



1979

An Analysis of Intra-School Pressures on the Leadership of Selected Secondary School Principals

Donald L. Gasset
Loyola University Chicago

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AN ANALYSIS OF INTRA-SCHOOL PRESSURES ON
THE LEADERSHIP OF SELECTED SECONDARY
SCHOOL PRINCIPALS

by

Donald L. Gossett

A Dissertation Submitted to the Faculty of the Graduate School
of Loyola University of Chicago in Partial Fulfillment
of the Requirements for the Degree of
Doctor of Education

May

1979

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LIFE

Donald L. Gossett was born in Carmi, Illinois, on February 13, 1939. He was graduated from Ridgway Community Consolidated High School in May of 1957. He received the Bachelor of Science degree in Education from Southern Illinois University in August of 1961. The Master of Science in Education was received from Northern Illinois University in August of 1968.

The first teaching experience was at Kewanee High School in Kewanee, Illinois, for the 1961-1962 school year. Donald Gossett taught at Carmi Township High School in Carmi, Illinois, from 1962 to 1965. He then taught at Libertyville Community High School in Libertyville, Illinois, from 1965 to 1968. He was appointed Dean of Students at Libertyville Community High School in 1968, and served in that position until 1974. In 1974, he was appointed Assistant Principal, and served in that position until 1977. Presently, he is Administrative Assistant to the Superintendent at Libertyville Community High School, District 128, in Libertyville, Illinois.

ACKNOWLEDGMENTS

Thanks are expressed to Superintendent Walter R. Johnson and to the Board of Education, School District Number 128, Libertyville, Illinois, for their cooperation and encouragement in the preparation of this dissertation.

The author would also like to express his appreciation to Dr. Jasper J. Valenti and to Dr. Max Bailey for their advice and counsel as members of the dissertation committee.

The author would also like to express his gratitude and deep appreciation to his chairman and advisor, Dr. Melvin P. Heller, whose assistance throughout his attendance at Loyola University has been invaluable.

The author would also like to express his appreciation to Mrs. Peggy Ann Verlenden, and to Mrs. Carolina St. Ores, for their assistance in typing and editing this manuscript.

Finally, the author would like to thank his wife, Linda, and daughters Amy and Linsey, for their understanding, cooperation and encouragement.

CHAPTER I
INTRODUCTION

As schools are presently organized, the principal is a key person in determining the nature and the extent of a school's services. Student activism, teacher militancy, racial conflicts, lay criticism and expectations and funding cutbacks are daily concerns of the principal. The manner in which he deals with such daily concerns and the leadership qualities which he exhibits directly influence (1) the quality of the instructional program, (2) the respect and cooperation afforded him by members of the faculty, and, (3) the daily operation of the school for which he has responsibility.

In a complex society, today's high school principal finds his everyday responsibilities no easy task to assume. He is increasingly finding his job more demanding and time-consuming. Pressures from all areas constrain his actions and complicate the decision-making process. His leadership role becomes an exceedingly difficult one to perform.

Reactions to the pressures and rigors of the job vary. Many principals are content to just "hang on," to put out the "brush fires," or to just "keep the lid on." Others, however, strive to change the school, hopefully to make it more responsive to the needs and interests of students. Still others "retire"

from the principalship to the security of the classroom, some voluntarily, and others only with the prodding of some disgruntled segment of the "school community."

The leadership of secondary school principals has changed to a considerable extent in the past two decades. Unfortunately, boards of education, superintendents, other higher-echelon personnel, and the general lay public have not always recognized the importance of the principal's role. On the other hand, some principals have refused (or have not been qualified) to assume this new, greatly expanded leadership role. In these instances, the vision of the principal's role has not risen beyond clerical minutia, paperclip counting, and the disciplining of uncooperative students.

The involvement of pupils, parents and teachers in the solution of educational problems has created a need for a kind of leadership that is skillful in the use of group processes in the administration of a school building.

Ross L. Neagley and N. Dean Evans, in their book, Handbook For Effective Supervision of Instruction, state that the factors which have broadened the scope of the principal's job are: (1) population explosion, (2) increased complexities of the American way of life, (3) changes in society, (4) automation, and, (5) the inadequately defined line between the role of the school and other community agencies. In respect to the latter factor, the school has assumed more and more responsibilities

formerly carried by the home and other community agencies. For example, these include health services, psychological services, guidance services, speech therapy, special education, adult education, driver education, safety education and recreation.¹

The principal in a present-day public school organization is the chief school administrator's representative in the actual day-to-day administration and supervision of the school system's building units. As the administrative head of a building unit, the principal, in effect, is the local superintendent of the school. Therefore, if the principal does his job effectively, he will assume on the local building level many of the same responsibilities and duties carried by the central office staff on a district-wide basis. In assuming his leadership role, then, the principal must accept responsibility for the following major tasks: (1) instructional leadership and curriculum improvement, (2) personnel administration, (3) business management, (4) plant management, (5) school-community relations, (6) administration of routine duties, and, (7) professional, personal and cultural growth.²

¹ Ross L. Neagley, N. Dean Evans, Handbook For Effective Instruction (Prentice-Hall, Inc., Englewood Cliffs, N.J.), 1973, p. 86.

² Ibid., p. 87.

The position of leadership does not always dictate that the leader shall be in all activities of the institution. Instead, leadership often requires the subjugation of one's own wishes, as well as great patience. Frank Endicott offers the following ten suggestions for those who seek to become successful leaders:

1. Always remember that what authority you have comes from the job and not from the person. You are but the temporary holder of your present responsibility.
2. Remember, too, that there probably isn't any single best way to do anything. The thought may jolt you a bit, but progress will come only because, some day, a better way than yours will be found.
3. Surround yourself with people who are smarter than you are. The more they know, the better your operation will function and the less likely it is that you will make mistakes.
4. Listen to them. Make it easy for them to talk to you. Don't tell them what the problem is -- ask them.
5. Find out what your subordinates can do best. Let them tell you what they want to accomplish; then help them to achieve their goals.
6. Load them with challenge and responsibility. Do it as soon as possible.
7. Give them credit for their accomplishments. Let them know that their work is appreciated.
8. Expect that their competence will be discovered. Don't worry if you lose them.
9. Do whatever you can do to support the effort of other executives, wherever they may be in the organization. If you want others to help you, you must help them.

10. Round out your life by service in worthy organizations. This is important, not only because of what you can do for them, but primarily, because of what the experiences will do for you.³

The effectiveness with which the principal discharges his leadership responsibilities depends, in large measure, upon how his actions are perceived by his subordinates. Many of the major problems experienced by secondary school principals (indeed, all administrators) arise from poor interpersonal relations within the school environment. It is important, therefore, that principals be aware of how their staff and teachers perceive their administrative methods and behavior. It is important that principals be willing to modify their methods and habitual behavior patterns in order to improve their professional performance and their professional image.

Many lists of personal traits have been compiled which are to enhance the image of principals. The following personal attributes will prove valuable in the principalship:

1. Possessor of above-average intellectual ability.
2. Possessor of sound mental and physical health, coupled with abundant energy.
3. Demonstrated ability to exercise sound, mature judgment.
4. Possessor of a personality that encourages others to respect his professional competence and to seek his counsel and assistance.

³Theodore Kauss, Leaders Live With Crises (Phi Delta Kappa Educational Foundation, Bloomington, Indiana, 1972), p. 27.

5. A sane, workable, consistent philosophy of education and the ability to translate it in terms of instructional purposes, programs and procedures.
6. An individual who derives great satisfaction from assisting others to develop their potential and who is skillful in motivating others to realize their greatest potential.
7. Demonstrated ability in democratic leadership and effective decision-making.
8. Ability to work well with others in a peer-group relationship.
9. Ability to communicate effectively through the use of both the written and spoken word.⁴

Theodore Kauss says leadership is easier to describe and illustrate than it is to define. Great leaders possess certain qualities which enable them to move out of the pack or to stand out among their contemporaries. He indicates that hard work, specialized training and sacrifice are almost always required to do a job well and to gain and keep a position of leadership. However, other factors, including fate, are also important. Because of the twists of fate some persons enjoy a lifetime of training for a leadership post, while others are rushed into a position with little preparation for, or understanding of, a job.⁵

⁴Ross L. Neagley, N. Dean Evans, Handbook For Effective Supervision of Instruction (Prentice-Hall, Inc., Englewood Cliffs, N.J., 1974,) p. 89.

⁵Theodore Kauss, Leaders Live With Crisis, (Phi Delta Kappa Educational Foundation, Bloomington, Indiana, 1973), p. 7.

Individuals handle the complexities of daily life differently. Leaders who are effective have no choice but to face problems and endeavor to make proper decisions.

Few people would argue that the secondary school principal must possess leadership qualities. The American School Board Journal has suggested, however, that the position of principal be eliminated. They feel that the schools should be administered by a team of teachers, or by one elected teacher, or by someone outside the field of education, such as a business manager.⁶ Although some principals are, indeed, ineffective in their primary role as leader, the National Association of Secondary School Principals Bulletin feels that one major reason that it would be unwise to abandon the principalship is that the principal in his training has not yet fashioned leadership into his prime forte.⁷

Even though the principalship as we know it today appears to be still developing, pressures within the school have a major impact on the principal's method and style of operation. Changing values and attitudes constantly have to be determined.

⁶American School Board Journal, July, 1975, pp. 34-36.

⁷National Association of Secondary School Principals Bulletin, November, 1972, pp. 40-46.

It will be the purpose of this investigation to:

(1) identify those intra-school pressures which principals consider to influence their schools the most, (2) to determine how the principal feels his role is influenced by them, and, (3) to identify what the principal in practice actually does in view of these influences.

Similar definite job responsibilities are assigned to all principals. The investigation will specifically examine the pressures as they affect principals in these selected areas:

1. Daily operation of building
2. Instructional program
3. School personnel
4. The leadership of the principal

The technique used to study these areas of responsibility will primarily be an initial inquiry and one of in-depth interview. To prepare for the in-depth interview, a list of key issues will be gleaned from journals, articles and dissertations, as well as, contributions from other experienced administrators. These issues will be descriptive of a wide range of intra-school pressures that influence the principal in the day-to-day operation of the building for which he is responsible. The issues will be classified in three broad areas: (a) elements (things), (b) people, and, (c) situations.

The first step requires that each respondent identify the intra-school pressures which, in his viewpoint, affect his leadership. After the intra-school pressures have been identified, the second step requests identification of the methods of coping with the intra-school pressures. The third step asks for the establishment of the rationale for the various methods of coping which were identified. The fourth, and final step, is an effort to analyze the information gathered in terms of trends, pitfalls and common strengths and weaknesses. In the study, an analysis will be made as to what the principals actually do, as compared to what the literature says in relation to leadership. Although it may be necessary to sift through what the principals say they do, the major focus will be on what they actually do.

Conclusions will then be drawn which will focus on major strengths and weaknesses revealed by the analysis.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

In reviewing the literature, many articles and dissertations dealing with pressure groups and how they influence the principal, superintendent and school boards were cited. Little information, however, that was directly related to intra-school pressures and their implications to leadership of secondary school principals was found.

It appears that intra-school pressures do affect the leadership of principals. Fredrick M. Raubinger and fellow authors in the book, Leadership In The Secondary School, discussed the principal as a leader in great detail. Several beliefs or assumptions stated in their book are implicit in the concept of the principal as a leader. One of their beliefs or assumptions is that the secondary school principal is in a key position to improve the quality of opportunity provided to the student in his school. According to Raubinger, it is within their particular schools that principals, staff members and students meet and work in personal, face-to-face, day-to-day encounters. Given strong leadership and a reasonable amount of freedom from constraints, the individual school system can best know its students, devise alternative plans for their education, create a school community, and provide the necessary flexibility of program and practices to meet changing needs and conditions.

Another one of their beliefs or assumptions that is implicit in the concept of the principal-as-leader is that the principalship of the American secondary school can and should be worthy of a lifelong career. Too often the principalship has been considered a transitional stage to some other position. This is unfortunate, because properly conceived, the principalship can offer psychological rewards which provide rich benefits and deep satisfaction.

A third belief or assumption that is implicit in the role of the principalship is in the leadership role of the principal. It should be made clear that although the emphasis is placed on the principal, that effective leadership is in some degree shared leadership. They feel that no principal can move toward better goals for a school unless all staff members identify problems, come to share goals and purposes, and are willing to gain the insights, understanding and skills necessary to move toward them.¹

Intra-school pressures as related to leadership is easier to talk about than it is to define or measure. Although leadership characteristics seem to vary with the situation, and different leadership styles may vary within a particular kind of enterprise, leadership is being thought of in this dissertation as it applies to the secondary school. To be effective over a

¹Fredrick M. Raubinger, Merle R. Sumption, Richard M. Kamm, Leadership in the Secondary School, (Charles E. Merrill Publishing Co., 1973), pp. 57-59.

period of time, the principal's leadership must be based on knowledge. Those who lead must have a clear vision of where they want to go, and, more importantly, why they want to go there. They must know that to persuade others to go with them, they must have facts and knowledge at their command. The knowledge of the leader-principal must go far beyond the housekeeping chores of "running the school." His knowledge must extend to understanding the community served by the school, and the students in it. The principal must be aware of the larger society within which the school exists, not only as it is, but also as it may become as a result of the movements and ideas that influence it.² Parents and school boards expect the schools to be reflections of the community.

Leadership and leadership-style vary greatly. Much has been written about the administrative behavior of principals. One study which has some relationship to the research being conducted in this dissertation was conducted by Donald DeDerick in 1971. The purpose of DeDerick's study was: (a) to develop a process which principals can use to identify informal leaders among teachers; (b) to determine to what degree principals are able to identify informal bodies and the principals' behavior patterns on the Leadership Behavior Description Questionnaire (L.B.D.Q.), and, (c) to determine if principals would change their behavior with feedback about informal leaders.

²Ibid., pp. 59-61.

In his dissertation, Principal Identification of Informal Leaders And Its Relationship To Principals' Behavior, DeDerick states that within any organization there are two kinds of leaders - the informal leaders appointed by the administration and the informal leaders who develop within the group. While most administrators believe that they can identify informal leaders among their own staff, a 1967 study by the investigator showed that principals of the eight schools identified less than half of the informal leaders among their teachers.

The study was limited to randomly-selected suburban schools in King County, surrounding Seattle, Washington.

Teacher-identified informal leaders were ranked by weighted choices and principals' choices were matched with the top choices of teachers. Principals used the Rank Matching Ratio, a statistic which was developed for the study.

DeDerick's findings were very interesting and pertinent to this author's topic. He found that the mean of the Rank Matching Ratios for all twenty-six principals in identifying informal leaders was .642, or 64.2 percent of the highest ranked leaders selected by teachers. For each three key informal leaders among teachers, the principals identified two and overlooked or rejected one key leader among their staffs.

The very pertinent finding was that senior high school principals identified a significantly lower ratio of key informal leaders than junior high school or elementary principals

(.01 level using analysis of variance of means.)³ This information is pertinent to this study because it suggests that principals who are having problems dealing with their staffs may not be dealing with the correct people.

A principal's behavior and how others react to him influences the pressure that can be caused in face-to-face interactions in the daily operation of a school. In the study, The Administrative Behavior of the Junior High School Principal, Jackson Partin was investigating the administrative behavior of the junior high school principal and attempting to determine the effectiveness or ineffectiveness of the principal's actions from the standpoint of the teachers who are under his supervision. It was also the purpose of the study to discover what recommendations teachers would make for the improvement of the administrative behavior of their principal. In addition, the study sought to determine if the teacher's reaction to the administrative behavior of their principals differed according to age, sex, marital status, employment status, grade level assignment, subject taught, number of years of teaching experience, type of degree held, and whether the degree was received in California or elsewhere.

³ Donald L. DeDerick, "Principal Identification of Informal Leaders and Its Relationship to Principal's Behavior", (University of Washington, 1971).

The three most often mentioned categories of effective administrative behavior ranked in order of frequency of mention were:

- 1) The principal initiates change and innovation.
- 2) The principal supports the teacher and the student in conflict with the student, parent or district.
- 3) The principal involved the teachers and the students in planning and decision-making.

The three most frequently mentioned categories of ineffective administrative behavior ranked in order of frequency of mention were:

- 1) The principal is not considerate, tactful or reasonable in his actions.
- 2) The principal is not firm and consistent in his actions.
- 3) The principal does not communicate effectively with teachers or students.

The three most frequently mentioned categories of recommendations for the improvement of administrative behavior ranked in order of frequency of mention were:

- 1) The principal should be firm and consistent in his actions and decisions.
- 2) The principal should develop effective communication skills.
- 3) The principal should provide more opportunities for direct contact and interaction between himself and teachers or students.

Critical analysis of the data led to the formation of several conclusions regarding administrative behavior. They are:

- 1) Administrative behavior, both effective and ineffective, can be identified.
- 2) The elements of administrative behavior identified in the study involved human relations, communication and decision-making.
- 3) A need for change, for involvement, and for support was evidenced in the data submitted by teachers involved in the study.⁴

Ronald E. Prascher also did a study on the effective and ineffective administrative behavior of principals. His study was a selected group of Colorado high school principals.

The problem of Prascher's study was to investigate the administrative behavior of high school principals and to determine the effectiveness or ineffectiveness of their actions from responses of teachers who were under their supervision. In addition, this study determined recommendations that teachers made for the improvement of the administrative behavior of their principals.

To evaluate administrative effectiveness or ineffectiveness, Prascher suggested a criterion for judging success. The criterion on which judgment was based was the statement: The primary objective of the high school principal is to plan and administer the educational program so that the teaching-learning process will provide for the present and future needs of students.

⁴Jackson L. Partin, "The Administrative Behavior of the Junior High School Principal," (University of Southern California, 1969).

The study sought to find administrative behavior which hinders or helps the principal achieve his primary objective and to ascertain whether or not teachers' reactions to the administrative behavior of their principal differ according to their age, sex, employment status, years of teaching experience, marital status, size of school or length of service with the principal.

The critical incident technique was the instrument chosen for the collection of data. All Colorado high schools were divided into three categories according to student enrollment.

The data were analyzed and fifteen effective, sixteen ineffective, and fifteen recommendation patterns were extracted. The first three patterns of effective administrative behavior are:

- (1) The principal listens to others, is receptive to change, is calm in crises, respects others' points of view, is courageous and shows empathy.
- (2) The principal leads by acting quickly and decisively to make sure that proper student discipline is maintained so that the teaching-learning process is allowed to function.
- (3) The principal supports teachers in conflicts with students, parents, superintendent and board of education.

The first three patterns of ineffective administrative behavior are:

- (1) The principal is reluctant to make decisions and to supervise their implementation, and his decisions are not consistent.

- (2) The principal does not use proper techniques when evaluating teachers, basing evaluations on a few short visits, not stressing teaching techniques, and not suggesting actions a teacher can take to improve.
- (3) The principal does not provide necessary leadership to make sure that student discipline will be maintained in the school.

The first three patterns of recommendations are:

- (1) The principal should spend more time in the school building, get out of his office more, and increase his visits to classrooms for the purpose of observing instruction.
- (2) The principal should be educated in public speaking, child psychology, contemporary administrative techniques, efficient use of time, learning problems of students, learning theories and supervision of instruction.
- (3) The principal should be honest, flexible in thought and action, empathetic and calm in times of crisis.⁵

Evidence was given in Prascher's research which suggests that teachers' reactions to the administrative behavior of their principals were not affected at all or very little by the teacher's age, sex, employment status, years of teaching experience, marital status, length of service with the principal or size of school.

⁵Ronald E. Prascher, "Effective and Ineffective Administrative Behavior Exhibited by High School Principals as Judged by a Selected Group of Colorado Classroom Teachers", (University of Northern Colorado, 1975).

The major focus of this chapter thus far has been dealing with the pressures that can be caused by the relationship a principal has with his teaching staff. Another primary responsibility of the principal is his dealing with the student body. The secondary school student body has changed a great deal in the last fifteen years. Have fundamental changes taken place among Youth, transcending that which has been characteristic of prior generations? A good deal of opinion concludes that their idea is indeed so. Other opinion holds that the activities of the youth of the seventies are simply the antics of former generations cast in a present youth generation. They feel these attitudes are possibly transitory, temporary aberrations, or could represent a more permanent phenomenon. Only time will tell. In any event, those who teach and associate with the adolescent in the secondary school should have some idea of the nature of what has been described as the youth revolution that characterized the latter part of the decade of the 1960's.

The way a principal approaches his student body can have a great deal of mental stress or pressure that is placed upon him. Dr. William Dalrymple, director of University Health Services at Princeton University, addressed himself in the Winter, 1972 issue of the Princeton Quarterly, to the topic of the new generation. His article was entitled, "The Youth Revolution Is Over: How It Changed Us."

According to Dalrymple, the youth revolution began in 1964 when the Beatles landed in America and the student uprisings in Berkely occurred. It ended in 1970 with the strikes provoked by the United States intervention in Cambodia. Dalrymple asserts that the revolution "had its roots in earlier developments..... including the black civil rights movement of the previous decade, the Sputnik episode, and even in the changes which occurred as an aftermath of World War II." But he also says that "while most revolution, it was only partially successful; it brought in a very short time the momentous changes characteristic of a revolution, and life in America will never be the same again."⁶

Charles Reich, in his book, "The Greening of America," speaks of the crisis of contemporary life, and develops the theme that the youth of America are developing a new consciousness, labeled by him as Consciousness III, which addresses itself to how man may remain human in a technological age:

"The great question of these times is how to live in and with a technological society; what mind and what way of life can pressure man's humanity and his very existence against the sominance of the forces he has created. This question is at the root of the American Crises, beneath all the immediate issues of lawlessness, poverty, meaninglessness and war. It

⁶William Dalrymple, "The Revolution Is Over: How It Changed Us", University: A Princeton Quarterly, Winter, (Princeton, N.J.: Princeton University Press, 1972), p. 1.

is this question to which America's new generation is beginning to discover an answer; an answer based on a renewal of life that carries the hope of restoring us to our sources and to ourselves."⁷

One measure of the capacity and desire to be an educational leader in the secondary school is the response a principal makes to student unrest, dissent and protest. The principal must not only be conscious about evidence of student unrest in his own school, but equally important, he should also be familiar with the considerable literature on the subject. The literature indicates that student questioning of time-honored practices is endemic not only to the United States, but is also found elsewhere in the world.

It is not enough for the principal alone to be well-informed. The causes of student disaffection are pervasive. All of the school staff -- the administration and supervisors, personnel, guidance counselors, and most important of all, the teachers -- need to recognize the symptoms as matters of concern. It is the principal, however, who must take the lead.

In considering the topic of student unrest and the pressure it causes on the school personnel, especially the principal, many schools avoid self-examination. Some common excuses include:

1. Trouble inside the school is caused by "outsiders." These (it is often alleged) are older troublemakers

⁷Charles A. Reich, "The Greening of America," (New York: Random House, 1970), p. 16.

who stir up their younger friends; or they are outside organizations that format disruption to advance their own objectives; or they are unnamed subversive groups using the schools to further their own purposes. The evidence shows that only rarely have outside persons or groups played any significant role in what occurred within the school. If any forces as such do exist, they are primarily in big cities.

2. The cause of student unrest is only a reflection of the larger society, and is thus outside the control of the school. It cannot be denied that what goes on outside, in the home, the community, the nation and the world, affects how adolescents think and feel, however, evidence indicates that student unrest is almost always directed toward the school itself.
3. Disruptions in schools are almost always racially motivated. This theory does not hold up either, under examination. Some of the more highly publicized disruptions have involved clashes between black and white students. But even in these instances much of the underlying tension grew out of real or imagined grievances having to do with school policies, staff attitudes, claims and the like.
4. Student unrest as revealed in overt dissent and protest is but an example of waywardness and misbehavior, and is to be treated as such and put down as quickly and forcibly as possible. This is a great over-simplification. Some student dissidence may be laid at this door. Again, evidence indicates that much more is based on justifiable causes and is more mature and discerning than many school officials are willing to concede.

A principal may rationalize student unrest on any one of a combination of the above reasons; many have done so. Others, however, have engaged in self-examination and in examination of school concepts and practices. They have persuaded a sometimes reluctant faculty to likewise observe the symptoms of student malaise in an effort to find the cause of problems and seek

remedies.⁸

Not only what goes on inside a building can cause pressures, but the building itself can detract or add to these pressures. Educators and architects presently envision the school building as a structural envelope that houses the desired educational program. Surprisingly, this is a relatively new concept that gained national prominence immediately following World War II. Prior to this time, a school building was essentially a shelter in which pupils and teachers assembled. Books and the lecture-discussion method were the primary vehicles of learning in those days.

American school buildings, as we see them today, are relatively new on the educational scene. As late as 1844, American school buildings were still in a deplorable state. According to Edgar W. Knight:

"The great majority of the schools of New York State in 1844 were officially described...as naked and deformed, in comfortless and delapidated buildings with unhung doors, broken sashes, absent panes, stilted benches, yawning roofs and muddy mouldering floors. Only one-third of the schoolhouses were reported in good repair; another third in comfortable circumstances, while more than 3300 were unfit for the reception of either man or beast."⁹

⁸Fredrick M. Raubinger, Merle R. Sumption, Richard M. Kamm, "Leadership in the Secondary School." (Charles E. Merrill Publishing Co., Columbus, Ohio), pp. 105-106.

⁹Edgar W. Knight, Education In the U.S., 3rd ed. (Boston: Ginn and Company, 1951), p. 416.

There was little change in the design of school buildings for several decades after the Civil War. While the structures were consciously planned as schools, there is not much evidence to indicate that any effort was made to relate the design of the structure to the educational function intended for it. By the turn of the twentieth century, however, a distinctive trend in the design of a school building was developing. According to Alfred Roth:

"Schools were either castles or palaces and their architectural style either Gothic, Renaissance or Baroque, or a combination of styles. Whatever their shapes or form were, they in no way resembled a school (in the functional sense.) The child's own scale was not taken into consideration, either practically or emotionally. Out-sized entrances, corridors, stairways, seem to be particularly selected by architects for his 'artistic' effects with the well-meant aim of contributing to the child's education in art."¹⁰

The functional school, as we know it today, first started appearing in the 1950's. Closed-circuit television was either provided at the time when the building was constructed, or conduits were installed so that wiring and equipment could be added later. Study carrels became a standard feature of the well-planned learning resources center, formerly called the library. Teacher offices, department offices or work stations were introduced into high school buildings of advanced design. Lighting

¹⁰Alfred Roth, The New School, (New York: Fredrick Prager, 1957), p. 26.

standards were improved. Air conditioning was installed to encourage year-round use of school buildings and to promote learning effectiveness during hot weather. During the 1960's, there was a great deal of emphasis on windowless schools. Changes in thinking about the importances of education resulted in more comfortable surroundings for students and faculty.

For centuries, little attention had been given to the "things of education." During the past thirty years, however, the literature suggests that the "hour" of education has received much more attention.

Of the literature reviewed, none made any attempt to analyze and to up-date intra-school pressures on the leadership of secondary school principals. The literature referred to in this chapter does, however, indicate that there is a tremendous pressure from within the school on the principal. As "progress" occurred, there is also evidence that could lead one to believe that principals may not always be aware of specific areas which cause that pressure.

As more responsibilities have been designated to principals, they are often called upon to make new and acceptable decisions in the daily handling of their schools.

This study differs from other studies mentioned in that an analysis will be made of what principals actually do in their jobs as compared to what the literature says they should do. The final step will be to analyze the information gathered in terms of trends, pitfalls and common strengths and weaknesses.

CHAPTER III

PRESENTATION AND ANALYSIS OF DATA

Effective leadership within school systems shows a need for basic rules to follow despite the fact that there may be ever-changing socio-cultural and economic patterns in an area. However, these changes cause pressures on school principals and promote instability in personnel. Research and surveys from principals handling current situations reflect concern for establishing guidelines for making this administrative position less problematical, and hopefully, more secure. This chapter contains three major aspects of the dissertation: 1) identification of those intra-school pressures which the principals consider to influence their schools; 2) determining how the principal feels his role is influenced by them, and, 3) identifying what the principal in practice actually does in view of these influences.

An operation of a school presents a daily challenge to the principal because of the many unexpected problems which arise among students, teachers and other personnel. The investigations specifically examine the pressures as they affect the following areas: 1) daily operation of the building; 2) instructional program; 3) school personnel, and, 4) the leadership of the principal.

With the goal in mind to find opinions among current working principals, an in-depth interview was planned to question

nineteen local area principals about their responsibilities. When information is requested, certain guidelines must be established. As suggested by Borg and Gail in Educational Research, an interview guide should be developed to standardize the interview to some degree and yet allow it to be flexible enough to gain the added depth sought in the face-to-face situation with the respondent.¹

Dubold Van Dolen, concerning interviews, states that many people are more willing to communicate orally than in writing. Therefore, they will provide data more readily and fully in an interview than on a questionnaire. However, recording and interpreting data obtained during an interview involves much subjective interpretation. There is the possibility of interviewing bias affecting the conclusions drawn from the data.²

The technique used in this study was one of an in-depth interview. Approximately one hour and fifteen minutes was devoted by each of the seventeen principals who agreed to the interview. Questions in the interview were broken down into three components. Those broad areas are: a) elements (things); b) people, and, c) situations.

¹Walter Borg and Meredith, Educational Research, (New York McKay Co., 1971), p. 123.

²Dubold Van Dolen, Understanding Educational Research, (New York: McGraw Hill, 1973), p. 329.

Regarding Elements, the following general question was presented:

"What are your usual daily activities concerning the following routines?"

- A. Arrival
- B. Personnel administrative duties
- C. Student responsibilities
- D. Budget handling
- E. Planning events

Regarding People, the following general question was asked:

"What are the normal expectations in a school concerning your association with the community, students, faculty and other personnel?"

- A. Student/teacher conflicts
- B. Student interest, happiness and welfare
- C. Loyalty of teachers to help to achieve academic and social goals of the school
- D. Desire to help individuals to advance towards their goals
- E. Personal satisfaction

Regarding Situations, the following general question was posed:

"How do you handle situations or emergencies with regard to the following situations?"

- A. Accidents
- B. Athletic injury
- C. Bomb threat
- D. Drug overdose
- E. Tornado warning
- F. Fights
- G. Filing insurance forms
- H. Bus problems
- I. Teacher illness
- J. "Snow" days
- K. Student illness

The preceding general questions were asked to get the principal's overall attitude about how he handled his specified responsibilities. An attempt was made to determine exactly what the principal did and how he approached the various situations which he encountered. In addition, leading questions were asked throughout the interview process. Some of the specific questions were: 1) Do you feel that there are special interest groups in your school which cause pressure upon you as a principal? 2) What strategies have you employed when dealing with these pressure groups which have proven successful? 3) In what phase of your job do you spend the most time? 4) Do you keep your staff aware of special interest group activities in your school? 5) In what way do you feel the principal's role has changed in the past few years? 6) What type of leadership style do you feel is most effective in dealing with the varied groups within your school?

In the interview process, one must be aware of any biases which can creep into the discussion. Awareness of the subjected bias in the interview technique is important, and the following quote supports this form of research:

"By means of the interview, it is possible to secure much data which cannot be obtained through the usual personal procedure of distributing a reply blank. People generally do not care to put confidential information in writing -- they may want to see who is getting the information and receive guarantees as to how it is to be used. They need the stimulation of personal contact in order to be drawn out. Furthermore, the interview enables the researcher to follow-up leads

and to take advantage of small clues in complex material where the development is likely to proceed in any direction. No prepared instrument can perform the task. Again, the interview permits the interviewer to gain an impression of the person who is giving the facts to 'read between the lines' things that are not said."³

In the interview process, it was found that many principals were hesitant to give their true feelings regarding the pressures within their schools. Many were very concerned that the information that they were going to give "would be kept confidential." Because of the writer's administrative position for the past decade in Lake County, the principals interviewed realized the worthiness of explaining their thoughts about a position held by a limited number of individuals.

The following is a list of intra-school pressures which have been compiled from discussions from the principals interviewed in this dissertation. In no specific order, the pressures include:

- 1) A superintendent who is housed in the same building;
- 2) Time;
- 3) Expectations of everyone -- students, teachers, custodial personnel, etc.;
- 4) Athletics;
- 5) The building itself;
- 6) The school newspaper;
- 7) Use of marijuana and other drugs;
- 8) Class "cuts";
- 9) The daily schedule under which the school operates;
- 10) Ability of subordinate administrators;
- 11) Having to administer the school through committees -- not enough authority to make

³Carter V. Good, A.S. Baer and Douglas E. Scates, The Methodology of Educational Research, (New York; Appleton-Century-Crofts, Inc., 1941), p. 378.

decisions; 12) Money; 13) Declining enrollment; 14) Teacher contracts; 15) S.A.T. and A.C.T. scores; 16) Curriculum; 17) Vandalism; 18) Discipline; 19) Racial conflicts; 20) Cafeteria problems.

The format chosen to present the data and analysis is to present the major pressures listed by the principals as they are related to them in the school for which they were responsible.

An analysis is included in each major intra-school pressure discussed.

AUTHORITY

Authority was one of the major items that the principals identified as causing pressure on them in their daily operation of the building. Some identified the concept as power. The feeling of not understanding what decisions could be made by the individual principal was an interesting concept. Some were concerned with not having enough power to get done what they deemed necessary, and some were concerned that the power attached to the principalship hindered their progress to get done what they wished to accomplish.

It appears that whether the principal likes it or not, he occupies a position of power. If he evaluates the work of teachers, recommends retention or firing, makes teaching assignments -- he has power. It is the principal who is the boss, with effective means to give rewards. Most teachers recognize these facts of power. This particular struggle is not new. Some years ago, Robert T. McGee attempted to find out how different administrative practices affected a teacher's sense of professionalism. One of the interesting sidelights of that study was the finding that teachers tend to accept their principal's decisions merely because he has the position and role of principal. So the principal does have power. He, at least to a degree, can enforce his will on teachers and students. In discussing authority and/or power with the principals, the problem appears to be not whether

to use it, but how to use it effectively.⁴

One of the areas that is a major problem in schools today concerns respect for authoritarian decisions. According to the principals, students seemed to challenge authority more than in the past. One principal said, "It used to be that you would have a handful of students who were uncooperative, but today, every student questions what you say. I don't object to that, except that it takes so much time to explain the rationale for everything I do."

There were primarily seven issues that the principals identified as causing problems by students. Two of those issues were mentioned often enough by the respondents to be classified as major causes of pressure on the principal. These include lack of respect for authority figures and general student unrest. The other areas which challenged the authority were student personal appearance, student code of behavior, student government, student newspaper (both school-sponsored and underground), and student property in school lockers.

Lack of respect by youth for adult figures in authority has been around for many years. Lack of respect first became a major disruption on the college campus. Throughout the world,

⁴Robert T. McGee, "A Study of Perceptions of Certain Administrative Practices in Relation to Teachers' Sense of Professionalism Among Teachers in New Mexico," Ed. D. Dissertation, Colorado State College, 1963.

militant student protests have taken place at the university setting.

Student unrest at the secondary level has been widespread during the past decade. It is not surprising that many secondary school students have picked up the radical attitudes of university students. They have been able to observe the changes that have taken place on campus. They have seen the influence that can be obtained by radical behavior.

Because the principal of a secondary school is the key individual in the daily operation of the building, it is understandable that he quite often finds himself involved in the conflicting wishes and desires of students. It is the principal who feels the pressure. He is the person who is responsible for making the divergent interests come together, so that the school can operate without disruption. The authority or power to make decisions regarding these conflicts lies with the principal.

The fact that the principal has the authority to make decisions regarding conflicts is in itself a pressure for some of the principals interviewed. How much pressure on the individual principal the defiance of authority actually caused was difficult, it not impossible, to measure. It was interesting to note, however, that some principals were able to tolerate and accept more unorthodox behavior than others. Some even expected disruptive behavior, and did not feel that there was a healthy and educational environment if there were not some unrest in

their schools.

The analysis of the amount of authority that was administered in a school could be directly related to the degree of control over the student body.

In most cases, the authority used in dealing with disruptive behavior of students was traditional in nature. By traditional, it is meant to be punitive in nature, such as verbal reprimands, detentions after school, parent referrals, suspension and expulsion. The reasons why such traditional methods of dealing with conflicts and disruption were normally used resulted because they concerned educational procedure, not just because they had been proven to work. When questioned about such practices, principals often indicated that these procedures had been used when they were in school and that they had certainly worked when they were youngsters.

Very little analysis had been done by the majority of principals attempting to determine if students were different today than students of twenty years ago. Little had been done to try alternative methods of exercising authority. In fact, few comments were made which related to whether these methods even worked or not.

Some of the seventeen principals expressed greater pressure and made comments which could be construed to mean that they were not happy with their positions. Things always looked greener on the other side, and they hinted at only staying in their jobs because the salaries were higher than if they had remained in a classroom.

Some of the more imaginative principals were aware, however, that each group of young people was different. They realized that groups had to be dealt with differently.

One principal said:

"In the present school setting, old-school practices do not work. In fact, my students will not tolerate punitive forms of authority. I have found that traditional forms of authority seem to increase the tensions, unrest, vandalism and even violence in my school. The staff and I have had to look at why the students behave as they do, and what alternative ways can be used to control them. As principal, I feel there are some major areas that contribute to the pressures of authority. If one does not look at these areas, the pressure will become too great, and a principal will ultimately fail."

Another principal said:

"Since I have started to sit back and let different groups, such as students and faculty, interact, I have found my job as principal more rewarding. For a few years, I attempted to be totally in control. I was not successful. My school and personal life were almost a nightmare. The pressure was too great ... It was coming from all directions, even from within. I then decided that one man alone cannot control 125 teachers and 2,000 students. My goal at first was simply 'survival.' Let some of the others take part of the heat. What I discovered, to my amazement, was that others on my staff wanted part of the heat. Things calmed down; I no longer have an ulcer. We now work as a team -- administration, faculty and students -- all trying to make the daily routine of education a meaningful experience."

Authority and how it is used is definitely a pressure on secondary school principals in today's society. The principal is for sure -- the person in-the-middle. He must attempt to eliminate problems in the education of students in the community. He must answer to parents, administration, the school board, as well as,

to students and faculty regarding the everyday handling of school functions. With so many personalities involved, this is no easy job.

In final analysis, the successful principal is aware that the old-style authoritarian is obsolete. Making all-important decisions and telling everyone in a school what to do and when to do it is no longer acceptable by staff and students. There is little growth and rare satisfaction for individuals who must follow orders. The principal cannot sit in his office making arbitrary judgments; issuing commands and disciplining subordinates and students in his school. As times have changed, the progressive principal has realized that delegation of authority and student involvement has created interests and made individuals happier in school.

In the few cases where the principal did not seem to be aware of his constantly changing student body, the results were obviously negative. Little harmony and mounting problems stimulated unrest throughout the school.

After observing and interviewing, there seem to be some obvious suggestions on how to deal with the pressures that are related to the awesome power and authority of the principalship:

1. The most apparent suggestion is that the principal cannot do it alone. He must be aware of his staff's abilities and utilize them to their greatest potential. It is apparent that the successful principal surrounds himself with the most capable assistants as possible. He must share the responsibility and authority. The implication by principals suggests the need for the delegation of authority

when necessary. He must promote and encourage communication with faculty and other personnel in order to be aware of handling of the daily operations properly. Job descriptions concerning responsibilities increase effectiveness on the part of individual workers. Clear, defined rules are necessary.

2. The principal must be aware of and deal directly with individuals or groups who may become disruptive. It is much better to deal with a problem before it becomes disruptive so that the exercise of authority is minimal.
3. The principal must retain a degree of flexibility. He must not have such strict and stringent rules which may result in his hands being tied.
4. The principal must be humane in his interactions with others. He must treat his counterparts with human dignity. As one principal said, "I treat my staff and students as I would like to be treated. I always put myself in the other person's shoes before making a decision. The goal of mutual respect between principal and all employees is necessary."
5. The principal must always be aware and objective in exercising his authority. The principal must take into account cultural differences, but, at the same time, be fair to all involved.
6. In any conflict, no matter how small, the principal should always analyze "why" did a situation get out of control. Conflict can be a healthy, educational experience, only if it is controlled.
7. The principal must actively show interest in any positive contribution to enhance the school's reputation whether it be a team effort or individual effort on the part of students, faculty or additional personnel. The principal should privately and publicly reward positive action of school members for their endeavors.

DISCIPLINE

All principals have stated that good discipline is no easy goal to achieve. However, it is a major concern in the daily function of a school. Students and teachers should be aware of a definite set of rules for behavior. Discipline was one problem which all seventeen principals faced daily. Even when there were no problems to deal with at hand, they are always there, ready to explode at any time.

Most principals agreed that there was a certain amount of rebellion expected of adolescents, and that it was considered as a normal stage of human development. However, they stated that effective action must be taken immediately when infractions of rules occurred.

According to one principal, however, promoting court decisions concerning school problems was not as widespread as it was a few years ago. The courts getting involved to the point of setting standards of behavior, curriculum and dress has changed the attitude of many. Some feel their authority to make decisions has been usurped and they cannot make decisions in areas beyond their jurisdiction.

The institutional power base seems to have been shaken by the sudden and sometimes volcanic force of the young. The changes in our society or, the young people's ability to change our society, seems to play a major role in the attitudes of students about schools.

One principal said:

"For a variety of reasons, teenagers are becoming socially sophisticated earlier than ever before. They know more about the world, sex, and the opposite sex than many of their parents. Exposure to television, books, radio and movies is making young students wiser in the ways of the world than students of an earlier age. This exposure has not necessarily made them more intelligent or more emotionally mature than before. It has, however, in many cases, made them much less respectful of adults, teachers and authority in general. Less prepared and dedicated teachers have problems in controlling classes. Discipline has become a major problem in the management of classrooms, halls and on campus in general."

Principals interviewed often believe their success with the faculty as principals was directly related to how they were able to control the student body. The individual principal believed that his success as a principal was judged by his success with discipline. When some teachers who are on tenure make up and follow their own rules about school policy without adhering to codes set up by the principal, it creates disharmony on the staff and lack of respect for the principal. When students show their disrespect for school property and teachers, it sometimes reflects on the principal. Misconduct often means a sign of poor control by persons in authority. The principals believed that this adds to the fact that discipline is a pressure for the principal. The principals believed that the observable implementation of control was the key factor, and that alone could make or break them as principals. Too much consultation with the student leaders could cause unnecessary unrest with the student body. Consequently, the principals were of the opinion that they

were constantly under a great deal of pressure to make the right decision at the right time. They often felt that once a decision was made, that they had to stick with it, regardless of whether it was right or wrong. Changing his mind after a decision had been made public was often judged to be a weakness by most of the principals.

It seems that all the respondents sensed the urgency of improving discipline in the schools for which they were responsible. Again and again, the principals conjectured that discipline problems in the classroom grew out of a curriculum which does not make sense to the learner.

As one principal said, "A class in which the academic content bears no relationship to the needs or the world of the learner is a breeding place for rebellious disturbances."

When questioned further regarding curriculum being a problem, and asking why they did not do something about it, this was one answer received: "As principal, I have lost control of the curriculum. Curriculum changes have been negotiated away to the faculty. The faculty only seem to be interested in what they teach, not if it is meaningful to the students."

The pressure, as revealed by the majority of principals, comes when minor incidents become conflicts between students and teachers and the principal is called upon to come up with a solution to the problem. The solution must be workable and give both the student and the teacher a sense of having won.

Most principals interviewed believe that the teacher is

the key to "good discipline" in the schools. They also agreed that it was their responsibility to support all teachers in "reasonable" classroom and non-classroom discipline. This, however, was a major source of pressure. What was "reasonable" to the teacher did not always appear "reasonable" to the principal.

When questioning one principal to learn if he and his teachers had established what was "reasonable" before the start of the school term, his answer was, "We do not run a teacher training program here; that is the responsibility of the University."

Another principal, however, indicated that the major part of his new teacher orientation was devoted to classroom control. He had even prepared a written statement related to what he considered "reasonable" discipline. He had included examples of both good and bad discipline, and also a list of items that students like or dislike in teachers.

When asked if his "discipline hints" had helped, he confirmed that they had. He indicated, "I have only been doing this for three years, but it seems to have given some consistency to classroom discipline. Not only do the students know what to expect of our new teachers, but the teachers also have something to refer to."

All principals did agree that self-discipline was the long-range goal of any sensible philosophy of school discipline. However, since self-discipline is seldom fully achieved, and, at best, takes several years to develop, temporary disciplinary measures must be taken. Herein lies the pressure on the principal.

In analyzing the data gathered, there are several factors which must be considered in all circumstances; the situation and the pupil involved determine how the problem should be handled. Another factor includes the teacher and how he should be supported or perhaps corrected in some instances.

When a situation arises which requires student disciplinary action, a principal needs to know who was involved, how the situation started, and what actually happened. This sounds easy to comprehend, but often it is controversial. No method of discipline is equally effective with all children. What may work well with one student may be highly ineffective with another. The teacher could be, and often is, a vital factor in effective control and management of pupils. Frequently, behavior incidents are not just the fault of the guilty student, but a matter of interaction between the student and the teacher. The pressure to make the correct decisions can be reduced a great deal if the principal involved remains calm, displays a concerned attitude in all cases, and remains consistent in his approach.

There is no one solution to effective discipline in our schools. The complex attitude of parents, community, school boards, administrations, teachers and students, all reflect diversified opinions concerning the proper way to handle young people. The overall opinion of principals had three guidelines. They included a definite set of rules, consistent adherence to the rules, and the encouragement of parents, community, school boards, teachers and students, to support the school's policies.

TIME

The problem of handling all the responsibilities assigned to the principal during any given day was considered a serious handicap for respondents. Involvement with students, faculty and other personnel concerning immediate "problems" gave them little time to plan other school activities or to handle routine responsibilities during the day. None of the principals had enough time to get accomplished what they desired. Most complained that the first sound heard in the morning when they arrived at the office, and the last thing they heard at night before they went home, was the telephone.

The principals who complained the most did not appear to have given any thought to how the telephone could be used as a positive tool. Calls were not screened by secretaries, but were taken as they came in. No attempt was made to work with their secretaries to function as an extension of the principal. However, some principals commented that the telephone was a tremendous resource for both teachers and the administration, if used properly.

One young principal, who was in his second year in the principalship, talked about the telephone in a very positive manner. He saw the telephone as a modern-day substitute for the P.T.A. He indicated that he used it as much as possible to carry good news to parents and not just bad news. His goal, which he readily admitted, was seldom reached, but he intended

to make five positive calls to parents per day. Not only was this a good public relations program for him and for the school, but it also opened the doors for communication, and eased by a good degree the negative calls that had to be made relative to discipline, class "cuts", etc. He felt that because of his aggressive telephone contact concerning positive matters that parents were not so eager to call with minor complaints.

Another principal said, "I'm supposed to be a miracle-worker, but no one offers to help me. I quite often feel all alone. I spend on the average of three nights per week back at work. Most of the time I am all alone."

Since it was an obvious fact that time was a very precious commodity, questions were asked to determine why. In some cases just a reorganization of priorities could have helped considerably. However, as questions were asked and answers given, it began to become quite apparent as to why time was truly a pressure. In some cases the principals had little or no control over their time. Since the principal is basically at the middle-management level, additional responsibilities are continuously being added to his work load.

A very common outgrowth of the negotiations between teachers and the school boards is an increase in the duties and the responsibilities of principals. These additional duties are clearly changes in his working conditions. The pressures caused by the constant change of working conditions is understandable.

For example, many teachers have negotiated their release from a variety of record-keeping, clerical, patrol and other duties which they have labeled as non-structional or non-professional. As a result, these duties have been taken over by non-certified aids or other paraprofessionals who have been added to the school staff. This means additional personnel to be supervised by the principal.

Actually, a good measurement in determining the extent of the principal's workload is the number of adult staff members under his supervision. While limited time was designated as a problem among all respondents, few could explain how they could change their daily tasks for the betterment of themselves and their schools. When asked, most principals did not have a clear picture of how they spent their time. Few principals had made an effort to approach their time in a systematic way.

It appeared that one of the major problems was the ability or willingness to delegate jobs and the authority to get the job done. Principals in larger schools often realized that they had no choice but to give more responsibility to department chairmen, teachers and paraprofessionals and clerical help. The principals who were reticent about giving up authority talked of the inadequacy of personnel to make "important" decisions. They felt the need to handle as many functions as possible in the school system as part of their job.

VANDALISM

Respondents became irate when the discussion of vandalism was brought up. The unnecessary waste, fear and efforts to curb the problem takes up much of their time. All principals interviewed stated that vandalism is not solely a school problem but that it was also a major concern in their community. Although vandalism outside the school was not a factor in the dissertation, it was discussed by too many principals as being related to the daily pressures of their jobs not to mention it.

Two principals interviewed were very alarmed at the carry-over of vandalism into their personal lives. Not only were their lives affected in the evenings and on the weekends, but their families were victims, also.

One principal openly discussed the problems that he was encountering. "My home has had beer bottles thrown through the windows so many times that glass breakage is no longer covered by Home-Owner's insurance. It has had obscenities painted on it. It is regularly 'egged' and toilet-papered. I have had firecrackers explode outside my home that were so powerful that the dust had not settled when the police arrived after they had been called. My son is afraid to leave his bedroom window open at night. At the present time, my family and I are considering moving out of this 'fine' middle-class community."

Another frustrated principal discussed having his car "bombed" while it was sitting in the driveway at his home. His

angry comment was, "The Illinois Bureau of Investigation seems to automatically place the blame on 'unidentified' students in my school system."

Since Colonial times, schools in the United States have been plagued with vandalism. As our country has grown and more school facilities have been built, communities have been faced with the higher cost of vandalism.

In a poll conducted by Nation's Schools, glass breakage accounted for the major part of vandalism costs in schools throughout the country.¹

Principals interviewed in the Lake County survey for this dissertation have stated that glass breakage continues to be high on the list for vandalism costs. Students are breaking glass more than ever, and glass costs have zoomed upward.

It appears ironic, however, that despite the great difference in the cost of vandalism today, as compared to earlier times, the present methods of combatting their problems and pressures for the principal have not changed a great deal. The principal's job seeks the "culprits" and makes an effort to get restitution for damages.

When discussing the strategies used to lessen this pressure, most principals were not very creative in their approaches. Making sure that the building is locked, installing security lights in

¹ Nation's Schools, Vandalism: A Dirty Word For Eight Out of Ten Schoolmen, Vol. 81, April, 1968, p. 6p.

strategic spots outside the building, seemed to be common to all involved. Many schools also encouraged community use or Adult Education programs in the evenings, so that the buildings would be occupied as a means to cut vandalism.

When discussing with the principals the concept of vandalism and why it appears to be increasing, there were a number of reasons given. One general theory that was shared by a number of respondents was that young people believe they can react against the system that attempts to control them by destroying property. Schools are quite often the symbols for targets of such frustrations. Others felt that there was a lack of respect for property, including their own. One principal thought that society was still receiving the results of the violence which erupted on many college campuses during the late 1960's.

In-depth discussions revealed some very enlightening and interesting answers on how the problem of vandalism should be attacked. Principals had definite ideas as to what would be supportive to help them to control wanton vandalism.

The approach most often discussed was of a "grass-roots" nature, in that education seemed to be the answer. The teaching of good citizenship, along with respect for other persons and property, seem to be a "must", if the problem is to be solved. Principals talked about finding out why it occurs, and then, through the educational process, attacking the symptoms which cause the problem.

Curriculum changes and the personal involvement of the teaching staff were also suggested quite often. Peer group counseling was considered.

Since the school is in, and a part of, the community, the community must also be involved in the solutions of the problem. Some principals suggested that school authorities hold discussions with both parents and students. The cost of the vandalism in dollars, and also the fact that it can disrupt the educational process, should be a part of the discussions.

Vandalism today costs the American taxpayer millions of dollars annually. Current trends do not appear to be in the direction of decreasing in intensity. Even though all the principals interviewed agreed that vandalism was on the increase in their schools, they continued to use stop-gap methods in controlling these problems.

It appears that more locks, higher fences and brighter lights are not enough to alter the course of vandalism in our schools today. The solution will only begin to approach realization when principals examine their schools in the light of their relationship to the total environment. Principals will have to re-evaluate the design of the building and the material used in its construction, as well as, the attitudes of the community and student toward the school and its personnel.

EXPECTATIONS

A principal is responsible for the job performance of many different types of personnel every day of the week. Through these people he must make the day functional for students. The objectives and goals of his school district must be carried out through a combined effort. Because of the many personalities involved, this is no easy task. The different expectations of personnel often result in pressure. All seventeen principals interviewed discussed expectations of someone or group from within the school who were either directly or indirectly responsible for pressure applied to the principal. The following is a list of those internal groups:

- Administrative staff
- Assistant principals
- Cafeteria staff
- Custodial staff
- Extra-curricular (clubs and activities)
- School newspaper
- Maintenance staff
- Paraprofessionals
- School athletics (both boys and girls)
- Secretaries
- Special teachers
- Students
- Teachers (regular and substitute)

The above varied groups and activities show the diversified interests which affect the principal's everyday job. Indeed, he must assume many roles. As a professional educator and as a leader who is responsible for a complex system, the principal has demands placed upon him which influence his behavior. Not only is he an educational leader, but he also has a private life which places demands upon him. Quite often, the demands from these

two roles are in conflict.

Because schools are more complex and society expects more from the schools, the principal will coordinate with interested parties before decisions are made.

Expectations from individuals within the same group are often in conflict, which causes a pressure on the principal. "Petty" problems take up more time than deemed necessary.

Complained one exasperated principal: "I'm encouraged by the leadership of the teachers' association to run a 'tight ship' as far as the students are concerned. Individual teachers then come into the office, however, to complain that the students are not given the opportunity to exercise responsibility due to my strict (and, as they say,) unrealistic rules and regulations." The conflict between certain values of various members means that the principal is going to have to make a decision that may not be popular to all involved.

How principals handle pressure generated from such conflicting expectations varies depending upon ability and personality. One principal's approach to coping with pressure may not work for another.

One principal indicated that he attempted to deal with the pressure and stress which came with his job by dealing with the issues directly. Another solution attempted by some of the principals was to work longer and harder. The added hours and extra effort are seen as a way of overcoming the conflicts. For several others, a realistic approach was taken. They say that

a life devoted to work would not be enough to reduce the pressure and stress.

When discussing expectations with one principal, he was quick to point out that much of his pressure was caused by himself because of his expectations of his teachers, students and support staff within his school. The principal being interviewed said:

"To deal with my own expectations of others, I quite often expect the worst. If it doesn't happen, then I have avoided the pressure that comes with things not going as I wanted. If the worst does happen, then I am prepared for it. This might not be the best approach, but it works for me. The best thing is that things usually don't turn out as badly as I expect."

Another principal indicated that if someone expected too much of him, he always tried to make him share in whatever was expected.

The students were also a major source of pressure. The students' expectations of the teachers were quite often in conflict with what the teachers' priorities are. As one principal said:

"My teachers seldom aggressively negotiate for changes within the school system which would improve the quality of teaching or learning. They are more interested in higher salaries and what they consider to be better working conditions. When they get better working conditions, it means more work for me."

It seems that students expect more of teachers than they are able to deliver, and that teachers expect more of students than they are able or willing to deliver. The principal in many instances expects more of both the students and the teachers than they are willing to give. The support staff such as custodial and secretarial groups are quite often part of the "merry-go-round" in expecting more of the students, teachers and principal than they are able to deliver.

The resulting problem means high expectations that are individually desired by many different interest groups. A principal who hopes to please all factions is ideal. The respondent principals said they sincerely try to make decisions for the good of the individuals. However, it is unrealistic to do so for everyone. Therefore, more pressure comes with their jobs.

It is clear that the principal cannot make everyone in his school system happy. An individual with so many adult personalities and students to satisfy has to have strong, definite values. If he has been selected for this position, he should have been screened to note if his values fit the needs of the particular community in which he will be a leading administrator. Total acceptance of his decisions by staff, personnel, and the student body is ideal, but an impossible goal.

DRUG ABUSE

Ranking high among the many perplexing and pressure-causing problems facing the secondary school principal is the complicated issue of student drug use and abuse. The widespread and accelerating use of illicit drugs by youth has placed tremendous pressures upon school principals to do something about the problem.

The principals interviewed were reasonably sure that drug use by their students was confined mainly to marijuana and/or alcohol. They indicated that there was probably some use of "hard" drugs, but to their knowledge this was a limited problem in their schools.

Through in-depth discussion, an attempt was made to determine the accuracy of the data. It was apparent that simply the discussion of drugs made some of the principals uncomfortable. It was determined, however, that the information given was totally opinion, and that they, in fact, did not know how much drug use was prevalent among their students.

Much of the pressure dealing with the topic of drugs appeared to be caused by subjective attitudes of the principals. This was due to a variety of reasons revealed:

- 1) Most principals had no first-hand knowledge of controlled substances. This in itself made them feel uncomfortable. Because they come from a background that is unfamiliar with the use of drugs, they feel uncomfortable in dealing with the problem.

- 2) There is a great deal of conflicting information dealing with the use of marijuana.
- 3) The use of drugs outside the school environment, over which they had no control, was a conflicting concern.
- 4) The rumors they heard regarding the use of drugs by their students created anxiety.
- 5) The newspaper and periodical reports dealing with the widespread use of drugs by teenagers added to their concern.
- 6) Their inability to secure the true statistics regarding their particular school made them uncomfortable.
- 7) The principals were very concerned about public opinion, if the true statistics were known.
- 8) The "lack of concern" which appears to be symbolic of the students today annoyed principals.
- 9) The "code of silence" which appears to be prevalent among the youth of today regarding the use of drugs made it difficult to help those students who needed attention.
- 10) The fear that some teachers, as well as, students, were using drugs dismayed principals.

Several different attitudes were expressed regarding drugs and their use. They ranged from, "That's a problem between the student and his parents, and does not concern the school," to, "Drug use could very well be the problem which destroys society as we know it today."

There was no denying that drug use and abuse was a problem, not just isolated to the inner-city schools today. The drug user was not characterized as a "sleazy" individual lurking in the hallways of some far-away ghetto, but could very well be the rosy-cheeked boy or girl down the street.

Even though the principals in general seemed to be uncomfortable with the topic of drug abuse as it was related to their schools, it was obvious that they had done a great deal of reading and studying in that area. Suggestions made by principals about what should be done and what they were actually doing were somewhat in conflict. It is obvious that principals are often both concerned and confused about the handling of this problem in their schools.

Respondents were asked their opinion about why students take drugs. The general consensus was, however, that there was no one individual incident which would cause someone to abuse drugs. Rather, drug use was initiated because of negative elements in one's life. The environment in which the individual lives, as well as, the person, often determines whether or not he is a potential drug user. Peer pressure was also identified as a key factor with most young people. Young people quite often fall victim to "simple curiosity," or "fast kicks."

When asked what kind of programs to help drug users were actually in operation, there was a great deal of diversity. The programs ranged from no program at all, to an extensive drug education program.

In analyzing the information provided by the principals, there were some suggestions given concerning the improvement of their school programs.

1. More information should be provided to the students within the school systems. The information should not only explain the nature of drugs and their effects, but also the causes of drug abuse.
2. The teachers, counselors and other personnel who work with students, must be more aware of the problem and be willing to respond positively. They cannot wait for the problem to go away.

There is no one answer to the problem of drug abuse, and there are no easy solutions. Educational programs should be directed to students, teachers, parents, and the overall community as part of an effort to control drugs. Principals feel an awareness of this ever-present danger among young people is important. They realize up-dated information and statistics will help them to handle the problem in their schools. Avoiding the drug abuse problem of students is not facing a reality which exists in schools today.

SCHOOL NEWSPAPERS

The purpose and function of the school newspaper had many definitions to the various principals. Some saw the paper as an extension of role of the school to promote morals, loyalty and dispense information to the student body, teachers and parents. The opposite extreme expressed the view that students should be able to make known their attitudes and ideas about the school as well as giving specific news about the school. Reporting in school newspapers did not cause pressures for all of the principals interviewed. For those who did express a concern, it was an emotional one.

Those principals who did not consider their school newspaper a pressure said that a few years ago it was a very different story. During the late sixties and early seventies, many of the schools were exposed to controversial underground newspapers. None of those papers were approved by the schools. The underground newspapers had died out for a number of reasons, but according to the principals, it was primarily because the students involved had graduated from school; the underground newspapers had problems in financing their operation, and the school-approved newspapers had picked up on many of their causes.

It was interesting to note that some of the principals attributed the fact that the school newspaper reporting was not a pressure anymore because the underground newspapers had caused

so many problems.

In analyzing the discussions on how to reduce pressure, several areas of concern were expressed. The principals were very cognizant of the court cases involving the first amendment to the Constitution regarding the freedom of the press.

The answer again seemed to be one of an educational nature. The principals indicated that it was imperative that the students, faculty sponsor, the administration, and even the Board of Education, be aware of the principles of good journalism. It was suggested that if students were aware of the difference between good and bad journalism, and had an understanding of what the school system was trying to accomplish, and that all involved were aware of the restraint of the First Amendment, that the pressure on the school principal would diminish considerably.

Another important ingredient in reducing the pressure on principals is for the Board of Education to develop policies which would prohibit publication of anything in the school newspaper which would be unlawful.

It was pointed out that a policy in itself would not be enough without the involvement of all persons involved. The element of good taste is important, but also, subjective.

One principal suggested that an alternative to working with the staff of the school newspaper was to abolish the school newspaper altogether. When asked regarding this suggestion, all

the other principals felt that this was not a good alternative. Although, at times, the pressure caused by the school newspapers on the principals was great, it was a consensus of their opinions that the school newspapers had more positive than negative points. They preferred to keep publishing school newspapers and to work to make them acceptable by the students, teachers and community.

There is no doubt that the school newspaper can be used as a source for good public relations in a school system. However, principals have to deal with the tugging forces of freedom of expression desired by youth. Principals have to make sure that positive journalistic attitudes are reflected when promoting desired school programs in school newspapers. As a tool of persuasion, the school newspaper can encourage loyalty, respect, understanding and pride for one's school among the student body, faculty and community.

CENTRAL OFFICE STAFF HOUSED IN THE SAME BUILDING

The closeness that goes with being housed in the same building as one's boss is a definite problem for the principal. The principal is supposed to make many decisions during a day. He may be hampered by the fact that the superintendent is "down the hall" and may decide it is his prerogative to make some decisions. Many of the principals interviewed in this project are principals in a one high-school district. In those circumstances where the central office staff were housed in the same building, the principals all indicated that this was a pressure.

Various reasons were given for this special concern. One major cause was the superintendent, who second-guessed the principal. The principals expressed the opinion that they were given the responsibility of running the daily operation of the building, but were not given the authority to do so.

Although there were some principals who related better with the superintendent within the same building, there was also the feeling of comfort expressed. One principal was asked to explain his professional relationship with the superintendent, whose office was just down the hall. The principal answered in the following manner: "It's very reassuring to know that he is just down the hall. If I have any questions regarding a decision, I can simply walk down the hall and consult with him." When questioned further regarding the negative aspects of such an organized structure, he answered, "There's never any question in

either of our minds that he is the boss."

Not all of the principals who were in such a physical arrangement were as content with their position as the previously quoted principal. Some obviously felt intimidation concerning decision-making.

When another principal was questioned about the possible pressure which might be on him because of the superintendent's office being just down the hall, he responded in the following manner:

"The biggest problem I have in attempting to administer this high school is the superintendent, whom I have to please before I can do anything. I am not able to implement any new procedures unless I first of all convince him that it is necessary. I then have to make sure that the staff knows that he has played a part in the decisions."

Another common concern for pressure was related to faculty members circumventing the principal and going to the central office staff for decisions which should have been in the realm of responsibility of the principal. It definitely diminished the authority and role of the principal's effectiveness.

An analysis of this type of pressure is directly related to the type of administrative organization that was being used. It appeared that the greatest pressure on the principal occurred in districts that had grown considerably, and where the superintendent had once functioned as superintendent/principal. A willingness to delegate added authority posed a problem. It appears that most of the pressure occurred because of a lack of

open communication between the principal and the superintendent.

For those districts which had overcome such pressures, there was an administrative team management approach being used by the administration. In this approach, the success of the approach seemed to be with the superintendent, and not with the principal. The success of an administrative team approach to the management of the school lies in the willingness of all administrators to communicate openly with each other. When this happens, the pressure on the principal is reduced considerably.

CHAPTER IV

CONCLUSIONS, RECOMMENDATIONS AND TOPICS FOR FURTHER STUDY

CONCLUSIONS

The principalship becomes more and more complex as society places more and different responsibilities on today's secondary schools. With these added responsibilities, there are greater demands placed on today's principals. Schools are now expected to present diversified curricula as well as the standard offerings of the past. Extra-curricular activities of a wide variety for students are considered part of a school program. Additional different types of staff members include social workers, psychological help, reading teachers, learning disability teachers and other specialized help, whom have joined the school staff. Government programs to help in certain areas mean more pressure upon the principal to see that such programs are implemented properly.

While many principals are satisfied with their contributions to their profession, often they are insecure concerning their definite roles in the school. It appears from interviews with seventeen selected secondary school principals in Lake County, Illinois, that the principalship is not as regarding as some had hoped. The pressures at times are so overwhelming that many have contemplated returning to the classroom, early retirement, and even leaving the profession altogether.

Pressures affect individuals in different ways. Some

individuals, due to their personalities and personal characteristics, are able to cope with pressure and stress more readily than others. As attested to in the interviews, the pressures on today's principal cannot be escaped. These strategies have been developed by in-depth interviews with seventeen principals of the Lake County area, literature which included books, periodicals and pamphlets.

In analyzing the areas of authority, time, discipline, vandalism, expectations, drug abuse, school newspapers and central office staff which have been discussed as having been reported to cause pressures on the principal, there are specific forms which can be identified, and strategies with which to deal with them.

The various forms that pressure takes in the life of a principal can be listed in the following manner:

I. Expectations -

What the principal expects from others within the school and what others within the school expect of the principal is a common stress that runs throughout the specific areas discussed. The principals were concerned about their abilities to live up to their own expectations or standards which they set for themselves. Because of vague job descriptions for their roles, they were also very concerned about more expectations of them in the future. They need a

set of guidelines to give them more security about their job responsibilities.

II. Principal-Teacher-Student-Staff Relations -

The principal today has to be a good listener. He must be able to deal with the wide range of interests of both his faculty and students. An average secondary school in our area has approximately 2,000 students, 130 faculty and staff members, 15 paraprofessionals, 25 office staff personnel and 30 custodial people to make the operation function properly. The single individual who most often is called upon to solve any of these individual's problems is the principal. On a daily basis, with so many personalities involved, it can be a time-consuming job making decisions about important phases of people's lives. Individual interests must be interwoven into the constant changes in the curriculum. The task of relating teaching methods and subject matter is important. Many principals are concerned that the curriculum does not reflect the "back-to-basics" concern of society. A principal strives for respect from the community, school board, teachers, students, staff, etc. He is constantly under pressure to come up with

the successful method of handling people and situations.

III. Recognition -

The principals interviewed do not feel that their personal needs were being satisfied by the position of principal. They quite often felt that it was a lonely and thankless job. The people within the school, as well as, society as a whole, demanded more than they could deliver. They were concerned that they were being trapped in an educational environment which was a false world in which to live and work. The feeling that their efforts were not recognized by their superiors, nor were they rewarded appropriately, was a common complaint of all interviewed.

IV. Conflicting Values -

The principals interviewed had a fear that students would graduate with an inadequate educational and social awareness to allow them to cope with the responsibilities of life in the complex society of today. There was concern about the demands of the principalship and the feeling that their social, recreational, family and personal lives were being "short-changed."

Demands on their day included a twenty-four hour schedule for which they were requested to handle school responsibilities. To their daily routine activities were added the supervision of extra-curricular activities after school, at night, and on weekends. Also, any vandalism or break-ins during the night meant that the principal had to be at the school. The principal did not have summers off as teachers are privileged to enjoy. Respondents expressed disappointment at expectations of their lengthy work week. They were also very concerned about the educator, in general, as far as his esteem in the community. They expressed the feeling that the educator was no longer respected by the community as he once had been revered. They also expressed the concern over the changes in society values which seemed to make some of their procedures "old-fashioned" and irrelevant.

V. Professional Involvement -

The principals expressed concern over the amount of their time that was taken away from what they considered was the primary objective -- improvement of the instructional program. They also expressed a great deal of concern over the

negotiated contracts in reference to their lack of in-put to the superintendent and Board of Education. Their expressed feelings dealt with the fact that their authority was being eroded away at the negotiation table, and that there was nothing they could do about it. They were concerned that teacher organizations were becoming much more sophisticated, and that administrators and school boards were not sufficiently responding to that challenge. Principals should be given support and encouragement by school boards and superintendents to be active decision-makers in a position of authority.

The above conclusions were derived from general and specific questions asked of the seventeen respondents. First, it seemed important to ask principals what their expectations were concerning their jobs. Then they were queried about their problems and desires for change to make their positions more productive and better for themselves and their schools.

The seventeen respondents felt that pressure was a major factor that made their positions uncomfortable. The majority felt that the fact that their numbers as principals were small, and therefore, their ability to voice opinions lessened in importance. With the multitude of pressures faced daily by the principal, it is somewhat amazing that more of them are not leaving the ranks.

There does not seem to be any best model to deal with pressures; however, by both implication and direct conclusion, there do appear to be some suitable solutions. Respondents felt that mutual concerns between principals in the area should be discussed at regular meetings. They felt that definite guidelines should be established concerning job responsibilities. Better, or more frequent, communication concerning daily problems should be promoted with both the superintendent and the school board.

It was apparent that no two principals reacted to pressure in the same manner. Respondents often said that they accepted the principal's position because they enjoyed pressure and they felt that they could deal with it. Principals often said that being flexible and realizing the changes that come in communities are part of the job. They emphasized that additional work has been added to their work loads. However, 70% of the respondents stated that the problem of additional responsibilities could be corrected with the cooperation of the superintendent and the school board. Principals overwhelmingly agreed that a periodic evaluation of their jobs would be necessary to alleviate the mounting pressures in a changing society.

RECOMMENDATIONS

The individual must make the final decision on how he will handle the pressure, but in analyzing both what the principals said and what they actually do, there are some common trends and strengths which could help principals to avoid pitfalls and weaknesses.

The following strategies for dealing with pressures are not presented in any order of priority:

One strategy for principals to consider in coping with pressure is the area of procrastination. A principal should be aware enough to be able to act, rather than to react. Instead of worrying about what to do, principals can alleviate the pressure by taking specific action of the sort which can be reasonably initiated and handled within a limited time frame.

Another strategy to consider involves the practice of building into one's lifestyle the habit of taking regular periods of time for self-evaluation. During this period of self-evaluation an individual must analyze the pressures on him and put things into perspective. Principals should be aware that they alone cannot solve all problems, and they should not be expected to do so.

An often overlooked concern for a principal to give serious consideration is his personal health. Although it may appear to be more obvious than a strategy, a principal must be both physically and mentally healthy to be successful. Principals should make sure that they get adequate sleep and rest. When an

individual is physically tired, he is not as mentally alert, and under these circumstances, is more inclined to make poor judgments and mistakes.

A fourth strategy that all principals must be cognizant of is the living in and making the most of the present. A principal cannot be overly concerned with what might happen in the future. One cannot totally ignore the future, but must work at striking a happy medium with a reasonable concern for the future. Making plans about decisions which might have to be made in the future can often be self-defeating.

A fifth and important strategy to remember is not to take oneself and job too seriously. Tomorrow is another day, and things will continue in spite of decisions which are made. A quick and effective way to relieve pressure is by making a conscious effort to remove oneself from a situation and to look at it within the total scheme of things going on around the school. The secret is knowing when to take oneself "seriously" and when to laugh at what is going on.

A sixth, and final strategy that principals should consider, is to take a constructive attitude towards pressure by adapting positively, rather than contemplating the elimination of pressure entirely. Pressure is part of life, and how an individual copes with that pressure is the important answer.

A very important concept in handling pressure in a

positive nature is by being able to recognize the responsibilities of the job of principal. Those responsibilities must be looked upon as a challenge, and not as a frustration. To accomplish those responsibilities, a principal must set realistic goals and expectations for himself. Despite the pressure, the personal satisfaction for a principal can be great if he realizes how many lives he can influence in a community in a positive manner.

TOPICS FOR FURTHER STUDY

Pressure is a fact of life not only for a secondary school principal, but for all individuals who are in a position of leadership.

The completion of this study brings several other topics into focus for further study:

1. Implications of pressure on the team-management concept of school administration.
2. The implications of the pressure brought to bear on the secondary school principal by the Illinois High School Association.
3. A comparison and contrast of negotiated union teacher contracts and non-union contracts as they relate to pressure upon the principal.
4. An analysis of the pressure brought to bear on middle management by decisions made by the Board of Education.
5. An analysis of the pressure caused on secondary school principals by actively participating in state and professional organizations.

APPENDIX

Seventeen respondents were queried concerning their views about the positions they held. An initial letter was mailed to explain the purpose and the reason for the dissertation. A telephone call was then made to solicit their participation and to set-up a time for an interview.

The interview was an in-depth discussion about the principal's attitude towards his job. After some general background information was gathered, the areas examined concerned:

- 1) Daily operation of the building
- 2) Instructional program
- 3) School personnel
- 4) The leadership of the principal

(Questionnaire II.)

All questions were posed as to allow the principals leeway to ask questions or to explain their answers. The following summary is the initial method of posing questions to conclude the overall attitude and feelings of respondent principals. No special order of priority was given to the questions asked. Questions concerning job responsibilities were posed to ascertain areas of positive attitudes about the job of principal and areas that caused pressure in their everyday activities.

QUESTIONS USED FOR INTERVIEWS

- I. Method of inquiry:
 - A. Telephone call to principals in Lake County, Illinois
 1. Nineteen respondents checked
 2. Interest in being part of study receptive or negative
 - B. Willingness to give honest observations concerning responsibilities:
 1. Daily job duties
 2. Conclusions about the principal's role in school
- II. Follow-up call concerning specific questions in the handling of the role of "principal":
 - A. Attitude of student body
 - B. Attitude of teaching staff
 - C. Attitude of auxiliary staff
 - D. Questions about personal feelings of the overall position of being principal
- III. Conclusions concerning pressures, satisfaction, stress or tension associated with the principal's job.

QUESTIONNAIRE

Respondent _____

School _____

Initial inquiries:

1. How large is your student population?
 - a. under 1000
 - b. under 1500
 - c. under 2000
 - d. under 2500
2. Do you feel that you are a:
 - a. suburban school
 - b. rural school
 - c. village school
 - d. community school district
3. Is the socio-economic climate of your school:
 - a. lower middle class
 - b. middle class
 - c. upper middle class
 - d. affluent
4. Are students at your school predominately of:
 - a. caucasian origin
 - b. black origin
 - c. mixed caucasian, black and hispanic origin
 - d. mixed from all types of backgrounds
5. How long have you held your position as principal?
 - a. less than 3 years
 - b. less than 6 years
 - c. less than 10 years
 - d. more than 10 years
6. Are you housed in the same building as higher administrative staff? Yes _____ No _____
7. How many teachers are on your staff?
 - a. under 50
 - b. under 100
 - c. under 150
 - d. over 150
8. How many additional staff members are considered to be part of your duties to administrate? (clerical, custodial, health, cafeteria and similar workers)
 - a. under 50
 - b. under 100
 - c. under 150
 - d. over 150

9. Do you think morale among students at your school is:
a. very high b. high c. acceptable d. low
10. Do you think the morale among teachers at your school is:
a. very high b. high c. acceptable d. low
11. Do you think the morale among additional staff members at your school is: a. very high b. high c. acceptable
d. low
12. How do you think the community feels about your school?
a. very supportive b. supportive c. negatively supportive
d. apathetic
13. How old are you? a. over 30 b. over 35 c. over 40
d. over 45 e. over 50
14. Are you married? Yes _____ No _____
15. If married, how many children do you have? a. none b. one
c. two d. three e. more than three
16. Does your wife work? Yes _____ No _____
17. Are you satisfied with your ability to handle your responsibilities? a. extremely so b. moderately so c. poorly so
d. uncommittal
18. Is your family supportive of the many demands made upon you because of your position as principal? a. very supportive
b. moderately supportive c. negatively supportive
d. uncommittal

19. What is most important to you concerning your present occupation? a. prestige as principal b. money earned over teaching staff c. satisfaction of performing duties d. ability to help people because of the position
20. Where do you expect to be in another five years? a. here b. in another school as principal c. a teaching position d. something unrelated to the educational field

QUESTIONNAIRE

DAILY OPERATION OF THE BUILDING

Principals responded to the following questions on the following basis: (The range of answers was from 5 to 1 in order of importance, with 5 being the most important, and 1 being the least important or unnecessary.)

1. Bus companies should call before 5:00 a.m.
if an emergency exists before school starts. 5 4 3 2 1
2. Janitorial management must notify the principal before 6:00 a.m. if an emergency exists before school starts. 5 4 3 2 1
3. Teachers must notify the school before 7:00 a.m. if they are not able to come to school. 5 4 3 2 1
4. Auxiliary staff must notify the school before 7:00 a.m. if they are not able to come to school. 5 4 3 2 1
5. All personnel must "sign-in" in some form to show their presence at school. 5 4 3 2 1
6. Calls from parents should be handled immediately. 5 4 3 2 1
7. Students should be allowed to bring problems to the principal before they talk to Deans, Guidance Counselors, etc. 5 4 3 2 1

8. Teachers should be allowed to bring problems to the principal before they talk to Department Chairmen. 5 4 3 2 1
9. Auxiliary staff should be allowed to bring problems to the principal before they discuss them with supervisors. 5 4 3 2 1
10. Announcements should be made over the Public Address system concerning achievements. 5 4 3 2 1
11. Assembly programs are important, and should be allowed once a month. 5 4 3 2 1
12. Teachers should be checked concerning their presence in areas of responsibility periodically. 5 4 3 2 1
13. Students' lockers should be checked periodically for overdue books, drugs, stolen items, cleanliness, etc. 5 4 3 2 1
14. Observation of the attractiveness of the lunch program should be checked through daily consumption by the principal. 5 4 3 2 1
15. Cleanliness of the overall building in classrooms, study halls, libraries, physical education areas, cafeteria, etc., should be checked at least once a week. 5 4 3 2 1

16. Reprimands for infractions of rules by teachers and auxiliary staff should be made verbally. 5 4 3 2 1
17. Reprimands for infractions of rules during the daily operation of the building by students should be made verbally. 5 4 3 2 1
18. Reprimands for infractions of rules by teachers and auxiliary staff should be made in writing. 5 4 3 2 1
19. Reprimands for infractions of rules by students during the daily operation of the building should be made in writing. 5 4 3 2 1
20. Planning for extra-curricular activities should be handled by the teaching staff with the approval of the principal. 5 4 3 2 1
21. Emergencies such as student accidents, bomb threats, fire alarms, etc., should always be reported in writing by the principal to the superintendent. 5 4 3 2 1
22. Personnel problems concerning the professional staff should be reported in writing to the superintendent. 5 4 3 2 1

QUESTIONNAIRE
INSTRUCTIONAL PROGRAM

Principals responded to the following questions on the following basis: (The range of answers was from 5 to 1 in order of importance, with 5 being most important, and 1 being the least important or unnecessary.)

- | | |
|--|--|
| 1. Do you feel that you should help with curriculum organization in various departments? | <u>5</u> <u>4</u> <u>3</u> <u>2</u> <u>1</u> |
| 2. Do you think that you should help to select textbooks? | <u>5</u> <u>4</u> <u>3</u> <u>2</u> <u>1</u> |
| 3. Do you think that you should specify rules for examinations of students? | <u>5</u> <u>4</u> <u>3</u> <u>2</u> <u>1</u> |
| 4. Do you think that you should request information of classroom procedures by the teaching staff? | <u>5</u> <u>4</u> <u>3</u> <u>2</u> <u>1</u> |
| 5. Do you feel it necessary to tell teachers about comments from students, parents and other community members about their teaching ability? | <u>5</u> <u>4</u> <u>3</u> <u>2</u> <u>1</u> |
| 6. Do you think that you should delegate authority to Department Chairmen for selection of personnel? | <u>5</u> <u>4</u> <u>3</u> <u>2</u> <u>1</u> |

7. Do you feel that you have cooperation from the teaching staff in providing instruction based on the assessed needs of the students? 5 4 3 2 1
8. Do you feel that it is the principal's job to keep himself well-informed of educational developments in all instructional areas of the school? 5 4 3 2 1
9. Do you think that you should make suggestions to teachers about up-dating or innovating new programs in specific areas? 5 4 3 2 1
10. Do you feel that you effectively utilize staff members to provide an optimum educational program? 5 4 3 2 1

COMMENTS:

1. What are the areas of satisfaction in this part of your job?
2. What are the areas of annoyance, stress or tension in this part of your job?

QUESTIONNAIRE

THE LEADERSHIP OF THE PRINCIPAL

Principals responded to the following questions on the following basis: (The range of answers was from 5 to 1 in order of importance, with 5 being most important, and 1 being the least important or unnecessary.)

1. Are you able to make decisions about student discipline in your school without consulting the superintendent or the School Board? 5 4 3 2 1
2. Are you allowed to hire or fire teachers? 5 4 3 2 1
3. Are you allowed to hire or fire other personnel such as clerical, custodial, cafeteria, paraprofessionals, etc.? 5 4 3 2 1
4. Do you make final decisions about school policy concerning the daily operation of the school? 5 4 3 2 1
5. Do you make final decisions about instructional materials used? 5 4 3 2 1
6. Do you feel that you should determine policy on class "cuts"? 5 4 3 2 1
7. Do you feel that you should read the school newspaper copy before it is printed? 5 4 3 2 1

8. Do you think that you should be the major influence for deciding discipline for a teacher? 5 4 3 2 1
9. Do you determine the school calendar? 5 4 3 2 1
10. Are you responsible for extra-curricular coordination of activities? 5 4 3 2 1
11. Are your suggestions about improvements in instructional, maintenance and staff changes accepted? 5 4 3 2 1
12. Are you given the opportunity to plan for long-range changes within the school because of changes within the community? 5 4 3 2 1
13. How well do you feel that you coordinate efforts to obtain maximum utilization of existing facilities, equipment, staff time and materials? 5 4 3 2 1

COMMENTS:

1. What are the areas of satisfaction in this part of your job?
2. What are the areas of annoyance, stress and tension in this part of your job?

QUESTIONNAIRE
SCHOOL PERSONNEL

Principals responded to the following questions on the following basis: (The range of answers was from 5 to 1 in order of importance, with 5 being most important, and 1 being the least important or unnecessary.)

- | | |
|---|--|
| 1. Is this an area that is an easy part of your job? | <u>5</u> <u>4</u> <u>3</u> <u>2</u> <u>1</u> |
| 2. Do you feel hostility from any segment of the personnel group? | <u>5</u> <u>4</u> <u>3</u> <u>2</u> <u>1</u> |
| 3. Are you involved in salary raises concerning the teaching staff? | <u>5</u> <u>4</u> <u>3</u> <u>2</u> <u>1</u> |
| 4. Are you involved in salary raises concerning the auxiliary staff? | <u>5</u> <u>4</u> <u>3</u> <u>2</u> <u>1</u> |
| 5. Is your door "open" to staff members with personal problems? | <u>5</u> <u>4</u> <u>3</u> <u>2</u> <u>1</u> |
| 6. Do you delegate total authority to Department Chairmen concerning instructional areas of teaching? | <u>5</u> <u>4</u> <u>3</u> <u>2</u> <u>1</u> |
| 7. Do you make decisions about the hiring of the professional staff? | <u>5</u> <u>4</u> <u>3</u> <u>2</u> <u>1</u> |
| 8. Do you make decisions about the hiring of the auxiliary staff? | <u>5</u> <u>4</u> <u>3</u> <u>2</u> <u>1</u> |

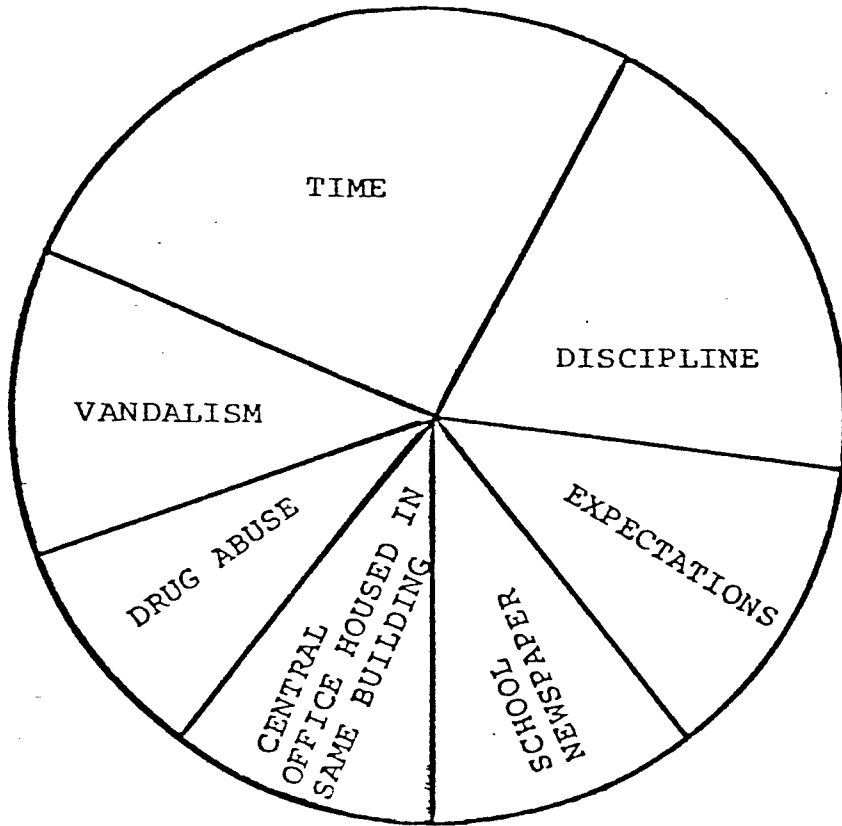
9. Do you promote career advancement among the staff as much as possible? 5 4 3 2 1
10. Do you promote annual picnics, Christmas parties and other social functions among the staff? 5 4 3 2 1
11. Are you aware of the inter-personnel problems in departments and among the auxiliary staff? 5 4 3 2 1
12. Is it difficult for you to discipline members for infractions of rules? 5 4 3 2 1
13. Do your staff members make suggestions concerning the welfare of the school? 5 4 3 2 1
14. Do your personnel include you in decision-making regarding their personal lives? 5 4 3 2 1
15. Do you feel that there is good communication between you and school personnel? 5 4 3 2 1

COMMENTS:

1. What areas concerning school personnel do you feel most satisfaction about?

2. What areas concerning school personnel cause you annoyance, tension and stress?

REPORTED PRESSURES BY PRINCIPALS IN ORDER OF SEVERITY
(SEVENTEEN RESPONDENTS)



- | | |
|-----------------|---|
| 1. Time | 5. Central Office Housed in Same Building |
| 2. Discipline | 6. Drug Abuse |
| 3. Expectations | 7. School Newspaper |
| 4. Vandalism | |

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APPROVAL SHEET

The dissertation submitted by Donald L. Gossett has been read and approved by the following committee:

Dr. Melvin P. Heller, Director
Professor and Chairman
Department of Administration, Loyola

Dr. Jasper J. Valenti
Professor, Loyola

Dr. Max Bailey
Professor, Loyola

The final copies have been examined by the director of the dissertation and the signature which appears below verifies the fact that any necessary changes have been incorporated and that the dissertation is not given final approval by the Committee with reference to content and form.

The dissertation is therefore accepted in partial fulfillment of the requirements for the degree of Doctor of Education.

May 2, 1979
Date

M. P. Heller
Director's Signature