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## A Study of the Actual and Ideal Role Responsibilities of the Special Education Principal

Lawrence C. Pekoe  
*Loyola University Chicago*

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A STUDY OF THE ACTUAL AND IDEAL ROLE  
RESPONSIBILITIES OF THE SPECIAL  
EDUCATION PRINCIPAL

by

Lawrence C. Pekoe, Jr.

A Dissertation Submitted to the Faculty of the Graduate School  
of Education of Loyola University of Chicago in  
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the Degree of Doctor of Education Ed.D.

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## ABSTRACT

The present study was designed to identify the actual and ideal roles of the special education principal and to determine the importance they attached to their actual and ideal behaviors. This study attempted to find out whether differences existed between the actual and ideal roles as related to involvement of the principals in the accomplishment of specific administrative tasks. Additional variables were taken into consideration and were examined in regard to their relationship to the principals' perceptions of their actual and ideal roles. The sample of the study consisted of seventy-five special education principals in the State of Illinois. A 50-item questionnaire was employed by the researcher for the collection of data.

Data were analyzed through the use of frequencies, Crosstab Tables, Chi-Square test for significance, and the Cramer's V test for statistical association. The results are presented cross categorically and by the six functional areas of responsibilities. The data for actual tasks performed resulted in the following ranking of importance: (1) Staff Personnel; (2) Financial-Physical Resources; (3) Instruction and Curriculum; (4) Community-School Leadership; and (5) Pupil Personnel. The data for ideal tasks performed

resulted in the following ranking of importance: (1) Staff Personnel; (2) Instruction and Curriculum Development; (3) Financial-Physical Resources; (4) Community-School Leadership; and (5) Pupil Personnel.

The results also indicated no statistical significance when analyzing the data by sex, experience, number of students, or the number of teachers as predictor variables.

Lastly, the results indicated that special education principals were performing the tasks they felt ought to be performed.

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Additionally, the author extends his thanks and very special appreciation to his wife, Susan. Without her understanding, moral support and encouragement the study might well have taken considerably more time to bring to completion. The contributions and sacrifices of the author's family have been significant and will always be remembered and forever appreciated.

## VITA

The author, Lawrence C. Pekoe, Jr., was born December 23, 1948 in Berwyn, Illinois.

His elementary and secondary education was obtained in the public schools of Addison, Illinois. He graduated from Addison Trail High School in 1968.

He entered Northern Illinois University and there earned the degree Bachelor of Science in Education with a major in Special Education in June, 1972. While attending Northern Illinois University he was a member of the Dean's Advisory Council for Education and also a member of the Council for Exceptional Children.

In August, 1977, he was awarded the degree Master of Science in the area of Administration and Supervision from Northern Illinois University.

In August, 1977, the author joined the Waukegan Public Schools, District #60 administrative staff. Professional responsibilities include Lincoln School, a TMH facility, the Alternative School, a behavior disorder program, and the Lake County Youth Home, providing service to youths awaiting disposition of pending court cases.

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## CHAPTER I

### INTRODUCTION

The role of the special education principal has changed, been modified, and ever increased over the years and is continuing to change daily.

This study was designed to identify the actual and ideal roles of the special education principal and to determine the importance the special education principal attaches to these behaviors. The role is in constant flux and needs evaluation as to what is desired and what is expected. An evaluation of the perceptions held by the special education principal in regard to actual and ideal role behaviors will be an important step toward making improvement in school leadership.

It is not only desirable to examine the role of the special education principal today, but to investigate how the principal perceives the position. The special education principal needs a wide variety of skills so that a competent fulfillment of job responsibilities can be carried out. The skills needed are an ability to make decisions, communicate effectively, have sound judgement, and possess knowledge of all phases of the educational process as well as an in-depth understanding of the various handicapping conditions and a working knowledge of Public Law 94-142 and its implication

on services to be provided by school districts. The special education principal is responsible to a great number of people: staff, students, central administrative personnel, the director of special education, superintendent, and the entire community.

The special education principal must plan an increasing number of roles. The principal must be both administrator and leader. He/she must wear an administrative hat in one situation and in another situation the leadership hat. The principal speaks for the school and teachers, but also represents the school board and superintendent and, therefore, enforces their policies in school. The community is also looking for leadership, stability and effectiveness from the principal. The special education principal must supervise the programs and design appropriate evaluative procedures for the program. It is the responsibility of the special education principal to make plans for meeting the educational needs of all served in the building.

Special education is necessitated by the individual differences in how children learn the skills society agrees should be taught in the public school. There is marked differences between how an individual performs and the performance of the average. The problem of special education was noted by John Lewis in 1924, in what was probably the

first general special education textbook published in the United States.<sup>1</sup> There does exist a problem of special education. It is found in the fact of variability among children to be educated. The number of categories of special education and the particular words used to describe them have changed over the years and will continue to change in the future. Establishing priorities to complete the tasks of administering a special education program is needed to determine the climate of the school.

It is therefore necessary that the responsibilities of the special education principalship be clarified. The effective principal will be the one who acquires a comprehensive understanding of the demands that must be met. It is assumed that principals who understand role relations in educational organizations will have a significant advantage in performing effectively in the principalship. The most critical problems faced by today's school principal is the general ambiguity of the position in the educational community. This applies even more to the special education principal who occupies a unique position in the structure of education. Not only must the special education principal perform the functions of registration, placement, diagnosis, evaluation, due process, maintenance and privacy of records and the instruction of all students, supervise personnel -

professional, supportive staff and custodial staff, he/she must also be capable of articulating the services provided with other aspects of education and social institutions. The special education principal is a trained general education administrator who must be qualified in the special education field as well. Attempts to describe the population generally characterized as special education administrators have been difficult because of ambiguous and/or inconsistent titles and job descriptions.

In a real sense, the principal is the property of teachers on staff, children in attendance at the school, parents of the students, and community in which the school is located. All of these variables depend upon the principal's understanding, compassion, and under certain circumstances, reconciliation of divergent opinions, beliefs and viewpoints.

The basic responsibilities of the principalship underwent major changes with the adoption of Public Law 94-142 in 1975. This law placed special education in a different light. The challenge presented to principals was now to be: (1) planner of the future (2) allocator of resources (3) stimulator for improved services and relevant curriculum (4) coordinator of staffings, and (5) evaluator of programs, ideas and placements.<sup>2</sup>



The framework concerning relative importance of administrative tasks was identified by Newman. The major tasks were divided among the seven following areas: (1) planning (2) organizing (3) staffing (4) directing (5) coordinating (6) reporting (7) budgeting. The basic responsibility of any principal is to direct the educational program of the school. This requires working with teachers in appraising and improving the educational program. The principal needs to stay in close contact with central administrative personnel to secure staff, materials, and to help improve quality of instructional programs.<sup>3</sup>

According to Bradfield, the principal of a school is generally faced with the dual responsibilities of administering the school and providing supervisory leadership. Since the role of the school principal is one of interaction with other people, he/she is affected by other persons' perceptions of the role.<sup>4</sup>

Role conflict for the principal can result when discrepancies arise between what the principal sees as the role and what others believe that role to be. Additionally, the special education principal may find discrepancies between what they see as their major task and what they actually do.

The ambiguity raises the problem not only for the principal but also for researchers. As stated previously,

the special education principalship is in a state of confusion. Role expectations vary greatly. Certainly the person or persons viewing the position see the responsibilities in different perspectives. Despite this, the principal is expected to do all things. As programs grow larger, laws become more specific, the clientele changes, and teachers become more professionalized, the principal will find it increasingly more difficult to satisfy the divergent sets of role demands.

Concerning this very point, Blumberg and Greenfield (1980) state that principals frequently are expected to be all things to all people, to do all things and to do them well. This might have been the case in earlier days but it is not a reasonable expectation given the increasing complexity of the role and its demands. Problems must be put in priority, decisions and alternatives examined, and some critical choices made in the face of uncertainty.<sup>5</sup>

Many principals attempt to do everything and, as a result, often fail to do very much very well. The number of roles vary and depend on the demands placed upon him. A more clearly stated definition of role responsibilities for the special education principal would help maintain a clear sense of duties to be performed. A more concise view of role responsibilities would lend itself to more effective

and productive leadership. If there is a framework within which to work, an idea of what people think of the position, both supervisors and subordinates, as well as knowing the characteristics and general climate of the system, the principal will be a more effective leader. To accomplish this, the principal must be able to direct his/her energy and time to the task rather than having energy and time drained because of being held responsible for other pressing tasks.

An effective principal is an informed principal and one who understands role responsibilities to be fulfilled. This is a definite advantage if the principal hopes to be an effective administrator.

There is a very definite need for the resolution of any possible conflict and for a better understanding of the part the special education principal plays or should play in the position today. The results of this study may provide some implications which positively affect the leadership role of the special education principal.

## STATEMENT OF THE PROBLEM

The purpose of this study was to identify the actual and ideal roles of the special education principal and to determine the importance the principals attach to these roles. The following five research questions were investigated:

1. What importance is assigned to special education principals to administrative tasks they actually perform?
2. What importance do special education principals assign to administrative tasks they believe ought to be performed?
3. What are the most important and least important tasks in both the actual and ideal roles of the special education principal?
4. Within each category, which item shows the highest association and which item shows the lowest association between principals perceptions of their ideal and actual roles?
5. What relationship exists between (a) the demographic data and (b) the principals' perceptions of their roles?

## LIMITATIONS OF THE STUDY

The following are limitations of the present study.

1. Placement of tasks - various listed tasks could be placed in several of the six functional areas described in the questionnaire.
2. Not all of the tasks of a special education principal were covered by the 50-item questionnaire.
3. Not all of the terms used in the questionnaire had a precise definition. Terms such as "Of Little Importance" and "Of High Importance" are open to subjectivity and are difficult to fully assess.
4. The area of study was limited to the State of Illinois.
5. The study was limited largely to attitudes and perceptions of the special education principal. No attempt was made to verify the correctness of the attitudes and perceptions expressed by those included in the survey.

## DEFINITION OF TERMS

For the purpose of this study the following terms are defined.

Perception - the selection, organization, and interpretation by an individual of specific stimuli in a situation according to prior learning, activities, interest, and experiences. Perception is a process and a pattern of responses to stimuli. It is a function of the situational field, that is, of the total configuration of stimuli, as well as the previous social and cultural conditions.<sup>6</sup>

Performance - the manner in which an action or task is carried out.<sup>7</sup>

Personal Variable - variables which include the sex of the principal, age of the principal, and years of the principal's experience.

Principal's Actual Role - what the school principal perceives that he is actually doing in carrying out the duties of a given principalship.<sup>8</sup>

Principal's Ideal Role - what the school principal ethically believes to be the role responsibilities for his given principalship.<sup>9</sup>

Role - a set of expectations which others have of the behavior an individual will exhibit as an occupant of a position, or status category.<sup>10</sup>

Role Expectations - a useful approach to obtaining estimates from persons of the appropriateness and desirability of given overt behavior that might be exhibited by a particular school principalship.<sup>11</sup>

Role Performance - the way a person actually plays his/her role in a situation.<sup>12</sup>

Special Education Principal - an administrative and supervisory officer for a special education school, usually limited to a single school or attendance center; may or may not engage in teaching.

Task - a unit of work performance.<sup>13</sup>

Task Function - a specific action or role that is assumed in order to further the objective of the group to solve the problem facing the group.<sup>14</sup>

In summary, the special education principal is in need of an accurate and up-to-date description of the role and responsibilities that must be fulfilled so that the job is completed in the most effective manner possible. A well informed principal is a principal who is aware of and capable of completing all the required tasks of the position.

## CHAPTER II

### LITERATURE REVIEW

#### INTRODUCTION

This chapter reviews the literature and related research pertinent to this study. The review is divided into three sections. The first section presents information dealing with the division of the study into five major areas of administrative responsibilities. The five sections are: (1) Instruction and Curriculum, (2) Pupil Personnel, (3) Staff Personnel, (4) Community/School Leadership, and (5) Finance/Physical Resources. The second section reviews books and their appraisal of the responsibilities and the importance of each task. The final section reviews other relevant studies and research related to the responsibilities of the principal.

A great deal has been written in relation to the role of the principal. The challenge to improve the effectiveness of the principal in America's schools has historically received a great deal of attention and much consideration by many scholars. In order to more fully understand the functions, responsibilities, and duties of the principalship it is vital that the major tasks and functions be identified.



MAJOR RESPONSIBILITIES

The school principal should analyze the various functions that result in responsibilities during the course of the school year, and then plan in terms of basic administrative categories. The areas that should be considered and those in which leadership must be shown are: (1) instruction, (2) pupil personnel, (3) staff personnel, (4) public relations. The individual principal must scrutinize the job situation. Principals must learn to resist certain pressures and responsibilities that might take them from those tasks mentioned as primary tasks.<sup>15</sup>

Faber and Shearron concurred with Williams when in 1970 they, too, identified the following areas of responsibility and critical task areas in school administration: (1) Instruction and Curriculum Development, (2) Staff Personnel, (3) Pupil Personnel, (4) Community-School Leadership, (5) School Finance and Business Management, and (6) Organization and Structure.<sup>16</sup>

In most circumstances, the principal may need to work more and more with an increasing number of educational specialists. As the principal strives to meet an increasing variety of student needs, the work and role responsibilities become more complex.

Lipham and Hoeh (1974), perhaps more than anyone else, drew a framework for the role responsibilities of the school principal. They indicated that school principals generally consider themselves to be educational leaders, but rarely do these men and women have the time and energy to fully devote to this pursuit. Much of their day-to-day routine consumes their time. These researchers also pointed out that with leadership as the overriding emphasis, five major functional areas of responsibility for principals could be described. They are: (1) the Instructional Program, (2) Staff Personnel Services, (3) Student Personnel Services, (4) Financial-Physical Resources, and (5) School-Community Relations.<sup>17</sup>

In the field of special education administration, a study was undertaken by Mackie and Engel in 1955 where they examined the functions performed, types of pupils served, and competencies needed by directors of special education and administrators of special education. The findings revealed the following competencies necessary for special education administrators: (1) Teacher Recruitment/Personnel Competencies, (2) Budget and Finance, (3) Coordination with Community/Public Relations, (4) Administration/Leadership, and (5) Evaluating and Developing Programs.<sup>18</sup>

Similarly, in his book, Making Schools Work, Benjamin, (1981), delineated the major responsibilities of principals of effective schools to be: (1) Student Services, (2) Community Relations, (3) Staff Development, (4) Program Development, and (5) Operations.<sup>19</sup>

Therefore, based on the research presented, the divisions of the survey developed by Ahmed in 1979 seemed to cover the major areas of responsibilities of principals and were selected for the study of the actual and ideal role responsibilities of the special education principal.<sup>20</sup>

#### TEXTBOOK VERIFICATION OF MAJOR RESPONSIBILITIES

To further verify the responsibilities of the principal a review of the textbooks dealing with administrative organization and theory was undertaken. A review of each of the five major areas of responsibility follows.

#### INSTRUCTION AND CURRICULUM DEVELOPMENT

Authorities in school administration for years have stressed the importance of the principal's devoting much time to the supervision of instruction.<sup>21</sup> Along with this, the improvement of curriculum materials is generally considered one of the most important of the supervisory duties of the principal. As the leader of the school, the principal is thought to be in a position to determine the needs of the

school and take the appropriate action to bring about the needed changes.

It is generally agreed that the purpose of the schools is to prepare the students to take an active part in the community and nation. If this responsibility is to be carried out, considerable attention must be given to how and what is taught. An ongoing program of instructional and curricular revision is required in order to keep techniques and materials current in view of the many changes in society or as the research finds new materials to be significant to school use. The burden of leadership will fall on the administrative head of the school, the principal.

A balanced curriculum, planned learning experiences, effective instructional materials, and a high standard of scholastic achievement are just some of the administrative concerns considered when the principal begins to organize the educational program.<sup>22</sup> The best curriculum structure and subject content calls for an organizational plan that will take into consideration the creative thinking of many members of the school team. According to Williams (1964) the faculty, administrators, students and community are all part of the team. The curriculum will be the plan for learning, the principal has the overall responsibility for following the plan, and the teacher is the implementor and completer of the plan.<sup>23</sup>

The principal has a unique challenge to face in order to carry out a successful curriculum construction. The requirements of the particular position make it extremely important the principal be aware of the task to be undertaken to develop a well-planned and coordinated curriculum.

The first step in any curriculum development is the complete definition of the purpose of education to be fulfilled by the school. The good principal is one who utilizes the teaching staff in working toward the overall curriculum improvement. Certainly not all teachers will welcome the change in the curriculum. Some will resist any changes. The principal must show these teachers the need for change and provide these same teachers with released time to review and consider programs and to search for areas that are in need of change. In-service training should also be provided for this matter as well. Williams (1964) stated that the staff should be encouraged by the principal to show interest in the development of new instructional materials, teaching techniques and new course understanding.<sup>24</sup>

The special education administrator has responsibilities similar to those involved in general educational leadership. Duties may involve provision of professional

resource materials along with the opportunities to attend state, regional and national professional meetings, establish in-service programs which challenge the classroom teacher, arrange for teacher participation in curriculum writing, convincing the superintendent and board of education of the need for specialized, full-time consultive help and other such tasks.<sup>25</sup>

The administrator, whether special education or regular education, can and must be an example of one who keeps abreast of new developments, and by example encourage others to follow suit. Sufficient leader motivation will help spread the idea of curriculum change to the staff.

#### PUPIL PERSONNEL

Schools are for students and the education program should be constructed for that very purpose. If students are to receive their full share of education at each stage of development, schools must provide a full array of student personnel services.

The principal is the director of all such services in the school. The following areas are generally placed under the principal's direction: school attendance, admissions, classification; assignment of students to an educational program; evaluation and reports on pupil progress; supervision of programs for the exceptional student; student

discipline and guidance/counseling programs; health and safety programs; and the personal, social, and emotional adjustment of students.<sup>26</sup>

The principal is the key person in the school in determining policy and procedures that relate to recording and reporting all student achievement. School grades are used for a variety of purposes and as a result a consistent and appropriate method must be established by the principal.<sup>27</sup>

The school principal as head of the institution has the responsibility for determining the type of evaluative procedure to be used by the staff.<sup>28</sup>

In addition to the report cards, the principal is responsible for maintaining a permanent record card. The administrator must be capable of assigning this task to someone else within the system. Generally the secretary handles this job, but the principal must establish the format to be followed. All records must be accurate and up-to-date.

As in other matters, the principal is the central figure in developing and improving the guidance services in the school. It is the principal's responsibility to provide general support and leadership to the total program. He/she must organize the program, request budgets and develop

policies and procedures for the operation of the program within the school. He/she should also secure physical facilities, materials and supplies to make the program effective. He/she should have a positive attitude toward the program and aids in the in-service training of teachers in the use of the services.<sup>29</sup>

Pupil placement practices in special education are influenced by state rules and regulations which must be observed and practiced by the special education administrator. In most instances the regulations regarding assessing a child's ability, age ranges, handicapping condition and pupil placement in specific programs are realistic. Some problems are, of course, inevitable. Local problems usually occur for reasons other than state requirements. Difficulty in placing children in the program may sometimes be affected by biases of administrative personnel outside the special education field. In all such occurrences, a major function of the special education principal is to ensure the appropriate placement and testing, and ensure the rights of the handicapped student.<sup>30</sup>

Educational opportunities which maximize the potential of all citizens must be provided to the handicapped so that they too can be productive members of society and live as meaningful and self-fulfilling lives as possible. The



special education principal must know enough about the various exceptionalities to guide the development of an effective program. The special education principal must perform the functions of registration, placement, diagnosis, evaluation, due process, maintenance and privacy of records and the instruction of all students. He/she must be capable of articulation of the services to be provided with other aspects of education and social institutions.<sup>31</sup>

In respect, the special education principal must be trained in general administrative duties and qualified in special education as well.

#### STAFF PERSONNEL

According to Morphet, one of the most important areas of administration is that of personnel. The idea that the school is only as effective as its teachers emphasizes the importance of staff. The principal must think not only of the teachers, but the aides, clerical staff, custodians and other school personnel. Selection of these people and the creation of a climate in which everyone can work as a team is a major task and responsibility that faces the school principal.<sup>32</sup>

It is generally recognized that the major function of the school is to teach. The major problem faced by

administrators, if indeed this is the case, then becomes one of selecting and developing teachers.<sup>33</sup>

There are many responsibilities related to staff personnel. It is the principal's role to see that all members of the team work toward a common purpose. The principal's duties, according to Ovard (1966), in personnel are: (1) selection of department heads, coordinators, teachers and other supportive personnel, (2) evaluating and rating staff, (3) building the master schedule, (4) assigning teachers, and (5) doing in-service work with teachers for improving teaching techniques.<sup>34</sup>

How the principal plans to realize these objectives is determined by the staff size and his/her philosophy of education.

One of the most important of the responsibilities is personnel administration by the principal in the assignment of staff and teaching assignments. The principal must organize staff for effective instruction.<sup>35</sup> Careful study by the principal must be given to teaching background, professional qualifications, interests of teachers when making assignments. A good job in this area will result in effective teaching personnel.

Effective operation of special education programs and services requires employment of personnel who possess

the skills, understanding, and experience needed to deal effectively with the problems of the exceptional child.<sup>36</sup>

New approaches to the delivery of services, skills in instruction, and general organizational relationships require new methods of training and development. The administrator of special education needs to be prepared to help in the development of personnel. Therefore, the major responsibility for leading the development of new skills and attitudes toward special education services rests on the shoulders of the local administrator.<sup>37</sup>

The demand for qualified special education personnel has led to specialization and technical differentiation in job classes and assignments. The principal must take care to be sure that the time of highly trained specialists is used effectively. Carefully coordinated assignments must be made.

Special education programs must include provisions for in-service training of personnel. Training programs and continuing educational opportunities must be provided for both the regular and special education personnel already at work in the schools. These programs are essential to help personnel adapt to changes in the field of education but also to keep programs flexible and responsive to community needs.

All of the responsibilities included in the staff personnel area of the principal's duties are important. How the administrator handles each area will determine the effectiveness of the school.

#### COMMUNITY/SCHOOL LEADERSHIP

The community activities of the principal represent an important part of his/her responsibilities. It is assumed that the principal is the key to a successful program of interpreting the community and its needs. The principal's activities in the community shows interest in the welfare of the student. He/she may initiate some community activities and be a part of many others. Very few principals will be recognized as successful if they fail in their community duties.<sup>38</sup>

It has been said that the best public relations program for a school is an excellent educational program. Public relations is often the combined development and maintenance of an effective two-way line of information and understanding between the school, staff, and the community.<sup>39</sup>

The principal is the agent of the school and must organize and administer a public relations program. A sound program must be devised. He/she must organize and administer the program. To be considered: (1) the press, (2) visitors, (3) radio and television, (4) other mass media, (5) the

P.T.A., (6) citizen groups, (7) teacher relations with parents and students, (8) the students, (9) non-teaching personnel, and (10) overall effective communication.<sup>40</sup>

The principal is the mainstay of a successful program of interpretation in the community. Activities with the community show an interest in the welfare of the students.<sup>41</sup> Principals should maintain close contact with the superintendent and should report the results of this effort. Again, the principal who is unsuccessful in community-school leadership is not considered a good administrator. The way the principal works with the community not only vitally affects the educational program of the school but also influences the entire school itself.

The principal who works well with the community does not neglect publicity. The community that really understands its schools will usually cooperate with the principal and faculty. A more favorable attitude toward education will result.<sup>42</sup>

The special education principal must also be capable in the promoting of a positive, effective public relations program. Certainly the best public relations program is an excellent program, plus the planned effort to keep the public adequately informed regarding educational provisions and opportunities for exceptional children in schools.<sup>43</sup>

The special education principal must continually be aware of the public-relations implication of everyday events in special education, and keep his staff aware as well.

The rules and regulations that deal with the handicapped passed in the last decade are an outgrowth of community and administrative participation in policy development. The quality of programs depends upon the understanding of local personnel as to just what the laws and regulations mean at this time. The special education principal must be prepared to formulate a local policy which will meet with the approval of the community, not one that has been formulated outside the service area. This role of the special education administrator means that a consensus among the community members and school officials must exist. This requires a sensitivity to political forces as well as an objective viewpoint regarding the local needs and resources. It is a responsibility the special education administrator must engage in and be competent in performing.<sup>44</sup>

Readiness for new concepts can be promoted with the public. Good information, an organized plan of attack, and sufficient energy and motivation on the part of the principal will help achieve readiness. If the special education principal becomes involved in public relations efforts, long-term benefits will accrue to the school.<sup>45</sup>

Administrators at all levels and of all types of schools must be skillful in the area of school/community leadership in order to maintain a positive, cooperative, and thoughtful public relations program. A community that is well informed is a community that will work for the betterment and continuation of services.

#### FINANCE/PHYSICAL RESOURCES

The school is an educational enterprise. As the manager of the school, the principal is responsible for the operation of the enterprise. This means that there are business functions to perform as well as educational functions. Without the efficient operation of the financial portion of responsibilities, the school would operate under a serious handicap.

The problem of budgeting for, requisitioning, and storing supplies becomes increasingly important in the role of the principal as the amount and variety of supplies and equipment increases. The business responsibilities of the school principal make heavy demands on the business competency of the principal. Job analysis of the business end of education is required of school principals, and runs into hundreds of duties.<sup>46</sup>

Principals are responsible for the effective and efficient handling of the many duties of a business nature.

Included in these duties are budgeting, financial accounting, managing extra-curricular finances, accounting for supplies and equipment, textbook plans, cafeteria needs and the bookstore.<sup>47</sup>

According to Hill (1964), principals must present evidence of educational expertise and professional skill in conducting affairs of the school system. In no area of his/her activities will there be a greater degree of community watchfulness and critical evaluation of performance than in the day-to-day conduct of the business activities of the school. Therefore, the school principal must find the personal resources needed to exercise significant educational leadership in financial/physical administrative tasks.<sup>48</sup>

When considered in detail, financing the public schools is a complex topic. A minimum basic understanding of school finance as it applies to financial issues and implications for the special education principal is mandatory.<sup>49</sup>

Burrello and Sage stated that the underlying principles of all educational finance that directly relates to special education is the concept of equity. The desire for equity takes into consideration the needs of any population of children and the fiscal resources available to support



the educational system. The major duty of the special education principal is to better evaluate program quality and use a more precise means of accounting special education costs. By doing so, the public will be better able to perceive a sound, valid program and spending policy.<sup>50</sup>

This may seem an oversimplification but finance is the major determinant of quality of educational programs. In education of the handicapped child, availability of funds will affect not only the quality of the program but the very existence of the program.

Along with the business management tasks of the principalship comes the responsibility for the school plant. The term school plant includes the building and grounds, school furniture, other equipment and apparatus. The entire school facility represents a considerable local expenditure and investment which exists for the sole purpose of educating the children of the community. The school plant is regarded as a community investment to be used for the welfare of the neighborhood.

The school principal, to a large extent, is most responsible for the utilization of the school plant for educational, non-educational, and community activities. This particular responsibility has not received as much coverage as the instructional responsibilities of the

principal, although one of the earliest duties assigned to the school principal was plant management.<sup>51</sup>

In most cities the principal is recognized as the responsible head of the school with authority to direct and supervise the work of the custodians and satisfactory care of the building and grounds.<sup>52</sup>

Whatever the specific responsibilities of the principal for the school plant, he must look upon the plant as an important part of a learning environment. The principal should see that a planned program of plant management, by all who use and who have responsibility for use of the building, be established.<sup>53</sup>

One of the major purposes of the special education administrative organization is to provide and maintain the environmental conditions in schools that are most conducive to the growth and learning of children with special needs.<sup>54</sup>

Again, the educational plant and system is big business. When consideration is given to the amount of money spent on buildings, maintenance, salaries, supplies and equipment as well as the money spent on curricular needs, education is a major enterprise. It is agreed that finance/physical resources should be of secondary importance to curriculum and instruction, but the business aspects of education are becoming more important. The principal,

regular or special education, cannot shirk from duty and responsibilities. Continued employment and reputation depend on exactness and demands efficient and cost consciousness. Business management is a continuing responsibility of a school principal and should be carried on throughout the school year.

#### SUMMARY AND IMPLICATIONS

The literature in educational administration is filled with interpretations of what the principal's responsibilities are or should be. The literature even suggests how the responsibilities should be carried out effectively and efficiently. Textbooks on the principalship and administrative theory and organization tend to be prescriptive in nature. Not only do they describe what the principal should and should not do but also delineate how or when the principal should or should not do it. There is still room for a clearer perspective of the duties of the principalship. Considering the numerous duties and demands facing the principal, special education or regular education, concise knowledge of role responsibilities would make the principal's job more productive, efficient and successful.

RELATED RESEARCH

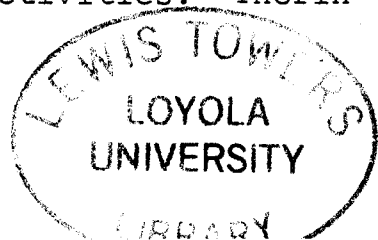
The research on the principalship is mostly in the form of self-reports, surveys, questionnaires, and interviews. Insight into the role responsibilities, whether actual or ideal is difficult to determine. The studies that have been conducted regarding the differences between the actual and ideal role have primarily dealt with exploring role responsibilities and defining roles.

There have been a number of studies which reported the many duties of the principal and the amount of time spent on each administrative task. A study by Davis in 1921, Billett in 1932, and Davis in 1953 revealed that even though principals may spend less time teaching than in the past, they still spend too much of their time on routine administrative activities and responsibilities and not enough time on curriculum. Davis' study revealed that 73 percent of the week of the principal was devoted to activities in the following five administrative tasks: (1) organization and administration and improvement of instructional programs, (2) administrative routine, (3) organization administration and improvement of pupil personnel services, (4) community relations, and (5) staff personnel. In view of the amount of time spent by the principal on the various

tasks, they might well be considered key areas of administrative concern.<sup>55</sup>

Kyte (1961) stated that the optimum conditions for a principal to work under only allotted the principal about 55 percent of the day's time for supervision, 25 percent to administration, 10 percent to public relations, 6 percent to clerical work, and less than 4 percent to other duties.<sup>56</sup>

Thorin (1961) attempted to determine the principal's awareness of the role concepts held for principals by their staffs and superintendents. He also analyzed how the principal, superintendent, and staff perceived the principal should ideally and actually behave concerning the areas of administration, public relations, and curriculum. He concluded the following: (1) the greatest amount of agreement about the principal's ideal role existed between the staff and the superintendent, (2) a closer agreement existed between the principal and superintendent concerning the principal's ideal role, (3) the staff believed that the principal was placing too little emphasis on curriculum functions and too much emphasis on the public relations role, and administrative functions, (4) the principal felt that there was not enough emphasis placed on the curricular role and too much focus on the public relations activities. Thorin



concluded that the principal did not have an accurate perception of the total role to be performed.<sup>57</sup>

Foster (1964) studied a sample of Idaho principals and compared their actual and ideal roles. He concluded that the principals wanted to spend more time working on the improvement of curriculum and instructional supervision and student-related activities, and less time on public relations and clerical duties.<sup>58</sup>

Voelker (1966) summarized the Mackie-Engel (1955) study mentioned earlier, and also identified four major utilizers of the administrator's time. They were: (1) Administrative duties - which include reports, budgets, interviews, establishing criteria for special-class membership, consultation with state and federal personnel, parents, school administrators, and community agency representatives - 37 percent of time, (2) Supervisory/Consultative Duties - which include curriculum planning, consultative work with physicians, school nurses, curriculum supervisors, regular class supervisors; teachers - 28 percent of time, (3) Direct Services to Children - which include testing, counseling, teaching, home visits, job-placements, and follow-up - 13 percent of time, (4) Miscellaneous Duties - public relations, in-service training of staff, study and research - 22 percent of time.<sup>59</sup>

Snyder (1968), in his study, "Elementary School Principal's Perceptions of His Ideal and Actual Role", concluded that elementary principals were doing about 63 percent of the things they felt should be done. Thirty-seven percent of the principal's time was spent on tasks which they did not regard as preferred. More than 57 percent of the things principals actually did on their jobs were recognized to be in the less important category.<sup>60</sup>

In a study undertaken by Sloat in 1969, a comparison of administrative and supervisory tasks in three skill areas (technical, human and conceptual) and classified tasks of special education administrative and supervisory personnel, it was found that the general supervisory role was more consistent than that of the administrator's role. It seems that the special education administrator has retained a specialist identity rather than management identity.<sup>61</sup>

Meisgeier and Sloat in 1970 reported that not one of the abstracts dealt with the preparation, task, or overall job responsibilities of the local education leadership for special education personnel.<sup>62</sup> Marro and Kohl (1972) conducted a nationwide survey of special educators. In the study they examined the roles and functions of special education administrators who dealt with the superintendent or assistant superintendent in the administration of the school

program. When asked about their role as administrators, the principals stated their major responsibilities were developing educational policies, selection of staff and personnel, and teacher evaluation in that order. More than 50 percent reported that they prepared budget proposals and at least 66 percent indicated that they worked with teachers, administrators, and resource persons in the development of curriculum.<sup>63</sup>

Evans, in 1973, indicated that principals are less involved with instruction than with other areas of their assignment. He concluded that principals are unaware of the instruction going on in their schools, that they are generally satisfied with what is taking place, and that they have no clear idea as to what they want to change, improve or accomplish within their schools. The principal's attention is aimed at the immediate daily operation and maintenance of the school.<sup>64</sup>

Krajewski's study in 1977 was an attempt to determine the most and least important tasks of the Texas elementary school principal. A 10-item questionnaire was sent to over 400 principals. They were asked to rank-order the principal's duties on both the ideal and actual level. The following conclusions were drawn from the study: Principal and teacher wanted the principal's role of instructional leader



to be more important than it was at the time of the survey; (2) Principals want to see their position as that of instructional leader; (3) Principals served as disciplinarians and were not happy about that particular role; and (4) Both teachers and principals want the role of the principal to be more pronounced in instructional and curricular areas.<sup>65</sup>

Barnes (1979) studied whether there was a difference between the actual and ideal levels of responsibility as related to involvement of a group in the completion of administrative tasks. The study consisted of 134 secondary school assistant principals from the State of Missouri. Barnes found significant differences in 17 of the 24 administrative tasks. In each task where conflict was identified, it was as a result of the respondent's desire for a high level of involvement in the task. Differences in levels of actual duty involvement as reported from small schools and by those from large schools, showed significant differences in 9 out of 24 administrative tasks.<sup>66</sup>

A study conducted by Ahmed in 1979 determined that the relationship between the principal's opinion of their actual and ideal roles and certain variables may also have an impact on teachers as well. Additionally, leadership performance may require some focus. The fact that the

principal must perform so many organizational duties implied that performance should be based on specific factors.<sup>67</sup>

A study of role perceptions of the duties of special education administrators as perceived by those involved with service delivery to handicapped students, was undertaken in 1979 at Purdue University. The respondents were asked to rate activities on a five point scale, indicating the amount of responsibility they expected from the special education administrator. The major administrative function revealed the four areas of administrative responsibility: (1) pupil concerns, (2) personnel concerns (consultative and supervisory function), (3) parent concerns, and (4) organizational and maintenance concerns.<sup>68</sup>

The responsibilities for children, personnel, and programs is tremendous. Both the special education and regular education principal have been struggling to define their role and responsibilities. The effect of the many changes in special education, as well as the need for many more changes, places the demand for quality leadership high on the list of special education needs.

#### SUMMARY

The duties that principals are expected to perform vary greatly in importance. Some duties are more clerical

tasks, while some may involve matters of great importance to the entire educational community. None of the duties of the principalship can be ignored or neglected. It is, therefore, necessary that those persons who occupy the position of principal acquire a comprehensive understanding of what the job roles and responsibilities entail. Basic knowledge may not be enough to guarantee success. The overall importance of the job responsibilities must be realized.

The special education principal is vital to the success of the special education program. The special education principal has an important role in the functioning of any special education program. Special education has come to be recognized as a legitimate partner of general education, not just a branch as once believed. The need for strong, precise leadership was intensified with the enactment of P.L. 94-142 which guaranteed equal educational opportunity for all.

Exploring the actual and ideal role responsibilities of the special education principal is important for identifying the administrative tasks undertaken daily in the operation of programs for exceptional children. This places the leadership in a difficult light. It is necessary to have careful leadership and appropriate leadership. This concern

has been seen among the growing group of persons finding themselves in special education leadership positions.

This study is necessary so that the roles and responsibilities of the special education principalship can be clarified. The effective principal, as stated earlier, is the principal who has a comprehensive understanding of the demands to be met. By lessening the ambiguity of the position we will, in turn, have better qualified and more responsible administrators at the helms of our schools.

## CHAPTER III

### RESEARCH PROCEDURES

The sample population, procedures used, statistical data, and other factors involved in the study will now be discussed. The survey design, data collection, validity and reliability of the instrument will be described. The questionnaire used in the study will also be examined. The following three sections will review the research design. The first section will discuss the development of the instrument, the questionnaire's reliability and validity and the design of the questionnaire. The second section will review the sample population used in the study. The third section will discuss the procedures used to analyze the data collected.

#### Development of the Instrument

The instrument was organized into three sections. The first section of the questionnaire concerned the various types of activities that the principal actually performed in school. The principal was asked to rate the activities performed according to their importance in his/her current setting. The questionnaire consisted of 50 items, each of which related to the activities of the principal and classified into functional task areas of

responsibility. The second part of the questionnaire dealt with the ideal activities the principal believed ethically ought to be performed. Again, the principal was asked to rate the same tasks according to their importance to his/her current setting. The final section of the survey asked for individual and school demographic information.

The Ahmed (1979) questionnaire contained a data sheet listing the various demographic variables used in the survey. Although the organismic variables basic structure was not substantially altered, several items were clarified or modified to fit the framework of special education programs. The independent variables used for the special education survey were: sex, age, position, experience, grades served, number of students, number of teachers, number of aides, and number of supportive services.

These demographic variables were used to determine if any relationship existed between the perceptions of special education principals.

### Pilot

Content validity of the questionnaire was determined by the technique referred to as validation by experts.<sup>69</sup> For this purpose a panel of ten judges, composed of special

education and regular education principals, special education directors and supervisors, and university professors were used. The panel of judges made comments on the instrument, noting any unclear wording or ambiguities, and making any pertinent remarks. Suggestions were made regarding the need for clarification of directions to sharpen the meaning and intent. Revisions were made on the demographic page to include supportive and additional grade levels within the school. The judges opinions were that the survey had high content validity and the instrument questioned the respondent on issues that would be familiar to the population of principals to be surveyed. The finalized questionnaire was modified as suggested by the panel of judges. The questionnaire will be found in Appendix A.

#### Validity/Reliability

The theoretical bases of the study are the various role responsibilities common to the special education principal and to the regular education principal. The complexity and magnitude of the job was discussed through the use of administrative practice and theory text descriptions of major role responsibilities and related research studies. The literature stated that there is a common core of role responsibilities for the position of principal. The

consensus of the literature concerning this role points to five functional task areas and a sixth miscellaneous group of activities. The five functional areas identified were: (1) Instruction and Curriculum, (2) Pupil Personnel, (3) Staff Personnel, (4) Community-School Leadership, and (5) Financial-Physical Resources. The sixth group of miscellaneous responsibilities included: providing for student safety, visitation of model programs and schools, attending professional meetings, supervision of library materials, informal interaction with teachers, teachers' meetings and time for organizing the day's work.

A survey was developed by Ahmed (1979) as a compilation of data collected from the following sources: Stavanage, 1972; Triplett, 1961; Gross, 1961; Gorgone, 1962; Gross and Heriott, 1965; Ainsworth, 1968; Melton, 1974; and Blumberg and Greenfield, 1980.<sup>70</sup> The instrument was then refined and its validity and reliability were examined.

Content validity of the questionnaire was based on Van Dolen's technique of validation by experts. For this Ahmed used a panel of twelve judges in the field of education. The survey was adjusted and refined and after several revisions was approved.

Ahmed (1979) measured the reliability of principals' responses by using the Alpha-Coefficient technique and the



questionnaire's reliability was assessed by correlating responses of the sample. Cronbach (1951), and Raju (1977) verified the use of the Alpha-Coefficient in the study to estimate the reliability of the test when the test is split into several parts, as is the case with the survey instrument.<sup>71</sup> The alpha reliability for items within each area were derived from analysis of both the actual and ideal items. The Alpha-Coefficient was found to be: actual response - 0.931, ideal response - 0.913, and total test - 0.974. According to Eason (1964), reliability coefficients between .65 and .80 are considered as high reliability.<sup>72</sup>

The instrument developed by Ahmed was adopted for this study of the actual and ideal role responsibilities of the special education principal. No basic structural changes were made to the Ahmed survey and only minor changes in wording of directions and minor changes on the data sheet were made. Therefore, the Alpha-Coefficient predictive reliability and testing undertaken by Ahmed was accepted for this study.

### Description of the Sample

For the study, the Illinois Trainable Mentally Handicapped Association Directory and the Illinois School Directory were used to locate the identify the sample to be used in the study. All principals identified as having

special education facilities were used in the sample. The questionnaire was sent to the seventy-five special education principals identified and employed in the rural, suburban and metropolitan areas in the State of Illinois.

The total number of males included in the sample was fifty-one, and the total number of females in the survey was twenty-four. Distribution of surveys according to location within the State of Illinois was: Northeastern Illinois - 30, Northwestern Illinois - 14, Western Illinois - 12, Central Illinois - 9, and Southern Illinois - 10.

#### Survey Procedure

The questionnaire was mailed to the seventy-five special education principals located in the State of Illinois. The intent of the survey was to determine the following: (1) What importance is assigned by special education principals to administrative tasks they actually perform? (2) What importance do special education principals assign to administrative tasks they believe ethically ought to be performed? (3) Which five of the principals' tasks are thought to be most important and the least important in both the actual and ideal roles of the special education principal? (4) In what categories are the actual and ideal roles similar and in what categories are there the greatest discrepancies between the actual and ideal roles? (5) What

relationship exists between (a) the demographic data and (b) the principals' perceptions of their roles?

Fifty-two surveys were returned and fifty-one were complete. Table I shows the number of questionnaires sent, returned, and percentages for the same.

TABLE I

Number Sent To Principals	Number Returned	Percentage Returned	Usable Percentage Returned
75	52	69%	68%

A five point scale was used to rate the principals' responses for compiling statistical data. The scale used was:

- A - High Importance - 4 points
- B - Some Importance - 3 points
- C - Little Importance - 2 points
- D - No Importance - 1 point
- E - Not Applicable - 0 points

A total of thirty-one surveys were not returned. Typically, there is a low return on mailed questionnaires. Although the data available did not clearly indicate a reason for the non-respondents, studies have shown systematic differences in the characteristics of respondents and non-respondents. The goal in a questionnaire study is to obtain a 70 percent return. The 69 percent return for this

study could be considered marginal and a possible limitation for this study.<sup>73</sup> After reviewing the available demographic information for this portion of the sample, such as sex or location, there appeared to be no single, common reason why these surveys were not returned. In reviewing the surveys, those returned represented a variety of demographic data. Any attempt predicting a cause would be conjecture and not based on conclusive data. However, the results of the survey only pertain to the cross section of respondents who returned the survey.

#### Cover Letter/Follow-Up Letter

A Cover Letter was written and enclosed with each questionnaire for the purpose of introduction and brief explanation of the purpose of the study. (See Appendix A)

A Follow-Up Letter was also mailed and enclosed with a questionnaire and self-addressed stamped envelope.

After the initial letter, survey, and response envelope were mailed, the follow-up letter and survey was sent to the principals who had not responded. Eighteen follow-up letters were mailed to principals who did not respond to the original request. A total of 11 surveys were returned as a result of the follow-up letters. (See Appendix A)

### Statistical Treatment

With the aid of the SPEED Stat statistical program for frequencies and crosstabs, the raw data were subjected to two statistical tests. The statistical treatment of the raw data collected from the questionnaires consisted of the Chi-Square test for significance and the Cramer's V test of association. The Chi-Square test is used to show that a systematic relationship exists between two variables. The formula for Chi-Square is:

$$X^2 = \sum_i \left( \frac{f_o^i - f_e^i}{f_e^i} \right)^2$$

$$f_e^i = \frac{(c_i R_i)}{N}$$

The greater the discrepancies between the expected and the actual frequencies, the larger the Chi-Square becomes.<sup>74</sup>

Chi-Square was applied to the four variables of sex, experience, number of teachers, and number of staff, in an attempt to find any questions that might show statistical significance on the basis of demographic information.

The second test used was Cramer's V. The purpose of the Cramer's V is to compare and rank questions by the degree of association between the variables of actual and ideal

responses. Cramer's V was selected because it is a slightly modified version of the phi test which allows application to larger tables than 2 x 2. <sup>75</sup> The formula for Cramer's V is:

$$V = \left( \frac{\chi^2}{\min(r-1, c-1)} \right)^{\frac{1}{2}}$$

The larger the value of V, the more it signifies that a high degree of association exists. However, the value of V does not indicate the manner in which the variables are associated. The five research questions were examined using the Chi-Square test and the Cramer's V test.

The next chapter presents the results of the testing and the significant research findings.

## CHAPTER IV

### PRESENTATION AND ANALYSIS OF THE FINDINGS

#### Introduction

The study's primary focus was to investigate the importance special education school principals attached to their perception of actual and ideal role behaviors. This chapter will present the results of the study and discuss the findings. Responses to the questionnaire items were tabulated, and the general and specific results of the analyses are presented by percentages in Appendix Table B-1 through B-12. The results are organized into five main sections corresponding with statements of the problems. Analyses of the data were performed utilizing the computer program Speed Stat. The Speed Stat program provided frequencies, crosstab tables, means, Chi-Square, and Cramer's V associations coefficients. Description of the questionnaire responses and the results of the data analyses to follow will be related to the five research questions previously outlined.

Research Question #1 - What importance is assigned by special education principals to administrative tasks they actually perform?

Research question #1 addressed the importance assigned by special education school principals to the administrative tasks they actually perform. The use of frequencies determined the importance principals assigned to six functional areas of administrative tasks. Appendix Table B-1 through B-6 relates to the actual role performance of the 51 principals from special education schools across Illinois.

It should be noted that the responses to the questionnaire items used a five point scale as follows:

A - High Importance	- 4 points
B - Some Importance	- 3 points
C - Little Importance	- 2 points
D - No Importance	- 1 point
E - Not Applicable	- 0 points

All items were tabulated and given a mean score. The means were then placed in rank order from highest importance to not applicable. The data contained in Table 14 represents the results of the six functional areas of this study dealing with the importance principals placed on administrative tasks from the actual point of view.

#### Instruction and Curriculum Development

A summary of the principals' responses of perception of their performance in the area of instruction and curriculum



development tasks is found in Table 2.

The task of "providing for supervision of instruction" (item 7) was considered of highest importance based on a mean score of 3.510. In addition, the task of relating the desired curriculum to available time, physical facilities and needs of students (item 4) was also reported to be of high or some importance with a mean score of 3.490. On the other hand, the task plan supplementary programs to aid slow, average, and accelerated groups of students (item 8) and explain changes in the curriculum to parents and community (item 2) were among the least important with a mean score of 2.255 and 2.843 respectively.

The results indicate that many special education principals actually place more importance on developing and supervising the basic curriculum than explaining changes to the community or planning supplementary programs.

### Pupil Personnel

Table 3 shows the principal's responses about their perceptions of actual role performance in the area of pupil personnel.

The task "maintain a comprehensive, up-to-date, cumulative file for each student in the school" (item 13) had the highest mean, 3.235. Item 10, "provide for the

TABLE 2

Special Education Principals' Mean Score Rankings  
of the Actual Response for the Category  
of Curriculum and Instruction

(N=51)

Item	Principals' Ranking Responses	Range	Actual Mean
1. Keep teachers informed about new teaching methods and strategies.	6	4	3.078
2. Explain changes in the curriculum to parents and community.	8	4	2.843
3. Examine alternative programs, procedures, and structures for improving the instructional program.	4	2	3.176
4. Relate the desired curriculum to available time, physical facilities and needs of the students.	2	3	3.490
5. Help teachers decide upon curriculum content.	7	4	3.049
6. Provide for in-service education of instructional staff.	3	4	3.059
7. Provide for supervision of instruction.	1	2	3.510
8. Plan supplementary programs to aid slow, average, and accelerated groups of students.	9	4	2.255
9. Provide objective feedback to teachers on their instructional strategies based on their teaching objectives.	5	3	3.078

TABLE 3

Special Education Principals' Mean Score Rankings  
of the Actual Responses for the Category  
of Pupil Personnel

(N=51)

Item	Principals' Ranking Responses	Range	Actual Mean
10. Provide for the diagnosis and remediation of student behavior problems.	2	4	3.157
11. Analyze the level of student achievement.	4	4	2.550
12. Construct a schedule of classes.	3	3	3.000
13. Maintain a comprehensive, up-to-date, cumulative file for each student in your school.	1	4	3.235
14. Conduct follow-up studies of former students.	7	4	1.941
15. Provide time to hear and develop student suggestions for school improvement.	8	4	1.451
16. Conduct frequent formal and informal conferences with individual students.	6	4	2.059
17. Help students develop the attitude that the principal's office is a place to go for help rather than punishment.	5	4	2.490

diagnosis and remediation of students behavior problems", also received a high mean score of 3.157. However, "provide time to hear and develop student suggestions for school improvement" (item 15) and "conduct follow-up studies of former students" (item 14) received low mean scores of 1.451 and 1.941 respectively.

The findings indicate that the principal, in actual performance, places more importance on the diagnosis and remediation of behavior problems and keeping of current files up-to-date than they do with activities of student input and follow-up studies of former students. Questions 10 and 13 relate to the principal's present activities, while items 14 and 15 relate to activities of the past and possible activities of the future.

#### Staff Personnel

Table 4 represents the principals' responses concerning their perceptions of actual role performance in the area of staff personnel.

The task of "selecting and assigning staff personnel" (item 29) and "evaluating staff personnel" (item 30) received the highest mean scores for the most important with a 3.725 and a 3.667 respectively. On the other hand, the task of "keeping the staff personnel records up-to-date" (item 27) and "assigning the duties of clerical, custodial, and bus

TABLE 4

Special Education Principals' Mean Score Rankings  
of the Actual Responses for the Category  
of Staff Personnel

(N=51)

Item	Principals' Ranking Responses	Range	Actual Mean
18. Identify what personnel are needed for the school.	3	4	3.608
19. Assign the duties of clerical, custodial, and bus driver personnel.	12	4	2.706
20. Involve the staff to improve the "learning climate" of the school.	7	2	3.314
21. Assist beginning teachers in developing their competencies.	8	4	3.216
22. Provide time to hear and develop teacher suggestions to improve school programs.	6	2	3.314
23. Schedule teachers' assignments.	10	4	3.098
24. Observe teachers in the classroom.	5	2	3.353
25. Meet informally with teachers (e.g., at lunch time or in the teacher's room).	11	3	3.059
26. Assist teachers in resolving disagreement.	4	2	3.353

TABLE 4  
(Continued)

Special Education Principals' Mean Score Rankings  
of the Actual Responses for the Category  
of Staff Personnel

(N=51)

Item	Principals' Ranking Responses	Range	Actual Mean
27. Keep the staff personnel records up to date.	13	4	2.510
28. Stimulate and provide opportunities for professional growth of staff personnel.	9	2	3.196
29. Select and assign staff personnel.	1	2	3.725
30. Evaluate staff personnel.	2	2	3.667

driver personnel" (item 19) received low mean scores of 2.510 and 2.608 respectively. The implications appear to be that many principals show a higher degree of importance for selection and evaluation of staff personnel than to the clerical jobs of keeping files up-dated or the assignment of duties for custodial or bus personnel.

#### Community-School Leadership

Table 5 presents the results concerning the importance of the principals' responsibilities in the area of community-school leadership.

"Interpret the relevance of school programs to the community" (item 31) received the highest ranking with a mean score of 2.843. In contrast, "encourage free discussion toward positive solutions by public concerning school problems" (item 37) received the lowest mean score of 2.039. The differences between the highest and the lowest rank response were much closer together than in previous categories.

#### Financial-Physical Resources

Table 6 represents the principals' responses concerning their perceptions of actual role performance in the area of financial-physical resource tasks. This area of activity included only three items.

TABLE 5

Special Education Principals' Mean Score Rankings  
of the Actual Responses for the Category  
of Community-School Leadership

(N=51)

Item	Principals' Ranking Responses	Range	Actual Mean
31. Interpret the relevance of school programs to the community.	1	4	2.843
32. Inform parents of change in routine schedule.	3	4	2.686
33. Coordinate and schedule coffee hours or similar meetings with parents.	8	4	2.294
34. Establish two-way communications with parents on areas of mutual interest.	2	4	2.765
35. Guide and assist Parent-Teacher Associations (e.g., P.T.A.)	4	4	2.529
36. Publish a newsletter for all parents (school news, needs, and calendar).	6	4	2.451
37. Encourage free discussion toward positive solutions by public concerning school problems.	9	4	2.039
38. Keep channels of communication open through use of local newspapers, radio, and television stations.	7	4	2.353
39. Participate in the activities of community groups and organizations.	5	4	2.510



TABLE 6

Special Education Principals' Mean Score Rankings  
of the Actual Responses for the Category  
of Financial-Physical Resources

(N=51)

Item	Principals' Ranking Responses	Range	Actual Mean
40. Prepare a budget that establishes a priority of needs for each program of the school.	2	4	3.196
41. Identify, analyze, and determine the cost of alternatives for achieving program objectives.	3	4	2.804
42. Evaluate and approve requisitions for equipment, supplies, and materials to be purchased for the school.	1	2	3.569

Regarding "the evaluation and approval of requisitions for equipment, supplies, and materials to be purchased for the school" (item 42) a mean score of 3.569 presented this task to be of high importance. This may well be due to the fact that many of the special education programs are reimbursable through state or through federal grant money. It would, therefore, be important that the principal be accurate and competent in this area. The task of "identifying, analyzing and determining the cost of alternatives for achieving program objectives" (item 41) was reported as of low importance by a mean score of 2.804. It should be noted that even though this item was the lowest ranked in the category, it did receive an above mid-point rating. This, too, would seem to be of importance in the mind of the special education principal because money may not always be available in amounts required to fully fund special programs.

#### Miscellaneous Administrative Concerns

Table 7 shows the distribution of the principals' responses concerning the perceptions of actual role performances in the area of miscellaneous administrative concerns.

The task of "providing for the safety of students and personnel" (item 47) had the highest mean score, 3.745. A total of 76.5% of the special education principals ranked

TABLE 7

Special Education Principals' Mean Score Rankings  
of the Actual Responses for the Category  
of Miscellaneous Administrative Concerns

(N=51)

Item	Principals' Ranking Responses	Range	Actual Mean
43. Allow time to organize the day's work.	4	4	2.765
44. Attend professional meetings.	3	2	3.078
45. Visit various programs and model schools.	7	2	2.647
46. Prepare agendas for teachers' meetings.	2	2	3.353
47. Provide for safety of students and staff.	1	2	3.745
48. Work with curriculum specialist and others.	6	4	2.706
49. Interact with teachers in informal recreational or social situations.	5	3	2.706
50. Direct or supervise selection of library materials.	8	4	1.412

student and personnel safety as primary importance.

(Appendix - Table B-12)

In contrast, the tasks of "direct or supervise selection of library materials" (item 50) and "visit various programs and model schools" were termed of low importance by mean scores of 1.412 and 2.647.

The function considered to be of primary importance to the special education principal was the safety of students and personnel. Considering the different types of handicapping conditions in special education programs, it would be a logical choice. Certainly, the student population might be unable to determine hazards or follow simple safety rules and regulations that the regular education student might consider common sense. The fire drill or disaster drill are no simple tasks to carry out as in other programs. Personnel safety, at times, might prove to be equally difficult depending on clientele served in the program. Behavior disordered populations can present life-threatening situations daily, and that is why the safety of personnel is considered important. The ultimate responsibility for these concerns lie with the principal.

Research Question #2 - What importance do special education principals assign to administrative tasks they believe ought to be performed?

The second research question dealt with the importance that the special education principals attached to their perceptions of ideal administrative tasks in the six functional areas. Frequencies and mean scores were used to determine the importance.

The data analyzed in total cross categorical areas indicates that, "assist beginning teachers in developing their competencies" (item 21), ranked number one with a mean score of 3.863. (Table 14) Conversely, item 50, "direct or supervise the selection of library materials", received the lowest ranking of 1.804. (Table 14)

Instruction and Curriculum Development

Table 8 includes the principals' responses regarding their perceptions of the ideal emphasis that should be given to tasks in the area of instruction and curriculum development.

The task of "providing for supervision of instruction" (item 7) received the top ranking with a mean score of 3.783. "Relate the desired curriculum to available time, physical facilities and the needs of the students" (item 4) also received a ranking of high or some importance with a

TABLE 8

Special Education Principals' Mean Score Rankings  
of the Ideal Responses for the Category  
of Curriculum and Instruction

(N=51)

Item	Principals' Ranking Responses	Range	Ideal Mean
1. Keep teachers informed about new teaching methods and strategies.	4	2	3.627
2. Explain changes in the curriculum to parents and community.	8	4	3.196
3. Examine alternative programs, procedures, and structures for improving the instructional program.	6	1	3.588
4. Relate the desired curriculum to available time, physical facilities and needs of the students.	2	2	3.667
5. Help teachers decide upon curriculum content.	7	2	3.333
6. Provide for in-service education of instructional staff.	5	2	3.569
7. Provide for supervision of instruction.	1	1	3.783
8. Plan supplementary programs to aid slow, average, and accelerated groups of students.	9	4	2.882
9. Provide objective feedback to teachers on their instructional strategies based on their teaching objectives.	3	2	3.627

mean score of 3.667. In contrast, "plan supplementary programs to aid slow, average, and accelerated groups of students" (item 8) and "explain changes in the curriculum to parents and community" (item 2) were rated as having the lowest importance with a mean score of 2.882 and 3.196 respectively. It again appears that the tasks of providing for competent instruction and the best possible use of facilities to improve curriculum and meet needs ranked high in the perceptions of the special education principal.

#### Pupil Personnel

Table 9 represents principals' responses concerning the perception of ideal role performance in the area of pupil personnel.

The task of "maintaining a comprehensive, up-to-date, cumulative file for each student in the school" (item 13) and "provide for the diagnosis and remediation of student behavior problems" (item 10) received high ratings of importance with mean scores of 3.333 and 3.216 respectively. The two tasks rated as having the lowest importance were "provide time to hear and develop student suggestions for school improvement" (item 15) with a mean score of 2.000. The other task was "conduct frequent formal and informal conferences with individual students" (item 10) with a mean score of 2.471. An

TABLE 9

Special Education Principals' Mean Score Rankings  
of the Ideal Responses for the Category  
of Pupil Personnel

(N=51)

Item	Principals' Ranking Responses	Range	Ideal Mean
10. Provide for the diagnosis and remediation of student behavior problems.	2	4	3.216
11. Analyze the level of student achievement.	4	4	2.980
12. Construct a schedule of classes.	3	4	3.039
13. Maintain a comprehensive, up-to-date, cumulative file for each student in your school.	1	4	3.333
14. Conduct follow-up studies of former students.	6	4	2.882
15. Provide time to hear and develop student suggestions for school improvement.	8	4	2.000
16. Conduct frequent formal and informal conferences with individual students.	7	4	2.471
17. Help students develop the attitude that the principal's office is a place to go for help rather than punishment.	5	4	2.980



up-to-date file on students would be necessary in special education in order to provide the appropriate services diagnosed as well as to determine the need for current testing and/or appropriate I.E.P.'s.

### Staff Personnel

Table 10 displays principals' responses concerning their perception of ideal role in the area of staff personnel.

The task "assist beginning teachers in developing their competencies" (item 21) rated a high mean score with a 3.863. Another task with a high mean score was "select and assign staff personnel" (item 29), 3.843. However, the lowest rating was given to "keeping the staff personnel records up-to-date" (item 27) with a mean score of 2.550. "Assign the duties of clerical, custodial, and bus driver personnel" (item 19) received a mean score of 2.765. The ideal perceptions were found to be consistent with the actual perceptions in this case. These administrative tasks would, therefore, appear to be functions of the special education principal and given priority as indicated by the mean scores.

### Community-School Leadership

Table 11 presents the principals' responses concerning perceptions of the ideal role in the area of community-school leadership.

TABLE 10

Special Education Principals' Mean Score Rankings  
of the Ideal Responses for the Category  
of Staff Personnel

(N=51)

Item	Principals' Ranking Responses	Range	Ideal Mean
18. Identify what personnel are needed for the school.	8	4	3.647
19. Assign the duties of clerical, custodial, and bus driver personnel.	12	4	2.765
20. Involve the staff to improve the "learning climate" of the school.	7	2	3.745
21. Assist beginning teachers in developing their competencies.	1	2	3.863
22. Provide time to hear and develop teacher suggestions to improve school programs.	5	1	3.767
23. Schedule teachers' assignments.	11	4	3.255
24. Observe teachers in the classroom.	4	1	3.784
25. Meet informally with teachers (e.g., at lunch time or in the teacher's room).	6	2	3.745
26. Assist teachers in resolving disagreement.	10	3	3.412
27. Keep the staff personnel records up to date.	13	4	2.550

TABLE 10  
(Continued)

Special Education Principals' Mean Score Rankings  
of the Ideal Responses for the Category  
of Staff Personnel

(N=51)

Item	Principals' Ranking Responses	Range	Ideal Mean
28. Stimulate and provide opportunities for professional growth of staff personnel.	9	2	3.627
29. Select and assign staff personnel.	2	1	3.843
30. Evaluate staff personnel	3	2	3.824

TABLE 11

Special Education Principals' Mean Score Rankings  
of the Ideal Responses for the Category  
of Community-School Leadership

(N=51)

Item	Principals' Ranking Responses	Range	Ideal Mean
31. Interpret the relevance of school programs to the community.	2	4	3.334
32. Inform parents of change in routine schedule.	5	4	2.882
33. Coordinate and schedule coffee hours or similar meetings with parents.	8	4	2.804
34. Establish two-way communications with parents on areas of mutual interest.	1	4	3.373
35. Guide and assist Parent-Teacher Associations (e.g., P.T.A.).	6	4	2.882
36. Publish a newsletter for all parents (school news, needs, and calendar).	3	4	3.078
37. Encourage free discussion toward positive solutions by public concerning school problems.	9	4	2.588
38. Keep channels of communication open through use of local newspapers, radio, and television stations.	7	4	2.843

TABLE 11  
(Continued)

Special Education Principals' Mean Score Rankings  
of the Ideal Responses for the Category  
of Community-School Leadership

(N=51)

Item	Principals' Ranking Responses	Range	Ideal Mean
39. Participate in the activities of community groups and organizations.	4	4	2.980

The tasks of "establishing two-way communication with parents on areas of mutual interest" (item 34) and "interpret the relevance of the school programs to the community" (item 31) topped the rankings at 3.373 and 3.334 respectively. The task that received the lowest ranking of importance was "encourage free discussion toward positive solutions by public concerning school problems" (item 37) with a mean of 2.588. The next lowest rating was given to the task of "coordinating and scheduling coffee hours or similar meetings with parents" (item 33) with a mean of 2.804. The Community-School Leadership category as a whole received the lowest rankings of any of the five major administrative categories. Only items 34, 31, and 36 received ranked means of some importance or more. It appears that although establishing two-way communications with parents is of high importance to special education principals, the method for this might be other than through the conventional P.T.A. format.

#### Financial-Physical Resources

Table 12 presents the results concerning the principals' perceptions on their ideal role in the area of financial-physical resources.

The task of "evaluating and approving requisitions for equipment, supplies, and materials to be purchased for

TABLE 12

Special Education Principals' Mean Score Rankings  
of the Ideal Responses for the Category  
of Financial-Physical Resources

(N=51)

Item	Principals' Ranking Responses	Range	Ideal Mean
40. Prepare a budget that establishes a priority of needs for each program of the school.	2	4	3.451
41. Identify, analyze, and determine the cost of alternatives for achieving program objectives.	3	4	3.196
42. Evaluate and approve requisitions for equipment, supplies, and materials to be purchased for the school.	1	2	3.529

the school" (item 42) received a ranked mean score of 3.529 to lead in importance. The lowest ranked item "identify, analyze, and determine the cost of alternatives for achieving program objectives" (item 42) received a mean score of 3.196. Once again, the items in this category were felt to have some to high importance in the daily role responsibilities of the special education principal. The quality of the educational program offered is often dependent upon sound financial planning. If state and federal money is to be allotted, the principal must be exact and efficient in these areas.

#### Miscellaneous Administrative Concerns

Table 13 presents the principals' perceptions concerning the ideal role in the area of miscellaneous administrative concerns.

This category not only contains one of the highest ranked questions but also contains the lowest ranked question. "Provide for the safety of students and personnel" (item 47) was considered to be of some to high importance with a mean score of 3.804. In direct contrast "direct or supervise selection of library materials" (item 50) was considered to be of no to low importance with a mean score of 1.804. In this instance, the actual and ideal perceptions by mean score were again consistent indicating the relative importance of



TABLE 13

Special Education Principals' Mean Score Rankings  
of the Ideal Responses for the Category of  
Miscellaneous Administrative Concerns

(N=51)

Item	Principals' Ranking Responses	Range	Ideal Mean
43. Allow time to organize the day's work.	4	4	3.412
44. Attend professional meetings.	3	2	3.471
45. Visit various programs and model schools.	5	2	3.333
46. Prepare agendas for teacher's meetings.	2	2	3.529
47. Provide for safety of students and staff.	1	2	3.804
48. Work with curriculum specialist and others.	6	4	3.176
49. Interact with teachers in informal recreational or social situations.	7	3	2.902
50. Direct or supervise selection of library materials.	8	4	1.804

each item in terms of the daily role of the special education principal. Again, safety is of the utmost importance and we find library materials considered to be of minor importance and in all likelihood left in the hands of the library specialist.

Research Question #3 - What are the most important and least important tasks in both the actual and ideal roles of the special education principal?

The purpose of the third research question was to determine which of the administrative tasks of the special education principal were thought to be the most important and the least important tasks in their perceptions of the actual and ideal role categories.

The statistical analysis was made on the basis of the actual and ideal mean for each item. The items were then ranked from highest to lowest on each scale. (Table 14) The item means for actual and ideal scales were summed by all items within a category to obtain a categorical mean. These means and their corresponding actual and ideal rankings are presented in Table 15.

#### Five Actual Most Important Items

Table 16 displays the five most important tasks special education principals actually perform.

TABLE 14

Special Education Principals' Mean Score  
Rankings of the Actual and Ideal Items  
of Their Perceived Roles

(N=51)

Item	Principals' Ranking Responses	Actual Mean	Principals' Ranking Responses	Ideal Mean
1	21	3.078	13	3.627
2	28	2.843	31	3.196
3	18	3.176	15	3.588
4	7	3.490	10	3.667
5	24	3.059	26	3.333
6	13	3.255	16	3.569
7	6	3.510	5	3.784
8	44	2.455	39	2.882
9	23	3.078	12	3.627
10	19	3.157	29	3.216
11	37	2.550	37	2.890
12	26	3.000	34	3.039
13	14	3.235	27	3.333
14	48	1.941	41	2.882
15	49	1.451	49	2.000
16	46	2.059	48	2.471
17	40	2.490	35	2.980
18	4	3.608	11	3.674
19	33	2.706	45	2.765
20	11	3.314	8	3.745
21	15	3.216	1	3.863
22	12	3.314	7	3.767
23	20	3.098	28	3.255
24	9	3.353	6	3.784
25	25	3.059	9	3.745
26	10	3.353	21	3.412
27	39	2.510	47	2.550
28	17	3.196	14	3.627
29	2	3.725	2	3.843
30	3	3.667	3	3.824
31	27	2.843	24	3.334
32	35	2.686	42	2.882
33	43	2.294	44	2.804
34	31	2.765	23	3.373
35	38	2.529	40	2.882

TABLE 14  
(Continued)

Special Education Principals' Mean Score  
Rankings of the Actual and Ideal Items  
of Their Perceived Roles

(N=51)

Item	Principals' Ranking Responses	Actual Mean	Principals' Ranking Responses	Ideal Mean
36	41	2.451	33	3.078
37	47	2.039	46	2.588
38	42	2.353	43	2.843
39	45	2.510	36	2.980
40	16	3.196	20	3.451
41	29	2.804	30	3.196
42	5	3.569	19	3.529
43	30	2.765	22	3.412
44	22	3.078	18	3.471
45	36	2.647	25	3.333
46	8	3.353	17	3.529
47	1	3.745	4	3.804
48	34	2.706	32	3.176
49	32	2.706	38	2.902
50	50	1.412	50	1.804

TABLE 15

Special Education Principals' Mean Score  
Rankings of Actual and Ideal  
Areas of Their Roles

Area of Activity	Principals' Ranking Responses	Actual Mean	Principals' Ranking Responses	Ideal Mean
1. Instruction and Curriculum Development	3	3.060	2	3.475
2. Pupil Personnel	5	2.485	5	2.863
3. Staff Personnel	1	3.240	1	3.525
4. Community-School Leadership	4	2.497	4	2.974
5. Financial-Physical Resources	2	3.190	3	3.392
6. Miscellaneous Administrative Concerns	N/A	N/A	N/A	N/A

TABLE 16

Special Education Principals' Perceptions  
of the Five Most Important Tasks  
Actually Performed

(N=51)

Item	Principals' Ranking Response	Actual Mean
47. Provide for the safety of students and staff.	1	3.745
29. Select and assign staff personnel.	2	3.725
30. Evaluate staff person- nel.	3	3.667
18. Identify personnel needs for the school.	4	3.608
42. Evaluate and approve requisitions for equip- ment, supplies, and the materials to be pur- chased for schools.	5	3.569

The table shows items 47, safety; 29, staff selection; 30, staff evaluation; 18, staffing needs; and 42, materials acquisition (with means of 3.745, 3.725, 3.667, 3.608 and 3.569 respectively) as having the highest ratings of actual tasks perceived. Three of the items are from the Staff Personnel category, one from the Financial-Physical Resources group, and one from the Miscellaneous Administrative Concerns category.

The cuts in today's state and federal dollars make it very important to staff programs effectively and efficiently. This may account for the high means attached to Staff Personnel and Financial-Physical Resources.

#### Five Actual Least Important Items

Table 17 presents the five lowest means for perceived tasks special education principals actually perform. The table indicates items 50, library materials; 15, student input; 14, student follow-up; 37, public dialogue and 16, student dialogue (with means of 1.412, 1.451, 1.941, 2.039, and 2.059 respectively) as the least important of the actual category. Three items are from the Pupil Personnel category, with one from Community-School Leadership and one from the Miscellaneous Administrative Concerns group.

The items presented as being of least importance represent the more abstract types of activities. Although

TABLE 17

Special Education Principals' Perceptions  
of the Five Least Important Tasks  
Actually Performed

(N=51)

Item	Principals' Ranking Response	Actual Mean
50. Direct or supervise selection of library materials.	1	1.412
15. Provide time to hear and develop student suggestions for school improvement.	2	1.451
14. Conduct follow-up studies of former students.	3	1.941
37. Encourage free discussion for positive solutions by public concerning school problems.	4	2.039
16. Conduct frequent formal and informal conferences with individual students.	5	2.059



importance was attached to these items, the tangible return on the administrator's efforts may be less clear than with other items.

#### Five Ideal Most Important Items

Table 18 shows the five high means for tasks special education principals perceive to ideally perform. The table shows items 21, assist new teachers; 29, staff selection; 30, staff evaluation; 47, safety; and 7, supervise instruction (with mean scores of 3.863, 3.843, 3.824, 3.804, and 3.784 respectively) as the five top ideal tasks to be performed. Three of the items represented were from the Staff Personnel category and one from the Instruction and Curriculum Development category and one from Miscellaneous Administrative Concerns.

Three out of five items for ideally most important tasks appear in the actual most important table. This would imply that special education principals are doing the things they perceive as having the most importance. However, item 21, "assist the beginning teacher in developing competencies", and item 7, "provide for the supervision of instruction", do not appear on the table of actual tasks which would indicate that principals may want to work toward improving in those areas.

TABLE 18

Special Education Principals' Perceptions  
of the Five Most Important Tasks  
Ideally Performed

(N=51)

Item	Principals' Ranking Response	Ideal Mean
21. Assist beginning teachers in developing competencies.	1	3.863
29. Select and assign staff personnel.	2	3.843
30. Evaluate staff personnel.	3	3.824
47. Provide for the safety of students and staff.	4	3.804
7. Provide for the supervision of instruction.	5	3.784

### Five Ideal Least Important Tasks

Table 19 presents the five lowest means for tasks special education principals ideally perform. The table indicates items 50, supervise library; 15, student input; 16, student dialogue; 27, personnel records; and 37, public dialogue (with mean scores of 1.804, 2.000, 2.471, 2.550, and 2.588 respectively) as the least important tasks in the ideal category. Two items are from the Pupil Personnel category, one from Staff Personnel, one from Community-School Leadership and one from the Miscellaneous Administrative Concerns category.

Four out of five items presented in Table 19 for least ideally important show up on Table 17 for least actual important tasks. This would indicate that special education principals are not spending administrative time on items they believe to be unimportant, ideally and actually. However, item 27, "keep the staff personnel records up-to-date", would be one area where more effort than is desired is being spent by the principal. Perhaps this task could be delegated to an assistant or the office secretary.

Research Question #4 - Within each category, which item shows the highest association and which item shows the lowest association between principals perceptions of their ideal and actual roles?

The fourth research question dealt with the statistical analyses of the similarities and the differences

TABLE 19

Special Education Principals' Percentages  
of the Five Least Important Tasks  
Ideally Performed

(N=51)

Item	Principals' Ranking Response	Ideal Mean
50. Direct or supervise the selection of library materials.	1	1.804
15. Provide time to hear and develop student sugges- tions for school improve- ment.	2	2.000
16. Conduct frequent formal and informal conferences with individual students.	3	2.471
27. Keep the staff personnel records up-to-date.	4	2.550
37. Encourage free discus- sion toward positive solutions by public concerning school problems.	5	2.588

between the perception of actual and ideal roles by the special education principals. In an effort to analyze the similarities and the discrepancies, Cramer's V test was used to draw associations between the actual and ideal responses based on Chi-Square and ranges from zero (no relationship) to +1 (a high degree of association exists).

#### Association of Actual and Ideal Items for Instruction and Curriculum

Table 20 presents the results of the Cramer's V test on items 1 through 9 actual responses with 1 through 9 ideal responses.

The task of "explain changes in the curriculum to parents and community" (item 2) shows the highest degree of association with a score of .705. In contrast, "keep teachers informed about new teaching strategies" (item 1) indicated the greatest discrepancy with a score of .237.

#### Association of Actual and Ideal Items for Pupil Personnel

Table 21 represents the results of the Cramer's V test on Pupil Personnel items 10 through 17 actual responses with items 10 through 17 ideal responses.

The task "construct a schedule of classes" (item 12) showed the greatest degree of association with a score of .767. However, "conduct a follow-up study on former students" (item 14) scored as having the greatest discrepancy

TABLE 20

Cramer's V Test of Association Between  
Actual and Ideal Responses for  
Curriculum and Instruction

(N=51)

Item Number and Category	Ranking of Responses	Cramer's V Test Degree of Association
<u>Curriculum and Instruction</u>		
1. A and I - Keep teachers informed about new teaching methods and strategies.	9	.237
2. A and I - Explain changes in the curriculum to parents and community.	1	.705
3. A and I - Examine alternative programs, procedures, and structures for improving the instructional program.	3	.528
4. A and I - Relate the desired curriculum to available time, physical facilities and needs of the student.	6	.412
5. A and I - Help teachers decide upon curriculum content.	5	.453
6. A and I - Provide for inservice education of instructional staff.	8	.325
7. A and I - Provide for supervision of instruction.	7	.340
8. A and I - Plan supplementary programs to aid slow, average, and accelerated groups of students.	2	.545

TABLE 20  
(Continued)

Cramer's V Test of Association Between  
Actual and Ideal Responses for  
Curriculum and Instruction

(N=51)

Item Number and Category	Ranking of Responses	Cramer's V Test Degree of Association
<u>Curriculum and Instruction</u>		
9. A and I - Provide objective feedback to teachers on their instructional strategies based on their teaching objectives.	4	.482

TABLE 21

Cramer's V Test of Association Between  
Actual and Ideal Responses for  
Pupil Personnel

(N=51)

Item Number and Category	Ranking of Responses	Cramer's V Test Degree of Association
<u>Pupil Personnel</u>		
10. A and I - Provide for the diagnosis and remediation of student behavior problems.	3	.643
11. A and I - Analyze the level of student achievement.	2	.700
12. A and I - Construct a schedule of classes.	1	.767
13. A and I - Maintain a comprehensive, up-to-date, cumulative file for each student in your school.	4	.628
14. A and I - Conduct follow-up studies of former students.	8	.433
15. A and I - Provide time to hear and develop student suggestions for school improvement.	6	.568
16. A and I - Conduct frequent formal and informal conferences with individual students.	7	.568
17. A and I - Help students develop the attitude that the principal's office is a place to go for help rather than punishment.	5	.571



with .433.

#### Association of Actual and Ideal Items for Staff Personnel

Table 22 presents the results of the Cramer's V test on Staff Personnel items 18 through 30 actual responses with items 18 through 30 ideal responses.

The task identified as having the greatest degree of association was item 18, "what personnel are needed for the school". The degree of association was .901 for this question. The item with the greatest discrepancy was 24, "observing teachers in the classroom". The degree of association was .335.

#### Association of Actual and Ideal Items for Community-School Leadership

Table 23 presents the results of Cramer's V test on Community-School Leadership items 31 through 39 actual responses with items 31 through 39 for ideal responses.

The task "interpret the relevance of school programs to the community" (item 31) scored the highest degree of association with a score of .754. However, "publish a newsletter for all parents" (item 36) showed the greatest discrepancy with a score of .543.

TABLE 22

Cramer's V Test of Association Between  
Actual and Ideal Responses for  
Staff Personnel

(N=51)

Item Number and Category	Ranking of Responses	Cramer's V Test Degree of Association
<u>Staff Personnel</u>		
18. A and I - Identify what personnel are needed for the school.	1	.901
19. A and I - Assign the duties of clerical, custodial, and bus driver personnel.	5	.692
20. A and I - Involve the staff to improve the "learning climate" of the school.	8	.568
21. A and I - Assist beginning teachers in developing their competencies.	6	.638
22. A and I - Provide time to hear and develop teacher suggestions to improve school programs.	12	.491
23. A and I - Schedule teachers' assignments.	3	.748
24. A and I - Observe teachers in the classroom.	13	.335
25. A and I - Meet informally with teachers (e.g., at lunch time or in the teacher's room).	9	.559
26. A and I - Assist teachers in resolving disagreement.	7	.590

TABLE 22  
(Continued)

Cramer's V Test of Association Between  
Actual and Ideal Responses for  
Staff Personnel

(N=51)

Item Number and Category	Ranking of Responses	Cramer's V Test Degree of Association
<u>Staff Personnel</u>		
27. A and I - Keep the staff personnel records up to date.	4	.738
28. A and I - Stimulate and provide opportunities for professional growth of staff personnel.	11	.494
29. A and I - Select and assign staff personnel.	2	.778
30. A and I - Evaluate staff personnel.	10	.551

TABLE 23

Cramer's V Test of Association Between  
Actual and Ideal Responses for  
Community-School Leadership

(N=51)

Item Number and Category	Ranking of Responses	Cramer's V Test Degree of Association
<u>Community-School Leadership</u>		
31. A and I - Interpret the relevance of school pro- grams to the community.	1	.754
32. A and I - Inform parents of change in routine schedule.	5	.665
33. A and I - Coordinate and schedule coffee hours or similar meetings with parents.	7	.614
34. A and I - Establish two-way communications with parents on areas of mutual interest.	6	.641
35. A and I - Guide and assist Parent-Teacher Associations (e.g., P.T.A.).	3	.698
36. A and I - Publish a news- letter for all parents (school news, needs, and calendar).	9	.543
37. A and I - Encourage free dis- cussion toward positive solutions by public concerning school problems.	2	.720

TABLE 23  
(Continued)

Cramer's V Test of Association Between  
Actual and Ideal Responses for  
Community-School Leadership

(N=51)

Item Number and Category	Ranking of Responses	Cramer's V Test Degree of Association
<u>Community-School Leadership</u>		
38. A and I - Keep channels of communication open through use of local newspapers, radio, and television stations.	4	.681
39. A and I - Participate in the activities of community groups and organizations.	8	.584

### Association of Actual and Ideal Items for Financial Physical Resources

Table 24 presents the results of the Cramer's V test on Financial-Physical Resources items 40, 41 and 42 actual responses with items 40, 41 and 42 ideal responses.

The task "prepare a budget that establishes a priority of needs for each program of the school" (item 40) had the highest degree of association with a score of .798. In contrast, "evaluate and approve requisitions for equipment, supplies, and materials to be purchased for the school" (item 42) showed the greatest discrepancy with a score of .586.

### Association of Actual and Ideal Items for Miscellaneous Administrative Concerns

Table 25 presents the results of Cramer's V test on Miscellaneous Administrative Concerns items 43 through 50 actual responses with items 43 through 50 ideal responses.

The task of "providing for the safety of students and staff" (item 47) had the highest degree of association with a score of .859. The item with the lowest degree of association was item 45, "visit various programs and model schools" having a score of .357.

TABLE 24

Cramer's V Test of Association Between  
Actual and Ideal Responses for  
Financial-Physical Resources

(N=51)

Item Number and Category	Ranking of Responses	Cramer's V Test Degree of Association
<u>Financial-Physical Resources</u>		
40. A and I - Prepare a budget that establishes a priority of needs for each program of the school.	1	.798
41. A and I - Identify, analyze, and determine the cost of alternatives for achieving program objectives.	2	.658
42. A and I - Evaluate and approve requisitions for equipment, supplies, and materials to be purchased for the school.	3	.586

TABLE 25

Cramer's V Test of Association Between  
Actual and Ideal Responses for  
Miscellaneous Administrative  
Concerns

(N=51)

Item Number and Category	Ranking of Responses	Cramer's V Test Degree of Association
<u>Miscellaneous Administrative Concerns</u>		
43. A and I - Allow time to organize the day's work.	3	.683
44. A and I - Attend professional meetings.	7	.416
45. A and I - Visit various pro- grams and model schools.	8	.357
46. A and I - Prepare agendas for teacher's meetings.	5	.556
47. A and I - Provide for safety of students and staff.	1	.859
48. A and I - Work with curriculum specialist and others.	2	.691
49. A and I - Interact with teach- ers in informal recreational or social situations.	6	.484
50. A and I - Direct or supervise selection of library materials.	4	.600



In regard to all items, the mean response for ideal perception was greater than the mean response for actual perception. (Table 14) The results of Cramer's V test of association indicated items with low associations are items special education principals perceive as ideally having a greater degree of importance than in actual practice. The lower the number, the greater the distance between the actual and ideal responses. The converse is true for items receiving a high degree of association. Special education principals perceive their actual roles to be closer in line with their ideal responsibilities.

Research Question #5 - What relationship exists between (a) the demographic data and (b) the principals' perceptions of their roles?

The fifth research question was concerned with the analyses of a number of personal and organizational factors which are believed to influence the administrative tasks of special education school principals. The purpose of this question was to determine what relationships, if any, exist between these variables and the principals' perceptions of their actual and ideal roles.

The relationships between the selected predictor variables and the criterion variables were analyzed using the Chi-Square test of significance at the .05 level. The

criterion variables were the principals' total actual scores and the total ideal scores.

The data generated were used as an indication as to whether the perceptions of the special education principals were significantly related to the sex of the principal, the years of experience of the principal, the number of teachers who supervise, and the total number of students within the school.

#### Principals' Perceptions of Their Actual Role and Ideal Role Using Sex As the Variable

Table B-13 displays the results of the Chi-Square test of statistical significance between principals; perceptions of their action and ideal roles and the personal variable of sex.

The variable "sex" consisted of 36 males and 15 females, 70.6% and 29.4% respectively. The personal variable sex was applied to each of the 50 actual and ideal responses.

The results indicated that there was no statistical difference between males and females at the .05 level in regard to any of the 50 items on the questionnaire. This would then indicate that there is no difference between the way a male or female perceives their role responsibilities as a special education principal.

Principals' Perceptions of Their Actual Role and Ideal Role Using Years of Administrative Experience as the Variable

Table B-14 presents the results of the Chi-Square test of statistical significance between principal's perceptions of their actual and ideal roles and the number of years of administrative experience.

The variable "experience" consisted of 18 principals with three years or less experience, 9 principals with 11 years or more experience, and 24 principals with 4 to 10 years of experience. The percentages were 35.3%, 17.6% and 47.1% respectively.

The results in general indicated no clear pattern of statistical significance between years of administrative experience and the actual and ideal role of the special education principal.

Principals' Perceptions of Their Actual Role and Ideal Role Using the Number of Students in the School as the Variable

Table B-15 shows the results of the Chi-Square test of statistical significance between principals' perceptions of their actual and ideal roles and the number of students in the school.

The organizational variable of "number of students" was divided into four sections. The first section of 50 pupils or less received 17 principals' responses, 50 to 100 pupils earned 16 responses, 101 to 150 pupils earned 11 responses, and 151 or more pupils earned 17 principals' responses. Percentages were 13.7%, 31.7%, 21.6%, and 33.3% respectively.

The results in general indicate no clear statistical significance between the number of students attending the principals' school and the actual and ideal roles of the special education principal.

However, the organizational variable of the "number of students" in the school had three items appear as having some statistical significance. Item 14 as the actual response came from the Pupil Personnel category. Items 31 and 34 as the ideal responses came from the Community-School Leadership group of administrative tasks.

Principals' Perceptions of Their Actual Role and Ideal Role Using the Number of Teachers in the Schools as the Variable

Table B-16 lists the results of the Chi-Square test of statistical significance between principals' perceptions of their actual and ideal roles and the "number of teachers" employed at the respective school.

The organizational variable of "number of teachers" employed was broken into 4 categories. Schools having 1 to 5 teachers earned 6 responses, schools with 6 to 10 teachers rated 10 responses, schools having 11 to 15 teachers received 10 responses, and schools with 16 or more teachers earned 22 responses. Percentages for the categories were 11.8%, 25.5%, 19.6%, and 43.1% respectively.

The results in general indicated no clear pattern of statistical significance between the number of teachers employed and the actual and ideal roles of the special education principal.

The relative unimportance of the variables of sex, experience, number of students, and number of teachers deserves special comment. The results indicate that sex, school size, and number of teachers and students did not seem to have any affect on the actual and ideal role responsibilities as perceived by the special education principal.

#### Summary of Implications

In regard to functional tasks, the special education principals are currently placing Financial-Physical Resources ahead of Instruction and Curriculum Development in importance. However, ideally the principal perceived Instruction and Curriculum Development as being more

important than Financial-Physical Resources. Current economics may be influencing the area of Financial-Physical Resources and preventing the special education principal from putting more emphasis on curriculum.

The present study revealed that Illinois special education principals perceived themselves as performing those activities they believed were important. Furthermore, special education principals perceived that no area of responsibility received a lower rating of importance under ideal than for actual. Principals perceived ideally that every item on the questionnaire should be given greater importance. Principals never perceived an ideal task importance as having less than actual importance.

Superintendents might use the survey data in setting up in-service training programs. In-service training programs might be developed to strengthen perceived low importance tasks and reinforce areas that special education principals perceived as being of high importance.

Special education program goals and objectives might be compared to the ratings of task importance. Special education principals might look at the administrative tasks that relate to a specific program goal and determine if the level of importance is appropriate for meeting the needs of the program.

Persons seeking a position as a special education principal might look at the relationship between their perceptions of what is important and what practicing special education principals perceived as being important. School district job descriptions for special education principals might be examined to determine whether the fifty items rated as being important coincide with program goals.

Another implication might be in the selection of a special education principal. It would appear that age, sex, and experience are not factors when it relates to how a candidate looks at the importance of their administrative tasks.

The conclusions, applications and recommendations for further research form the content of the final chapter. Chapter V summarizes the total findings of the present study, draws certain conclusions, reviews implications, and ends with recommendations which may be applied to future research on the topic.

## CHAPTER V

### SUMMARY, DISCUSSION, CONCLUSION, IMPLICATIONS AND RECOMMENDATIONS

This chapter presents a brief summary of the study, a discussion of the results, and the conclusions drawn from the findings. In addition, a review of the practical implications of the study and recommendations for further research are presented.

#### Summary

The present study was designed to identify the perception of actual and ideal roles of the special education school principal and to determine the importance they attach to their actual and ideal behaviors. An effort was made to determine whether a difference exists between the actual and ideal roles as perceived by the principals. In addition, this study was concerned with selected personal and organizational variables used which related to the principals' perceptions of their actual and ideal roles, and the differences in perceptions between the ideal and actual roles.

Five research questions were formulated for this purpose and guided the analysis of the data as follows:



1. What importance is assigned by special education principals to administrative tasks they actually perform?
2. What importance is assigned by special education principals to administrative tasks they believe ideally (ethically) ought to be performed?
3. What are the most important and the least important in both the actual and ideal roles of the special education principal?
4. In what categories are the actual and ideal roles similar and in what categories are there the greatest discrepancies between the actual and ideal roles?
5. What relationship exists between (a) the demographic data and (b) the principals' perceptions of their roles?

The data necessary to carry out this study was obtained from 51 special education principals selected from throughout the State of Illinois. The research instrument, was a 50 item questionnaire covering the five major areas of administrative concern. The 50 items generated from this study were grouped into the five major functional areas of administrative concern. The respondents were requested to identify (1) the importance of the administrative activities they actually performed in their schools as special education principals; and (2) the importance of the administrative activities that they as special education principals believe should be performed in their schools. The following is a discussion of the major findings of this study, and some conclusions which can be drawn.

## Discussion and Conclusions

Research Question #1 - What importance is assigned by special education principals to administrative tasks they actually perform?

The first research question was concerned with the importance assigned by special education principals to the administrative tasks they actually performed. The principals responses were tabulated and a mean score was established for each item as to actual role performed.

The activities which were considered to be of highest importance by area were as follows: Instruction and Curriculum Development, "provide for supervision of instruction" (item 7); Pupil Personnel, "maintain a comprehensive, up-to-date, cumulative file for each student" in your school (item 13); Staff Personnel, "select and assign staff personnel" (item 29); Community-School Leadership, "interpret the relevance of school programs to the community" (item 31); Financial-Physical Resources, "evaluate and approve requisitions for equipment, supplies, and materials to be purchased for the school" (item 42); Miscellaneous Administrative Concerns, "provide for safety of students and staff" (item 47).

The activities which were considered to be of relatively low importance were: Instruction and Curriculum Development, "plan supplementary programs to aid slow,

average, and accelerated groups of students" (item 8); Pupil Personnel, "provide time to hear and develop student suggestions for school improvement" (item 15); Staff Personnel, "keep the staff personnel records up-to-date" (item 27); Community-School Leadership, "encourage free discussion toward positive solutions by public concerning school problems" (item 37); Financial-Physical Resources, "identify, analyze and determine the cost of alternatives for achieving program objectives" (item 41); Miscellaneous Administrative Concerns, "direct or supervise selection of library materials" (item 50).

The item considered to be of primary importance to the special education principal was the "safety of pupils and personnel". Considering the different types of handicapping conditions in special education programs, safety would be a logical choice. The lowest ranked item, "the selection of library materials", may be low because this is the type of duty that is most often delegated by the principal to the librarian.

Research Question #2 - What importance is assigned by special education principals to administrative tasks they believe ideally (ethically) ought to be performed?

The second research question concerned the relative importance special education principals thought should be

assigned to the same administrative tasks within the six functional areas. The principals' responses were tabulated and a mean score was established for each item as to ideal role performed. The activities which were considered to be of highest importance by area were as follows: Instruction and Curriculum Development, "provide for the supervision of instruction" (item 7); Pupil Personnel, "maintain a comprehensive, up-to-date, cumulative file for each student in the school" (item 13); Staff Personnel, "assist the beginning teacher in developing competencies" (item 21); Community-School Leadership, "establish two way communication with parents on areas of mutual concern and interest" (item 34); Financial-Physical Resources, "evaluate and approve requisitions for equipment, supplies, and materials to be purchased for the school" (item 42); Miscellaneous Administrative Concerns; "provide for the safety of students and personnel" (item 47).

The activities which were considered to be of lowest importance by area were: Instruction and Curriculum Development, "plan supplementary programs to aid slow, average, and accelerated groups of students" (item 8); Pupil Personnel, "provide time to hear and develop student suggestions for school improvement" (item 15); Staff Personnel, "keep staff personnel records up-to-date" (item 27); Community-School Leadership, "encourage free discussion toward positive

solutions by public concerning school problems" (item 37); Financial-Physical Resources, "identify, analyze, and determine the cost of alternatives for achieving program objectives" (item 42); Miscellaneous Administrative Concerns, "direct or supervise the selection of library materials" (item 50).

Items 7, 13, 42, and 47 appeared as having high importance in both actual and ideal rankings. Items 8, 15, 27, 37, and 50 appeared as having low importance in both actual and ideal responses. The results indicate that what special education principals perceive they are actually doing is consistent with what they feel ought to be done in the course of their routine.

Research Question #3 - What are the most important and the least important in both the actual and ideal roles of the special education principal?

The third research question attempted to determine which five of the administrative tasks of the special education principal were thought to be the most important and which five were thought to be the least important in both the actual and ideal categories. The principals' responses were tabulated and a mean score was established and then ranked cross categorically from highest in importance to lowest in importance.

The five actual activities which were considered to be of highest importance were as follows: (1) "provide for the safety of students and staff"; (2) "select and assign staff personnel"; (3) "evaluate staff personnel"; (4) "identify personnel needs for the school"; (5) "evaluate and approve requisitions for equipment, supplies, and the materials to be purchased for schools".

The five actual activities which were considered to be of lowest importance were as follows: (1) "direct and supervise selections of library materials"; (2) "provide time to hear and develop suggestions for school improvement"; (3) "conduct follow-up studies of former students"; (4) "encourage free discussion for positive solutions by public concerning school problems"; (5) "conduct formal and informal conferences with individual students".

The five ideal activities which were considered to be of highest importance were as follows: (1) "assist beginning teachers in developing competencies"; (2) "select and assign staff personnel"; (3) "evaluate staff personnel"; (4) "provide for the safety of students and staff"; (5) "provide for the supervision of instruction".

The five ideal activities which were considered to be of least importance were as follows: (1) "direct or supervise the selection of library materials"; (2) "provide time to hear and develop student suggestions for school

improvement"; (3) "conduct frequent formal or informal individual conferences with students"; (4) "keep the staff personnel records up-to-date"; (5) "encourage free discussion toward positive solutions by public concerning school problems".

Based on the evidence presented for research question #3, the results showed that principals' mean score responses for ideal role were higher than their mean score responses for their actual role.

Using rank-ordering, it is interesting to note that principals ranked staff personnel first in importance in their actual and ideal roles. This might indicate that the principal expects to spend much time in identifying what personnel are needed for the school, observing teachers in their classrooms, evaluating staff personnel and selecting and assigning staff personnel. In the area of Pupil Personnel, it was interesting to see that principals ranked both their actual and ideal roles as their fifth choice of importance by category. Evidently, the principals were in agreement that they did not have sufficient time or perhaps desire to exercise much control and authority in the areas of counseling and public relations.

Research Question #4 - Within each category, which item shows the highest association and which item shows the lowest association between principals perceptions of their ideal and actual roles?

The fourth research question dealt with the statistical analysis of similarities and discrepancies among principals' perceptions of their actual and ideal role performances. The results of the Cramer's V test of statistical association indicates by area which items principals felt most closely meet their ideal perceptions of role and in which items they felt were farthest from meeting their ideal perception of their role.

The items which were considered to have the greatest degree of association among actual and ideal role perceptions were: Instruction and Curriculum Development, "explain changes in the curriculum to parents and the community", (item 2); Pupil Personnel, "construct a schedule of classes" (item 12); Staff Personnel, "identify what personnel are needed for the school" (item 18); Community-School Leadership, "interpret the relevance of school programs to the community" (item 31); Financial-Physical Resources, "prepare a budget that establishes a priority of needs for each program of the school" (item 40); Miscellaneous Administrative Concerns, "provide for the safety of students and staff" (item 47).



The items which were considered to have the lowest degree of association among the actual and ideal role perceptions were as follows: Instruction and Curriculum Development, "keep teachers informed about new teaching methods and strategies" (item 1); Pupil Personnel, "conduct follow-up studies on former students" (item 14); Staff Personnel, "observe teachers in the classrooms" (item 35); Financial-Physical Resources, "evaluate and approve requisitions for equipment, supplies, and materials to be purchased for the school"; Miscellaneous Administrative Concerns, "visit various programs and model schools" (item 45).

The results of the Cramer's V test of association indicate the degree of association between what the principals perceive as their actual role with what principals perceive as their ideal role. No attempt is made to show principals perceived item importance only the degree of association. The special education principals perceived they were performing those tasks perceived as their ideal responsibility.

Research Question #5 - What relationship exists between (a) the demographic data and (b) the principals' perceptions of their roles?

This research question was concerned with the analysis of a number of personal and organizational variables which were thought to influence the perception of administrative

tasks by the special education principal.

From this analysis, it can be concluded that sex, experience, the number of students in the school, and the number of teachers employed did not influence the perceptions of principals in their actual and ideal roles.

#### Recommendations for Further Study

The following recommendations for further study are suggested:

(1) Studies should be conducted to determine if the perceptions of the principals' role behaviors are similar across the country. (2) Additional field studies and research need to be conducted to determine if the perceptions of special education principals are similar to their elementary school counterparts. (3) Further study is needed to compare the perceptions of the special education principal with perceptions held by central administrative personnel and teachers in the area of role responsibilities of the special education principal. (4) Similar studies might be conducted using additional personal and organizational predictor variables. Such studies can supply additional answers to questions such as: (a) What other factors have caused differences among the principals' perceptions of their actual and ideal roles? (b) Are there relationships between the principals' perceptions

of their actual and ideal roles and the interactive relationships of selected personnel and organizational variables.

## FOOTNOTES

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<sup>2</sup>James M. Kauffman and Daniel P. Hallahan, Handbook of Special Education (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1981), p. 3.

<sup>3</sup>Karen S. Newman, "Administration Tasks in Special Education", Exceptional Children, Volume 36 (1970), pp. 521-524.

<sup>4</sup>Luther E. Bradfield and Leonard E. Kraft, The Elementary School Principal in Action (Scranton, Pennsylvania: International Textbook Company, 1970), p. 204.

<sup>5</sup>Arthur Blumberg and William Greenfield, The Effective Principal (Boston: Allyn and Bacon, Inc., 1980), p. 93.

<sup>6</sup>George A. Theodorson and Achilles G. Theodorson, Modern Dictionary of Sociology (New York: George A. Theodorson, 1969), p. 295.

<sup>7</sup>Julius Gould and William L. Kolb, Dictionary of the Social Sciences (New York: The United Nations Educational and Cultural Organization, 1964), p. 144.

<sup>8</sup>William Shield Snyder, "Elementary School Principal's Perceptions of His Ideal and Actual Role" (unpublished doctoral dissertation, The University of Texas, 1969), p. 10.

<sup>9</sup>Ibid.

<sup>10</sup>Daniel B. Doremus, The Elementary Principal: Role and Conflict (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1970), p. 15.

<sup>11</sup>Robert E. Sweitzer, The School Principal (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1963), p. 16.

<sup>12</sup>George A. Theodorson and Achilles G. Theodorson, Modern Dictionary, p. 355.

<sup>13</sup>William E. Hopke, Dictionary of Personnel and Guidance Terms (Chicago: J. C. Ferguson Publishing Company, 1968), p. 358.

<sup>14</sup>Ibid.

<sup>15</sup>Stanley W. Williams, Educational Administration: Tasks and Challenges (Chicago: Holt, Rinehart and Winston, Inc., 1964), p. 61.

<sup>16</sup>Charles Faber and Gilbert Shearron, Elementary School Administration: Theory and Practice (New York: Holt, Rinehart and Winston, Inc., 1970), p. 75.

<sup>17</sup>James M. Lipham and James A. Hoeh, Jr., The Principalship: Foundations and Functions (New York: Harper and Row, 1974), p. 117.

<sup>18</sup>R. P. Mackie and A. M. Engel, Directors and Supervisors of Special Education in Local School Systems (U.S. Office of Education Bulletin, Washington, D.C.: Government Printing Office, 1955), p. 32.

<sup>19</sup>Robert Benjamin, Making Schools Work (New York: The Centurion Publishing Company, 1981), p. 101.

<sup>20</sup>Ahmed Ahmed, "The Actual and Ideal Role Responsibilities of the Elementary School Principal in Pennsylvania" (unpublished doctoral dissertation, The Pennsylvania State University, 1979), p. 122.

<sup>21</sup>Paul Jacobsen; William Reavis; and J. Logdson, Duties of School Principals (New York: Prentice-Hall, Inc., 1963), p. 14.

<sup>22</sup>Williams, Educational Administration, p. 155.

<sup>23</sup>Ibid., p. 158.

<sup>24</sup>Ibid., p. 189.

<sup>25</sup>B. R. Gearheart, Organization and Administration of Educational Programs for Exceptional Children (Springfield, Illinois: Charles C. Thomas, 1974), p. 146.

<sup>26</sup>Glen F. Ovard, Administration of the Changing Secondary School (New York: Macmillan and Company, 1966), p. 245.

<sup>27</sup>Ibid., p. 258

<sup>28</sup>Jacobsen, Reavis, and Logdson, Duties, p. 181.

<sup>29</sup>Franklin R. Zeran and Anthony C. Riccio, Organization and Administration of Guidance Services (Chicago: Rand McNally and Company, 1976), p. 39.

<sup>30</sup>Gearheart, Administration of Exceptional Children, p. 51.

<sup>31</sup>Kauffman and Hallahan, Handbook of Special Education, p. 313.

<sup>32</sup>Edgar Morphet; Theodore Reller; and Roe L. Johns, Educational Organization and Administration Concepts, Practices and Issues (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1974), p. 409.

<sup>33</sup>Jacobsen, Reavis, and Logdson, Duties, p. 332.

<sup>34</sup>Ovard, Changing Secondary School, p. 169.

<sup>35</sup>William B. Castetter, Administering the School Personnel Program (New York: The Macmillan Company, 1968), p. 81.

<sup>36</sup>Gearheart, Administration of Exceptional Children, p. 249.

<sup>37</sup>Kauffman and Hallahan, Handbook of Special Education, p. 322.

<sup>38</sup>Jacobsen, Reavis, and Logdson, Duties, pp. 485-486.

<sup>39</sup>Castetter, School Personnel, p. 192.

<sup>40</sup>Ovard, Changing Secondary School, p. 460.

<sup>41</sup>Jacobsen, Reavis, and Logdson, Duties, p. 486.

<sup>42</sup>Ovard, Changing Secondary School, p. 471.

<sup>43</sup>Gearheart, Administration of Exceptional Children, p. 238.

<sup>44</sup>Kauffman and Hallahan, Handbook of Special Education, p. 322.

- <sup>45</sup>Gearheart, Administration of Exceptional Children, p. 145.
- <sup>46</sup>Jacobsen, Reavis, and Logdson, Duties, p. 432.
- <sup>47</sup>Lloyd E. McCleary and Stephen Henckley, Secondary School Administrators (New York: Dodd Mead and Company, 1965), p. 317.
- <sup>48</sup>Frederick W. Hill and James W. Columbey, School Business Administration in the Smaller Community (Minneapolis: T. S. Dennison and Company, Inc., 1964), p. 13.
- <sup>49</sup>Gearheart, Administration of Exceptional Children, p. 115.
- <sup>50</sup>Leonard C. Burrello and Daniel D. Sage, Leadership and Change in Special Education (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1979), p. 249.
- <sup>51</sup>Jacobsen, Reavis, and Logdson, Duties, p. 436.
- <sup>52</sup>Williams, Educational Administration, p. 122.
- <sup>53</sup>Ovard, Changing Secondary School, p. 387.
- <sup>54</sup>Gearheart, Administration of Exceptional Children, p. 240.
- <sup>55</sup>H. C. Davis, "Where Does the Time Go?" Journal of Secondary Education (October, 1953), 347-360.
- <sup>56</sup>George C. Kyte, The Principal at Work (New York: Ginn and Company, 1961), p. 8.
- <sup>57</sup>Daniel B. Doremus, The Elementary Principal: Role and Conflict (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1977), pp. 40-41
- <sup>58</sup>Zeph H. Foster, "A Comparative Study of the Ideal and Actual Role of the Elementary School Principal in Idaho" (unpublished doctoral dissertation, The University of Idaho, 1964), p. 64.
- <sup>59</sup>C. Voelker, "Functions of the Special Education Director", Exceptional Children, Volume 32 (1966), pp. 133-135.

<sup>60</sup>Willard Shield Snyder, "Elementary School Principal's Perceptions of His Ideal and Actual Role" (unpublished doctoral dissertation, The University of Michigan, 1968), p. 68.

<sup>61</sup>R. S. Sloat, "Identification of Special Education and Other Public School Leadership Personnel" (unpublished doctoral dissertation, The University of Texas, 1969), p. 12.

<sup>62</sup>C. Meisgeier and R. Sloat, Special Education Administration and Supervision (New York: Holt, Rinehart and Winston, 1970), p. 392.

<sup>63</sup>Thomas David Marro and John W. Kohl, "Normative Study of the Administrative Position in Special Education", Exceptional Children, Volume 41 (1975), pp. 5-14.

<sup>64</sup>Max W. Evans, "School Evaluation: A Level for Meaningful Change", Educational Leadership, Volume XXI, No. 3 (1973), p. 163-165.

<sup>65</sup>Robert J. Krajewski, "Role Implications of a Rank Ordering Process by Elementary Principals", Exceptional Children, Volume 42 (1977), p. 112.

<sup>66</sup>Lanny W. Barnes, "A Study of the Actual and Desired Roles of the Secondary School Assistant Principal in the State of Missouri" (unpublished doctoral dissertation, The University of Mississippi, 1979), p. 133.

<sup>67</sup>Ahmed, Role Responsibilities, p. 122.

<sup>68</sup>Donald Robson, "Administering Educational Services for Handicapped Children", Exceptional Children, Volume 47, Number 5 (1981), p. 377.

<sup>69</sup>Debold B. VanDolen and William Meyer, Understanding Educational Research: An Introduction (New York: McGraw-Hill, Inc., 1962), p. 66.

<sup>70</sup>Ahmed, Role Responsibilities, p. 79.

<sup>71</sup>Ibid.

<sup>72</sup>M. E. Eason, Psychological Foundations of Education (New York: Holt, Rinehart and Winston, Inc., 1964), p. 64.



<sup>73</sup>Donald Ary; Lucy Cheser Jacobs; and Ashgar Razavieh, Introduction to Research in Education (New York: Holt, Rinehart and Winston, 1972), p. 171.

<sup>74</sup>Norman Nie; C. H. Jenkins; Karin Steinbrenner; and Dale Bert, Statistical Package for the Social Sciences (New York: McGraw-Hill Book Company, 1975), p. 223.

<sup>75</sup>Nie, Jenkins, Steinbrenner and Bert, Statistical Package, p. 224.

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APPENDIX A

## DIRECTIONS

The questionnaire consists of a total of 50 statements about different types of activities you actually do perform and think ideally should be done in your school as principal. You are asked to rate the activities according to their importance in two different ways:

- FIRST** - In your opinion, how important are the activities that you actually do in your school as a special education principal?
- SECOND** - In your opinion, how important are the administrative activities that you as a special education principal ideally should be performing in your school?

Please try to respond to every activity statement in the questionnaire by CIRCLING one letter after Actual, and one letter after Ideal. Please use the following scale for identifying your answer:

- A - Of High Importance
- B - Of Some Importance
- C - Of Low Importance
- D - Of No Importance
- E - Not Applicable in terms of the actual and ideal situation

### EXAMPLES:

		Of High Importance	Of Some Importance	Of Low Importance	Of No Importance	Not Applicable
ACTUAL	<b>A</b>	B	C	D	E	
IDEAL	A	<b>B</b>	C	D	E	

#### AREA OF ACTIVITY

1. Conferring with parents

In this example, the respondent believes the activity "Conferring with parents" is actually of high importance, but thinks that ideally it should be of some importance.

2. Maintain the school library

ACTUAL	A	B	C	D	<b>E</b>
IDEAL	A	B	C	D	<b>E</b>

In this example, the respondent believes the activity "Maintain the school library" is actually not applicable and should not be included as part of the role of special education principal.

Please respond to every statement by Circling one letter after Actual and one letter after Ideal.

Not Applicable  
Of No Importance  
Of Low Importance  
Of Some Importance  
Of High Importance

## AREA OF ACTIVITY

I. INSTRUCTION AND CURRICULUM DEVELOPMENT *							
		ACTUAL	A	B	C	D	E
1. Keep teachers informed about new teaching methods and strategies.	ACTUAL	A	B	C	D	E	
	IDEAL	A	B	C	D	E	
2. Explain changes in the curriculum to parents and community.	ACTUAL	A	B	C	D	E	
	IDEAL	A	B	C	D	E	
3. Examine alternative programs, procedures, and structures for improving the instructional program.	ACTUAL	A	B	C	D	E	
	IDEAL	A	B	C	D	E	
4. Relate the desired curriculum to available time, physical facilities and needs of the students.	ACTUAL	A	B	C	D	E	
	IDEAL	A	B	C	D	E	
5. Help teachers decide upon curriculum content.	ACTUAL	A	B	C	D	E	
	IDEAL	A	B	C	D	E	
6. Provide for in-service education of instructional staff.	ACTUAL	A	B	C	D	E	
	IDEAL	A	B	C	D	E	
7. Provide for supervision of instruction.	ACTUAL	A	B	C	D	E	
	IDEAL	A	B	C	D	E	
8. Plan supplementary programs to aid slow, average, and accelerated groups of students.	ACTUAL	A	B	C	D	E	
	IDEAL	A	B	C	D	E	
9. Provide objective feedback to teachers on their instructional strategies based on their teaching objectives.	ACTUAL	A	B	C	D	E	
	IDEAL	A	B	C	D	E	
II. PUPIL PERSONNEL *							
10. Provide for the diagnosis and remediation of student behavior problems.	ACTUAL	A	B	C	D	E	
	IDEAL	A	B	C	D	E	
11. Analyze the level of student achievement.	ACTUAL	A	B	C	D	E	
	IDEAL	A	B	C	D	E	
12. Construct a schedule of classes.	ACTUAL	A	B	C	D	E	
	IDEAL	A	B	C	D	E	
13. Maintain a comprehensive, up-to-date, cumulative file for each student in school.	ACTUAL	A	B	C	D	E	
	IDEAL	A	B	C	D	E	



Please respond to every statement by Circling one after Actual and one after Ideal.

AREA OF ACTIVITY

*Of High Importance*  
*Of Some Importance*  
*Of Low Importance*  
*Of No Importance*  
*Not Applicable*

AREA OF ACTIVITY	ACTUAL	A	B	C	D	E
	IDEAL	A	B	C	D	E
14. Conduct follow-up studies of former students.	ACTUAL	A	B	C	D	E
	IDEAL	A	B	C	D	E
15. Provide time to hear and develop student suggestions for school improvement.	ACTUAL	A	B	C	D	E
	IDEAL	A	B	C	D	E
16. Conduct frequent formal and informal conferences with individual students.	ACTUAL	A	B	C	D	E
	IDEAL	A	B	C	D	E
17. Help students develop the attitude that the principal's office is a place to go for help rather than punishment.	ACTUAL	A	B	C	D	E
	IDEAL	A	B	C	D	E
<b>III. STAFF PERSONNEL *</b>						
18. Identify what personnel are needed for the school.	ACTUAL	A	B	C	D	E
	IDEAL	A	B	C	D	E
19. Assign the duties of clerical, custodial, and bus driver personnel.	ACTUAL	A	B	C	D	E
	IDEAL	A	B	C	D	E
20. Involve the staff to improve the "learning climate" of the school.	ACTUAL	A	B	C	D	E
	IDEAL	A	B	C	D	E
21. Assist beginning teachers in developing their competencies.	ACTUAL	A	B	C	D	E
	IDEAL	A	B	C	D	E
22. Provide time to hear and develop teacher suggestions to improve school programs.	ACTUAL	A	B	C	D	E
	IDEAL	A	B	C	D	E
23. Schedule teachers' assignments.	ACTUAL	A	B	C	D	E
	IDEAL	A	B	C	D	E
24. Observe teachers in the classroom.	ACTUAL	A	B	C	D	E
	IDEAL	A	B	C	D	E
25. Meet informally with teachers (e.g., at lunch time or in the teacher's room).	ACTUAL	A	B	C	D	E
	IDEAL	A	B	C	D	E

Please respond to every statement by Circling one after Actual and one after Ideal.

*Not Applicable*  
*Of No Importance*  
*Of Low Importance*  
*Of Some Importance*  
*Of High Importance*

AREA OF ACTIVITY

AREA OF ACTIVITY	ACTUAL	A	B	C	D	E
26. Assist teachers in resolving disagreement.	ACTUAL	A	B	C	D	E
	IDEAL	A	B	C	D	E
27. Keep the staff personnel records up to date.	ACTUAL	A	B	C	D	E
	IDEAL	A	B	C	D	E
28. Stimulate and provide opportunities for professional growth of staff personnel.	ACTUAL	A	B	C	D	E
	IDEAL	A	B	C	D	E
29. Select and assign staff personnel	ACTUAL	A	B	C	D	E
	IDEAL	A	B	C	D	E
30. Evaluate staff personnel.	ACTUAL	A	B	C	D	E
	IDEAL	A	B	C	D	E
<b>IV. COMMUNITY-SCHOOL LEADERSHIP *</b>						
31. Interpret the relevance of school programs to the community.	ACTUAL	A	B	C	D	E
	IDEAL	A	B	C	D	E
32. Inform parents of change in routine schedule.	ACTUAL	A	B	C	D	E
	IDEAL	A	B	C	D	E
33. Coordinate and schedule coffee hours or similar meetings with parents.	ACTUAL	A	B	C	D	E
	IDEAL	A	B	C	D	E
34. Establish two-way communications with parents on areas of mutual interest.	ACTUAL	A	B	C	D	E
	IDEAL	A	B	C	D	E
35. Guide and assist Parent-Teacher Associations (e.g., P.T.A.).	ACTUAL	A	B	C	D	E
	IDEAL	A	B	C	D	E
36. Publish a newsletter for all parents (school news, needs, and calendar).	ACTUAL	A	B	C	D	E
	IDEAL	A	B	C	D	E
37. Encourage free discussion toward positive solutions by public concerning school problems.	ACTUAL	A	B	C	D	E
	IDEAL	A	B	C	D	E

Please respond to every statement by Circling one after Actual and one after Ideal.

Not Applicable  
Of No Importance  
Of Low Importance  
Of Some Importance  
Of High Importance

AREA OF ACTIVITY

AREA OF ACTIVITY	ACTUAL	A	B	C	D	E
	IDEAL	A	B	C	D	E
38. Keep channels of communication open through use of local newspapers, radio, and television stations.	ACTUAL	A	B	C	D	E
	IDEAL	A	B	C	D	E
39. Participate in the activities of community groups and organization.	ACTUAL	A	B	C	D	E
	IDEAL	A	B	C	D	E
<b>V. FINANCIAL-PHYSICAL RESOURCES *</b>						
40. Prepare a budget that establishes a priority of needs for each program of the school.	ACTUAL	A	B	C	D	E
	IDEAL	A	B	C	D	E
41. Identify, analyze, and determine the cost of alternatives for achieving program objectives.	ACTUAL	A	B	C	D	E
	IDEAL	A	B	C	D	E
42. Evaluate and approve requisitions for equipment, supplies, and materials to be purchased for the school.	ACTUAL	A	B	C	D	E
	IDEAL	A	B	C	D	E
<b>VI. MISCELLANEOUS ADMINISTRATIVE CONCERNS *</b>						
43. Allow time to organize the day's work.	ACTUAL	A	B	C	D	E
	IDEAL	A	B	C	D	E
44. Attend professional meetings.	ACTUAL	A	B	C	D	E
	IDEAL	A	B	C	D	E
45. Visit various programs and model schools.	ACTUAL	A	B	C	D	E
	IDEAL	A	B	C	D	E
46. Prepare agendas for teacher's meetings.	ACTUAL	A	B	C	D	E
	IDEAL	A	B	C	D	E
47. Provide for safety of students and staff.	ACTUAL	A	B	C	D	E
	IDEAL	A	B	C	D	E
48. Work with curriculum specialist and others.	ACTUAL	A	B	C	D	E
	IDEAL	A	B	C	D	E
49. Interact with teachers in informal recreational or social situations.	ACTUAL	A	B	C	D	E
	IDEAL	A	B	C	D	E
50. Direct or supervise selection of library materials.	ACTUAL	A	B	C	D	E
	IDEAL	A	B	C	D	E

PERSONAL DATA

PLEASE COMPLETE THE FOLLOWING QUESTIONS. PLACE A CHECK MARK(✓)  
OR (X) IN THE BLANK THAT APPLIES TO YOU.

A. PERSONAL DATA

1. Title of present position: \_\_\_\_\_ Principal  
 \_\_\_\_\_ Assistant Principal  
 \_\_\_\_\_ Other
2. Sex: \_\_\_ Male \_\_\_ Female
3. Age: (in years) \_\_\_\_\_
4. Number of years experience in this school as a principal: \_\_\_\_\_

B. DESCRIPTION OF SCHOOL

1. Indicate highest grade level represented in your school (circle one):  
 K 1 2 3 4 5 6 7 8 9 10 11 12
2. Number of students (check one): \_\_\_ less than 50  
 \_\_\_ 50- 100  
 \_\_\_ 101-150  
 \_\_\_ over 151
3. Number of teachers that work in your school (check one): \_\_\_\_\_(1-5)  
 \_\_\_\_\_(6-10)  
 \_\_\_\_\_(11-15)  
 \_\_\_\_\_(16-up)
4. Number of teacher aides(check one): \_\_\_(1-5)  
 \_\_\_(6-10)  
 \_\_\_(11-up)
5. Number of supportive service people assigned to your building(check one)  
 \_\_\_(1-3)  
 \_\_\_(4-6)  
 \_\_\_(7-up)

C. LOCATION

1. Location of your school(check one): \_\_\_ Small town  
 \_\_\_ Rural area  
 \_\_\_ Suburban community  
 \_\_\_ Large city (over 50,000)

D. ORGANIZATION

How is your school organized?(check whatever description(s) of the organization that is/are applicable):

- a. Team teaching \_\_\_\_\_  
 b. Subject departmentalization \_\_\_\_\_  
 c. Self-contained classrooms \_\_\_\_\_  
 d. Ungraded student groupings \_\_\_\_\_  
 e. Combination of the above \_\_\_\_\_  
 f. Other type not mentioned. Please specify: \_\_\_\_\_



# Waukegan Public Schools

Community Unit School District No. 60, Lake County, Illinois

DR. DON T. TORRESON, Superintendent

LAWRENCE C. PEKOE  
Principal, Special Education

Lincoln School  
Alternative School  
1201 North Sheridan Road  
Waukegan, Illinois 60085  
(312) 336-3100 ext. 477

Dear Principal,

I am a doctoral candidate in the Educational Administration program at Loyola University of Chicago. I am conducting a study of the special education principal's perceptions of the importance of administrative tasks.

The participants of this study have been randomly selected and the information will be handled in any anonymous and confidential manner. The code on the envelope will be used only to identify the need for follow-up letters. Your help is needed to make this study complete. Fifteen minutes of your time is needed to complete the attached questionnaire and return it to me in the self-addressed, stamped envelope. A prompt and complete reply would be greatly appreciated.

I wish to thank you in advance for your cooperation and assistance in providing me with this information.

Please indicate if you would like to have a copy of the completed study. If yes, please write your name and address below and return this form to me with the questionnaire.

Sincerely,

Lawrence C. Pekoe, Jr.  
Principal - Lincoln School

\_\_\_\_\_  
Name

\_\_\_\_\_  
Address

LCP/sp

ENCLOSURES



# Waukegan Public Schools

Community Unit School District No. 60, Lake County, Illinois

DR. DON T. TORRESON, Superintendent

LAWRENCE C. PEKOE  
Principal, Special Education

Lincoln School  
Alternative School  
1201 North Sheridan Road  
Waukegan, Illinois 60085  
(312) 336-3100 ext. 477

Dear Principal,

A questionnaire was sent to you recently as part of a study that I am conducting to determine the special education principal's perceptions of the importance of administrative tasks. I am anxious to receive the questionnaire expressing your views.

If you have already completed and mailed the survey, please accept my apology for this reminder.

Because of the limited number of special education principalships, I need your help to complete this study. I would very much appreciate it if you would take fifteen minutes from your busy schedule to complete and return the questionnaire at your earliest convenience. Please be assured that your responses will be kept strictly confidential.

Again, thank you for your time and consideration in completing the survey.

Sincerely,

Lawrence C. Pekoe, Jr.  
Principal - Lincoln School

LCP/sp

ENCLOSURES

APPENDIX B

TABLE B-1

Percentages of the Actual Role Performance of the Special Education Principal,  
 Indicating the Importance of Task in the Area of  
 Instruction and Curriculum Development

Area of Activity ITEM	Degree of Importance				
	A 4	B 3	C 2	D 1	E 0
<u>I. Curriculum and Instruction</u>					
1. Keep teachers informed about new teaching methods and strategies.	29.4%	52.9%	15.7%	0 %	2.0%
2. Explain changes in the curriculum to parents and community.	25.5%	41.2%	29.4%	0 %	3.9%
3. Examine alternative programs, procedures, and structures for improving the instructional program.	33.3%	51.0%	15.7%	0 %	0 %
4. Relate the desired curriculum to available time, physical facilities and needs of the students.	60.8%	29.4%	7.8%	2.0%	0 %
5. Help teachers decide upon curriculum content.	35.3%	39.2%	23.5%	0 %	2.0%



TABLE B-1  
(Continued)

Area of Activity ITEM	Degree of Importance				
	A	B	C	D	E
	4	3	2	1	0
6. Provide for in-service education of instructional staff.	41.2%	47.1%	9.8%	0 %	2.0%
7. Provide for supervision of instruction.	54.9%	41.2%	3.9%	0 %	0 %
8. Plan supplementary programs to aid slow, average, and accelerated groups of students.	15.7%	37.3%	23.5%	3.9%	19.6%
9. Provide objective feedback to teachers on their instructional strategies based on their teaching objectives.	27.5%	54.9%	15.7%	2.0%	0 %

TABLE B-2

Percentages of the Actual Role Performance of the Special Education Principal,  
 Indicating the Importance of Task in the Area of  
 Pupil Personnel

Area of Activity ITEM	Degree of Importance				
	A 4	B 3	C 2	D 1	E 0
<u>II. Pupil Personnel</u>					
10. Provide for the diagnosis and remediation of student behavior problems.	39.2%	45.1%	11.8%	0 %	3.9%
11. Analyze the level of student achievement.	19.6%	37.3%	29.4%	5.9%	7.8%
12. Construct a schedule of classes.	41.2%	31.4%	19.6%	2.0%	5.9%
13. Maintain a comprehensive, up-to-date, cumulative file for each student in your school.	49.0%	33.3%	13.7%	0 %	3.9%
14. Conduct follow-up studies of former students.	7.8%	17.6%	47.1%	15.7%	11.8%

TABLE B-2  
(Continued)

Area of Activity ITEM	Degree of Importance				
	A 4	B 3	C 2	D 1	E 0
15. Provide time to hear and develop student suggestions for school improvement.	3.9%	11.8%	41.2%	11.8%	31.4%
16. Conduct frequent formal and informal conferences with individual students.	9.8%	19.6%	51.0%	5.9%	13.7%
17. Help students develop the attitude that the principal's office is a place to go for help rather than punishment.	19.6%	35.3%	29.4%	5.9%	9.8%

TABLE B-3

Percentages of the Actual Role Performance of the Special Education Principal,  
 Indicating the Importance of Task in the Area of  
 Staff Personnel

Area of Activity ITEM	Degree of Importance				
	A 4	B 3	C 2	D 1	E 0
<u>III. Staff Personnel</u>					
18. Identify what personnel are needed for the school.	74.5%	19.6%	2.0%	0 %	3.9%
19. Assign the duties of clerical, custodial, and bus driver personnel.	35.3%	31.4%	15.7%	3.9%	13.7%
20. Involve the staff to improve the "learning climate" of the school.	41.2%	49.0%	9.8%	0 %	0 %
21. Assist beginning teachers in developing their competencies.	39.2%	47.1%	11.8%	0 %	2.0%
22. Provide time to hear and develop teacher suggestions to improve school programs.	41.2%	49.0%	9.8%	0 %	0 %

TABLE B-3  
(Continued)

Area of Activity ITEM	Degree of Importance				
	A 4	B 3	C 2	D 1	E 0
23. Schedule teachers' assignments.	43.1%	37.3%	11.8%	2.0%	5.9%
24. Observe teachers in the classroom.	39.2%	56.9%	3.9%	0 %	0 %
25. Meet informally with teachers (e.g., at lunch time or in the teacher's room).	35.3%	39.2%	21.6%	3.9%	0 %
26. Assist teachers in resolving disagreements.	51.0%	33.3%	15.7%	0 %	0 %
27. Keep the staff personnel records up-to-date.	31.4%	21.6%	29.4%	2.0%	15.7%
28. Stimulate the provide opportunities for professional growth of staff personnel.	33.3%	52.9%	13.7%	0 %	0 %
29. Select and assign staff personnel.	74.5%	23.5%	2.0%	0 %	0 %
30. Evaluate staff personnel.	72.5%	21.6%	5.9%	0 %	0 %

TABLE B-4

Percentage of the Actual Role Performance of the Special Education Principal,  
Indicating the Importance of Task in the Area of  
Community-School Leadership

Area of Activity ITEM	Degree of Importance				
	A 4	B 3	C 2	D 1	E 0
IV. <u>Community-School Leadership</u>					
31. Interpret the relevance of school programs to the community.	25.5%	45.1%	21.6%	3.9%	3.9%
32. Inform parents of change in routine schedule.	27.5%	29.4%	33.3%	3.9%	5.9%
33. Coordinate and schedule coffee hours or similar meetings with parents.	19.6%	21.6%	37.3%	11.8%	9.8%
34. Establish two-way communications with parents on areas of mutual interest.	23.5%	39.2%	31.4%	2.0%	3.9%
35. Guide and assist Parent-Teacher Associations (e.g., P.T.A.).	29.4%	27.5%	23.5%	5.9%	13.7%

TABLE B-4  
(Continued)

Area of Activity ITEM	Degree of Importance				
	A 4	B 3	C 2	D 1	E 0
36. Publish a newsletter for all parents (school news, needs, and calendar).	25.5%	27.5%	23.5%	13.7%	9.8%
37. Encourage free discussion toward positive solutions by public concerning school problems.	11.8%	21.6%	43.1%	5.9%	17.6%
38. Keep channels of communication open through use of local newspapers, radio, and television stations.	13.7%	35.3%	33.3%	7.8%	9.8%
39. Participate in the activities of community groups and organizations.	21.6%	25.5%	41.2%	5.9%	5.9%

TABLE B-5

Percentage of the Actual Role Performance of the Special Education Principal,  
 Indicating the Importance of Task in the Area of  
 Financial-Physical Resources

Area of Activity ITEM	Degree of Importance				
	A 4	B 3	C 2	D 1	E 0
<u>V. Financial-Physical Resources</u>					
40. Prepare a budget that establishes a priority of needs for each program of the school.	54.9%	25.5%	9.8%	3.9%	5.9%
41. Identify, analyze, and determine the cost of alternatives for achieving program objectives.	39.2%	29.4%	17.6%	0 %	13.7%
42. Evaluate and approve requisitions for equipment, supplies, and materials to be purchased for the school.	64.7%	27.5%	7.8%	0 %	0 %



TABLE B-6

Percentage of the Actual Role Performance of the Special Education Principal,  
 Indicating the Importance of Task in the Area of  
 Miscellaneous Administrative Concerns

Area of Activity ITEM	Degree of Importance				
	A 4	B 3	C 2	D 1	E 0
<u>VI. Miscellaneous Administrative Concerns</u>					
43. Allow time to organize the day's work.	29.4%	29.4%	33.3%	3.9%	3.9%
44. Attend professional meetings	29.4%	49.0%	21.6%	0 %	0 %
45. Visit various programs and model schools.	9.8%	45.1%	45.1%	0 %	0 %
46. Prepare agendas for teacher's meetings.	47.1%	41.2%	11.8%	0 %	0 %
47. Provide for the safety of students and staff.	76.5%	21.6%	2.0%	0 %	0 %

TABLE B-6  
(Continued)

Area of Activity ITEM	Degree of Importance				
	A 4	B 3	C 2	D 1	E 0
48. Work with curriculum specialist and others.	19.6%	43.1%	29.4%	3.9%	3.9%
49. Interact with teachers in informal recreational or social situations.	19.6%	35.3%	41.2%	3.9%	0 %
50. Direct or supervise selection of library materials.	9.8%	9.8%	29.4%	13.7%	37.3%

TABLE B-7

Percentage of the Ideal Role Performance of the Special Education Principal,  
Indicating the Importance of Task in the Area of  
Instruction and Curriculum

Area of Activity ITEM	Degree of Importance				
	A 4	B 3	C 2	D 1	E 0
<u>I. Instruction and Curriculum</u>					
1. Keep teachers informed about new teaching methods and strategies.	64.7%	33.3%	2.0%	0 %	0 %
2. Explain changes in the curriculum to parents and community.	41.2%	45.1%	9.8%	0 %	3.9%
3. Examine alternative programs, procedures, and structures for improving the instructional program.	58.8%	41.2%	0 %	0 %	0 %
4. Relate the desired curriculum to available time, physical facilities and needs of the students.	74.5%	17.6%	7.8%	0 %	0 %

TABLE B-7  
(Continued)

Area of Activity ITEM	Degree of Importance				
	A 4	B 3	C 2	D 1	E 0
5. Help teachers decide upon curriculum content.	41.2%	51.0%	7.8%	0 %	0 %
6. Provide for in-service education of instructional staff.	60.8%	35.3%	3.9%	0 %	0 %
7. Provide for supervision of instruction.	78.4%	21.6%	0 %	0 %	0 %
8. Plan supplementary programs to aid slow, average, and accelerated groups of students.	47.1%	27.5%	7.8%	2.0%	15.7%
9. Provide objective feedback to teachers on their instructional strategies based on their teaching objectives.	72.5%	17.6%	9.8%	0 %	0 %

TABLE B-8

Percentages of the Ideal Role Performance of the Special Education Principal,  
 Indicating the Importance of Task in the Area of  
 Pupil Personnel

Area of Activity ITEM	Degree of Importance				
	A 4	B 3	C 2	D 1	E 0
II. <u>Pupil Personnel</u>					
10. Provide for the diagnosis and remediation of student behavior problems.	49.0%	31.4%	15.7%	0 %	3.9%
11. Analyze the level of student achievement.	41.2%	31.4%	17.6%	3.9%	5.9%
12. Construct a schedule of classes.	49.0%	17.6%	25.5%	3.9%	3.9%
13. Maintain a comprehensive, up-to-date, cumulative file for each student in your school.	52.9%	33.3%	9.8%	2.0%	2.0%
14. Conduct follow-up studies of former students.	27.5%	47.1%	17.6%	2.0%	5.9%

TABLE B-8  
(Continued)

Area of Activity ITEM	Degree of Importance				
	A 4	B 3	C 2	D 1	E 0
15. Provide time to hear and develop student suggestions for school improvement.	15.7%	25.5%	29.4%	2.0%	27.5%
16. Conduct frequent formal and informal conferences with individual students.	23.5%	29.4%	31.4%	2.0%	13.7%
17. Help students develop the attitude that the principal's office is a place to go for help rather than punishment.	43.1%	25.5%	23.5%	2.0%	5.9%

TABLE B-9

Percentage of the Ideal Role Performance of the Special Education Principal,  
 Indicating the Importance of Task in the Area of  
 Staff Personnel

Area of Activity ITEM	Degree of Importance				
	A	B	C	D	E
	4	3	2	1	0
III. <u>Staff Personnel</u>					
18. Identify what personnel are needed for the school.	80.4%	13.7%	0 %	2.0%	3.9%
19. Assign the duties of clerical, custodial, and bus driver personnel.	31.4%	35.3%	21.6%	2.0%	9.8%
20. Involve the staff to improve the "learning climate" of the school.	78.4%	17.6%	3.9%	0 %	0 %
21. Assist beginning teachers in developing their competencies.	90.2%	5.9%	3.9%	0 %	0 %
22. Provide time to hear and develop teacher suggestions to improve school programs.	76.5%	23.5%	0 %	0 %	0 %

TABLE B-9  
(Continued)

Area of Activity ITEM	Degree of Importance				
	A 4	B 3	C 2	D 1	E 0
23. Schedule teachers' assignments.	47.1%	37.3%	11.8%	2.0%	2.0%
24. Observe teachers in the class-room.	78.4%	21.6%	0 %	0 %	0 %
25. Meet informally with teachers (e.g., at lunch time or in the teacher's room).	52.9%	33.3%	9.8%	2.0%	2.0%
26. Assist teachers in resolving disagreements.	56.9%	29.4%	11.8%	2.0%	0 %
27. Keep the staff personnel records up-to-date.	29.4%	27.5%	25.5%	3.9%	13.7%
28. Stimulate and provide opportunities for professional growth of staff personnel.	68.6%	25.5%	5.9%	0 %	0 %
29. Select and assign staff personnel.	84.3%	15.7%	0 %	0 %	0 %
30. Evaluate staff personnel.	84.3%	13.7%	2.0%	0 %	0 %



TABLE B-10

Percentage of the Ideal Role Performance of the Special Education Principal,  
 Indicating the Importance of Task in the Area of  
 Community-School Leadership

Area of Activity ITEM	Degree of Importance				
	A 4	B 3	C 2	D 1	E 0
IV. <u>Community-School Relationship</u>					
31. Interpret the relevance of school programs to the community.	25.5%	45.1%	21.6%	3.9%	3.9%
32. Inform parents of change in routine schedule.	39.2%	25.5%	23.5%	27.8%	3.9%
33. Coordinate and schedule coffee hours or similar meetings with parents.	27.5%	43.1%	17.6%	5.9%	5.9%
34. Establish two-way communications with parents on area of mutual interest.	47.1%	47.1%	3.9%	0 %	2.0%
35. Guide and assist Parent-Teacher Associations (e.g., P.T.A.).	29.4%	49.0%	11.8%	0 %	9.8%

TABLE B-10  
(Continued)

Area of Activity ITEM	Degree of Importance				
	A	B	C	D	E
	4	3	2	1	0
36. Publish a newsletter for all parents (school news, needs, and calendar).	39.2%	37.3%	19.6%	0 %	3.9%
37. Encourage free discussion toward positive solutions by public concerning school problems.	25.5%	39.2%	19.6%	0 %	15.7%
38. Keep channels of communication open through use of local newspapers, radio, and television stations.	25.5%	49.0%	17.6%	0 %	7.8%
39. Participate in the activities of community groups and organizations.	31.4%	43.1%	21.6%	0 %	3.9%

TABLE B-11

Percentage of the Ideal Role Performance of the Special Education Principal,  
 Indicating the Importance of Task in the Area of  
 Financial-Physical Resources

Area of Activity ITEM	Degree of Importance				
	A 4	B 3	C 2	D 1	E 0
<u>V. Financial-Physical Resources</u>					
40. Prepare a budget that establishes a priority of needs for each program of the school.	74.5%	11.8%	3.9%	3.9%	5.9%
41. Identify, analyze, and determine the cost of alternatives for achieving program objectives.	64.7%	17.6%	3.9%	0 %	13.7%
42. Evaluate and approve requisitions for equipment, supplies, and materials to be purchased for the school.	60.8%	31.4%	7.8%	0 %	0 %

TABLE B-12

Percentage of the Ideal Role Performance of the Special Education Principal,  
 Indicating the Importance of Task in the Area of  
 Miscellaneous Administrative Concerns

Area of Activity ITEM	Degree of Importance				
	A 4	B 3	C 2	D 1	E 0
VI. <u>Miscellaneous Administrative Concerns</u>					
43. Allow time to organize the day's work.	58.8%	31.4%	5.9%	0 %	3.9%
44. Attend professional meetings.	51.0%	45.1%	3.9%	0 %	0 %
45. Visit various programs and model schools.	49.0%	35.3%	15.7%	0 %	0 %
46. Prepare agendas for teacher's meetings.	54.9%	43.1%	2.0%	0 %	0 %
47. Provide for the safety of students and staff.	82.4%	15.7%	2.0%	0 %	0 %
48. Work with curriculum specialist and others.	45.1%	35.3%	15.7%	0 %	3.9%

TABLE B-12  
(Continued)

Area of Activity ITEM	Degree of Importance				
	A 4	B 3	C 2	D 1	E 0
49. Interact with teachers in informal recreational or social situations.	25.5%	45.1%	23.5%	5.9%	0 %
50. Direct or supervise selection of library materials.	5.9%	25.5%	37.3%	5.9%	25.5%

TABLE B-13

• Chi-Square Test of Significance at  
the .05 Level

Actual and Ideal Responses by Sex

Item	Chi-Square	Degree of Freedom	Significance
1A	2.151	3	N
1I	.429	2	N
2A	1.787	3	N
2I	2.037	3	N
3A	1.994	2	N
3I	.264	1	N
4A	2.494	3	N
4I	.348	2	N
5A	.532	3	N
5I	1.303	2	N
6A	4.554	3	N
6I	.977	2	N
7A	4.038	2	N
7I	2.790	1	N
8A	5.806	4	N
8I	3.808	4	N
9A	.683	3	N
9I	.438	2	N
10A	1.301	3	N
10I	3.736	3	N
11A	3.911	4	N
11I	1.228	4	N
12A	2.767	4	N
12I	2.400	4	N
13A	1.260	3	N
13I	3.371	4	N
14A	1.964	4	N
14I	1.648	4	N
15A	6.001	4	N
15I	4.522	4	N
16A	3.744	4	N
16I	3.501	4	N
17A	.853	4	N
17I	.588	4	N

TABLE B-13  
(Continued)

Item	Chi-Square	Degree of Freedom	Significance
18A	1.338	3	N
18I	1.700	3	N
19A	6.016	4	N
19I	6.890	4	N
20A	.301	2	N
20I	2.044	2	N
21A	3.395	3	N
21I	2.310	2	N
22A	.778	2	N
22I	2.135	1	N
23A	4.208	4	N
23I	3.129	4	N
24A	2.500	2	N
24I	.031	1	N
25A	.994	3	N
25I	1.104	4	N
26A	1.725	2	N
26I	3.121	3	N
27A	2.963	4	N
27I	.963	4	N
28A	2.063	2	N
28I	1.902	2	N
29A	.510	2	N
29I	.299	1	N
30A	1.437	2	N
30I	1.393	2	N
31A	7.077	4	N
31I	6.893	4	N
32A	3.605	4	N
32I	8.737	4	N
33A	5.405	4	N
33I	7.786	4	N
34A	7.088	4	N
34I	3.235	3	N
35A	5.035	4	N
35I	.875	3	N
36A	7.628	4	N
36I	1.604	3	N
37A	4.755	4	N
37I	4.186	3	N

TABLE B-13  
(Continued)

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Item	Chi-Square	Degree of Freedom	Significance
38A	4.968	4	N
38I	.970	3	N
39A	2.381	4	N
39I	3.353	3	N
40A	4.061	4	N
40I	3.383	4	N
41A	1.224	3	N
41I	.550	3	N
42A	1.947	2	N
42I	.066	2	N
43A	3.079	4	N
43I	.586	3	N
44A	.159	2	N
44I	1.400	2	N
45A	.655	2	N
45I	2.833	2	N
46A	.654	2	N
46I	1.426	2	N
47A	1.374	2	N
47I	.540	2	N
48A	.921	4	N
48I	.739	3	N
49A	1.824	3	N
49I	2.542	3	N
50A	3.253	4	N
50I	1.052	4	N

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TABLE B-14

Chi-Square Test of Significance at  
the .05 Level

Actual and Ideal Responses by Experience

Item	Chi-Square	Degree of Freedom	Significance
1A	8.786	6	N
1I	1.472	4	N
2A	6.220	6	N
2I	7.170	6	N
3A	2.044	4	N
3I	1.916	2	N
4A	4.239	6	N
4I	5.152	4	N
5A	15.493	6	Y
5I	5.519	4	N
6A	7.613	6	N
6I	4.316	4	N
7A	3.693	4	N
7I	1.082	2	N
8A	11.575	8	N
8I	4.267	8	N
9A	2.580	6	N
9I	4.544	4	N
10A	7.619	6	N
10I	7.655	6	N
11A	9.717	8	N
11I	6.044	8	N
12A	17.349	8	Y
12I	9.188	8	N
13A	14.029	6	Y
13I	11.539	8	N
14A	12.671	8	N
14I	8.837	8	N
15A	9.383	8	N
15I	9.460	8	N
16A	7.932	8	N
16I	6.402	8	N
17A	9.138	8	N
17I	22.175	8	Y

TABLE B-14  
(Continued)

Item	Chi-Square	Degree of Freedom	Significance
18A	5.324	6	N
18I	4.556	6	N
19A	4.927	8	N
19I	6.482	8	N
20A	4.693	4	N
20I	1.139	4	N
21A	8.535	6	N
21I	4.111	4	N
22A	4.336	4	N
22I	5.226	2	N
23A	9.165	8	N
23I	7.315	8	N
24A	4.361	4	N
24I	1.082	2	N
25A	3.201	6	N
25I	7.734	8	N
26A	2.771	4	N
26I	3.593	6	N
27A	5.657	8	N
27I	11.721	8	N
28A	1.757	4	N
28I	10.009	4	Y
29A	7.140	4	N
29I	3.533	2	N
30A	1.989	4	N
30I	1.337	4	N
31A	4.735	8	N
31I	5.650	8	N
32A	7.727	8	N
32I	14.049	8	N
33A	5.921	8	N
33I	6.416	8	N
34A	5.410	8	N
34I	3.748	6	N
35A	13.619	8	N
35I	5.860	6	N
36A	4.498	8	N
36I	5.413	6	N
37A	7.230	8	N
37I	9.940	6	N

TABLE B-14  
(Continued)

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Item	Chi-Square	Degree of Freedom	Significance
38A	11.148	8	N
38I	4.334	6	N
39A	7.899	8	N
39I	5.570	6	N
40A	13.211	8	N
40I	9.867	8	N
41A	13.676	6	Y
41I	7.114	6	N
42A	5.268	4	N
42I	2.913	4	N
43A	10.399	8	N
43I	7.960	6	N
44A	6.408	4	N
44I	3.188	4	N
45A	9.017	4	N
45I	3.227	4	N
46A	4.001	4	N
46I	2.732	4	N
47A	1.671	4	N
47I	1.771	4	N
48A	3.795	8	N
48I	1.201	6	N
49A	5.990	6	N
49I	5.913	6	N
50A	6.069	8	N
50I	8.496	8	N

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TABLE B-15

Chi-Square Test of Significance at  
the .05 Level

Actual and Ideal Responses by Students

Item	Chi-Square	Degree of Freedom	Significance
1A	8.083	9	N
1I	2.746	6	N
2A	7.810	9	N
2I	5.221	9	N
3A	7.206	6	N
3I	1.658	3	N
4A	12.103	9	N
4I	7.365	6	N
5A	9.023	9	N
5I	5.824	6	N
6A	9.504	9	N
6I	4.498	6	N
7A	5.614	6	N
7I	1.674	3	N
8A	12.943	12	N
8I	18.522	12	N
9A	6.757	9	N
9I	4.424	6	N
10A	7.944	9	N
10I	9.629	9	N
11A	5.668	12	N
11I	8.512	12	N
12A	11.112	12	N
12I	16.476	12	N
13A	4.793	9	N
13I	13.702	12	N
14A	22.156	12	Y
14I	15.293	12	N
15A	9.946	12	N
15I	20.058	12	N
16A	5.939	12	N
16I	14.917	12	N
17A	18.715	12	N
17I	13.362	12	N

TABLE B-15  
(Continued)

Item	Chi-Square	Degree of Freedom	Significance
18A	5.706	9	N
18I	7.871	9	N
19A	12.359	12	N
19I	14.598	12	N
20A	6.786	6	N
20I	6.593	6	N
21A	7.655	9	N
21I	7.146	6	N
22A	5.106	6	N
22I	.293	3	N
23A	6.538	12	N
23I	7.880	12	N
24A	9.481	6	N
24I	3.968	3	N
25A	3.539	9	N
25I	8.004	12	N
26A	3.501	6	N
26I	4.838	9	N
27A	15.947	12	N
27I	14.666	12	N
28A	5.212	6	N
28I	4.663	6	N
29A	5.788	6	N
29I	5.234	3	N
30A	6.799	6	N
30I	5.946	6	N
31A	11.409	12	N
31I	21.120	12	Y
32A	18.545	12	N
32I	9.656	12	N
33A	12.286	12	N
33I	17.336	12	N
34A	10.361	12	N
34I	21.546	9	Y
35A	8.543	12	N
35I	15.796	9	N
36A	5.601	12	N
36I	2.833	9	N
37A	10.801	12	N
37I	8.858	9	N

TABLE B-15  
(Continued)

Item	Chi-Square	Degree of Freedom	Significance
38A	9.405	12	N
38I	5.883	9	N
39A	6.322	12	N
39I	8.022	9	N
40A	8.087	12	N
40I	14.779	12	N
41A	9.341	9	N
41I	9.392	9	N
42A	4.641	6	N
42I	5.930	6	N
43A	10.213	12	N
43I	7.341	9	N
44A	3.834	6	N
44I	5.994	6	N
45A	2.406	6	N
45I	6.724	6	N
46A	7.956	6	N
46I	8.137	6	N
47A	2.496	6	N
47I	4.160	6	N
48A	12.108	12	N
48I	16.224	9	N
49A	7.312	9	N
49I	11.150	9	N
50A	11.429	12	N
50I	14.720	12	N

TABLE B-16

Chi-Square Test of Significance at  
the .05 Level

Actual and Ideal Responses by Teacher

Item	Chi-Square	Degree of Freedom	Significance
1A	6.145	9	N
1I	4.914	6	N
2A	9.491	9	N
2I	5.752	9	N
3A	9.101	6	N
3I	5.233	3	N
4A	14.184	9	N
4I	4.238	6	N
5A	10.541	9	N
5I	18.664	6	N
6A	4.585	9	Y
6I	6.419	6	N
7A	5.647	6	N
7I	5.561	3	N
8A	13.433	12	N
8I	15.096	12	N
9A	8.435	9	N
9I	11.005	6	N
10A	5.659	9	N
10I	6.050	9	N
11A	11.959	12	N
11I	10.374	12	N
12A	13.671	12	N
12I	17.142	12	N
13A	7.262	9	N
13I	11.172	12	N
14A	12.372	12	N
14I	17.066	12	N
15A	8.871	12	N
15I	15.546	12	N
16A	10.082	12	N
16I	12.125	12	N
17A	11.314	12	N
17I	7.355	12	N

TABLE B-16  
(Continued)

Item	Chi-Square	Degree of Freedom	Significance
18A	8.777	9	N
18I	7.769	9	N
19A	14.182	12	N
19I	20.194	12	N
20A	5.401	6	N
20I	7.492	9	N
21A	8.386	9	N
21I	7.307	6	N
22A	4.670	6	N
22I	1.040	3	N
23A	15.488	12	N
23I	12.901	12	N
24A	5.400	6	N
24I	4.219	3	N
25A	7.493	9	N
25I	6.518	12	N
26A	4.755	6	N
26I	2.685	9	N
27A	10.553	12	N
27I	5.778	12	N
28A	4.743	6	N
28I	4.213	6	N
29A	2.500	6	N
29I	2.389	3	N
30A	8.041	6	N
30I	3.517	6	N
31A	11.552	12	N
31I	21.148	12	Y
32A	15.312	12	N
32I	12.708	12	N
33A	10.609	12	N
33I	11.583	12	N
34A	11.506	12	N
34I	20.279	9	Y
35A	6.523	12	N
35I	8.493	9	N
36A	7.663	12	N
36I	7.750	9	N
37A	10.527	12	N
37I	11.548	9	N



TABLE B-16  
(Continued)

Item	Chi-Square	Degree of Freedom	Significance
38A	4.592	12	N
38I	4.083	9	N
39A	5.573	12	N
39I	7.814	9	N
40A	8.965	12	N
40I	9.887	12	N
41A	9.573	9	N
41I	9.329	9	N
42A	2.456	6	N
42I	4.034	6	N
43A	7.802	12	N
43I	15.914	9	N
44A	6.299	6	N
44I	11.745	6	N
45A	4.481	6	N
45I	5.387	6	N
46A	9.739	6	N
46I	9.396	6	N
47A	2.707	6	N
47I	3.808	6	N
48A	20.084	12	N
48I	15.301	9	N
49A	11.217	9	N
49I	9.512	9	N
50A	8.586	12	N
50I	13.164	12	N

APPROVAL SHEET

The dissertation submitted by Lawrence C. Pekoe, Jr.  
has been read and approved by the following committee:

Dr. Max Bailey, Chairman/Director  
Associate Professor, Administration  
and Supervision, Loyola

Dr. Philip Carlin  
Associate Professor, Administration  
And Supervision, Loyola

Dr. Karen Gallagher  
Assistant Professor, Administration  
And Supervision, 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 now 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 Doctorate of Education (Ed.D.).

5-4-83  
Date

Max Bailey  
Director's Signature