



1992

An Analysis of the Catholic School Principal's Role as Perceived by the Pastors, Principals, and Teachers as Identified by Eight Major Administrative Functions in the Archdiocese of Chicago

George R. Kokaska
Loyola University Chicago

Follow this and additional works at: https://ecommons.luc.edu/luc_diss

 Part of the [Education Commons](#)

Recommended Citation

Kokaska, George R., "An Analysis of the Catholic School Principal's Role as Perceived by the Pastors, Principals, and Teachers as Identified by Eight Major Administrative Functions in the Archdiocese of Chicago" (1992). *Dissertations*. 3226.

https://ecommons.luc.edu/luc_diss/3226

This Dissertation is brought to you for free and open access by the Theses and Dissertations at Loyola eCommons. It has been accepted for inclusion in Dissertations by an authorized administrator of Loyola eCommons. For more information, please contact ecommons@luc.edu.



This work is licensed under a [Creative Commons Attribution-NonCommercial-No Derivative Works 3.0 License](#).
Copyright © 1992 George R. Kokaska

**AN ANALYSIS OF THE CATHOLIC SCHOOL PRINCIPAL'S ROLE
AS PERCEIVED BY THE PASTORS, PRINCIPALS, AND TEACHERS
AS IDENTIFIED BY EIGHT MAJOR ADMINISTRATIVE
FUNCTIONS IN THE ARCHDIOCESE OF CHICAGO**

By

George R. Kokaska

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

May,

1992

Abstract

George R. Kokaska

Loyola University of Chicago

AN ANALYSIS OF THE CATHOLIC SCHOOL PRINCIPAL'S ROLE AS PERCEIVED BY THE PASTORS, PRINCIPALS, AND TEACHERS AS IDENTIFIED BY EIGHT MAJOR ADMINISTRATIVE FUNCTIONS IN THE ARCHDIOCESE OF CHICAGO

The purpose of the study was to examine and compare how the leadership behavior of the Catholic elementary school principal in the Archdiocese of Chicago is perceived by the pastors, teachers, and principals and to examine and compare the relationship between how the principal actually is perceived to behave and how the referent groups expect the principal to perform.

The population consisted of 81 pastors, 364 teachers, and 103 principals from the Catholic elementary schools in the Chicago Archdiocese. A thirty-two item questionnaire was employed by the researcher for the collection of data. Participants responded by 1) ranking eight administrative functions according to their perceived priority, 2) indicating the percentage of time they perceive the principal actually spends performing each function, 3) rating the principal's effectiveness performing each of the administrative functions, and 4) indicating the percentage of time that principals should spend performing each administrative function. The data was analyzed using t-test to determine if role influenced referent group perceptions for each of the four areas.

The following conclusions were drawn: (1) The pastors place financing the school a higher priority in administrative functions than did the principals, (2) The teachers place a higher priority on student behavior in administrative functions than did the principals, (3) The principals place a higher priority on instructional leadership than both the pastors and the teachers, and (4) Human resource management was accorded high priority by all three referent groups.

Teachers feel principals spend the least portion of their time and rated them least effective when dealing with pupil related matters. Principals were rated very highly for their instructional and spiritual leadership. Pastors invariably rated the principals lower on every administrative function than the principals rated themselves. Pastors indicated they would prefer principals spend more time addressing areas that impact the parish community in general - school community relations, student behavior, and financing the school. Teachers also indicated they wanted the principals to spend a larger portion of their time in student discipline.

TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENTS.	iv
VITA.	v
LIST OF TABLES.	vi
LIST OF FIGURES	viii
CHAPTER	
I. INTRODUCTION	1
Purpose of Study.	2
Significance of Study	3
General Questions	4
Hypotheses.	5
Definitions of Terms.	6
Limitations of Study.	7
II. REVIEW OF LITERATURE	8
Introduction.	8
Leadership Behavior Theory and Role Expectations.	8
Summary	22
Review of Related Literature.	23
III. METHODS AND PROCEDURES	27
Introduction.	27
Collection of Data.	27
Instrument.	31
Sample and Data Collection Procedures	32
Analysis of Data.	34
IV. PRESENTATION AND ANALYSIS OF DATA.	36
Introduction.	36
Descriptive Data and Analysis	37
Inferential Statistics.	51
Hypotheses Testing.	53
V. SUMMARY AND CONCLUSIONS.	64
Introduction	64
Analysis and Conclusions from Data.	64

TABLE OF CONTENTS
(continued)

	Page
Implications for Principal Evaluation	71
Implications for In-Service Training and Practice.	73
Recommendations for Further Research.	74
FOOTNOTES	76
APPENDICES	
A. Letter of Endorsement.	79
B. Cover Letters.	80
C. Questionnaire.	83
BIBLIOGRAPHY	

ACKNOWLEDGMENTS

The writer wishes to express his appreciation to the numerous principals, teachers, and pastors in the Archdiocese of Chicago who contributed to this study by their responses to the questionnaires. Without their responsible participation, this research project would not have been possible.

Further appreciation is extended to the writer's doctoral committee whose suggestions and advice were decidedly beneficial in making this a most rewarding research experience. A special note of gratitude and sincere appreciation is due Dr. Edward Rancic who served as a highly capable chairman and whose assistance, confidence, and genuine encouragement contributed greatly to the successful completion of this study.

Appreciation is also expressed to Dr. Phillip Carlin, committee member, for his constructive help and timely advice which have given the researcher years of support and understanding.

Gratitude is expressed to Dr. Arthur Safer, committee member, for his support and constructive guidance.

Finally, the writer expresses special appreciation to his family; to his parents for their encouragement of his education; to his wife, Elaine, for her unfaltering patience, sacrifice, and encouragement; and to his children, Cheryl, G.J., and Robert, who have been most supportive. The contributions and sacrifices of the author's family will always be remembered.

VITA

George R. Kokaska was born on September 12, 1945, in Chicago, Illinois. He is the son of the late George and Elsie Kokaska and is married to Elaine J. Kokaska. They have three children, Cheryl, George, and Robert.

His elementary and secondary education was obtained in the public schools of Riverside, Illinois. He entered Loyola University, Chicago, and there earned the degree of Bachelor of Science in 1967.

From 1967 through 1972, the author was employed as an elementary teacher in the Archdiocese of Chicago. In February, 1971, he was awarded the degree Master of Education in the area of Administration and Supervision from Loyola University, Chicago.

The author has been an elementary school principal in the Archdiocese of Chicago from 1972 through 1992.

LIST OF TABLES

Table	PAGE
1. Population involved in the study.....	33
2. Questionnaires returned by sample groups.....	33
3. Mean priority ranking of administrative functions.....	38
4. Mean percentage of time actually spent by principals.....	38
5. Principal effectiveness in performing administrative functions.....	40
6. Mean percentage of time that principals should spend on each administrative function.....	41
7. Summary of means and pooled t-test value for pastors vs. principals in their perceptions of priority rank of each administrative function.....	54
8. Summary of means and pooled t-test value for teachers vs. principals in their perceptions of priority rank of each administrative function.....	55
9. Summary of means and pooled t-test values for pastors vs. principals in their perceptions of actual performance time of each administrative function.....	57
10. Summary of mean and pooled t-test values for teachers vs. principals in their perceptions of actual performance time of each administrative function.....	58
11. Pastors' and principals' perceptions of principal effectiveness in performing each of the administrative functions.....	59
12. Teachers' and principals' perceptions of principals' effectiveness in performing each of the administrative functions.....	60

Table

PAGE

13. Summary of mean and pooled t-test values for pastors vs. principals in their perceptions of ideal performance time of each administrative function.....	61
14. Summary of mean and pooled t-test values for teachers vs. principals in their perceptions of ideal performance time of each administrative function.....	62

LIST OF FIGURES

Figure	Page
1. The school as a social system.....	15
2. Graph of priority of actual time and effectiveness for principals performing each of the administrative functions.....	43
3. Graph of comparison of collective perceptions of actual and ideal perceptions of time principals spend and should spend on each of the administrative functions.....	45
4. Priority ranking of each of the administrative functions.....	46
5. Referent group percentage of time allocated that principals actually perform the administrative functions.....	48
6. Referent groups ranking of principal effectiveness in performing each of the administrative functions.....	50
7. Referent group preferences for percentage of time allocated to performing the administrative functions.....	52

CHAPTER I

INTRODUCTION

Leadership is the primary role of the Catholic elementary school principal. The elementary principal in the Archdiocese of Chicago is confronted by two major responsibilities. The principal is responsible to the pastor of the parish, but must also be responsive to the members of their own professional staff. Expectations of how the principal should behave as a leader are imposed by both the pastor and the staff. When these expectations are compatible or similar, the principal should encounter little difficulty in adjusting to them. But to the extent expectations are in conflict or incompatible, the principal is in a position of potential role conflict. How should a principal behave as a leader? Should his or her major responsibility be to the expectations of the pastor or to those of the staff? Or should the principal persist in their own style of leadership regardless of what either the pastor or staff may desire? Should the principal attempt to respond to the expectations of both the pastor and the staff? These questions are of constant concern to principals in the Archdiocese of Chicago and are also of concern to those involved with the training of principals at the pre-service and the in-service levels. They are also of great concern in the evaluation process of principals. Conflicting perceptions and expectations faced by Catholic school administrators can contribute to ineffective leadership.

There is a need to study the relationship between the elementary

principal's perception of his or her own behavior and the perceptions and expectations teachers and pastors have regarding their behavior.

PURPOSE OF THE STUDY

The primary purpose of this study is not to evaluate the effectiveness of the Catholic elementary principal's leader behavior but to determine the relationship between their own perception of how they behave, their pastor's perception, and the staff's; and to determine the corresponding relationship between their own beliefs concerning how they should behave as a leader and those of the pastor, and of the staff. If the principal, pastor, and staff agree about the principal's ideal behavior, the results should be at least a partial basis upon which to infer a program of leadership training and evaluation. However, if there is a lack of agreement, not only in respect to how the elementary principal should behave, but also in the perception of his behavior, the task of training and evaluating will be more complex. This study is closely related to the question of evaluating the performance of the elementary school principal in the Archdiocese of Chicago.

More specifically, this study of the leadership behavior of Catholic elementary school principals has two purposes:

- 1 - to compare how the principal is perceived by his or her pastor, teachers, and the principals themselves;
- 2 - to compare the pastor's, teacher's, and principal's ex-

pectations of how the principal should behave as a leader.

Primarily, this study will seek answers to the following three sets of questions concerning relationships:

- 1 - What is the relationship between descriptions of the principal's behavior as a leader obtained from pastors, members of faculties, and principals?
- 2 - What is the relationship between the expectations of the pastors, members of faculties, and principals concerning how the principal should behave as a leader?
- 3 - What is the relationship between description of how the principal actually behaves as a leader and expectations of how he should behave?

SIGNIFICANCE OF THE STUDY

The significance of this study of Catholic elementary school principals is that it is aimed at a better understanding of the elementary principalship in the Archdiocese of Chicago. The findings should have relevance for the evaluation of the principal's work, for administrative theory, and for in-service training of principals. The specific objectives of this study are, however, simpler: primarily this is a study of relationships: to determine the relationship between the principal's own perception of how he or she behaves, the pastor's perception and the staff's; to discover the corresponding relationship be-

tween the principal, the pastor's and the staff's beliefs as a leader; and to discover the relationships between expectations held for the principal and the corresponding perception of their behavior by each of the three respondent groups.

GENERAL QUESTIONS

This study is an attempt to determine the relationships of role concepts held for the Catholic elementary principal by pastors, principals and staffs. In addition to determining how the staff, principal, and pastor appraise the real behavior of the principal; it is also important to determine how they believe the principal should ideally behave. Evidence of the "ideal" and "actual" behavior will provide the opportunity to study the relationship which exists between each group from the various schools studied.

The specific questions defining the sphere of this study are:

1) To what extent do pastors, staff members, and Catholic elementary school principals themselves agree in their descriptions of the principal's leader behavior? 2) How do these same respondents believe an ideal Catholic school principal should behave?

Other questions to be answered are:

1 - Does the principal's own "actual" leadership behavior agree more closely with the staff's perception of the principal's "actual" leadership behavior, or the pastor's

concept of the principal's "actual" behavior?

- 2 - Does the principal's own "ideal" leadership behavior agree more closely with the staff's perception of the principal's "ideal" leadership behavior, or the pastor's concept of the principal's "ideal" leadership behavior?
- 3 - Is there agreement of the pastor and staff regarding the "actual" leadership behavior of the Catholic elementary school principal?
- 4 - Is there agreement of the pastor and staff regarding the "ideal" leadership behavior of the Catholic elementary school principal?

HYPOTHESES SET FORTH FOR THIS RESEARCH

Eight hypotheses provided focus for this study. These hypotheses are stated in the null form.

1. There is no significant difference in the perception of pastors and principals in the priority of administrative functions.
2. There is no significant difference in the perception of teachers and principals in the priority of administrative functions.
3. There is no significant difference in the perceptions of pastors and principals regarding the percentage of time principals actually

- spend performing administrative functions.
4. There is no significant difference in the perceptions of teachers and principals regarding the percentage of time principals actually spend performing administrative functions.
 5. There is no significant difference in the perceptions of pastors and principals regarding the effectiveness of principals in performing administrative functions.
 6. There is no significant difference in the perceptions of teachers and principals regarding the effectiveness of principals in performing administrative functions.
 7. There is no significant difference in the perceptions of pastors and principals regarding the percentage of time principals should spend performing administrative functions.
 8. There is no significant difference in the perceptions of teachers and principals regarding the percentage of time principals should spend performing administrative functions.

DEFINITION OF TERMS

For the purpose of this study, the following terms are defined:

Pastor - the priest of a parish who has total authority for the administration of the parish

Perception - a process and a pattern of responses to stimuli

Principal's Actual Behavior - what the principal is actually doing to carry out the duties of a given principalship

Principal's Ideal Behavior - what is ethically believed to be the role responsibilities of a given principalship

Role - a set of expectations which others have of the behavior an individual will exhibit as an occupant of a position

Staff - all employed classroom teachers and support personnel

LIMITATIONS OF THE STUDY

1. The sample included 364 elementary teachers, 81 pastors, and 103 school principals in the Archdiocese of Chicago. The scope of the investigation was limited to forty-five percent of the total elementary principals in the Chicago Archdiocese.

2. Not all the terms of the questionnaire had a precise definition. Terms such as "Somewhat Effective" , and "Moreso Effective" are open to subjectivity and are difficult to fully assess.

3. The study was limited largely to attitudes and perceptions of the Catholic elementary principal. No attempt was made to verify the correctness of the perceptions expressed by those included in the survey.

CHAPTER II

REVIEW OF LITERATURE

INTRODUCTION

This chapter reviews the literature and related research pertinent to this study. The review is divided into two major sections. The first section presents the concept of leader behavior and role expectations setting up the theoretical framework of the study. This section also reviews published articles, policies and documents relating to principal behavior and the expectations and responsibilities indicative of a Catholic school principal. School effectiveness research (Brookover) has shown that principals make a difference in the quality of education in a school (1). Although these and other efforts have identified specific leadership behaviors, the essence of effective leadership remains somewhat obscure. The second section reviews other relevant studies and research related to the preceptions of the leadership behavior role of the principal.

LEADER BEHAVIOR THEORY AND ROLE EXPECTATIONS

One of the first tasks of this chapter will be to differentiate "leader behavior" from "leadership". Halpin (2) states, the distinction between "leader behavior" and "leadership" is more than merely academic, for the specific term we choose determines the kind of questions we ask,

and for this reason also dictates the form our answers will take. For example, to ask "What is Leadership?" presupposes the existence of a specified capacity in regard to "leading". This question predicates within the individual an attribute or inherent characteristic of behavior, and implies further that this attribute, like intelligence or clerical aptitude, functions with equal force in a variety of situations. A question so phrased also suggests that individuals differ in their capacity, or potential, for "leadership" and that this potential is probably determined by intrinsic factors in the person. It is an easy step from this position to the inference that this potential is identifiable and hence measurable - that some individuals possess it in a high degree and others in lesser degree; and that, if we can only discover how to measure it, we shall be able to screen the "leaders" from the "non-leaders". Those who hold this view tend to hold little support for training individuals in leadership behavior skills, for when leadership is conceived principally as an inherent capacity or potentiality, there is meager justification for devoting time to training for it. The chief personnel task becomes one of discovering the proper formula for identifying and measuring leadership "ability".

In contrast, consider the concept of "leadership behavior" and what it implies. This concept focuses upon observed behavior rather than upon suitable capacity inferred from this behavior. No presuppositions are made about a one-to-one relationship between leader behavior and an underlying capacity or potentiality presumably determinative of this be-

havior. No previous assumptions are made that the leader behavior which a leader exhibits in one group situation will be manifested in other group situations. This may be true; but the answer to this question is left open for empirical verification rather than incorporated as an implicit assumption into the definition. Nor does the term "leader behavior" suggest that this behavior is determined innately or situationally. Either determinate is possible, as is any combination of the two, but the concept of leader behavior does not itself predispose us to accept one in opposition to the other. While attention focused upon behavior rather than capacity, there is greater promise of the possibility of training individuals to specified forms of leader behavior. Changes in behavior can presumably be induced through appropriate training, but the concept of capacity, by definition, implies a fixed level of ability and hence trusts the burden of personnel determination upon selection, not training.

In 1948, Stogdill (3) examined 124 studies on the relationship of personality factors to leadership. He concluded a person does not become a leader by virtue of the possession of some combination of traits, but the pattern of personal characteristics of the leader must bear some relevant relationship to the characteristics, activities, and goals of the followers. Thus, leadership must be conceived in terms of the interactions of variables which are in constant flux and change. Therefore, leadership is not a matter of passive status, nor does it devolve upon a person simply because he is the possessor of some combination of traits. Rather, the leader acquires leader status through the interactions of the

group in which he participates and demonstrates his capacity of assisting the group to complete its tasks. (4) This approach, being interactional or group orientated, will generally be the accepted focus for the purposes of this research.

A great number of studies have been made of leadership and the relationship of leadership to the group. Myers, after making an extensive analysis of these studies, proposed the following generalizations which are supported by two or more studies:

1. Leadership is the product of interaction, not status or position.
2. Leadership cannot be structured in advance. The uniqueness of each combination of persons, of varying interactional patterns and a varying goals and means, and of varying forces within and without impinging upon the group will bring forth different leaders.
3. A leader in one situation will not automatically be a leader in another situation.
4. Leadership does not result from a status position, but rather how a person behaves in the organization.
5. Whether a person is a leader in a group depends upon the group's perception of him.
6. The way a leader perceives his role determines his actions.
7. Leadership fosters positive sentiments toward the

activity and persons in the group. (5)

Halpin's model or paradigm for the study of administrator behavior in education can be useful in examining the leadership behavior of elementary school principals. (6) Halpin defines administration as a human activity with at least the following four components: 1 - the task, 2 - the formal organization, 3 - the work group, and 4 - the leader. Halpin defines group goals as group achievement and group maintenance. (7) He also points out the group leader must be committed to these goals. Halpin then reasons that leader behavior associated with group goals must be delineated. He accepts as the two major dimensions of leader behavior "initiating structure in interaction" and "consideration," dimensions that were identified by studies done by Hemphill. (8) A study was made by Halpin of the relationship between the two leader-behavior dimensions, initiating structure and consideration, and the two group goals, group achievement and group maintenance. (9) He found that effective leaders are those who score high on both dimensions of leader behavior. Using these concepts, Halpin developed a paradigm for analyzing leader behavior. (10) He presented the paradigm in a series of diagrams. In brief outline form, the model follows:

Panel I Organizational task

Panel II Administrator's perception of the organization's task

1. Behavior as decision maker

2. Behavior as group leader

- Panel III** **Variables associated with administrator's behavior**
1. Administrator variables
 2. Intraorganization variables
 3. Extraorganization variables
- Panel IV** **Criteria of administrator effectiveness**
1. Evaluation of administrator as decision maker
 - a. Organization maintenance
 - b. Organization achievement
 2. Evaluation of administrator as a group leader
 - a. Organization maintenance
 - b. Organization achievement (11)

This brief description does not do justice to the implications of the paradigm for the study of leadership behavior, but it is sufficient to suggest the following relationships relative to this study:

1. The school system's task may be largely defined by authorities external to the group by means of laws and regulations.
2. The administration's perception of the school system's task may be different than the perceptions of other members of the organization. This is a potential source of conflict.
3. Different groups within the system may have goals that

are in conflict with the task of the organization. This is a potential source of difficulty.

4. The administrator, in order to be effective, must be a group leader, and this may be difficult if the goals of primary groups are in conflict with the goals of the formal organization. When such a situation occurs, informal organizations develop in order to achieve the goals of the primary groups. The task of the administrator-leader is then to bring the formal and informal groups into congruence with respect to goals, if he is to be an effective leader.

The role of the Catholic school principal is very important. As Sister Susanne Perri, O.P. observed, "the latest school research shows a close creative linkage between the principal as strong educational leader and an effective school" (12. p.67). She concludes, as an educational leader, the principal leads, manages, models, and coaches. That adds up to many expectations. Role expectations are those forces in the individual and the environment that combine to determine behavior and also specify the appropriate behavior of a specific position (13). Role expectations have an important organizational function and are based on the interaction between institutional and personal dimensions. In other words, individuals have needs and develop patterns of behavior which must be congruent with institutional demands. Getzel's and Guba's model of the school as a social system provides direction for those ex-

aming organizational behavior. The model is shown in Figure 1. There are two basic elements: 1) the institution (nomothetic), which is defined in terms of roles and expectations, and 2) the individual (ideographic), which is defined as the personalities and needs of the organizations's actors. Social behavior may be understood as a function of these major elements: institution, role, and expectation, which together constitute the nomothetic or normative dimension of activity in a social system, and individual, personality, and need-disposition, which together constitute the idiographic or personal dimension of activity in a social system.(14)

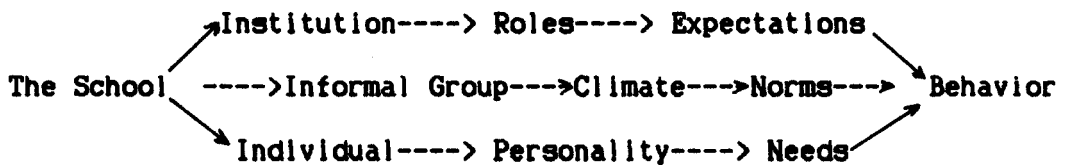


FIGURE 1. The school as a social system

As shown in Figure 1, the parts are interdependent. The role represents a position of status within the institution and the expectations help to explain the behavior of the position holder. It seems logical that when expectations from teachers are in conflict with those of the principal, his or her behavior may be altered. But others also make their presence felt.

Boards of education, pastors, teachers, legislators, church scholars, community members, parish staffs and the central diocesan office have divergent role expectations. For example, Afton noted

"school boards often view the principal from the managerial viewpoint and evaluate him on the basis of the efficiency with which the school operates" (15, p. 73). Roe and Drake concurred with Afton,

The priority of the role emerges when certain activities are rewarded, reinforced, and praised and others are disregarded or discouraged. The reality of the situation is that central administration and Boards of Education reward and reinforce the well-managed, efficiently operated schools (16, p. 337).

The Archdiocese of Chicago maintains, as stated in the "Criteria For Excellent Catholic Schools" (March 1988), "The primary responsibility of the principal, together with the staff, is to nurture the life of faith through commitment to the welfare of the student and the quality of the educational program. The principal is first and foremost the faith leader of the school." (17) Teachers, key members of the school community, appear to further complicate the matter of role expectations and leadership behavior. The literature indicated that the ambiguity of teacher expectations also affects their job satisfaction. Bidwell's study supports this assumption. He found that incongruent expectations contributed to teacher dissatisfaction with the school system in general. This affected relations with fellow teachers, pupils, and parents. He further noted that, "when role expectations are congruent, teachers felt secure in their relationship with the principal" (18, p.94). On the basis of his research, Bidwell concluded:

If the administrator acts as teachers feel he should, the teachers will tend to be comfortable. On the other hand, if they are of the opinion that the administrator is not fulfill-

ing his role as they see it, tension often results (19, p.94).

But teachers disagree among themselves and their expectations appear to fluctuate. A study supported by USOE indicated their propensity to vacillate:

Teacher expectations of the principal, which predominates in the minds of faculty members, may fluctuate between instructional leader, business manager, curriculum director, bureaucrat, representative of the superintendent, or representative of the faculty (20, p.34).

Another viewpoint to be considered is that of the community. McNally found that communities are similar to boards of education and teachers. They have varied expectations of what principals are for, what they do, and what they should not do (21). Results of the 1991 annual Gallup Poll support his findings (22). The poll indicated the public is thoroughly consistent in its perceptions that 1) students in the public schools of the U.S. lack discipline and 2) improved discipline is the answer to many of the school's problems. In the 1991 poll the general public ranked discipline second among the biggest problems with which public schools in their communities must deal, gave a disciplined environment (free of drugs and violence) the number-one ranking among the six national goals, ranked maintenance of student discipline second among factors important to parents in choosing a public school for their child, and rated firmer discipline first among suggestions for helping

low-income and racial or ethnic minority students succeed in school. These perceptions clash with the opinions of teachers, who usually perceive discipline problems to be much less serious. In choosing a school, people say they would look first at the quality of the teaching staff, at the maintenance of discipline, at the curriculum offered, at the size of classes, at test scores, and at the track record of graduates.

Recent school effectiveness research by Wilbur Brookover, et al., Ronald Edmonds, and Michael Rutter, et al. has shown that principals make a difference in the quality of education within a school (23). Brookover and Lezotte's extensive research into school effectiveness explicated leader behaviors resulting in positive school outcomes. On the basis of their research, they concluded that the principal should be an assertive instructional leader and strong disciplinarian who emphasizes achievement and evaluation of basic goals (24).

This brings us to the role of a Catholic school principal. It is perhaps useful here to begin with a practical outline of qualities which are outlined in the document describing the ideal: "Those Who Would Be Catholic School Principals", (25, Manno, 1985). This provides a guide to all those who are involved in the formation of Catholic school leaders. As described in this document, the Catholic school principal should be: "a believing and practicing Catholic...loyal to the church and accepting its authentic teaching...prayerful, faith-filled and committed to spiritual growth." (p.11) As pastoral leader, the principal, according

to the document, aims to mold the school community into a God-like family by being a loving and wise person who:

-articulates the Catholic educational vision
-knows the process of faith and moral development
-knows the content and methods of religious education
-leads the school community in prayer
-provides spiritual growth opportunities for faculty, students, and others
-integrates Christian social principles into the curriculum and life of the school
-links the school with the church-local and worldwide.

The Catholic school principal is to set out to be and to create the ideals listed above. All of these ideals are unique to the role of the Catholic school leader, and certainly are beyond the total vision of administrators in other school systems. This distinctive role of the zealous Catholic school leader is aptly summarized by Father Ed McDermott, S.J. (1985), in the lead volume of the NCEA Keynote Series "Distinctive Qualities of the Catholic School" when he speaks of Catholic school administrators as "Stewards of Peoples and Things:"

Administrators, finally, are called to be the activators of the school's apostolic mission. They give high priority to the religion classes and with the help of prayer, the sacraments, the Eucharistic liturgies, they show that growth in faith is central to the purpose of the school. Faith as the content of revelation and the Christian message is taught; faith as "the total adherence of a person under the influence of grace to God" is encouraged by word and deed, example and symbol. The principal, whether lay or religious, summons the

school's community to worship--that highest form of human activity....The Mass is the central act of the church; it is the center of the Catholic school (26). (pp. 44-45)

Reiterating the importance of the ministry of the Catholic school, Vatican II's "Declaration on Christian Education" emphasizes the principal's role as witness of the Gospel. As such, the school principal must be willing to recognize that responsibilities extend beyond the school to the total parish. Manno (1985) described three aspects of the principal's responsibilities: spiritual leader, educational leader, and manager of the school community. This model recognizes well that principals in Catholic schools have duties which extend beyond those of their public school counterparts. Public principals, functioning within a district with a board of education, are building persons; they carry out an educational program in a given building.

The Catholic school principals are more than building educational leaders; they are also spiritual leaders called to a ministry of service in the Christian community. Moreover, since the Catholic school principal cannot turn elsewhere for the management aspect of their schools, these principals are also managers.

Approximately 75 percent of the Catholic elementary schools in the United States are operated as single-parish school (27). Ultimately, each is the responsibility of the pastor of the parish and is subject to the same church laws that govern parishes. These state that the pastor

has the exclusive right to act on behalf of the parish in all juridic affairs, is responsible for the administration of all parish goods, and within the limits of the law has the ultimate authority in the parish and therefore in the parish school. The "Code of Canon Law" does not mention education boards or commissions; however, one should presume that where they exist they must be constituted in a manner which is consistent with existing canons and diocesan legislation.

In practice, it is the school principal who functions as the administrator of the school and the member of the parish staff who works with the school board/committee. There is obvious accountability to the parish administrator, the pastor. A good working relationship between the pastor and principal, including mutual respect and trust, is key to the effective operation of the school and ultimately the parish. The pastor and principal need to take time to share their beliefs and values in regard to Catholic education. The principal needs to know clearly what the pastor's expectations are concerning the principal's ministry in the school and in the larger parish setting. (28)

When the majority of principals were appointed by the religious congregation, hiring was not the issue it is today. The question of who hires is basic to the understanding of accountability. The parish is obligated to follow diocesan policy in this and all other education matters. However, because of differing practices and the changing role of local boards, it is necessary to consider hiring practices as well as roles and relationships among parish leaders.

The Archdiocese of Chicago has a very clear policy regarding the hiring of the principal which is described in the following guidelines for Policy 165 (1991):

The pastor shall notify the principal, in writing, of contract renewal or non-renewal no later than March 1 of the year preceding the next contract year. A principal who has been offered renewal shall inform the pastor, in writing, of the intent to renew no later than March 15 or fourteen (14) calendar days after the offer, whichever is later. Failure of the principal to inform the pastor by this date shall constitute a rejection of the contract offer. Any adjustment in this standard shall be the result of a collaborative decision of the pastor and the principal. This adjustment shall be written and signed by both parties. (29)

Recognizing that the pastor has the final word and is as a matter of fact the "employer" of the principal, Father John Gilbert believes that the pastor should make it an absolute practice that no one is hired without the involvement of board and staff. (30) Standard personnel practice recognizes that the person who hires is the one ultimately responsible for evaluation and continuation of the contract. Regular discussions and a commitment to keep one another informed will provide a good basis for the more formal annual evaluation carried out every year.

SUMMARY

Principals, then, appear to be caught in a web of expectations and constraints from, and under the influence of, pastors, teachers, parish community, diocesan central office, boards of education, church scholars and school parents. The principals themselves are an important referent group. However, when asked about their role, they have not been able

to reach consensus. Some, as Barth observed, see their roles as:

Glorified plant managers who maintain order, maximize production, and minimize dissonance. And, like teachers, Barth also noted that many feel guilty because they know they are not doing, cannot do, what is expected of them (31, p. 123)

Stanavage's portrayal of the principal accurately sums up their plight:

In no other group...is the crises of identification so acute as that suffered by the principal. From its inception, the principalship has been schizoid beyond belief. The principal has been all things to all people, fatuously attempting to play each of these roles in season and out, in tandem and concurrently (32, p. 3).

REVIEW OF RELATED LITERATURE

The subject of educational leadership has been pursued by a number of investigators and writers. There are numerous studies of leadership behavior which vary widely in content and scope. In examining the research, a number of studies have been conducted regarding comparisons of role expectations of the principal but none were directly related to the Catholic school principal.

Thorin (1961) did a research study 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 behave and actually behave in 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 su-

perintendent, 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. One of his conclusions was that principals did not have an accurate perception of the total role to be performed. (31)

James Roberts (1963) did a study to determine the relationship between the elementary principal's perception of how he behaves, his superintendent's perception, and the staff's; and to determine the corresponding relationship between his own beliefs concerning how he should behave as a leader and those of his superintendent, and the staff. Using the Leader Behavior Description Questionnaire on a selected sampling, the study attempted to determine the perceived real and ideal behavior of elementary principals. Major conclusions were: 1) teachers are essentially in agreement in their perception of their principal's behavior, 2) the staffs vary significantly from school to school in their expectations of how a principal should behave in regard to Consideration. However, staffs do not differ from school to school in their expectation of the principal regarding Initiating Structure. 3) The superintendents when compared with staffs tend to describe the principals as higher on leadership behavior. In general, the principal does not see himself as does his staff or superintendent in respect to either Consideration or Initiating Structure. (32)

Robert Pinckney and James Sweeney (1983) conducted research on the expectations of the central office and the teachers of the elementary principal. The study began by identifying six administrative functions of building principals. These functions were based on activity logs principals kept over a thirty day period. Pinckney and Sweeney then looked at the priority rankings teachers, principals, and central office staff gave these six functions, the percentage of time they thought principals actually spent on each, and the percentage of time they believed principals should spend on each. Human resource management and instructional leadership topped the priority list for all three groups, but after that, there were dramatic differences. Both teachers and principals named student behavior their number three priority, but the central office put it in fifth place. Conversely, school community relations ranked third in importance in the eyes of the central office, but only fifth to teachers and principals. In addition, the researchers found all three groups agreed that building principals are most effective in carrying out school community relations - even though it may be a low priority to the principals themselves and to their faculties. Equally revealing, teachers ranked their principals as least effective in student behavior control and wanted twice as much time spent on that function as did the principals themselves. Another discrepancy showed up under the question of how much time a principal should spend on instructional leadership, or activities directly related to maintaining or improving instruction. The central office administrators and principals themselves agreed

that about thirty percent of the principal's time should be spent on this function, but teachers said less - only twenty percent.

CHAPTER III

METHODS AND PROCEDURES

This chapter describes the methods and procedures that were used to gather and analyze the data required for the study. In a procedural manner, this phase of the study had four purposes: 1- to prioritize the eight administrative functions performed by the Catholic elementary school principal by (a) the pastors, (b) the staffs, and (c) the principals themselves, 2 - to acquire percentage descriptions of time that the principals were perceived to have actually spent on each function, 3 - to acquire the effectiveness principals are perceived to have performed in each function, and 4 - to acquire percentage descriptions of time that the principals should spend on each administrative function.

The following three sections will review the research design. The first section, "Collection of Data," describes the development of the instrument used to collect the data, the design of the questionnaire, and validity of the instrument. The second section, "The Sample," will review collection of data procedures and sample. The third section, "Analysis of Data," reviews the analysis of data procedures and the statistical methods used in the treatment of the data.

COLLECTION OF DATA

The instrument entitled "Catholic School Principal's Role Survey" was organized into four parts. The first section of the questionnaire

consisted of six questions designed to gather demographic data. This part identified: respondent position [pastor / principal / or teacher], sex, age, number years experience in this position, school size, and location within the diocese.

In the second section, the respondents were asked to priority rank a list of eight administrative functions as they perceived the importance of the function to their position. The eight categories of administrative functions Catholic school principals perform were derived by analyzing two major documents of the Archdiocese of Chicago - The Administrative Performance Evaluation publication from the Office of Catholic Education and the Criteria For Excellent Catholic Schools (March, 1988). Within the Administrative Performance Evaluation document, reference is made to two sections: 1) Responsibilities of the Principal and 2) the Principal Performance Review. Within the Criteria For Excellent Catholic Schools, reference is made to the section on Leadership and its thirty descriptors of how the Catholic school principal should behave providing leadership in the Catholic school.

The role expectations and responsibilities were analyzed and placed into functional areas which have been identified through a review of the literature. The theoretical bases of this study are the various responsibilities common to the elementary school principal and to the Catholic elementary school principal in particular. Through the use of administrative practice and theory text descriptions of major role responsibilities and related research studies, a common core of functional areas were iden-

tified. (36) The eight functional areas identified were: 1) Human Resource Management, 2) Instructional Leadership, 3) Non-Instructional Management, 4) Pupil Personnel, 5) School-Community Relations, 6) Learning Environment Management, 7) Financing the School, and 8) Spiritual Leader / Faith Development. These areas are described below:

1. Human Resource Management - assists teachers to motivate students to learn at the optimal level, and assists staff in obtaining maximum use of their potential for reaching personal and organizational goals. Recruits, interviews, and hires teachers; orients new faculty, provides for staff development, staff recognition, and the motivation of staff to establish and communicate high academic expectations.
2. Instructional Leadership - enhances student learning through updating curricular and instructional materials, evaluates staff for the purposes of improvement, and evaluates educational program and student progress; facilitates the productive and harmonious work of the professional staff in concert with the school's philosophy, goals, and objectives, in the development of a well-defined and comprehensive curriculum.
3. Non-Instructional Management - Schedules all routine and special activities and supervises logistical matters and the school plant, including utilization of space, plans for capital improvements, efficient maintenance program, and procedures for disaster drills.
4. Pupil Personnel - meets with students individually and in groups

to address their problems and concerns, promotes student involvement in co-curricular and extra-curricular activities, sets absence and tardiness procedures, provides counseling and guidance services, maintains adequate records, and approves a grievance process for students.

5. **School-Community Relations** - communicates with parents and promotes the school through advisory committees, parent-teacher organizations, needs assessments, and the media; responsible for the total marketing of the school as to continue to attract students.
6. **Learning Environment Management** - develops and maintains discipline standards which provide students with a clear understanding of expectations for behavior inside and outside the classroom, and provides an educational atmosphere conducive to learning; establishes discipline policy, dress guidelines, drug and smoking policies, suspension, expulsion, and promotion policies.
7. **Financing the School** - initiates the budget-planning process, provides regular financial reports, ensures careful record-keeping, tuition collections, and payment of bills; organizes fund-raising programs, purchasing procedures and scholarship opportunities.
8. **Spiritual Leader / Faith Development** - provides a strong sense of direction and communicates faith and hope to the staff. The administrator trusts and serves the staff and seeks to bind it into

a faith-filled community; nurtures the life of faith through commitment to the welfare of the student and the quality of the educational program.

The third section asks for the three referent groups' perception of the relative percentage of time that the principal allocates to performance of each of the eight administrative functions. In addition, the respondents were asked to indicate the extent of effectiveness of the administrator while performing each of the functions using the scale: (1) ineffective, (2) not very effective, (3) somewhat effective, (4) more so effective, and (5) highly effective.

The fourth section asks for the three referent groups' perception of the relative percentage of time that the principal "ideally" should spend on each of the eight administrative functions. The total amount of time for each percentage question should have totaled 100% respectfully.

Validity of the Instrument

The validity of the survey instrument was determined by the technique referred to as validation by experts. (37) For this purpose a panel of twenty-five judges, composed of seventeen teachers in one elementary school and eight principals from the Archdiocese of Chicago, were used to test the survey. Each participant was asked to complete the instrument and make comments as to wording, structure, clarity of directions, and any other possible ambiguities. The judges found the survey easy to complete with the exception of totaling one hundred percent on the percentage questions. Revisions were made by adding a direction statement to each quest-

ion for the responses to "Total 100%" for each question. It was the Judges opinions that the survey had high content validity and the instrument did ask questions the respondents were familiar with and would be able to answer. The final questionnaire was changed as suggested by the Judges. The questionnaire can be found in Appendix C.

SAMPLE AND DATA COLLECTION PROCEDURES

The Chicago Archdiocese has three hundred twenty three elementary schools (1991-92) employing 8,017 teachers. Each school is administered by a local principal and is operated within the defined boundaries of a parish. The parish is headed by an assigned pastor. The subjects for this study are elementary school teachers, pastors of parishes with schools and principals of those schools. All subjects are agents of the Cardinal Archbishop, Archdiocese of Chicago, a Corporation Sole. One hundred sixty schools were chosen at random from the 1991-92 School Directory by taking every other school name as listed in the directory. Eighty schools were from the City of Chicago and eighty from the suburbs surrounding the city. A "Survey Packet" was sent to each of the school's principals. Each packet contained a cover letter to the principal describing the research and asking them to be responsible to pass the enclosed sets of material to each of four teachers and to the pastor. Each set consisted of a cover letter, survey, function description page, and self-addressed stamped envelope. Each of which can be found in Appendix B. All study participants were advised that information received would be held in strict confidence and no individual school or person would be identified by name in the study. The total amount and profile

of the sample for this study consists of the following:

TABLE 1. --Population Involved in the study

	Teachers	Principals	Pastors
City of Chicago	360	80	80
Suburbs	360	80	80
TOTAL	720	160	160

N = 1040

Participants were urged to complete the survey as soon as possible. After a period of four weeks data collection was terminated. These procedures obtained results from 583 (56%) of the 1040 participants in the study. Table 2 shows the number of questionnaires returned and the number of usable questionnaires from each of the sample populations of the three referent groups. After reviewing the available demographic information of

TABLE 2. --Questionnaires returned by sample groups

	Returned	Percent	Usable	Percent
Teachers	387	54%	364	51%
Principals	110	69%	103	64%
Pastors	86	54%	81	51%

N = 548 usable returns

the sample, such as position, location, and size of school, there appeared to be no single, common reason why a higher percentage of 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. Because there is typically a low rate of return for mailed questionnaires, the initial sample had been enlarged. However, the distribution of the surveys was dependent upon one factor - the decision and direction of the principal. This dependence upon the principal to accept the survey request and activate the distribution process has its limiting effect upon the rest of the participants. Within the extent of the principal returns (110), there could only be an additional 550 possible returns (440 teacher and 110 pastors). Of the 550 possible surveys, there were 473 returned (86%). The results of the survey only pertain to the cross section of respondents who returned usable surveys.

Analysis of Data

After the completed survey instruments were received, they were individually checked for completeness and usability and were then transferred into the input data matrix of "Trajectories" statistical analysis program. "Trajectories" output has been checked against similar computations run on an IBM 370 mainframe using the Statistical Analysis System (SAS). Descriptive statistics (means and standard deviations) were computed to examine the relative value of the study variables. The statistical technique used to determine significant statistical differences was the t-test.

T-test was used to determine if role influenced referent group perceptions with respect to the time actual and ideal time principals spend performing each of the eight administrative functions. T-test was also used to examine if role influenced perceptions of the principal's effectiveness in performing each of the eight administrative functions. Since each hypothesis dealt with all eight functions, it was necessary to arbitrarily set a level at which to accept or reject the hypothesis. Where significant differences were found, the hypothesis was rejected.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

INTRODUCTION

The purpose of this chapter is to report the results of the investigation of the relationships between perceptions of the principal's leadership behavior by the pastors, teachers, and principals in the Archdiocese of Chicago. The data reported in this chapter were compiled from the survey instrument "Catholic School Principal's Role Survey". The chapter consists of two major sections; 1) Descriptive Data; measures of central tendency and variability, and 2) Inferential Statistics, analyses using t-test.

The eight administrative functions are 1) Human Resource Management, 2) Instructional Leadership, 3) Non-instructional functions, 4) Pupil Personnel, 5) School Community Relationships, 6) Learning Environment Management, 7) Financing the school, and 8) Spiritual Leadership and Faith Development. Four aspects of the eight administrative functions were studied in this research: "priority", "actual percentage of time", "effectiveness", and "ideal percentage of time." Priority reflects the relative importance that role incumbents (pastors, teachers, and principals) reported should be placed on each of the eight administrative functions. Percentage of time reflects their perception of the relative amount of time that is being allocated or should be allocated for performing each of the eight administrative functions; and effectiveness represents referent group perceptions of how effective each principal is in performing each of the administrative functions.

Eighty one pastors, one hundred three principals, and three hundred sixty four teachers supplied the data for the analysis.

DESCRIPTIVE DATA AND ANALYSIS

Table 3 presents the mean priority ranking for the eight administrative functions by referent groups. The referent groups (pastors, teachers, and principals) were asked to determine the relative importance that should be placed on each of the eight administrative functions. Responses were aggregated and means derived. Since 1 represented their first priority and 8 the lowest, the lower the mean score the higher the ranking. For example, instructional leadership received the lowest mean score from the teachers (2.95) and the principals (2.32) who accorded it a ranking of 1, or most important. The pastors ranked spiritual leader/falth development number 1, with a mean score of 2.03. All three referent groups noted the same three roles they considered to be the most important in the Catholic school principalship. Although not in the same order, the three most important were instructional leadership, spiritual leadership, and human resource management. All three referent groups again agreed upon non-instructional functions as the least important administrative role (6.48, 7.30, and 7.18 respectively). Learning environment management or student discipline was ranked fourth by both teachers and pastors (3.88 and 4.00 respectively). The principals fourth ranking was a tie between learning environment management and pupil personnel (4.48). Pastors ranked financing the school in the fifth position which is much higher than the seventh position both the teach-

TABLE 3. --Mean priority ranking of administrative functions

	PASTORS	RANK	TEACHERS	RANK	PRINCIPALS	RANK
	mean*		mean		mean	
HUMAN RESOURCE MGT.	3.42	2	3.12	2	3.11	3
INSTRUCTIONAL LDSP.	4.00	3	2.95	1	2.32	1
NON-INSTRUCTIONAL	7.30	8	6.48	8	7.18	8
PUPIL PERSONNEL	6.01	7	4.36	5	4.48	4/5
SCHOOL COM. REL.	4.86	6	5.30	6	5.41	6
STUDENT BEHAVIOR	4.17	4	3.88	4	4.48	4/5
FINANCING THE SCHOOL	4.22	5	6.40	7	6.38	7
SPIRITUAL LDSP.	2.03	1	3.68	3	2.65	2

*lower the mean score, higher the priority.

PASTORS (N=81)

TEACHERS (N=364)

PRINCIPALS (N=103)

ers and the principals ranked the function.

The referent groups were asked to report the percentage of time a Catholic school principal actually spends performing each of the eight administrative functions. Table 4 reports these findings. In interpreting percentage of time, the higher the mean score, the more time the principal spends performing each function. For interpretation, a number is listed

TABLE 4. --Mean percentage of time actually spent by principals

	PASTORS		TEACHERS		PRINCIPALS	
	mean*	(p)	mean	(p)	mean	(p)
HUMAN RESOURCE MGT.	13.79	(3)	12.78	(4)	13.01	(2)
INSTRUCTIONAL LDSP.	15.95	(1)	13.58	(1)	17.16	(1)
NON-INSTRUCTIONAL	8.09	(8)	11.81	(6)	11.08	(7)
PUPIL PERSONNEL	9.82	(7)	11.03	(8)	11.19	(6)
SCHOOL COM. REL.	11.31	(6)	12.69	(5)	10.98	(8)
STUDENT BEHAVIOR	13.48	(4)	11.48	(7)	11.85	(4)
FINANCING THE SCHOOL	12.24	(5)	13.44	(2)	11.46	(5)
SPIRITUAL LDSP.	15.36	(2)	13.34	(3)	12.91	(3)

(p) = rank order of function

*higher the mean score, the more time spent on function.

PASTORS (N=81)

TEACHERS (N=364)

PRINCIPALS (N=103)

by each mean as to its relative position. Pastors reported they feel their principals spend the greatest portion of their time providing instructional leadership (15.95), providing spiritual leadership and faith development (15.36), and human resource management (13.79). Teachers indicated they feel principals spend the greatest portion of their time providing instructional leadership (13.58), and financing the school (13.44). The principals reported they actually spend the greatest portion of their time providing instructional leadership (17.16), human resource management (13.01), and spiritual leadership and faith development (12.91). The pastors feel the principals spend the least amount of their time doing non-instructional duties (8.09). The teachers, however, feel their principals spend the least amount of their time dealing with pupil personnel (11.03). Finally, the principals report spending the least amount of time dealing with school community relations (10.98).

Table 5 presents the means representing the referent groups' perceptions of the effectiveness of the Catholic school principal in performing each of the eight administrative functions. The higher the mean score, the more effective the principal performance in the eight administrative functions. The pastors saw their principals as most effective being a spiritual leader and being a minister of faith development (3.91) and least effective in financing the school (3.26). As for teachers, principals were seen most effective again as being spiritual leaders (4.12), but the teachers felt the principals were least effective in pupil personnel (3.81) and learning environment management (11.48). The principals agreed

TABLE 5. --Principal effectiveness in performing administrative functions

	PASTORS		TEACHERS		PRINCIPALS		COMPOSITE	
	mean	rank	mean	rank	mean	rank	mean	rank
INST.LDSP.	3.89	2	4.04	3	4.06	1	4.00	1
SPIR.LDSP.	3.91	1	4.12	1	3.95	4	3.99	2
SCH.COM.REL.	3.72	4	4.05	2	4.01	2	3.91	3
HUM.RES.MGT.	3.77	3	3.85	6	3.96	3	3.86	4
STU. BEHAV.	3.68	5	3.83	7	3.86	6	3.79	5
NON-INST.	3.63	6	3.93	5	3.79	7	3.78	6
PUP.PERS.	3.59	7	3.81	8	3.91	5	3.77	7
FINANCE	3.26	8	3.94	4	3.27	8	3.49	8
	PASTORS (N=81)		TEACHERS (N=364)		PRINCIPALS (N=103)			

with either the pastors or the teachers on only three occasions. This agreement was with 1) teachers on school community relationships (ranked 2), 2) pastors on human resource management (ranked 3), and 3) pastors on financing the school (ranked 8). The principals did see themselves most effective as instructional leaders (4.06) and providing spiritual leadership and faith development (3.95). The principals reported they are least effective in financing the school (3.27). The composite score reveals that principals were seen most effective in providing instructional leadership, followed by spiritual leader and faith development. They were least effective in financing the school.

Table 6 presents the resulting data from the fourth question on the survey. The table presents the means representing the referent groups' perceptions of the percentage of time the principal should be spending on each of the eight administrative functions. In interpreting percentage of time, the higher the mean score, the more time the principal should spend

TABLE 6. --Mean percentage of time that principals should spend on each administrative function

	PASTORS			TEACHERS			PRINCIPALS			COMPOSITE		
	mean*	(p)	(d)	mean	(p)	(d)	mean	(p)	(d)	mean	(p)	(d)
HUM.RES.MGT.	14.31	3	+	15.34	2	+	14.83	3	+	14.82	3	+
INST.LDSP.	15.78	2	-	15.80	1	+	22.73	1	+	18.10	1	+
NON-INST.	6.81	8	-	7.75	8	-	6.50	7	-	7.01	8	-
PUP.PERS.	10.67	7	+	12.92	5	+	12.15	4	+	11.91	5	+
SCH.COM.REL.	11.78	5	+	10.70	6	-	9.92	5	-	10.80	6	-
STU.BEHAV.	13.01	4	-	13.84	4	+	10.41	4	-	12.40	4	+
FINANCE	11.04	6	-	9.48	7	-	6.41	8	-	8.97	7	-
SPIR.LDSP.	16.47	1	+	14.47	3	+	16.64	2	+	15.85	2	+

(p)= rank order of function
 *higher the mean, the more time spent on function
 (d) = differential relationship to actual percentage of time
 PASTORS (N=81) TEACHERS (N=364) PRINCIPALS (N=103)

on each of the administrative functions. For interpretation, a number is listed to the right of each mean as to its relative position (p). To the right of the position number is a (+) or (-) indicating the differential relationship to actual percentage of time from Table 5. A (+) indicates the referent group wants additional time spent by the principal on that particular function, a (-) would indicate less time. All three referent groups indicate they want additional time spent on human resource management and spiritual leadership and faith development and pupil personnel. There was again total agreement as to less time being spent on non-instructional functions and on financing the school. Teachers felt the principal should increase the amount of time spent on student behavior. The principals, however, felt they should be spending less time on student behavior. The pastors indicate they would like to see an increase in the

amount of time principals spend on school-community relations. Both the teachers and principals indicate less time should be spent on this function.

It is instructive to examine perceptions collectively and make comparisons between groups. The perceptions of the referent groups are depicted using graphs which represent the aggregate of the perceptions of pastors, teachers, and principals for the following: 1) priority ranking of administrative functions, 2) percentage of time that is accorded to each of the functions, 3) perceived effectiveness in performing each of the functions, and 4) percentage of time that should be accorded to each of the functions. Each category depicted in the figures is appropriately labeled at the bottom of each graph. Figure 2 shows the collective rankings for priority, actual percentage of time and effectiveness of the principal's performance in the administrative functions. The vertical axis represents the ranking; the horizontal shows the administrative functions. The referent groups ranked spiritual leadership and faith development as top priority and non-instructional functions as their lowest priority. Instructional leadership, human resource management, and student behavior were ranked 3,4,and 5 respectively. Collectively, the referent groups reported that principals spend the greatest percentage of their time performing instructional leadership and spiritual leadership and faith development and the smallest percentage of their time with pupil personnel and non-instructional functions. They also indicated that principals were least effective in financing the school and most effective

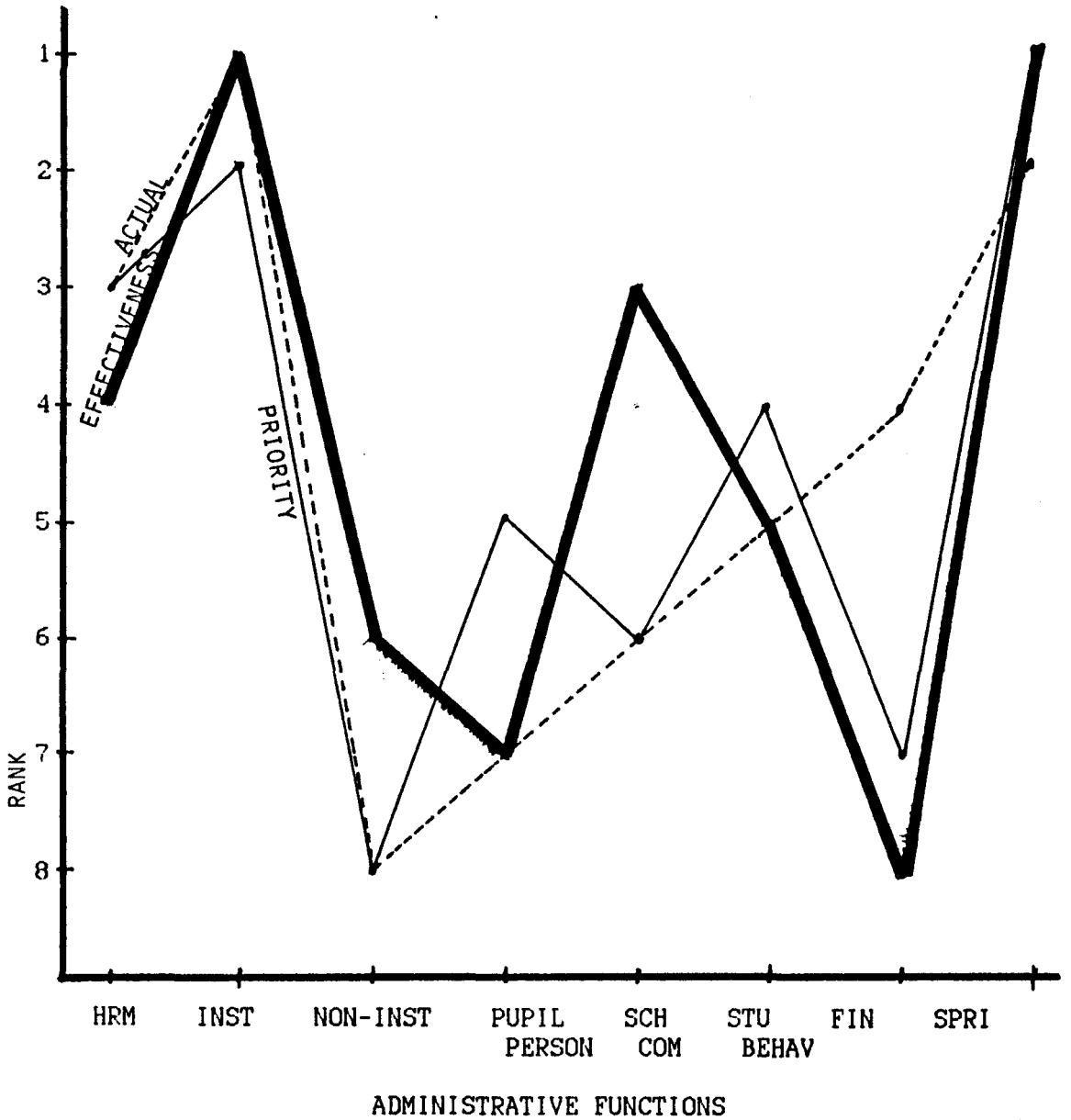


FIGURE 2. --Graph of composite results of priority, percentage of actual time and effectiveness for principals performing each of the administrative functions

when performing instructional leadership functions. Effectiveness in spiritual leadership, school-community relations, human resource management, student behavior, non-instructional functions, and pupil personnel were ranked 2,3,4,5,6, and 7 respectively. Instructional leadership and spiritual leadership are two functions the principals are perceived to spend the greatest portion of their time, are very effective in their performance, and are considered to be top priority. The graph relates the fact that although ranked fourth in priority, financing the school is not a function where the principal spends much time nor is very effective.

Figure 3 shows the collective comparison of actual time spent on each function and the ideal time the referent groups would like to see the principal spend on each function. The graph illustrates that collectively, the referent groups would like to see the principal increase the portion of time spent on human resource management, instructional leadership, pupil personnel, student behavior, and spiritual leadership and faith development. Together, they would like to see the principal decrease the amount of time spent on non-instructional functions, school-community relations, and financing the school. The largest decrease in time from actual to ideal is in financing the school (-3.41) and in non-instructional functions (-3.32).

Figure 4 shows a breakdown of each of the referent groups' perceptions of the relative importance that should be placed on the administrative functions. The vertical axis (1-8) represents the priority the referent groups gave each of the eight functions; a 1 represents the highest

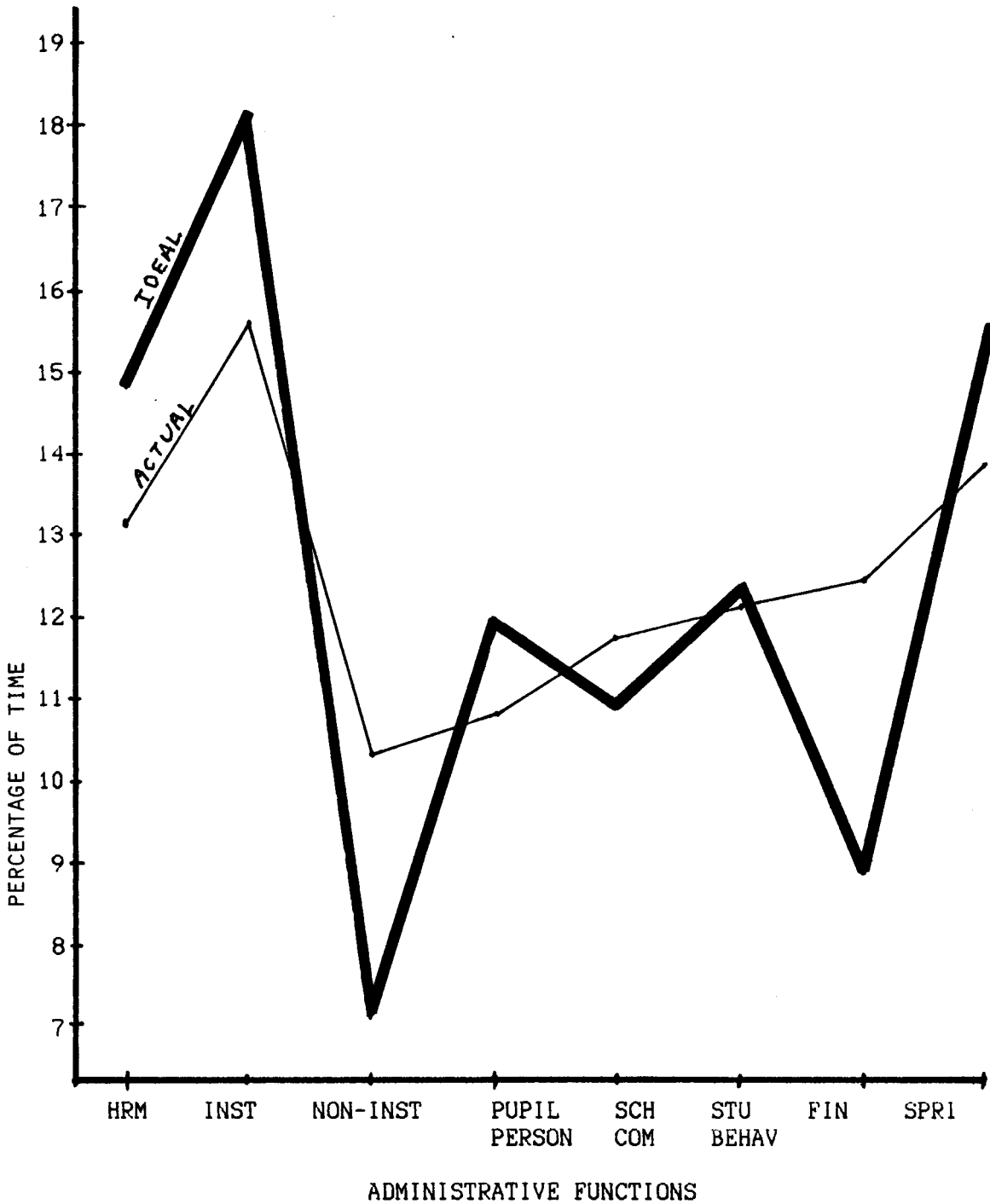
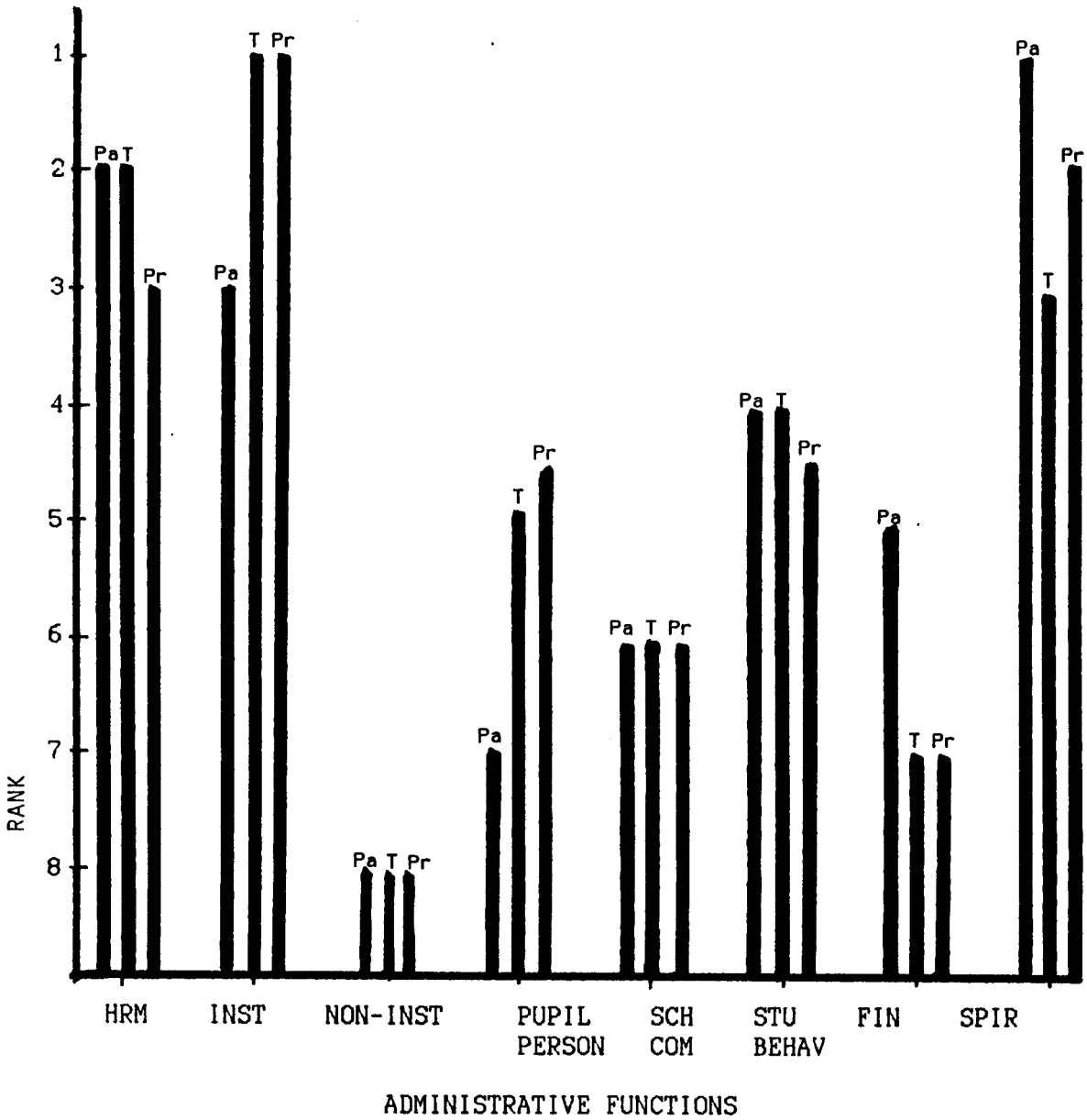


FIGURE 3. --Graph of comparison of collective perceptions of actual and ideal perceptions of time principals spend and should spend on each of the administrative functions



Pa = Pastors T = Teachers Pr = Principals

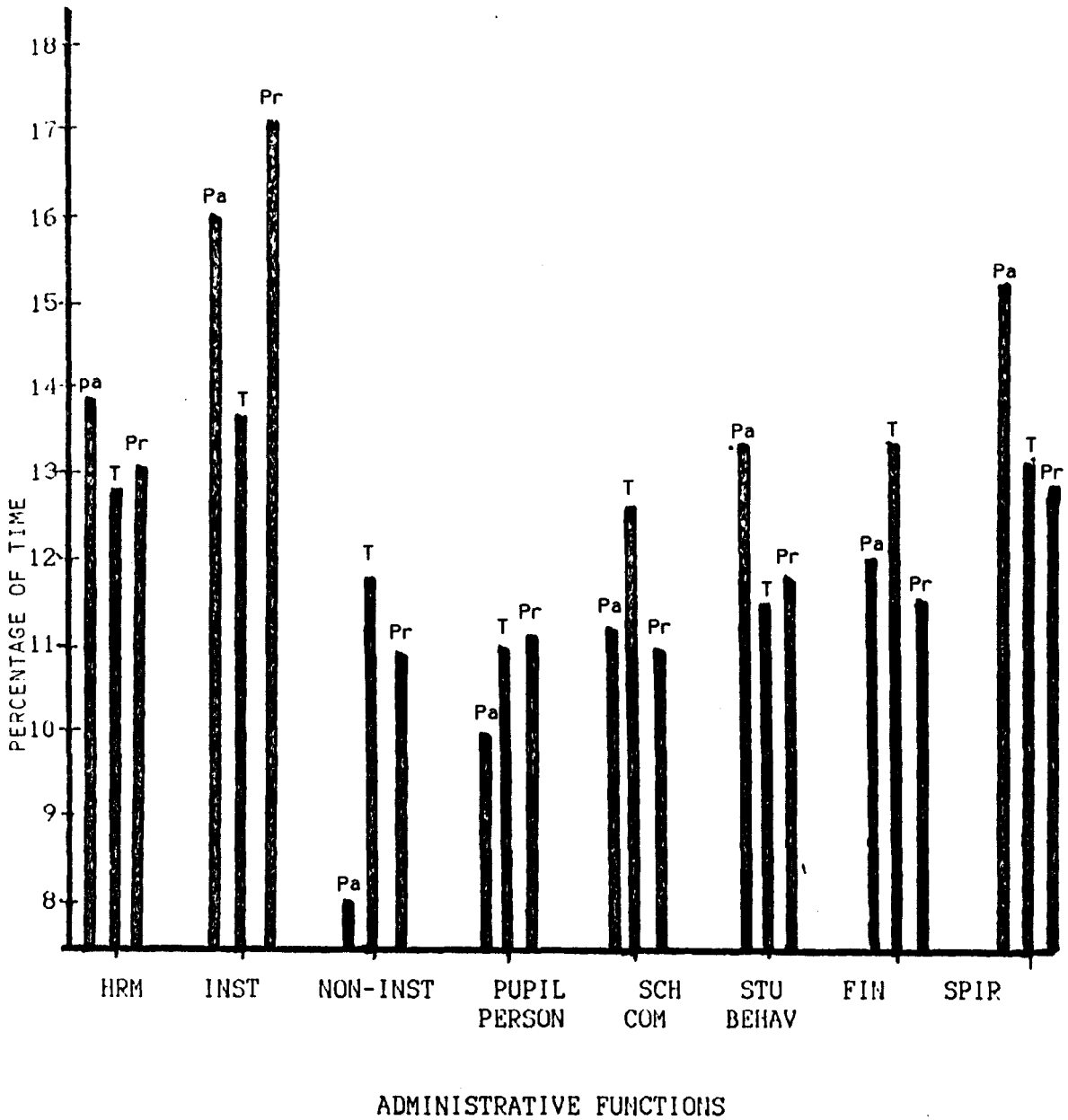
FIGURE 4. --Priority ranking for each of the administrative functions

ranking, an 8 the lowest ranking. The horizontal axis lists the eight administrative functions.

The referent groups, collectively, ranked spiritual leadership and faith development as number one priority for the Catholic elementary school principal (2.79). Teachers, however, ranked it lower than the pastors and principals. Together, the referent groups ranked instructional leadership as a number 2 priority (3.09). Both teachers and principals ranked it number 1 with pastors ranking it number 3. Although financing the school was collectively ranked number 7 (5.67), the pastors ranked it number 5. All three referent groups (collectively and independently) ranked non-instructional functions number 8.

Figure 5 illustrates the percentage of time the referent groups perceived principals actually allocate to each of the eight administrative functions. The highest percentage shown is 18 percent since none of the referent groups indicated the principals should allocate more than that amount to performing any of the administrative functions. The vertical axis show percentage of time. The horizontal axis lists the eight functions.

Collectively pastors, teachers, and principals feel the principals spend the largest portion of their time performing instructional leadership (15.56) and the smallest portion performing non-instructional functions (8.09). It should be noted that teachers feel principals spend almost as much time financing the school (13.44) as performing instructional functions (13.58). The lowest percentage of time performing a function was



Pa = Pastors T = Teachers Pr = Principals

Figure 5. --Referent group percentage of time allocated that principals actually perform the administrative functions

reported by the pastors. They feel the principals spend only 8.09% of their time performing non-instructional functions. Both the teachers and the principals report higher percentage of times at 11.81% and 11.08% respectively.

Figure 6 presents the data representing the rankings of the referent groups' perceptions of the principals' effectiveness in performing each of the functions. The vertical axis (1-8) represents the ratings each administrative function received from the referent groups. These rankings reflect the perceived effect of the principal when performing each of the administrative functions and are depicted showing the comparisons between the referent groups for the eight administrative functions. On the horizontal axis are listed the eight administrative functions. A function rated a 1 indicates that the principal was rated highly effective in performing that function; where a function rated 8, the principal was perceived as least effective in performing the function. For example, financing the school was ranked 8 out of a possible 8 by both the pastors and the principals, whereas, the teachers felt the principals were more effective in that function by ranking it 4.

There was no unified agreement regarding the effectiveness of the principal within any of the administrative functions. Collectively, the referent groups reported the principals were most effective when performing instructional leadership (4.00) followed closely by spiritual leadership and faith development (3.99). Principals saw themselves more effective in performing student behavior functions as did the teachers.

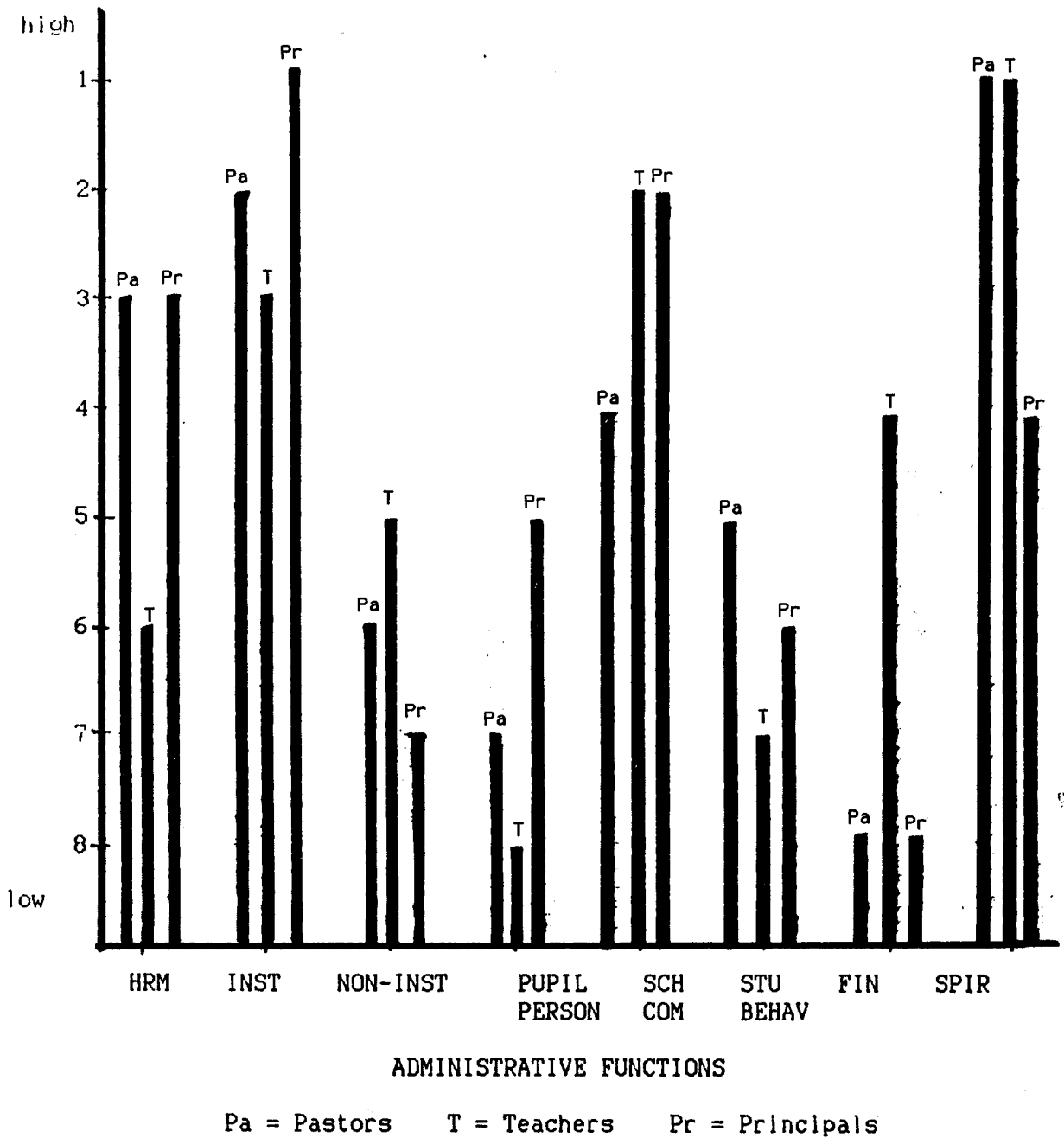


FIGURE 6. --Referent groups ranking of principal effectiveness in performing each of the administrative functions

Figure 6 illustrates the percentage of time the referent groups perceived principals should allocate to each of the eight administrative functions. The highest percentage shown is 22.73 percent since none of the referent groups indicated the principals should allocate more than that amount to performing any of the administrative functions. The vertical axis shows percentage of time. The horizontal axis list the eight administrative functions.

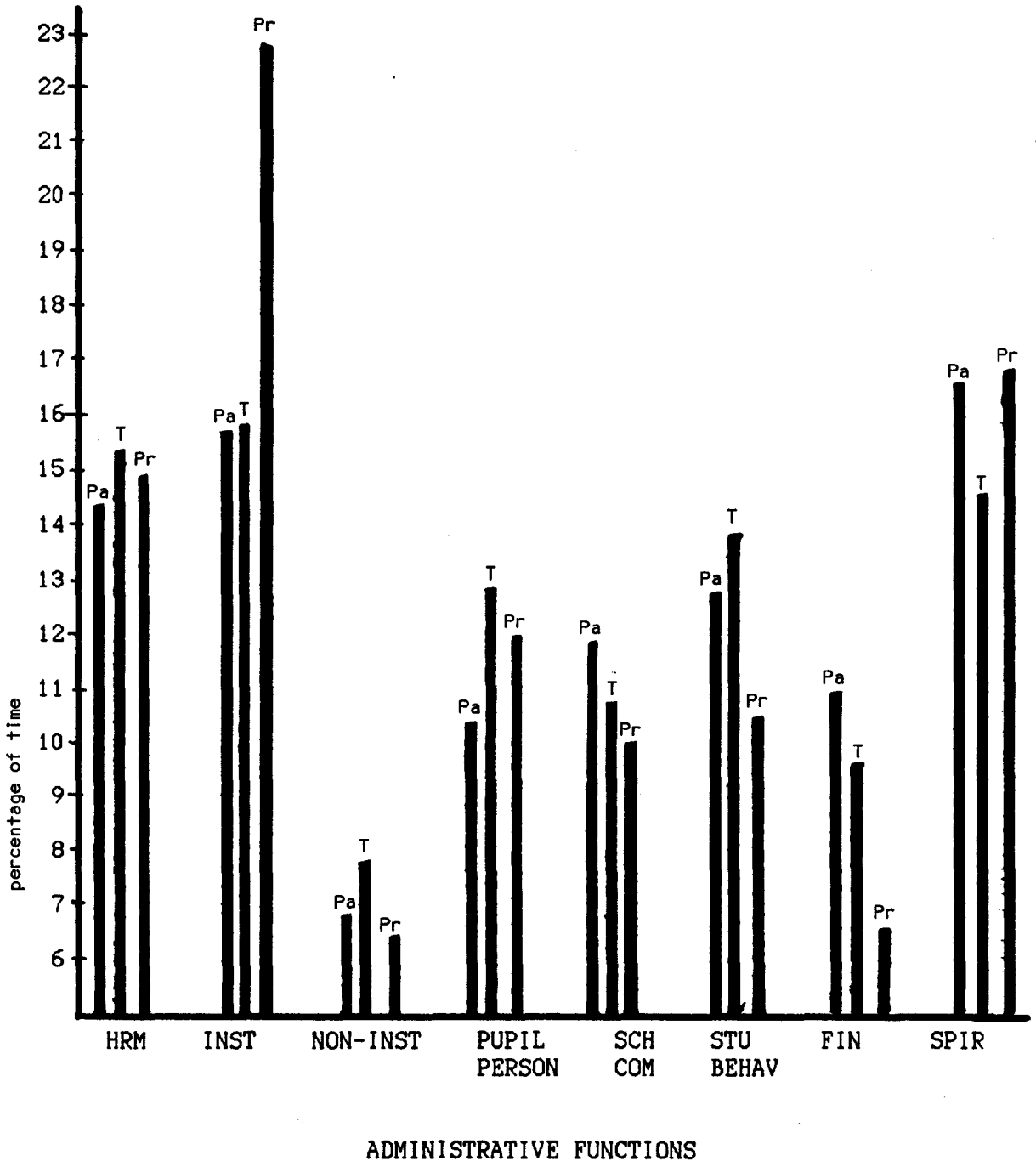
Collectively, pastors, teachers, and principals expected the principals to spend the largest portion of their time performing instructional leadership (18.10) and spiritual leadership and faith development and the smallest portion performing finance (8.97) and non-instructional functions (7.01). It should be noted the principals reported the highest percentage of time of all referent groups through all functions to ideally be spent on instructional leadership (22.73). The same group reported the lowest amount of time of all referent groups through all functions to be spent on financing the school (6.41).

Inferential Statistics

Eight hypotheses provided focus for this study. These hypotheses were stated in the null form and tested for significance. Significance was set at the .05 level. The eight hypotheses which were the focus of inquiry are provided below.

Hypotheses

1. There is no significant difference in the perception of pas-



Pa = Pastors T = Teachers Pr = Principals

FIGURE 7. --Referent group preferences for percentage of time allocated to performing the administrative functions

tors and principals in the priority of administrative functions.

2. There is no significant difference in the perception of teachers and principals in the priority of administrative functions.
3. There is no significant difference in the perceptions of pastors and principals regarding the percentage of time principals actually spend performing administrative functions.
4. There is no significant difference in the perceptions of teachers and principals regarding the percentage of time principals actually spend performing administrative functions.
5. There is no significant difference in the perceptions of pastors and principals regarding the effectiveness of principals in performing administrative functions.
6. There is no significant difference in the perceptions of teachers and principals regarding the effectiveness of principals in performing administrative functions.
7. There is no significant difference in the perceptions of pastors and principals regarding the percentage of time principals should spend performing administrative functions.
8. There is no significant difference in the perceptions of teachers and principals regarding the percentage of time principals should spend performing administrative functions.

Hypotheses Testing

In this subsection the results of the hypotheses testing are re-

ported. Eight hypotheses were stated in the null form and tested using the t-test. Where significance was found in four or more, the hypothesis was rejected. Significance was set at the .05 level. Below are the eight null hypotheses and the results for each.

The first hypothesis was designed to examine the priorities placed on the eight administrative functions by pastors and principals.

Ho-1: There is no significant difference in the perception of pastors and principals in the priority of administrative functions.

TABLE 7. --Summary of means and pooled t-test value for pastors vs. principals in their perceptions of priority rank of each administrative function

ADMINISTRATIVE FUNCTIONS	PASTORS	PRINCIPALS	POOLED t-VALUE	CONCLUSION
HUMAN RES. MGT.	3.42	3.11	1.57	FAIL TO REJECT
INST. LEADERSHIP	4.00	2.32	9.12***	REJECT
NON-INSTRUCTIONAL	7.30	7.18	0.89	FAIL TO REJECT
PUPIL PERSONNEL	6.01	4.48	8.65***	REJECT
SCHOOL COM. REL.	4.86	5.41	-2.06*	REJECT
STUDENT BEHAVIOR	4.17	4.48	-1.55	FAIL TO REJECT
FINANCING SCHOOL	4.22	6.38	-11.13***	REJECT
SPIRITUAL LDSP.	2.03	2.65	-3.10**	REJECT

* p<.05 PASTORS (N=81) PRINCIPALS (N=103)
 ** p<.01
 *** p<.001

Table 7 presents the data for the first hypothesis. They show significant disagreement in the perceptions of the referent groups regarding the ranking of instructional leadership, pupil personnel, school community relations, financing the school and spiritual leadership.

Principals indicated they feel instructional leadership and pupil personnel are significantly more important than the pastors indicated. The pastors, however, indicated school community relations, financing the school, and spiritual leadership are significantly more important than the principals report. Since mean scores in five of the eight functions were perceived significantly different at the .05 level, the hypothesis was rejected.

The second hypothesis was formulated to examine the priorities placed on the eight administrative functions by teachers and principals.

Ho-2: There is no significant difference in the perception of teachers and principals in the priority of administrative functions.

TABLE 8. --Summary of means and pooled t-test value for teachers vs. principals in their perceptions of priority rank of each administrative function

ADMINISTRATIVE FUNCTIONS	TEACHERS	PRINCIPALS	POOLED t-VALUE	CONCLUSION
HUMAN RES. MGT.	3.12	3.11	0.11	FAIL TO REJECT
INST. LEADERSHIP	2.95	2.32	3.51***	REJECT
NON-INSTRUCTIONAL	6.48	7.18	-3.72***	REJECT
PUPIL PERSONNEL	4.36	4.48	-0.90	FAIL TO REJECT
SCHOOL COM. REL.	5.30	5.41	-0.86	FAIL TO REJECT
STUDENT BEHAVIOR	3.88	4.48	2.47**	REJECT
FINANCING SCHOOL	6.40	6.38	0.15	FAIL TO REJECT
SPIRITUAL LDSP.	3.68	2.65	4.19***	REJECT

** p<.01

*** p<.001

TEACHERS (N=364)

PRINCIPALS (N=103)

Table 8 presents the data for the second hypothesis. There were significant differences in the referent groups' perceptions regarding

the priority given to instructional leadership, non-instructional functions, and student behavior. Principals indicated instructional leadership to be a significantly higher priority than the teachers. The teachers indicated a significantly higher priority for the principal performing non-instructional functions than the principals. The teachers want a significantly higher priority placed on student behavior than the principals do. The principals place a significantly higher priority on spiritual leadership and faith development than the teachers indicated. Since four of the eight functions were significantly different at the .05 level, the hypothesis was rejected.

The third hypothesis was formulated to examine the perceptions of pastors and principals regarding the percentage of time principals actually spend performing administrative functions.

Ho-3: There is no significant difference in the perception of pastors and principals regarding the percentage of time principals actually spend performing administrative functions.

Table 9 presents the data for the third hypothesis. The data shows significant disagreement in the perceptions of the referent groups regarding the time actually spent on two functions; non-instructional functions and spiritual leadership and faith development. The principals indicate they spend significantly ($p < .01$) more time than the pastors feel they spend on non-instructional functions. The pastors indicate they perceive the principals spending significantly more time performing spiri-

TABLE 9. --Summary of mean and pooled t-test values for pastors vs. principals in their perceptions of actual performance time of each administrative function

ADMINISTRATIVE FUNCTIONS	PASTORS	PRINCIPALS	POOLED t-VALUE	CONCLUSION
HUMAN RES. MGT.	13.79	13.01	0.80	FAIL TO REJECT
INST. LEADERSHIP	15.95	17.16	-1.20	FAIL TO REJECT
NON-INSTRUCTIONAL	8.09	11.08	-2.43**	REJECT
PUPIL PERSONNEL	9.82	11.19	-1.36	FAIL TO REJECT
SCHOOL COM. REL.	11.31	10.98	0.34	FAIL TO REJECT
STUDENT BEHAVIOR	13.48	11.85	1.73	FAIL TO REJECT
FINANCING SCHOOL	12.24	11.46	0.92	FAIL TO REJECT
SPIRITUAL LDSP.	15.36	12.91	2.10*	REJECT

* p<.05 (PASTORS (N=81) PRINCIPALS (N=103))
 ** p<.01

tual leadership and faith development. Since only two of the eight functions were significantly different at the .05 level, the hypothesis was not rejected.

Hypothesis four was designed to examine the perceptions of teachers and principals regarding the percentage of time principals actually spend performing administrative functions.

Ho-4: There is no significant difference in the perceptions of teachers and principals regarding the percentage of time principals actually spend performing administrative functions.

Table 10 presents data for the fourth hypothesis. The data shows significant disagreement in the perceptions of the referent groups regarding the time actually spent on two functions: instructional leader-

TABLE 10. --Summary of mean and pooled t-test values for teachers vs. principals in their perceptions of actual performance time of each administrative function

ADMINISTRATIVE FUNCTIONS	TEACHERS	PRINCIPALS	POOLED t-VALUE	CONCLUSION
HUMAN RES. MGT.	12.78	13.01	-0.13	FAIL TO REJECT
INST. LEADERSHIP	13.58	17.16	-2.87**	REJECT
NON-INSTRUCTIONAL	11.81	11.08	0.81	FAIL TO REJECT
PUPIL PERSONNEL	11.03	11.19	-0.16	FAIL TO REJECT
SCHOOL COM. REL.	12.69	10.98	1.81	FAIL TO REJECT
STUDENT BEHAVIOR	11.48	11.85	-0.36	FAIL TO REJECT
FINANCING SCHOOL	13.44	11.46	1.99*	REJECT
SPIRITUAL LDSP.	13.34	12.91	0.40	FAIL TO REJECT

* $p < .05$ TEACHERS (N=364) PRINCIPALS (N=103)
 ** $p < .01$

ship and financing the school. The principals indicate they spend significantly more time performing instructional leadership than the teachers feel they do. In the second significant function, the teachers indicate they feel the principals spend more time on financing the school than reported by the principals. Since only two of the eight functions were significantly different at the .05 level, the hypothesis was not rejected.

The fifth hypothesis was formulated to examine the perception of pastors and principals as to how effective the principal was in performing the administrative functions.

Ho-5: There is no significant difference in the perceptions of pastors and principals regarding the effectiveness of principals in performing administrative functions.

TABLE 11. --Pastors' and principals' perceptions of principals effectiveness in performing each of the administrative functions

ADMINISTRATIVE FUNCTIONS	PASTORS	PRINCIPALS	POOLED t-VALUE	CONCLUSION
HUMAN RES. MGT.	3.77	3.96	-2.01*	REJECT
INST. LEADERSHIP	3.89	4.06	-1.91	FAIL TO REJECT
NON-INSTRUCTIONAL	3.63	3.79	-1.82	FAIL TO REJECT
PUPIL PERSONNEL	3.59	3.91	-3.23***	REJECT
SCHOOL COM. REL.	3.72	4.01	-2.01*	REJECT
STUDENT BEHAVIOR	3.68	3.86	-1.97*	REJECT
FINANCING SCHOOL	3.26	3.27	-0.10	FAIL TO REJECT
SPIRITUAL LDSP.	3.91	3.95	-0.43	FAIL TO REJECT

* p<.05 PASTORS (N=81) PRINCIPALS (N=103)
 *** p<.001

Table 11 presents a summary of the results for the eight administrative functions. There were significant differences in the referent groups' perceptions of effectiveness in performing human resource management, pupil personnel, school community relations, and student behavior functions. The principals perceived themselves performing each more effectively than did their pastors. The difference was greatest in the area of pupil personnel where principals rated themselves 3.91 while pastors rated them 3.59. In all eight functions, the principals rated themselves higher in effectiveness than their pastors. Since mean scores in four of the eight functions were perceived significantly different at the .05 level, the hypothesis was rejected.

The sixth hypothesis was formulated to examine the perception of teachers and principals as to how effective the principal is in per-

forming the administrative functions.

Ho-6: There is no significant difference in the perceptions of teachers and principals regarding the effectiveness of principals in performing administrative functions.

TABLE 12. --Teachers' and principals' perceptions of principals effectiveness in performing each of the administrative functions

ADMINISTRATIVE FUNCTIONS	TEACHERS	PRINCIPALS	POOLED t-VALUE	CONCLUSION
HUMAN RES. MGT.	3.85	3.96	-1.05	FAIL TO REJECT
INST. LEADERSHIP	4.04	4.06	-0.36	FAIL TO REJECT
NON-INSTRUCTIONAL	3.93	3.79	1.53	FAIL TO REJECT
PUPIL PERSONNEL	3.81	3.91	-0.96	FAIL TO REJECT
SCHOOL COM. REL.	4.05	4.01	0.51	FAIL TO REJECT
STUDENT BEHAVIOR	3.83	3.86	-0.47	FAIL TO REJECT
FINANCING SCHOOL	3.94	3.27	4.42***	REJECT
SPIRITUAL LDSP.	4.12	3.95	1.82	FAIL TO REJECT

*** P<.001 TEACHERS (N=364) PRINCIPALS (N=103)

Table 12 presents a summary of the results for the eight administrative functions. There was only one showing a significant difference in the perceptions of principal effectiveness. The teachers perceived that the principals are significantly more effective in financing the school than the principals perceive they are. While the principals perceived themselves to be more effective than the teachers indicated in four of the eight functions, the differences were not significant. Since perceptions of principals' effectiveness differed significantly in only one of the eight functions, the hypothesis was not rejected.

TABLE 13. --Summary of mean and pooled t-test values for pastors vs. principals in their perceptions of ideal performance time of each administrative function

ADMINISTRATIVE FUNCTIONS	PASTORS	PRINCIPALS	POOLED t-VALUE	CONCLUSION
HUMAN RES. MGT.	14.31	14.83	-0.73	FAIL TO REJECT
INST. LEADERSHIP	15.78	22.73	-3.89***	REJECT
NON-INSTRUCTIONAL	6.81	6.50	0.27	FAIL TO REJECT
PUPIL PERSONNEL	10.67	12.15	-1.46	FAIL TO REJECT
SCHOOL COM. REL.	11.78	9.92	1.99*	REJECT
STUDENT BEHAVIOR	13.01	10.41	2.33**	REJECT
FINANCING SCHOOL	11.04	6.41	3.62***	REJECT
SPIRITUAL LDSP.	16.47	16.64	0.16	FAIL TO REJECT

* p<.05 (PASTORS (N=81) PRINCIPALS (N=103))
 ** p<.02
 *** p<.001

The seventh hypothesis was designed to examine the perceptions of pastors and principals regarding the percentage of time principals should ideally spend performing administrative functions.

Ho-7: There is no significant difference in the perceptions of pastors and principals regarding the percentage of time principals should spend performing administrative functions.

Table 13 presents the data for the seventh hypothesis. The data shows significant disagreement in the perceptions of the referent groups regarding the time that should be allocated for four of the eight functions. There were significant differences in instructional leadership, school community relations, student behavior, and financing the school. The greatest difference was in instructional leadership. Prin-

TABLE 14. --Summary of mean and pooled t-test values for teachers vs. principals in their perceptions of ideal performance time of each administrative function

ADMINISTRATIVE FUNCTIONS	TEACHERS	PRINCIPALS	POOLED t-VALUE	CONCLUSION
HUMAN RES. MGT.	15.34	14.83	0.41	FAIL TO REJECT
INST. LEADERSHIP	15.80	22.73	-4.27***	REJECT
NON-INSTRUCTIONAL	7.75	6.50	1.04	FAIL TO REJECT
PUPIL PERSONNEL	12.95	12.15	0.68	FAIL TO REJECT
SCHOOL COM. REL.	10.70	9.92	0.61	FAIL TO REJECT
STUDENT BEHAVIOR	13.84	10.41	2.72**	REJECT
FINANCING SCHOOL	9.48	6.41	2.59**	REJECT
SPIRITUAL LDSP.	14.47	16.64	-2.13**	REJECT

** p<.01 TEACHERS (N=364) PRINCIPALS (N=103)
*** p<.001

principals indicated that they should spend a significantly greater portion of their time performing instructional leadership (22.37) than what the pastors feel they should be spending (15.78). Pastors would like to see principals spend significantly more time on school community relations, students behavior, and financing the school. Since four of the eight functions were significant at the .05 level, the hypothesis was rejected.

The eighth hypothesis was designed to examine the perceptions of teachers and principals regarding the percentage of time principals should ideally spend performing administrative functions.

Ho-8: There is no significant difference in the perceptions of teachers and principals regarding the percentage of time principals should spend performing administrative functions.

Table 14 presents the data for the eighth hypothesis. The data

shows significant disagreement in the perceptions of the referent groups regarding the time that should be allocated for four of the eight functions. There were significant differences in instructional leadership, student behavior, financing the school, and spiritual leadership and faith development. The greatest difference was in instructional leadership. Principals indicated they should spend a significantly greater portion of their time performing instructional leadership (22.73) than what the teachers feel they should be spending (15.80). Teachers report they would like to see a significantly greater portion of the principal's time spent on student behavior and financing the school and a lesser portion of time on spiritual leadership and faith development. Since four of the eight functions differed significantly at the .05 level, the hypothesis was rejected.

CHAPTER V

SUMMARY AND CONCLUSIONS

INTRODUCTION

The purposes of this study were to (1) examine and compare how the leadership behavior of the elementary Catholic school principal in the Archdiocese of Chicago is perceived by the pastors, teachers, and principals, and (2) examine and compare the relationship between how the principal actually is perceived to behave and how the referent groups expect the principal to behave. In this chapter, the conclusions of the study based on an analysis of the data are reported and recommendations for practice and further research submitted. The chapter has been organized as follows:

1. Analysis and Conclusions from Data
2. Implications for Principal Evaluation
3. Implications for In-service Training
4. Recommendations for Further Research

Analysis and Conclusions from Data

The data were gathered from pastors, teachers, and principals in the Archdiocese of Chicago. Conclusions are drawn from findings in four major areas: (1) priority rankings, (2) actual performance time, (3) performance effectiveness, and (4) ideal performance time. The findings are presented in summary form followed by analysis.

Priority Rank of Administrative Functions

The inquiry focused on eight important administrative functions

which Catholic elementary school principals regularly perform. Pastors, teachers, and principals were asked to provide a priority ranking of the following eight administrative functions: human resource management, instructional leadership, non-instructional functions, pupil personnel, school-community relations, learning environment management (student behavior), financing the school, and spiritual leader/faith development. Findings indicate the following:

1. Although spiritual leadership and faith development was accorded the highest priority collectively by the referent groups, the pastors place a higher priority on it than the principals and the teachers place a lower priority on it than the principals.
2. The pastors place financing the school a higher priority in administrative functions than did the principals.
3. The teachers place a higher priority on student behavior in administrative functions than did the principals.
4. The principals place a higher priority on instructional leadership than both the pastors and the teachers.
5. Human resource management was accorded high priority by all three referent groups with no significant disagreement.
6. Teachers place a higher priority on non-instructional administrative functions than did the principals.
7. The priority ranking of the administrative functions are more similar between the teachers and principals than between

the pastors and principals.

Analysis

Teachers obviously place a high value on administrative activities which enhance their satisfaction with teaching. They value instructional leadership and administrative activities which control student behavior over those which are concerned with logistics, pupils, and financial issues like budgeting and fund-raising. These activities were placed relatively in the same order with the principals priorities. At first, this seemed a bit surprising. However, it reinforces the notion that "teaching is teaching", that the Catholic school system's classrooms are filled with individuals who seek job satisfaction, want to make a difference, and feel they need an orderly climate in which to achieve both. Teachers want a very high priority placed by the principals on human resource management. The most difficult aspect of adult learning for principals to wrestle with is motivation. Adult motivation for learning and doing one's job has two levels. One is to participate and do an adequate job. This first level comes as the result of good salary, benefits, and fair treatment. But the second and more important is to become deeply involved, going beyond the minimum or norm. The second builds on the first, but comes from the result of behavior, the principal's behavior, and not more dollars. Principals have available to them a wealth of information concerning growth and development of the human person. Russell (1985) has presented helpful ideas for understanding the adult learner and planning the learning process for teachers.

Principals need to use these generally accepted precepts about adult learning in planning for good staff development.

Pastors and principals have divergent views as to the priority of the administrative functions. The higher priority pastors placed on financing the school may have been somewhat predictable, but was, however, surprising to this researcher. This could be understandable as financial pressures continue to increase on parishes and Archdiocesan guidelines for school budgets become more and more constrained. It appears that pastors are saying they prefer principals to be more actively responsible in the financial infrastructure of the school and parish. One could also conclude from the very low priority principals have given to financing the school, that could be a possible sensitive issue and that needs to be addressed with clarity since it can create tensions between the pastor and principal.

Actual Percentage Time Spent on Administrative Functions

This inquiry focused on the perceived percentage of time principals actually spend performing the administrative functions. The findings indicate the following:

1. Teachers feel the principals spend the least portion of their time dealing with pupil related functions.
2. Teachers perceive principals spending the second largest portion of their time involved in financial matters.
3. Teachers feel principals spend less time performing instructional leadership than the principals say they actually

devote to this function.

4. All three referent groups feel the principals spend the greatest portion of their time performing instructional leadership, human resource management, and spiritual leadership.
5. Principals feel they spend alot more time doing non-instructional functions than both the pastors and teachers feel they spend on these duties.

Analysis

It is interesting to find that the teachers who reported they feel student behavior as being very important as a principal's administrative function, also feel principals are not spending enough of their time dealing with pupil related functions. Although Catholic schools are characteristicly known for excellent discipline, the findings indicate divergent views from the teachers and principals.

The costs of providing quality Catholic education is an issue facing every pastor and parish in the Archdiocese of Chicago. It is not surprising that teachers would feel principals are spending a very large portion of their time financing the school. Efforts made by principals to conduct fund-raising programs, coordinate organizational fund raising events, and oversee development programs are very visible and observable actions performed by the principals.

The perceptions of the referent groups regarding the time the principals spend on spiritual and instructional leadership is both con-

sistent and congruent with the Archdiocesan document "Criteria For Excellent Catholic Schools". As the primary leader, the principal assumes leadership for bringing the experience of Jesus into the lives of men, women and children. As an instructional leader, it becomes the principal's privilege to promote the integration of gospel values with so-called secular subjects.

Effectiveness In Performing Administrative Functions

This inquiry focused on the perceived effectiveness of the principals while performing the administrative functions. The findings indicate the following:

1. Teachers felt the principals were least effective in student behavior and pupil personnel matters.
2. Pastors invariably rated the principals lower on every administrative function when compared to the ratings reported by the principals.
3. Pastors felt principals were least effective in their performance of financing the school.
4. Principals are very effective in providing instructional and spiritual leadership.

Analysis

The findings were congruent with commonly held assumptions regarding the principalship but also provided additional important data. Despite what appears to be relatively uniform expectations where administrative activities are considered, teachers' perceptions of ef-

fectiveness differed significantly from the principals' only in the area of financing the school. What was unexpected were the continuing tendencies that not only put a higher priority on student behavior than the principals did, and report they feel the principals spend a small portion of their time working in that area, but also indicate the principals' effectiveness to be rated second to last if ranked with the rest.

The principals see themselves as performing the administrative functions more effectively than do the pastors. The differences in opinion were significant in four areas: human resource management, pupil personnel, school community relations, and student behavior. One wonders what to make of the tendency for pastors to rate principal effectiveness lower than both other referent groups.

Ideal Percentage Time Spent on Administrative Functions

This inquiry focused on the perceived percentage of time principals should be allocating to perform the administrative functions. The perceptions of referent groups were selected as an object of study since they reflect the expectations of how the principals should behave as a leader. The findings indicate the following:

1. While there was little disagreement between pastors and principals relative to how much time the principal should spend in four of the eight functions, there were dramatic differences in the other four. The principals want to spend more time on instruction, but the pastors would prefer the principals spend more time on school community relations,

student behavior and financing the school.

2. Teachers have some expectations for the principals that are in conflict with those of the principals. Again, the principals indicate they want to spend more time on instruction, but the teachers would prefer that principals spend more time on student behavior, human resource management, pupil personnel and spiritual and faith development.

Analysis

It appears that pastors are saying that they would prefer that principals spend more time addressing areas that impact the parish community in general - school community relations, student behavior, and financing the school. It is obvious that principals want to devote more time to instructional leadership and have been given recognition for what is to be perceived as a job well done. It is also clear teachers want their basic needs met to meet their personal and the school's goals. That teachers see high priority activities as deserving of more time is hardly surprising but is an important finding. It confirmed this researcher's suspicion that the time which one should dedicate to important activities is related to their relative importance.

Implications for Principal Evaluation

The leadership ideologies of pastors, teachers, and principals have a direct effect upon the evaluation of the Catholic elementary school principal. Principals are evaluated as to how effective they are performing their jobs by both teachers and pastors. Although findings in

this research indicate desirable behavior on the part of the principal, they also contain arguments against the use of either the pastor's ratings or the teachers' ratings as the sole criterion of leadership effectiveness. Archdiocesan policy 166 (1987) states "all principals shall engage in an annual performance evaluation". This evaluation process involves both teachers' and pastors' perceptions of the leadership behavior and effectiveness of the principal. The lack of significant correlations between the two groups in simply describing the principal's behavior causes serious doubts upon how much we can rely upon either of these evaluations of the principal's leadership effectiveness. Then, too, in evaluating the principal, we must take into account information from all relevant referent groups - the need for involving other reference groups in an evaluation of the principal is all the more imperative because of the lack of agreement within the referent groups. This study supports Halpin's position that there is a need for multiple criterion approach to the study of effectiveness of school administrators. When "elementary principal" is inserted for "superintendent" Halpin's remarks could well apply.

The choice of the criteria of effective administration is a prerogative of the local school community, but it should be an informed choice in which conflicting or incompatible demands upon the administration are clearly recognized as such. It is here that research can make a trenchant contribution by furnishing dependable, objective data that will permit communities to make wiser and better informed decisions in establishing criteria for evaluating the performance of their school superintendents. (38)

Implications for In-Service and Practice

The findings indicate there are a number of conflicting expectations placed on the school principal. This poses a difficult problem for the principal and suggests the need for persistent effort on the principal's part to obtain classification of the expectations held for him by his pastor and teachers. Pastors and principals will invest their time wisely if they will take the time to discuss frankly their expectations concerning each other's behavior, their respective roles must compliment each other if objectives of the school and parish are to be accomplished. A pastor or principal who tears the other down because of a lack of understanding can quickly destroy any sense of community. The pastor and principal need to take time to share their beliefs and values in regard to Catholic education. The principal needs to know clearly what the pastor's expectations are concerning the principal's ministry in the school and in the larger parish setting.

The Catholic elementary principal must focus their administrative efforts on activities with human resource management. Assisting teachers to reach their goals and helping them to derive satisfaction through achievement are two administrative behaviors which they value highly. In addition, principals must strive to meet teachers' expectations for administrator efficacy in administering student behavior related activities. While there is the possibility that those expectations are unrealistic, it appears that until the gap between expectations and perceived effectiveness is narrowed, teachers will not be satisfied.

There is a need for the pastors to modify their apparent pre-occupation with financial administrative functions. Since it seems as though their expectations must have an affect on the behavior of the principal, less emphasis on these activities might be more productive.

Recommendations for Further Research

While this study shed light on important questions regarding Catholic school principal administrative functions, it may have raised more questions than it answered. To those considering research in this area, I suggest the following be considered for further study:

1. There is a need to investigate or develop processes and methods to diminish the gap in the expectations of the important role incumbents in Catholic schools; pastors, teachers, and principals. The three groups come to the workplace with different roles and responsibilities as well as biases emanating from job descriptions, training, and authority. Developing a process which provides for dialogue and intra-group consensus would appear to have merit.
2. While human resource management surfaced as a major administrative function with high priority and high performance expectations, the definition included a number of somewhat nebulous and dichotomous activities. The first was "assists teachers to motivate students to learn at their potential

level", the second "assists staff in obtaining maximum use of their potential for reaching personal and organizational goals", the third "recruits, interviews, and hires teachers", the fourth "staff recognition and the motivation of staff to establish and communicate high academic expectations". Perhaps the pastors and teachers responded to all four in responding to the survey, but they may have identified with one in particular. Since they are apparently important but different activities, it seems wise to further explore what exactly they see as so important and, specifically what principals can do to increase effectiveness in them.

FOOTNOTES

(1) Wilbur B. Brookover, School Social Systems and Student Achievement (New York: Praeger, 1979), pp. 130-32.

(2) Andrew W. Halpin, The Leadership Behavior of School Superintendents, S.C.D.S. Series (Columbus, Ohio: College of Education, Ohio State University, 1956), p 4.

(3) Ralph M. Stogdill, "Personal Factors Associated with Leadership, A Survey of the Literature," Journal of Psychology, 25 (1948), p.63.

(4) Ibid., p. 66.

(5) Robert B. Myers, "A Synthesis of research in Leadership" (Unpublished paper presented to A.S.C.D., Mar. 1957), pp. 4-9.

(6) Andrew W. Halpin, "A Paradigm for the Study of Administrative Research in Education," in Administrative Behavior in Education, ed. Campbell and Gregg (New York: Harper & Row, Publishers, 1957), Chapter 5.

(7) Ibid., p. 161.

(8) Ibid., p. 170.

(9) Andrew W. Halpin, "Studies in Aircrew Composition III: The Combat Leader Behavior of B-29 Aircraft Commanders," HFORL MRMO No. TN-54-E (Washington, D.C.: Bolling Air Force Base, Human Factors Operations Research Laboratories, Air Research and Development Command, 1953).

(10) Andrew W. Halpin, "A Paradigm for the Study of Administrative Research in Education," in Administrative Behavior in Education, ed., Campbell and Gregg (New York: Harper & Row, Publishers, 1957), Chapter 5.

(11) Ibid., adapted from Fig. 6, p. 190.

(12) Susanne Perri, O.P., "The Principal As Teacher of Teachers," (Reflections on the Role of the Catholic School Principal, NCEA,1989), p. 67.

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

(14) Jacob W. Getzels, Administration as a Social Process, Chap 7 of Administrative Theory in Education, ed. Andrew W. Halpin (Chicago: University of Chicago, Midwest Administration Center, 1958) Note: Getzels credits Egon Guba with assisting him in developing his theoretical formulations.

(15) Alex Afton, Perception of the Principals's Role. NASSP Bulletin 58, no. 383 (September, 1974), pp. 71-75.

(16) Willeam H. Roe and T.C. Drake, The Principalship (New York: MacMillan Publishing Company, 1974), p. 337.

(17) Criteria For Excellent Catholic Schools, Archdiocese of Chicago. Chicago: 1988. p. 12.

(18) Charles E. Bidwell, Some Causes of Conflict and Tension Among Teachers. (New York: Harper and Row Publishers, 1975) p. 94.

(19) Ibid., p.94.

(20) David Billet, "National Survey of Secondary Education." Bulletin No. 17, U.S. Office of Education, 1982, p. 34.

(21) Harold J. McNally, Elementary School Administration and Supervision. (New York: American Book Company, 1967), p.351

(22) Alec M Gallup and others, "The 23rd Annual Gallup Poll of the Publics Attitudes Toward the Public Schools," Phi Delta Kappan September, 1991), pp. 41-56.

(23) Wilbur Brookover, and others. School Social System and Student Achievement ---Schools Can Make a Difference. (New York: Praeger Publishers, 1979), pp. 130-132.

(24) Wilbur Brookover, and Lawrence W. Lezotte. Changes in School Coincident with Changes in Student Achievement. Occassional Paper no. 17. (Michigan State University, 1979).

(25) Bruno A. Manno, Those Who Would Be Catholic School Principals: Their Recruitment, Presentation, and Evaluation. (Washington, D.C., National Catholic Educational Association, 1985), pp. 11-12.

(26) Edwin J. McDermott, S.J., Distinctive Qualities of the Catholic School. (Washington, D.C., National Educational Association, 1985), pp.44-45.

(27) United States Catholic Elementary and Secondary Schools, 1984-1985 (Washington, D.C.:National Catholic Educational Association, 1985). p. 10

(28) Rev. John A Thomas, Reflections on the Role of the Catholic School Principal, (Washington, D.C., National Catholic Educational Association, 1989), pp. 50-51.

(29) Elementary School Policies and Guidelines, Office of Catholic Education, Archdiocese of Chicago, 1991. Policy 165.

(30) Rev. John A. Gilbert, Pastor As Shepherd of the School Community (Washington, D.C.:National Catholic Educational Association, 1983), p. 12.

(31) Ronald S. Barth, Run School Run. (Cambridge, Mass.:Harvard University Press, 1980), p.123.

(32) Robert B. Stanavage, The Effective School Principal: Perspectives on School Leadership. (Boston:Allyn and Bacon, Inc., 1980), p.3

(33) Daniel B. Doremus, The Elementary Principal (Englewood Cliffs, New Jersey:Prentice-Hall, Inc., 1970), p.15.

(34) James Nelson Roberts, "Perceptions and Expectations of Superintendents, Principals and Teachers Regarding Leader Behavior Of Elementary School Principals" (unpublished doctoral dissertation abstract, Wayne State University, 1963).

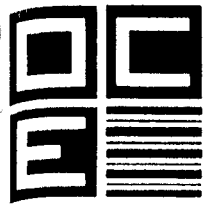
(35) Robert Pinckney and James Sweeney, ASCD Update, Vol 25, no. 1: January, 1983. p.1

(36) Brother Theodore Drahmann, F.S.C., The Catholic School Principal, An Outline for Action. (Washington, D.C., National Catholic Educational Association, 1981), pp. 5-9.

(37) Debold B. VanDolen, and William Meyer, Understanding Educational Research: An Introduction (New York: McGraw Hill, Inc., 1962) p. 37.

(38) Andrew W. Halpin, The Leadership Behavior of School Superintendents, Op. Cit., p. 83.

APPENDIX A



OFFICE OF CATHOLIC EDUCATION
ARCHDIOCESE OF CHICAGO

Office of the Superintendent

November 18, 1991

Mr. George R. Kokaska
Saint Isaac Jogues School
8101 Golf Road
Niles, IL. 60648

Dear George:

I received your proposal for your doctoral dissertaion. The topic is quite intriguing. I'm sure your results will prove most informative and helpful. Of course, I will support you in your work. Having done a doctorate, I am most aware of the need for such moral support. Keep on with the task. I assure you that someday you will finish!

When your study is complete, please let me know. I will be interested in the results. My best wishes to you as you do this work.

Sincerely,

Elaine M. Schuster, Ph. D.
Superintendent of Schools

APPENDIX B

SAINT ISAAC JOGUES SCHOOL

November 14, 1991

Dear Fellow Principal,


My name is George Kokaska and I am conducting research for my doctoral dissertation at Loyola University. Enclosed are packets of questionnaires which are a significant part of the research. The dissertation is focused on an analysis of the Catholic school principal's role as perceived by the pastor, teacher and the principals themselves.

The participants in this study have been randomly selected and all information will be handled in an anonymous and confidential manner. I respectfully ask your assistance by completing one survey form yourself as principal, and passing one to your pastor and one to four of your teachers. Each has their own return envelope. The code on the envelope will be used only to identify the need for follow-up letters. A prompt and complete reply would be greatly appreciated.

I wish to thank you in advance for your cooperation and assistance in passing out the forms and for completing your survey.

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,


George R. Kokaska
Principal, St. Isaac Jogues School

***please encourage your pastor and teachers to complete their surveys and mail them as soon as possible

name

address (for copy of study results)

SAINT ISAAC JOGUES SCHOOL

November 14, 1991

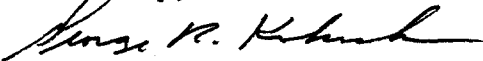
Dear Faculty Member,

My name is George Kokaska and I am conducting research for my doctoral dissertation at Loyola University. Enclosed is a questionnaire which is a significant part of the research. The dissertation is focused on an analysis of the Catholic school principal's role as perceived by the pastor, teachers, and principals themselves.

The participants in this study have been randomly selected and all information will be handled in an anonymous and confidential manner. I respectfully ask your assistance by completing this survey as an elementary teacher in the Archdiocese of Chicago. Please use the return envelope provided. The code on the envelope will be used only to identify the need for follow-up letters. A prompt and complete reply would be greatly appreciated.

I wish to thank you in advance for your cooperation in this study. If you would like to have a copy of the completed study, please write your name and address below and return this form with the questionnaire.

Sincerely,



George R. Kokaska
Principal - St. Isaac Jogues School
Niles

Name _____

Address _____

(for copy of study)

SAINT ISAAC JOGUES SCHOOL

November 14, 1991

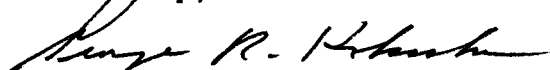
Dear Pastor,

My name is George Kokaska and I am conducting research for my doctoral dissertation at Loyola University. Enclosed is a questionnaire which is a significant part of the research. The dissertation is focused on an analysis of the Catholic school principal's role as perceived by the pastor, teachers, and principals themselves.

The participants in this study have been randomly selected and all information will be handled in an anonymous and confidential manner. I respectfully ask your assistance by completing this survey as a pastor with a school in the Archdiocese of Chicago. Please use the return envelope provided. The code on the envelope will be used only to identify the need for follow-up letters. A prompt and complete reply would be greatly appreciated.

I wish to thank you in advance for your cooperation in this study. If you would like to have a copy of the completed study, please write your name and address below and return this form with the questionnaire.

Sincerely,



George R. Kokaska
Principal - St. Isaac Jogues School
Niles

Name _____

Address _____

(for copy of study)

**CATHOLIC SCHOOL PRINCIPAL'S ROLE
SURVEY**

PERSONAL DATA:

1. Title of present position: PASTOR
 PRINCIPAL
 TEACHER
2. Sex: Male Female
3. Age: (In years) _____
4. Number of years experience in this position: _____

DESCRIPTION OF SCHOOL:

1. Number of students (check one): less than 200
 200 - 300
 300 - 400
 over 400
2. Location: City of Chicago
 Suburban Cook County
 Suburban Lake County

Directions: Please fill in every blank. The first section asks for a priority rank as you perceive the importance of the function. (1-8) The second section requires a percentage answer followed by an effectiveness rating. The third section requires a percentage answer. Both the second and third sections should each total 100%. All answers are based on your perceptions during this school year. (1991-1992)

(A DESCRIPTION OF EACH FUNCTION IS ATTACHED)

QUESTION #1 PRIORITY RANK THE FOLLOWING ADMINISTRATIVE FUNCTIONS AS YOU PERCEIVE THE IMPORTANCE OF THE FUNCTION TO YOUR POSITION (Rank 1-8) 1 being of highest priority / 8 least priority

- A. Human Resource Management
- B. Instructional Leadership
- C. Non-Instructional Functions
- D. Pupil Personnel
- E. School Community Relationships
- F. Learning Environment Management
- G. Financing the School
- H. Spiritual Leader / Faith Development

(PLEASE TURN OVER)

QUESTION #2 INDICATE THE PERCENTAGE (%) OF TIME YOU FEEL
YOUR PRINCIPAL ACTUALLY SPENDS ON EACH. (TOTAL 100%)
THEN RATE YOUR PRINCIPAL'S PERFORMANCE IN EACH
OF THE FUNCTION

rating scale for effectiveness: 1 Ineffective
2 not very effective
3 somewhat effective
4 moreso effective
5 highly effective

circle one

- | | | | | | |
|---|---|---|---|---|---|
| A. ___% Human Resource Management | 1 | 2 | 3 | 4 | 5 |
| B. ___% Instructional Leadership | 1 | 2 | 3 | 4 | 5 |
| C. ___% Non-Instructional Functions | 1 | 2 | 3 | 4 | 5 |
| D. ___% Pupil Personnel | 1 | 2 | 3 | 4 | 5 |
| E. ___% School Community Relationships | 1 | 2 | 3 | 4 | 5 |
| F. ___% Learning Environment
Management | 1 | 2 | 3 | 4 | 5 |
| G. ___% Financing the School | 1 | 2 | 3 | 4 | 5 |
| H. ___% Spiritual Leader /
Faith Development | 1 | 2 | 3 | 4 | 5 |

QUESTION #3 INDICATE THE PERCENTAGE (%) OF TIME YOU BELIEVE
PRINCIPALS SHOULD SPEND ON EACH. (TOTAL 100%)

- A. ___% Human Resource Management
- B. ___% Instructional Leadership
- C. ___% Non-Instructional Functions
- D. ___% Pupil Personnel
- E. ___% School Community Relationships
- F. ___% Learning Environment Management
- G. ___% Financing the School
- H. ___% Spiritual Leader/ Faith Development

EIGHT MAJOR ADMINISTRATIVE TASKS OR FUNCTIONS PERFORMED BY CATHOLIC ELEMENTARY SCHOOL PRINCIPALS

The eight administrative functions were identified from two Archdiocesan publish norms for the behavior of the principal:

Archdiocesan Policies and Guidelines - Principal Evaluation Process

Criteria for Excellent Catholic Schools - A composite of elements which are indicative of an ideal Catholic school.

When categorized, the descriptors establish eight major functions:

1. Human Resource Management - assists teachers to motivate students to learn at the optimal level, and assists staff in obtaining maximum use of their potential for reaching personal and organizational goals. Recruits, interviews, hires teachers, orients new faculty, provides for staff development, staff recognition, and the motivation of staff to establish and communicate high academic expectations.
2. Instructional Leadership - Enhances student learning through updating curricular and instructional materials, evaluating staff for the purposes of improvement, and evaluating educational program and student progress. Facilitates the productive and harmonious work of the professional staff in concert with the school's philosophy, goals and objectives, in the development of a well-defined and comprehensive curriculum.
3. Noninstructional Management - Schedules all routine and special activities and supervises logistical matters and the school plant. This includes utilization of space, plans for capital improvements, efficient maintenance program, and procedures for disaster drills.
4. Pupil Personnel - Meets with students individually and in groups to address their problems and concerns, and promotes student involvement in co-curricular and extra-curricular activities. Set absence and tardiness procedures, provide counseling and guidance services, maintain adequate records, and approves a grievance proces for students.
5. School-Community Relations - Communicates with parents and promotes the school through advisory committees, parent-teacher organizations, needs assessments, and the

media. Responsible for the total marketing of the school as to continue to attract students.

6. Learning Environment Management - Develops and maintains discipline standards which provide students with a clear understanding of expectations for behavior inside and outside the classroom, and provides an educational atmosphere conducive to learning / Establishes discipline policy, dress guidelines, drug and smoking policies, suspension, expulsion, and promotion policies.
7. Financing the School - Initiate the budget-planning process, provides regular financial reports, ensures careful record-keeping, tuition collections, and payment of bills. Organize fund-raising programs, purchasing procedures and scholarship opportunities are included.
8. Spiritual Leader / Faith Development - Provides a strong sense of direction and communicates faith and hope to the staff. The administrator trusts and serves the staff and seeks to bind it into a faith-filled community. Nurtures the life of faith through commitment to the welfare of the student and the quality of the educational program.

BIBLIOGRAPHY

- Afton, Alex. Perceptions of the Principal's Role. NASSP Bulletin 58, no. 383 (September, 1974): 71-75.
- Archdiocese of Chicago, Criteria For Excellent Catholic Schools. A Composite of Essential Elements of an Ideal Catholic School, Chicago, 1988.
- Atkinson, J.W. An Introduction To Motivation. In Organizational Behavior and the Practice of Management. Edited by David A. Squires. Oakland, New Jersey: Scott, Foresman and Co., 1978.
- Barth, Ronald S. Run School Run. Cambridge, Mass.: Harvard University Press, 1980.
- Benson, Peter L. and Michael J. Guerra. Sharing the Faith: The Beliefs and Values of Catholic School Teachers. Washington, D.C.: National Catholic Educational Association, 1985.
- Bidwell, Charles E. Some Causes of Conflict and Tension Among Teachers. In Administration of Public Education. Edited by Stephen J. Knesvich. New York: Harper and Row Publishers, 1975.
- Billet, David. "National Survey of Secondary Education." Bulletin No.17, U.S. Office of Education, 1982.
- Brookover, Wilbur B. School Social Systems and Student Achievement -- Schools Can Make a Difference. Brooklyn, New York: Praeger Publishers, 1979.
- Brookover, W. B. and Lawrence W. Lezotte. Changes in School Coincident with Changes in Student Achievement. Occasional Paper no. 17. Department of Educational Administration East Lansing, Michigan State University, 1979.
- The Code of Canon Law. Grand Rapids, Michigan: Wm. B. Eerdmans Publishing Company, 1983.
- Doremus, Danial B. The Elementary Principal. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1970.
- Elementary School Policies and Guidelines, Office of Catholic Education, Chicago, Illinois, 1991.
- Gallup, Alec M. and others. "The 23rd Annual Gallup Poll of the Publics Attitude Toward the Public Schools." Phi Delta Kappan: September, 1991.

- Getzels, Jacob W. "Administration as a Social Process," Chapter 7 of Administrative Theory in Education, ed. Andrew W. Halpin. Chicago, University of Chicago, Midwest Administration Center, 1958.
- Gilbert, Rev. John A. Pastor As Shepherd of the School Community, Washington, D.C.: National Catholic Educational Association, 1983.
- Greely, Andrew M., McReady, W.C. and McCourt, K. Catholic Schools in a Declining Church. Kansas City: Sheed and Ward, Inc., 1976.
- Halpin, Andrew W. The Leadership Behavior of School Superintendents, S.C.D.S. Series. Columbus, Ohio: College of Education, Ohio State University, 1956.
- _____. "A Paradigm For the Study of Administrative Research in Education," in Administrative Behavior in Education, ed. Campbell and Gregg. New York: Harper & Row, Publishers, 1957.
- _____. "Studies in Aircrew composition III: The Combat Leader Behavior of B-29 Aircraft Commanders," Washington, D.C.: Bolling Air Force Base, Human Factors Operations Research Laboratories, Air Research and Development Command, 1953.
- Helder, John. The Tao of Leadership. New York: Bantam Books, 1985.
- Hoy, W. K., and C.C. Miskel. Educational Administration: Theory Research and Practice, New York: Random House, 1978.
- Manno, Bruno A. Those Who Would be Catholic School Principals: Their Recruitment, Presentation, and Evaluation. Washington, D.C., National Catholic Educational Association, 1985.
- Mallett, Rev. James K. "Reflections on the Application of the New Code of Canon Law to the Governance of Catholic Educational Institutions." Presentation to the National Catholic Educational Association Convention, 1985.
- McDermott, S.J., Edwin J. Distinctive Qualities of the Catholic School. Washington, D.C., National Catholic Educational Association, 1985.
- McNally, Harold J. Elementary School Administration and Supervision. New York: American Book Company, 1967.
- Myers, Robert B. "A Synthesis of Research in Leadership" (Unpublished paper presented to A.S.C.D., March, 1957).
- Nickerson, Neal C. The Principalship Revisited Again. NASSP Bulletin 64, no. 436 (May, 1980).

- Perri, O.P., Susanne. "The Principal As Teacher of Teachers". Reflections on the Role of the Catholic School Principal. Washington, D.C., National Catholic Educational Association, 1989.
- Pinckney, Robert, and James Sweeney, ASCD Update, Vol 25, no. 1: January, 1983.
- Roberts, James Nelson. "Perceptions and Expectations of Superintendents, Principals and Teachers Regarding Leader Behavior of Elementary School Principals" Unpublished doctoral dissertation abstract, Wayne State University, 1963.
- Roe, William, and T.C. Drake. The Principalship. New York: MacMillian Publishing Company, 1974.
- Snyder, William Shield. "Elementary School Principal's Perceptions of His Ideal and Actual Role". Unpublished doctoral dissertation abstract, The University of Texas, 1969.
- Stanavage, Robert B. The Effective School Principal: Perspectives on School Leadership. Boston: Allyn and Bacon, Inc., 1980.
- Stogdill, Ralph M. "Personal Factors Associated with Leadership, A Survey of the Literature". Journal of Psychology, 25, 1948.
- Thomas, Rev. John A. Reflections on the Role of the Catholic School Principal. Washington, D.C., National Catholic Educational Association, 1985.
- United States Catholic Elementary and Secondary Schools, 1984-1985. Washington, D.C., National Catholic Educational Association, 1985.
- VanDolen, Debold B. Understanding Educational Research: An Introduction. New York: McGraw Hill, Inc., 1962.

APPROVAL SHEET

The dissertation submitted by George R. Kokaska has been read and approved by the following committee:

Dr. Edward T. Rancic, Director
Assistant Professor,
Educational Leadership and Policies Studies
Loyola University of Chicago

Dr. Philip M. Carlin,
Associate Professor,
Educational Leadership and Policy Studies
Loyola University of Chicago

Dr. L. Arthur Safer,
Associate Professor,
Educational Leadership and Policy Studies
Loyola University of Chicago

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 Doctor of Education.

4-20-92

Date

Edward T. Rancic

Director's Signature