently being met.

3. Principals in schools serving a student population consisting of 20 percent or greater American Indian students have the lowest perception of their present performance in Establishing Public Relations Programs. The principals from schools serving students in

which there was essentially a non-minority student body had the highest perception of their present performance in public relations. This suggests the ethnic minority community had an effect on the principal's perceptions regarding the relationship between the school and the child's community. The principals from the non-minority schools felt they had a positive relationship with the community. This may be partly because the principals, in most cases, were also non-minority. This suggests principals who are of the same ethnicity as the community have better community relationships than those principals who are not of the same ethnicity as the community which they serve.

4. The principals serving a school consisting of a 20 percent other minority student body perceive they are presently performing at a high level in Increasing the Understanding of Individuals from Diverse Cultures. This group of principals also rated this competency the highest on the ideal level of functioning. Principals from schools with a student body less than a 20 percent minority rated the ideal level and the present level of performance in understanding of diverse cultures as the lowest. This suggests principals who work in schools with few or no minority students perceive it is not of critical importance to understand individuals from diverse cultures since they may not have to deal with culturally different children.

5. Principals working in schools with the smaller enrollment were likely to perceive their present level and ideal level of functioning in their working relationship with the central office in the development of policy higher than the perceptions of the principals with larger enrollments. This suggests principals with smaller enrollments may have a closer working relationship with the central

office. In some instances, the principals from the schools with smaller enrollments may be the central office staff and actually develop the policy.

6. The perceptions of principals from the schools with the smaller building enrollment were higher than the perceptions of the other principals grouped by building enrollment toward the present performance for implementing principles of fiscal management and record keeping. This suggests principals from smaller schools may have more direct involvement in the budget and the record keeping processes, perhaps because they are central office personnel.

7. The perceptions of principals working in the smaller schools were higher in the ideal level of functioning in coordinating both student activities and auxiliary services than the perceptions of principals in schools with larger enrollments. This suggests principals from smaller schools feel the need to do a better job of coordinating student activities and auxiliary services. This need may be felt because principals from smaller schools are responsible for the coordination of all such activities, whereas principals from larger schools may be able to delegate some of this responsibility to subordinates. Principals from smaller schools also may lack the financial and material resources to adequately coordinate student activity and auxiliary services. Furthermore, the coordination of auxiliary services may be dependent upon the district organization. Perhaps the larger school districts contract these services.

8. The perceptions of the elementary school principals were lower than the other principals grouped by position level in the present level of functioning in the working relationship with the

central office. This suggests the elementary school principals may have less autonomy because they may be farther down the hierarchy of power when compared to the other levels of principals. Perhaps the central office communicates this perception because of the nature of student activities and funding. Furthermore, the central office staff may be more inclined to the secondary principals because their background training and experience of the central office may be at the secondary level.

9. The principals with the most years of experience as an educator perceived they were functioning and should be functioning at a high level in implementing principles of fiscal management and record keeping. Principals with less experience as an educator rated this lower. This suggested the need, fiscal management and record keeping, may be a "blind area" for the less experienced principals.

10. The principals with the most years of experience as an educator perceive they should ideally be functioning at a high level in using their knowledge about laws, regulations, and policies at all levels of governance. The perceptions of principals with the least experience as an administrator toward the present level of functioning in using knowledge about laws, regulations, and policies were lower than the perceptions of the other principals grouped by administrative experience. This suggests that the extent to which principals use knowledge about laws, regulations, and policies may be determined through experiences on the job and therefore be directly connected to the length of time the principal was in education.

11. There were no differences in the number of years of administrative experience in the present location toward the present

or ideal levels of functioning. This suggests that length of time in the current position is not a criterion for determining the professional development needs of principals.

12. The age of the principals seemed to be a factor in fiscal management and discipline. The older principals rated their present functioning higher than the other principals in implementing principles of fiscal management and record keeping. This suggests the age and, thereby, experience of the principal could be an asset to the functioning of principals in the area of fiscal management and record keeping.

The older principals perceived they were functioning at a high level in discipline. This suggests the age of the principal may have an effect on the students' perceptions of authority.

13. The age of the principal seemed to be a factor in coordinating auxiliary services. The younger principals rated their ideal level of functioning lower than the older principals. Auxiliary services included health services, transportation, food services, pupil personnel services, maintenance, and learning resource programs. This suggests the younger principal may have less experience than the older principals in the coordination of these services and a greater need for professional development in these areas.

14. The females perceived they were functioning and should be functioning at a high level in planning the school's educational program in accordance with the available resources. The perceptions of the males were lower. This suggests the females may have a better background and more interest in curriculum and instruction than do males. Females may have had longer experience as classroom teachers

than males. Males probably need more staff development in the area of planning the school's educational program.

15. The females perceived they were functioning and should be functioning at a high level in coordinating auxiliary services. The perceptions of the males were lower. This suggests females may have more experience in working with ancillary staff and that males may need more staff development in this area.

16. The females perceived they were functioning at a high level in the supervision of staff development. This suggests females may emphasize this area more than the males.

17. The males perceived they were functioning at a high level in increasing the understanding of individuals from diverse cultures. This suggests the males may consciously strive to increase their understanding of minority people.

18. Principals with a degree and coursework above the masters degree participate in more professional development activities to become more effective in their field than those principals who hold a masters degree or less. This suggests principals who are more well educated recognize the value of such experience and pursue additional knowledge.

19. The professional association was ranked the most valuable source of professional development. The principals ranked the professional association third in terms of the location most frequently attended. The principals traveled the second greatest distance to the professional association meetings to participate in professional development activities. The professional association provided little if any source of funding for the professional development of the

principals. This suggests the principals were willing to pay their own way and travel a farther distance to the professional association meetings, in part, because these meetings were responsive to the needs of the principals.

20. The local school district was ranked as the second most valuable source of professional development. It was also ranked as the second most frequently attended location of professional development. The local school district was ranked second in providing funding for the professional development of the principals. When the local school district provided at least a low amount of funding for the principal to attend the college/university and the area or regional compact, these two sources were perceived by the principals as being more valuable. This suggests the local school districts were responsive to the principals' needs and committed to the improvement of the principals' skills and the educational quality received by the students.

21. The area or regional compact meetings were the most frequently attended locations offering professional development of principals. Although the principals attended these meetings more frequently than any other source of professional development opportunity, the compact meetings were ranked third in terms of their value to the principals. Furthermore, the compacts provided little, if any, source of funding for the professional development of the principals. This suggests the compacts were attempting to be responsive to the needs of principals but were having only limited success. A review of their decision-making processes regarding these activities should be considered.

22. The two sources of professional development offering the least value to principals were the professional journals and the college/university. The principals traveled the farthest distance to attend the college/university which may be the reason the college/university was the least frequently attended location. This suggests training received from a college/university was not responsive to the needs of practicing principals. This may be due in part to the structure of graduate courses. Principals may not wish to travel weekly over long distances to attend a class offered at a university, especially if the class was offered after the principal put in a long day or week at work. Principals may also resist pursuing graduate courses during the summer when they have limited vacation time. Instead they participated in professional development activities during the school year where the activities were closer to work and home. Colleges and universities probably need to consider the relevance of the coursework offered for the inservice administrator. Perhaps some differentiation in coursework should be made for preservice and inservice principals. However, it should be noted that those principals with a degree and coursework above the masters degree engage in more professional development activities than the principals with a masters degree and below.

23. The professional journals were perceived by the principals as offering little in terms of value for their professional development. However, it should be noted that utilizing research to improve the school's educational program was perceived as a need common to all principals. This suggests the principals should utilize the information in the professional journals as a means to keep current in

their field. It may also suggest that journal editors need to find ways to report the research or present other ideas of importance to principals in a way that makes for more inviting reading.

24. The source of funding providing the second greatest contribution for professional development was provided by the principals. This suggests the principals were committed to professional development and were willing to provide their own funding to become more effective in their field.

Limitations

Some of the limitations of this study were:

1. The writer selected the characteristics of principals to be compared. Others may have been selected and compared.
2. The study focused on the needs of principals as perceived by the principals. The perceptions may have been influenced by such factors as competitiveness and, therefore, a hesitancy to identify performance deficiencies, or perceptions of what others believe to be important, as a consequence, may not reflect what principals believe to be important.
3. An insufficient number of ethnic minority principals were identified.
4. The instrument developed to assess the present level and ideal level of functioning of principals may not have provided valid, accurate, and appropriate data.
5. Given the probability level, one might expect to find significant differences on the basis of chance because of the number of comparisons that were drawn.

6. The measurements were of broad categories and subsequent study would be needed to pinpoint actual staff development activities.

Discussion

Professional development for principals was a matter of continuing education. Continuing education has tended to be reactive to a variety of changes like social and economic developments, among which desegregation was cited as a factor (Harris 1980). Each change has made continued education respond to the changing character of the school in society.

The principals must recognize the cultural, social, and economic variables among their student populations. There were implications derived from the analysis which suggested that professional development for principals falls short of addressing the needs related to student minority enrollment.

The principals with the American Indian student population must contend with factors unique to their situation. The schools in which these principals worked may be located on or near an Indian reservation and may have smaller enrollments (Edington 1981). Flanagan and Trueblood (1983) indicated that various federal programs had initiated changes in the instructional programs. The writer contended that categorical programs and funding related to those programs for American Indian students were factors by which the principals in schools serving a concentration of American Indian students perceived a greater need for professional development in fiscal management and record keeping as well as in the coordination of auxiliary services. There may be an indirect effect then on planning the school's educational program in accordance with the

available resources.

Public relations and political skills would appear to be needs unique to the principals with American Indian students. Many of these principals, which this study revealed to be essentially non-minority, were working in communities that were culturally, socially, and economically different than their own. The writer believed that the political structure affecting the education of American Indian youth was grounded in the unique relationship American Indians have had with the federal government. The writer believed the principal must understand this relationship to be effective in this situation. Not only was the principal working with the local and state governments, but with the federal and tribal governments as well (Tippeconic 1984). After reviewing these considerations, the writer believed the statistical finding which revealed these principals had the lowest perceptions regarding their performance in establishing public relations programs may indeed be a substantial finding. Generating public support for education was a political element of the administrative proficiencies which was necessary for the principal to increase his or her effectiveness (NAESP 1986).

When the principal perceived his or her public relations as being low, this may have had an adverse effect on the principal's relationship with the students. If this was the case, it is not surprising that discipline was an area in need of professional development for the principals serving schools with a substantial American Indian student population. It may be that an American Indian principal would function more effectively in these schools. However, due to the lack of American Indian principals in this study, this

question could not be addressed.

The principals serving schools with other minority students have to function in a setting unique to their situation. It may be that other minority students were located in the larger more urban areas (Francese 1986). If this was the case, desegregation should have been considered. The principal in these schools must deal with diverse cultures and be politically astute in garnering support for the educational program. This may account for the finding which revealed that principals who had a 20 percent other minority student population perceived they were performing and should be performing at a high level in increasing the understanding of individuals from diverse cultures. It may be that school districts in which desegregation was mandated required staff development in this area.

Bean and Clemes (1978) indicated that relations between minority groups and schools can be complex and stressful. The principals from the non-minority schools may not have to deal with demands and complaints from widely divergent types of people. This may account for their highest perceptions regarding their performance in establishing public relations programs and for their lowest perceptions regarding their performances in increasing the understanding of individuals from diverse cultures.

The writer believed the ethnic composition of the students affected the principals' perceptions of professional development needs. This belief was based in part on the research conducted by Brown (1973) in which it was concluded that the minority student enrollment which exceeded 20 percent had an adverse effect on the principals' perceptions regarding the favorableness of their leadership position.

There were no apparent differences between the values of the sources of professional development. The writer believed this was the result of the choices of sources the principals were asked to rank. All of the sources used in this study pertained specifically to the education of principals. Apparent differences in value may have been determined had the writer utilized additional sources of professional development such as those related to business and industry or even to teacher inservice education.

It is the writer's contention that the sources ranked as being more valuable provided appropriate support systems for the principals.* Sergiovanni and Starrat (1979) described these support systems as being psychological and geared toward accepting and encouraging individuals but also technical and geared toward making available more professional practice alternatives.

Professional journals were ranked as the least valued source of professional development. No attempt was made in the study to determine the types of journals being read nor the frequency of use. There are no provisions made for feedback nor disclosure as the principal reads. Unless practices existed by which principals were able to discuss and share the readings and, thereby, engaged in a more active learning role, it is not surprising that the journals were the least valued source of professional development.

The local school district provided the greatest amount of funding for the principals to receive training. Harris (1980) pointed out that many inservice needs were served at the local levels and that opportunities and money needed to design programs were made available. It would appear that local school districts emphasized program change.

The professional association and area or regional compact provided little if any funding for the principals to participate in professional development activities. However, significant findings were revealed when the two sources made provisions for the funding of principals.

Overall the principals thought the college/university more valuable when the principals provided the most funds as opposed to other sources offering funds. It would appear that the principals preferred to determine their own training. The college/university was described as the traditional model of inservice education for principals (Daresh and LaPlant 1985). Principals enrolled in credit courses to pursue additional coursework, to work on an advanced degree, or to renew or upgrade certification. The writer believed this stressed occupational accountability (Sergiovanni and Starrat 1979) for the principal sought to meet some predetermined standards as opposed to professional accountability.

The majority of the apparent differences appeared to be related to the enrollment variables: the student minority enrollment, the building enrollment, and the district enrollment. If this is true, then it would appear that the majority of the professional development which principals receive should focus on these organizational variables as opposed to the personal variables related to the principal. Professional development then should concentrate on the enrollment variables and the subsequent variables affected by these enrollment variables. The writer contended that further analysis of the effect of the student minority enrollment and of what that means for professional development of principals were vital to the effective

delivery of educational services to all students.

Recommendations

The following recommendations are offered for further study based on the writer's analysis of the data and on the review of the literature:

1. This study should be replicated using a larger sample of principals particularly in those areas where significant differences were identified. The larger sample should be drawn from a wider geographical area where the ethnicity of the principals can be considered. The results of this study should be viewed cautiously.
2. Professional associations should conduct a needs survey and share their findings with the college/university in the state of Washington. Professional development of practicing principals should become a greater priority with the education administration departments found in the colleges/universities.
3. The curriculum of the education administration departments in the colleges/universities should be reviewed by the educational administration faculty to determine whether the content is appropriate for inservice needs of practicing principals.
4. The college/university personnel should get input from practicing administrators as to the perceived inservice needs of practicing administrators. Mechanisms should be developed for on-site training so that principals would not have to travel long distances to receive this training.
5. Professional development is concerned with increasing the skills of individuals and with changing the operations of schools. Because the end result should be concerned with improving the education

for students, professional development should be a crucial policy area. It is costly in terms of effort and finances; there should be policy committing school district or some other sources to providing financial resources.

6. District and community support should be developed for the concept of inservice education. The principals should negotiate with the central office administration or their local school boards to make provisions for professional development.

7. Principals should become more active in the area or regional compact meetings in order to influence their own professional development opportunities.

8. Principals recognized as outstanding and effective in their field should be utilized in providing other principals with staff development activities. By sharing experiences with and learning from colleagues, the feeling of isolation may be reduced and the diversity among principals may be utilized to generate solutions to common problems.

9. Principals should make time to read the professional journals of their associations and of subject fields related to the curriculum of their schools. The written materials may provide research findings and descriptions of current practices which have proven to be successful.

10. Principals should raise their political awareness. They may influence the school system and, thereby, the quality of education, if they know how to organize themselves and others.

11. Further study should be directed to determine if desegregation might have an effect on the principals' perceptions of

professional development needs.

12. The principal should have inservice training on American Indian and other ethnic minority cultures in general and the particular local community specifically. This would allow the principal to become familiar with and sensitive to the cultural background of their student population.

13. The principal should solicit input and involvement of local American Indian educators and school support staff. This would encourage and support positive relations between the American Indian community and the school.

This study conducted in the state of Washington with seventy-five subjects has provided some insights into the study of professional development needs of principals. The writer believes that further research should provide more definitive policy and practice recommendations.

APPENDICES

APPENDIX A

COMPETENCIES OF PRINCIPALS

SECTION C

COMPETENCIES OF PRINCIPALS

Directions

In the pages following are listed a number of competencies which may be required for you to perform your job as a principal. These have been expressed in terms of tasks for which the principal is responsible.*

Please give two ratings for each task. The first, entitled PRESENT LEVEL OF COMPETENCE, asks you to indicate your present performance as you perceive it in terms of each competency. A rating of 5 means that you feel you are performing at the highest level of effectiveness; a rating of 1 means that you feel you are performing at the lowest level of effectiveness.

The second, entitled IMPORTANCE OF THIS COMPETENCY, asks you to indicate the importance you attach to this competency for principals in this school district. You should differentiate among items: that is, some items may be ranked "1", some "2", some "3", some "4", and some "5".

A scale from 1 (very low) to 5 (very high) is provided for each rating. Please CIRCLE the number which corresponds to your assessment.

*It is assumed that the principal may work with others on staff to discharge these responsibilities.

Please CIRCLE your response

COMPETENCY AREA 1: WORKING RELATIONSHIPS WITH CENTRAL OFFICE--POLICY DEVELOPMENT FOR THE DISTRICT	PRESENT LEVEL OF COMPETENCE					IMPORTANCE OF THIS COMPETENCY				
	Very Low	Low	Moderate	High	Very High	Very Low	Low	Moderate	High	Very High
1. The principal works with the school board, superintendent and central office staff in the defining, coordinating, interpreting, and implementing the educational policy of the district.	1	2	3	4	5	1	2	3	4	5
2. The principal consults with central office staff on educational and organizational matters.	1	2	3	4	5	1	2	3	4	5
3. The principal serves as a liaison between the school, the district office and the state Office of Education.	1	2	3	4	5	1	2	3	4	5
4. The principal collects and interprets statistical information periodically requested by the district office.	1	2	3	4	5	1	2	3	4	5
5. The principal provides the central office staff with the information needed to clarify his position when complaints are brought against his school.	1	2	3	4	5	1	2	3	4	5
COMPETENCY AREA 2: FINANCIAL MANAGEMENT										
6. The principal organizes, supervises, and manages the financial affairs of the school.	1	2	3	4	5	1	2	3	4	5
7. The principal provides resources and money for the educational programs of his school.	1	2	3	4	5	1	2	3	4	5
8. The principal makes resources available to the staff (for supplies, money, equipment, etc.).	1	2	3	4	5	1	2	3	4	5
9. The principal is familiar with the projected budgetary needs of his school, including salary, operation and maintenance costs.	1	2	3	4	5	1	2	3	4	5
10. The principal knows the financial situation of his school and analyzes cost by student, grade, by total enrollment, by number graduating, and by number failed or dropping out.	1	2	3	4	5	1	2	3	4	5

COMPETENCY AREA 3: COMMUNITY SERVICES AND COMMUNITY RELATIONS	PRESENT LEVEL OF COMPETENCE					IMPORTANCE OF THIS COMPETENCY				
	Very Low	Low	Moderate	High	Very High	Very Low	Low	Moderate	High	Very High
11. The principal plans for and establishes public relations programs with the community.	1	2	3	4	5	1	2	3	4	5
12. The principal mediates disputes between parents, teachers, staff and students.	1	2	3	4	5	1	2	3	4	5
13. The principal identifies the community forces that affect the operation of the school and the implications of those forces.	1	2	3	4	5	1	2	3	4	5
14. The principal ought to be capable of publically supporting his ideological convictions as well as his opinions concerning the problems confronting the community.	1	2	3	4	5	1	2	3	4	5
15. The principal cooperates with civic organizations, and maintains good public relations with the communications media.	1	2	3	4	5	1	2	3	4	5

COMPETENCY AREA 4: PUPIL PERSONNEL--COUNSELING AND GUIDANCE										
16. The principal utilizes counseling techniques with, and sees to it that guidance programs are provided for, students.	1	2	3	4	5	1	2	3	4	5
17. The principal encourages students to participate in developing and implementing student programs.	1	2	3	4	5	1	2	3	4	5
18. The principal encourages and initiates studies that discover causes for difficulties and failures experienced by students, and helps in finding solutions for those difficulties.	1	2	3	4	5	1	2	3	4	5
19. The principal is an advocate of the students and communicates with them regarding aspects of their school life.	1	2	3	4	5	1	2	3	4	5
20. The principal organizes and directs the work of the counselors, as well as the orientation and social services of the school.	1	2	3	4	5	1	2	3	4	5

COMPETENCY AREA 5: STUDENT ACTIVITIES										
21. The principal organizes, administers and coordinates all the student activities of his school.	1	2	3	4	5	1	2	3	4	5
22. The principal evaluates the student activities program.	1	2	3	4	5	1	2	3	4	5
23. The principal determines and maintains standards for participation in student activities.	1	2	3	4	5	1	2	3	4	5
24. The principal develops and supervises the organization and functioning of student government.	1	2	3	4	5	1	2	3	4	5
25. The principal supervises the school's extra-curricular activities (assemblies, sports, etc.).	1	2	3	4	5	1	2	3	4	5

COMPETENCY AREA 6: PUPIL CONTROL--DISCIPLINE, ATTENDANCE	PRESENT LEVEL OF COMPETENCE					IMPORTANCE OF THIS COMPETENCY				
	Very Low	Low	Moderate	High	Very High	Very Low	Low	Moderate	High	Very High
26. The principal defines responsibilities in an effort to achieve regular attendance and control of the drop-out rate.	1	2	3	4	5	1	2	3	4	5
27. The principal establishes adequate control of the student body and provides necessary disciplinary roles with the help and cooperation of teachers, parents and students.	1	2	3	4	5	1	2	3	4	5
28. The principal maintains discipline, balanced with the normal functioning of instructional and extra-curricular activities.	1	2	3	4	5	1	2	3	4	5
29. The principal develops relationships of mutual understanding with the students by demonstrating his interest in their welfare.	1	2	3	4	5	1	2	3	4	5
30. The principal maintains adequate communication with parents so that he is able to communicate timely information to them regarding their children.	1	2	3	4	5	1	2	3	4	5

COMPETENCY AREA 7: SCHOOL PLANT ORGANIZATION AND CONTROL										
31. The principal plans the school's educational program in accordance with the available facilities and equipment.	1	2	3	4	5	1	2	3	4	5
32. The principal regularly inspects the grounds and buildings personally.	1	2	3	4	5	1	2	3	4	5
33. The principal efficiently manages and operates the plant and its facilities, and supervises the custodial help.	1	2	3	4	5	1	2	3	4	5
34. The principal finds the means and resources that make possible reasonable building maintenance; and he coordinates the plans for repairs, additions, and remodeling.	1	2	3	4	5	1	2	3	4	5
35. The principal maintains a current inventory of the equipment, furniture, and supplies of the school, and establishes and checks on a plan for reasonable periodic inspections.	1	2	3	4	5	1	2	3	4	5

COMPETENCY AREA 8: AUXILIARY SERVICES										
36. The principal organizes and manages the cafeteria service.	1	2	3	4	5	1	2	3	4	5
37. The principal cares for the health of the students by encouraging the organization and implementation of preventive medical services (vaccination, others).	1	2	3	4	5	1	2	3	4	5
38. The principal cares for the physical well being of the students by attempting to eliminate potential hazards and by organizing first aid services.	1	2	3	4	5	1	2	3	4	5
39. The principal provides transportation services making possible regular attendance.	1	2	3	4	5	1	2	3	4	5
40. The principal supervises and evaluates the auxiliary services of the school.	1	2	3	4	5	1	2	3	4	5

		PRESENT LEVEL OF COMPETENCE					IMPORTANCE OF THIS COMPETENCY				
		Very Low	Low	Moderate	High	Very High	Very Low	Low	Moderate	High	Very High
COMPETENCY AREA 9: PERSONNEL ADMINISTRATION											
41.	The principal organizes, coordinates, and supervises both teaching and administrative staff assignments.	1	2	3	4	5	1	2	3	4	5
42.	The principal assists, advises, counsels and provides guidance to the staff in their personal and school problems.	1	2	3	4	5	1	2	3	4	5
43.	The principal identifies the needs and interests of the entire school staff.	1	2	3	4	5	1	2	3	4	5
44.	The principal regularly evaluates the teaching abilities of his teachers.	1	2	3	4	5	1	2	3	4	5
45.	The principal develops and improves the staff by attracting and retaining competent personnel.	1	2	3	4	5	1	2	3	4	5

COMPETENCY AREA 10: PERSONNEL IMPROVEMENT											
46.	By his own example, the principal stimulates and encourages teachers to keep abreast of current educational developments.	1	2	3	4	5	1	2	3	4	5
47.	The principal encourages teachers to develop educational objectives and to work towards concrete goals.	1	2	3	4	5	1	2	3	4	5
48.	The principal organizes, directs, coordinates, supervises, and evaluates inservice training programs and summer workshops.	1	2	3	4	5	1	2	3	4	5
49.	The principal challenges his teachers to practice innovative and creative educational methods and techniques.	1	2	3	4	5	1	2	3	4	5
50.	The principal supervises instruction by employing modern procedures and techniques of supervision.	1	2	3	4	5	1	2	3	4	5

COMPETENCY AREA 11: EVALUATION AND PLANNING OF THE EDUCATIONAL PROGRAM--THE DEVELOPMENT OF CURRICULA AND INSTRUCTION											
51.	The principal plans and evaluates the instructional and curricular programs with the help of parents, teachers, and students.	1	2	3	4	5	1	2	3	4	5
52.	The principal assesses the students' educational needs with the help of parents, teachers, and students.	1	2	3	4	5	1	2	3	4	5
53.	The principal provides opportunity, direction and guidance to his teachers in developing curricula.	1	2	3	4	5	1	2	3	4	5
54.	The principal plans for registration and registration procedures, and for opening and closing the school year.	1	2	3	4	5	1	2	3	4	5
55.	The principal sees to it that high levels of academic achievement are maintained, and defines the standards and procedures for evaluating the results of instruction in his school.	1	2	3	4	5	1	2	3	4	5

COMPETENCY AREA 12: RESEARCH AND DEVELOPMENT PROJECTS-- INVESTIGATION AND TESTING OF NEW TECHNIQUES: INNOVATIONS AND CHANGE		PRESENT LEVEL OF COMPETENCE					IMPORTANCE OF THIS COMPETENCY				
		Very Low	Low	Moderate	High	Very High	Very Low	Low	Moderate	High	Very High
56.	The principal employs professional research techniques, interprets the results, and applies the conclusions in solving the educational problems of his school.	1	2	3	4	5	1	2	3	4	5
57.	The principal develops long-range educational plans by involving parents, teachers, students, and central office personnel.	1	2	3	4	5	1	2	3	4	5
58.	The principal encourages and supports educational research, especially when teachers show interest.	1	2	3	4	5	1	2	3	4	5
59.	The principal foments and supports experimental, educational projects in order to promote innovation and change in education.	1	2	3	4	5	1	2	3	4	5
60.	The principal organizes seminars, and similar activities, in order to stimulate inquiry in his teachers in testing new learning and teaching theories.	1	2	3	4	5	1	2	3	4	5

APPENDIX B

PROFESSIONAL DEVELOPMENT NEEDS OF PRINCIPALS

(ORIGINAL INSTRUMENT)

PROFESSIONAL DEVELOPMENT NEEDS OF PRINCIPALS

In the following pages are listed a number of competencies which may be required for you to perform your job as a principal. Please give two ratings for each competency. The first entitled, PRESENT LEVEL OF FUNCTIONING, asks you to indicate your present performance as you perceive it in terms of each competency. The second, IDEAL LEVEL OF FUNCTIONING, asks you to indicate the importance you attach to this competency for principals in your school district. A scale from 1 (very low) to 5 (very high) is provided for each rating. Please answer every item by circling the two responses which correspond to your assessment. Thank you for your candid responses.

PRESENT LEVEL
OF FUNCTIONING

Very Low
Low
Moderate
High
Very High

1 2 3 4 5

IDEAL LEVEL
OF FUNCTIONING

Very Low
Low
Moderate
High
Very High

1 2 3 4 5

1. What is my present level and ideal level of functioning in reference to my WORKING RELATIONSHIP WITH THE CENTRAL OFFICE IN THE DEVELOPMENT OF POLICY?

2. What is my present level and ideal level of functioning in IMPLEMENTING PRINCIPALS OF FISCAL MANAGEMENT AND RECORD KEEPING?

3. What is my present level and ideal level of functioning in ESTABLISHING PUBLIC RELATIONS PROGRAMS which promote positive interactions between the school and the community?

4. What is my present level and ideal level of functioning in UTILIZING AVAILABLE REFERRAL AGENCIES AND RESOURCE PERSONNEL which may assist the school's primary target groups?

5. What is my present level and ideal level of functioning in COORDINATING STUDENT ACTIVITIES?

6. What is my present level and ideal level of functioning in IMPLEMENTING EFFECTIVE PRINCIPLES OF DISCIPLINE, including student control and student management?

7. What is my present level and ideal level of functioning in PLANNING THE SCHOOL'S EDUCATIONAL PROGRAM in accordance with the available resources?

PRESENT LEVEL
OF FUNCTIONING

Very Low					
Low					
Moderate					
High					
Very High					

1	2	3	4	5
---	---	---	---	---

1	2	3	4	5
---	---	---	---	---

1	2	3	4	5
---	---	---	---	---

1	2	3	4	5
---	---	---	---	---

1	2	3	4	5
---	---	---	---	---

1	2	3	4	5
---	---	---	---	---

1	2	3	4	5
---	---	---	---	---

1	2	3	4	5
---	---	---	---	---

8. What is my present level and ideal level of functioning in COORDINATING AUXILIARY SERVICES such as health services, transportation, food services, pupil personnel services, maintenance, and learning resource programs?

9. What is my present level and ideal level of functioning in the SUPERVISION OF STAFF DEVELOPMENT?

10. What is my present level and ideal level of functioning in ASSISTING STAFF IN DEVELOPING AND IMPLEMENTING PROGRAMS to enhance student achievement?

11. What is my present level and ideal level of functioning in UTILIZING RESEARCH TO IMPROVE THE EDUCATIONAL PROGRAMS in my school?

12. What is my present level and ideal level of functioning in PARTICIPATING IN PROFESSIONAL DEVELOPMENT ACTIVITIES to become more effective in my field?

13. What is my present level and ideal level of functioning in reference to my KNOWLEDGE ABOUT LAWS, REGULATIONS, AND POLICIES AT ALL LEVELS OF GOVERNANCE which directly affect my responsibilities in the educational setting?

14. What is my present level and ideal level of functioning in reference to FACILITATING THE UNDERSTANDING OF INDIVIDUALS FROM DIVERSE CULTURES?

15. What is my present level and ideal level of functioning in APPLYING POLITICAL SKILLS to build support for education?

IDEAL LEVEL
OF FUNCTIONING

Very Low					
Low					
Moderate					
High					
Very High					

1	2	3	4	5
---	---	---	---	---

1	2	3	4	5
---	---	---	---	---

1	2	3	4	5
---	---	---	---	---

1	2	3	4	5
---	---	---	---	---

1	2	3	4	5
---	---	---	---	---

1	2	3	4	5
---	---	---	---	---

1	2	3	4	5
---	---	---	---	---

1	2	3	4	5
---	---	---	---	---

BACKGROUND INFORMATION

Please complete the following items either by checking the appropriate response or by providing the information requested.

1. Name of your school district: _____
2. Name of your school: _____
3. Years as an educator (include the present year as a full year): _____
4. Years as an administrator (include the present year as a full year): _____
5. Years in present location (include the present year as a full year): _____
6. Actual Age (in years): _____
7. Sex: _____ Male _____ Female
8. Ethnicity: (check one)
 - _____ American Indian or Alaskan Native
 - _____ Asian or Pacific Islander
 - _____ Black, Non-Hispanic
 - _____ Hispanic
 - _____ White, Non-Hispanic
9. Highest Educational Degree: (check one)
 - _____ B.A. + 30 quarter hours
 - _____ M.Ed. or M.S. in progress
 - _____ Ed.D. or Ph.D. in progress
 - _____ M.Ed. or M.S. completed
 - _____ Ed.D. or Ph.D. completed
10. Typically your participation in professional development activities has occurred: (check one)
 - _____ 0 times a year
 - _____ 1 time a year
 - _____ 2-3 times a year
 - _____ 4-5 times a year
 - _____ 6-8 times a year
 - _____ monthly
 - _____ more frequently than monthly

11. Sources of Professional Growth Opportunities: (rank all)

Rank the following sources of professional development opportunity in terms of their value to you. The highest rating will be a five (5) and the lowest rating will be a one (1).

- ☐ Local school district
- ☐ Professional association
- ☐ Professional journals
- ☐ Area or regional compact
- ☐ College/University

12. Location and Distance: (rank left column)

Rank the following locations of professional development opportunity in terms of the frequency with which you attend. The most frequently attended location will be rated as a four (4) and the least frequently attended will be a one (1). Also indicate how far you typically have to travel one way to receive this training.

- | | |
|--|---|
| <input type="checkbox"/> Local school district site | <input type="checkbox"/> miles traveled one way |
| <input type="checkbox"/> Professional association meetings | <input type="checkbox"/> miles traveled one way |
| <input type="checkbox"/> Area or regional compact meetings | <input type="checkbox"/> miles traveled one way |
| <input type="checkbox"/> College/University | <input type="checkbox"/> miles traveled one way |

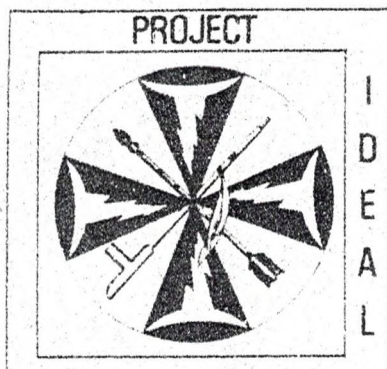
13. Sources of Funding: (rank all)

Rank the following sources of funding for your professional development activity. The source of funds which provides the greatest dollar contribution will be rated as a four (4) and the source which provides the least dollar support will be rated as a one (1).

- ☐ Self
- ☐ Local school district
- ☐ Professional association
- ☐ Area or regional compact

APPENDIX C

LETTERS TO PRINCIPALS WITH SCHOOLS SERVING A CONCENTRATION OF
AMERICAN INDIAN STUDENTS, NON-MINORITY STUDENTS, AND
OTHER MINORITY STUDENTS



I NDIANS
D EVELOPING AS
E DUCATIONAL
A DMINISTRATION
L EADERS

UNIVERSITY OF NORTH DAKOTA
Center for Teaching and Learning
Education 105
Grand Forks, North Dakota 58202
Telephone: (701) 777-4391

January 1, 1986

Name *L/Name*, *Title*
School
Address
City *St* *Zip*

Dear Mr. *L/Name*:

This letter is to request your assistance in providing information about the professional development needs of public school principals in Washington state. You were selected to be among the twenty-five principals who would describe the needs of those principals serving schools where there are concentrations of minority students other than American Indians. Two other groups of principals, one having substantial American Indian enrollments and one having essentially no minority enrollments, will also be providing data.

Please answer ALL the questions on both the background information and the survey which are enclosed. It should take you less than fifteen minutes. You have my assurance that strict confidentiality will be maintained--that is neither you nor your school will be identified in the study.

Mr. *L/Name*, your participation is critical to the completion of my study. Please respond to the questions on the survey instrument in the next day or two (preferably today); enclose it in the stamped, self-addressed envelope; and return it to me. I need your response by January 15, 1986.

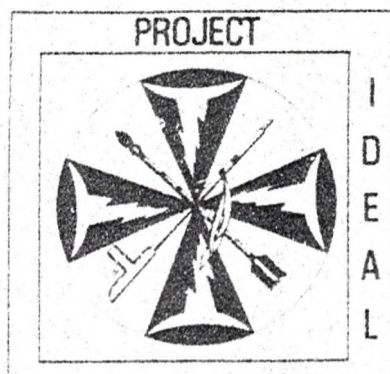
The information provided by you and others participating in the study will assist decision makers better understand the professional development needs of principals. Based on that new understanding they will be in a better position to conduct local planning of professional development activities for school principals which will be more clearly based on their needs. If you have any questions about the study, please call me between 7:30 a.m. and 3:00 p.m. PST weekdays at (701) 777-4394.

Upon the completion of my degree I intend to return to Washington, my home state, and secure a position as a school principal. I hope to meet you personally and be able to work with you professionally at that time. Thank you for your assistance in helping me complete my study.

Sincerely,

Dr. Donald K. Lemon,
Doctoral Advisor

Mary Hall Underwood,
Doctoral Student



I NDIANS
D EVELOPING AS
E DUCATIONAL
A DMINISTRATION
L EADERS

UNIVERSITY OF NORTH DAKOTA

Center for Teaching and Learning

Education 105

Grand Forks, North Dakota 58202

Telephone: (701) 777-4391

January 1, 1986

Name *L/Name*, *Title*
School
Address
City *St* *Zip*

Dear Mr. *L/Name*:

This letter is to request your assistance in providing information about the professional development needs of public school principals in Washington state. You were selected to be among the twenty-five principals who would describe the needs of those principals serving schools where no concentration of minority students exists. Two other groups of principals, one having substantial American Indian enrollments and one having substantial enrollments of other minority students, will also be providing data.

Please answer ALL the questions on both the background information and the survey which are enclosed. It should take you less than fifteen minutes. You have my assurance that strict confidentiality will be maintained--that is neither you nor your school will be identified in the study.

Mr. *L/Name*, your participation is critical to the completion of my study. Please respond to the questions on the survey instrument in the next day or two (preferably today); enclose it in the stamped, self-addressed envelope; and return it to me. I need your response by January 15, 1986.

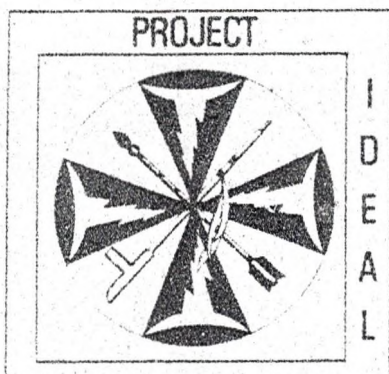
The information provided by you and others participating in the study will assist decision makers better understand the professional development needs of principals. Based on that new understanding they will be in a better position to conduct local planning of professional development activities for school principals which will be more clearly based on their needs. If you have any questions about the study, please call me between 7:30 a.m. and 3:00 p.m. PST weekdays at (701) 777-4394.

Upon the completion of my degree I intend to return to Washington, my home state, and secure a position as a school principal. I hope to meet you personally and be able to work with you professionally at that time. Thank you for your assistance in helping me complete my study.

Sincerely,

Dr. Donald K. Lemon,
Doctoral Advisor

Mary Hall Underwood,
Doctoral Student



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A DMINISTRATION
L EADERS

UNIVERSITY OF NORTH DAKOTA
Center for Teaching and Learning
Education 105
Grand Forks, North Dakota 58202
Telephone: (701) 777-4391

January 1, 1986

Name *L/Name*, *Title*
School
Address
City *St* *Zip*

Dear Mr. *L/Name*:

This letter is to request your assistance in providing information about the professional development needs of public school principals in Washington state. You were selected to be among the twenty-five principals who would describe the needs of those principals serving schools where there are concentrations of American Indian students. Two other groups of principals, one having substantial minority enrollments excluding American Indians and one having essentially no minority enrollments, will also be providing data.

Please answer ALL the questions on both the background information and the survey which are enclosed. It should take you less than fifteen minutes. You have my assurance that strict confidentiality will be maintained--that is neither you nor your school will be identified in the study.

Mr. *L/Name*, your participation is critical to the completion of my study. Please respond to the questions on the survey instrument in the next day or two (preferably today); enclose it in the stamped, self-addressed envelope; and return it to me. I need your response by January 15, 1986.

The information provided by you and others participating in the study will assist decision makers better understand the professional development needs of principals. Based on that new understanding they will be in a better position to conduct local planning of professional development activities for school principals which will be more clearly based on their needs. If you have any questions about the study, please call me between 7:30 a.m. and 3:00 p.m. PST weekdays at (701) 777-4394.

Upon the completion of my degree I intend to return to Washington, my home state, and secure a position as a school principal. I hope to meet you personally and be able to work with you professionally at that time. Thank you for your assistance in helping me complete my study.

Sincerely,

Dr. Donald K. Lemon,
Doctoral Advisor

Mary Hall Underwood,
Doctoral Student

APPENDIX D

PROFESSIONAL DEVELOPMENT NEEDS OF PRINCIPALS

(FINAL INSTRUMENT)

PROFESSIONAL DEVELOPMENT NEED OF PRINCIPALS

In the following pages are listed a number of competencies which may be required for you to perform your job as a principal. Please give two ratings for each competency. The PRESENT LEVEL OF FUNCTIONING asks you to indicate your present performance as you perceive it in terms of each competency. The IDEAL LEVEL OF FUNCTIONING asks you to indicate what you believe should be the best level of performance regarding this competency. A scale from 1 (very low) to 5 (very high) is provided for each rating. Please answer every item by circling the two responses which correspond to your assessment. Thank you for your candid responses.

PRESENT LEVEL OF FUNCTIONING						IDEAL LEVEL OF FUNCTIONING				
Very Low	Low	Moderate	High	Very High		Very Low	Low	Moderate	High	Very High
					What is my present level and ideal level of functioning in . . .					
1	2	3	4	5	1. MY WORKING RELATIONSHIP WITH THE CENTRAL OFFICE IN THE DEVELOPMENT OF POLICY?	1	2	3	4	5
1	2	3	4	5	2. IMPLEMENTING PRINCIPLES OF FISCAL MANAGEMENT AND RECORD KEEPING?	1	2	3	4	5
1	2	3	4	5	3. ESTABLISHING PUBLIC RELATIONS PROGRAMS which promote positive interactions between the school and the community?	1	2	3	4	5
1	2	3	4	5	4. UTILIZING AVAILABLE REFERRAL AGENCIES AND RESOURCE PERSONNEL which may assist the school's primary target groups?	1	2	3	4	5
1	2	3	4	5	5. COORDINATING STUDENT ACTIVITIES?	1	2	3	4	5
1	2	3	4	5	6. IMPLEMENTING EFFECTIVE PRINCIPLES OF DISCIPLINE including student control and student management?	1	2	3	4	5
1	2	3	4	5	7. PLANNING THE SCHOOL'S EDUCATIONAL PROGRAM in accordance with the available resources?	1	2	3	4	5
1	2	3	4	5	8. COORDINATING AUXILIARY SERVICES such as health services, transportation, food services, pupil personnel services, maintenance, and learning resource programs?	1	2	3	4	5
1	2	3	4	5	9. SUPERVISION OF STAFF DEVELOPMENT?	1	2	3	4	5
1	2	3	4	5	10. ASSISTING STAFF IN DEVELOPING AND IMPLEMENTING PROGRAMS to enhance student achievement?	1	2	3	4	5

PRESENT LEVEL
OF
FUNCTIONING

Very Low
Low
Moderate
High
Very High

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

What is my present level and ideal level of functioning in . . .

11. UTILIZING RESEARCH TO IMPROVE THE EDUCATIONAL PROGRAMS in my school?

12. PARTICIPATING IN PROFESSIONAL DEVELOPMENT ACTIVITIES to become more effective in my field?

13. USING MY KNOWLEDGE ABOUT LAWS, REGULATIONS, AND POLICIES AT ALL LEVELS OF GOVERNANCE which directly affect my responsibilities in the educational setting?

14. INCREASING THE UNDERSTANDING OF INDIVIDUALS FROM DIVERSE CULTURES?

15. APPLYING POLITICAL SKILLS to build support for education?

IDEAL LEVEL
OF
FUNCTIONING

Very Low
Low
Moderate
High
Very High

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

BACKGROUND INFORMATION

Please complete the following items by either checking the appropriate response or by providing the information requested.

1. Name of your school district: _____
2. Name of your school: _____
3. Years as an:
 - a. educator (include the present year as a full year): _____
 - b. administrator (include the present year as a full year): _____
 - c. administrator in your present location (include the present year as a full year): _____
4. Actual age in years (will be treated confidentially): _____
5. Sex:
 - _____ Male
 - _____ Female
6. Ethnicity (check one):
 - _____ American Indian or Alaskan Native
 - _____ Asian or Pacific Islander
 - _____ Black, non-Hispanic
 - _____ Hispanic
 - _____ White, non-Hispanic
7. Highest educational degree status (check one):
 - _____ B.A.
 - _____ B.A. + 30 quarter hours
 - _____ M.Ed. or M.S. in progress
 - _____ M.Ed. or M.S. completed
 - _____ Ed.D. or Ph.D. in progress
 - _____ Ed.D. or Ph.D. completed
 - _____ Coursework in progress but not toward a degree program
8. Typically your participation in activities designed specifically to enhance your professional performance has occurred (check one):
 - _____ 0 times a year
 - _____ 1 time a year
 - _____ 2-3 times a year
 - _____ 4-5 times a year
 - _____ 6-8 times a year
 - _____ monthly
 - _____ more frequently than monthly

9. Sources of Professional Growth Opportunities (rank all):

Rank the following sources of professional development opportunity in terms of their value to you. The highest ranking will be a five (5) and the lowest ranking will be a one (1).

High = 5 Low = 1

- _____ Local school district
- _____ Professional association
- _____ Professional journals
- _____ Area or regional compact
- _____ College/University

10. Location and Distance (rank left column):

Rank the following locations of professional development opportunity in terms of the frequency with which you attend. The most frequently attended location will be ranked as a four (4) and the least frequently attended will be ranked as a one (1). Also indicate how far you typically have to travel one way to receive this training.

High = 4 Low = 1

Actual miles traveled

- | | |
|---|---------------------|
| _____ Local school district site | _____ miles one way |
| _____ Professional association meetings | _____ miles one way |
| _____ Area or regional compact meetings | _____ miles one way |
| _____ College/University | _____ miles one way |

11. Sources of Funding (rank all):

Rank the following sources of funding for your professional development activity. The source of funds which provides the greatest dollar contribution will be ranked as a four (4) and the source of funds which provides the least dollar contribution will be ranked as a one (1).

High = 4 Low = 1

- _____ Self
- _____ Local school district
- _____ Professional association
- _____ Area or regional compact

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