1978


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SELECTION CRITERIA, PRACTICES AND PROCEDURES OF ELEMENTARY AND SECONDARY SCHOOL PRINCIPALS

by

Edward E. Eckhardt, Jr.

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

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VITA

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CHAPTER I

STATEMENT OF THE PROBLEM

"As the principal goes, so goes the school" is a time honored axiom in the educational community. This premise vividly attests to the fact that the building principal's actions, decisions and responsibilities have a direct impact upon students, professional staff, and parents within the school district and community served. The successes and shortcomings of the principal are felt to varying degrees in the school's classrooms, corridors, and playgrounds, as well as within the homes of the community. It is the elementary and the secondary school principals who "influence the quality of instruction, relationships between people, acceptance of or resistance to change, morale and efficiency of general operations."

Given this assumption, it becomes obvious to most associated within the educational community that selection of an individual to occupy a leadership position of this dimension is a matter of major concern for school superintendents and school boards.

Due to the important leadership position and function accorded to the elementary and secondary school principalship, one would deem it quite logical and appropriate that an overwhelming majority of public school systems have carefully conceived and implemented policies regarding selection criteria, practices and procedures of the principalship. While numerous studies have been done to determine appropriate selection criteria, practices and procedures for choosing a principal, a review of the professional literature indicates a lack of consistency and conformity by school districts towards the selection process of school principals. A consistent pattern of the most important and effective selection criteria, practices and procedures utilized by superintendents and school boards cannot be identified.

Perhaps this absence of data is attributable in part to the recent findings of Vasher (1972), Wood (1972), De Frohn (1974), and Newberry (1975) who found in their studies that "most school districts surveyed" either have "no written policies or procedures to guide in principal selection" or "should evaluate criteria used
in selection practices."² If written selection procedures do not exist, it is unlikely that written selection criteria and practices can be identified.

A further explanation for the absence of a consistent pattern of selection criteria, practices and procedures utilized by superintendents and school boards is offered by Newberry. His 1975 study reported that both in the United States and Canada "an extremely small percentage of school districts have actually established guidelines or job descriptions for the elementary principal." He contended, therefore, that "until job descriptions have been defined according to community needs and expectations, it is impossible to set selection criteria, and the search will be for a person who, in fact, will perform a service that no one really defined."³ In summary, the development


of principalship job descriptions based upon community needs is a prerequisite to identifying selection criteria, practices and procedures. Unfortunately, since the prerequisite step has not been initiated in most American and Canadian school districts, an effective identification of criteria, practices and procedures cannot follow.

Reports of Wagstaff and Spillman offer still another explanation for the absence of any identifiable pattern of criteria, practices and procedures utilized by superintendents and school boards in the selection of elementary and secondary school principals. They contended that in most instances the traditional route to the elementary principalship has been simple and direct. That is to say,

Most people who want to become principals decide themselves that they are ready and take the necessary four steps: self-selection from the teaching ranks; admission to and completion of a graduate program; meeting state certification requirements; and safely navigating through a selection process at the local school district level.  

The latter step simply means finding favor in the central office. If one accepts the premise of Wagstaff and Spillman that the self-selection process is indeed the rule rather than the exception to becoming an elementary principal, then little, if any, need exists at the local school district level to identify and develop a consistent pattern

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4 Lonnie Wagstaff and Russell Spillman, "Who Should be Principal?", National Elementary Principal, v53, (July/August, 1974), 35.
of selection criteria, practices and procedures. The principles of self-selection and the adherence to these practices have diminished the need for superintendents and school boards to identify and develop a consistent pattern of principalship selection criteria, practices and procedures.

A concluding factor contributing to the absence of an identifiable pattern of selection criteria, practices and procedures was the impact of local school district situational factors upon administrative behavior and the selection process. A summary review of the professional literature indicated there were forces within the local school system and local community which continued to modify the principalship and the selection process for principals. Since "expectations of the principalship vary with the times and referent group and define demands in a given attendance center," selection criteria, practices and procedures may also vary with the times, referent group and attendance center. Way concluded that situation factors such as school faculty and individual groups were influential factors in determining the direction of administrative decision making and administrative behavior.  

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According to Scott Thompson, NASSP Executive Deputy Director, the National Association of Secondary School Principals is hesitant to recommend specific principalship selection criteria and practices due to the influence of local school district and community factors or characteristics upon the selection process and principalship role. In short, it was the impact of a variety of local school district situational forces acting upon administrative behavior and the selection process of school principals which have made it difficult for superintendents and boards of education to define a consistent and effective pattern of important selection criteria, practices and procedures.

A summary review of the professional literature indicated most school districts did not have written policies regarding principalship selection, nor have they defined principalship job descriptions related to selection criteria and practices. Acquiring the principalship through self-selection was revealed to be a procedure utilized in some school districts. Lastly, it was reported that situational forces within the local school district and local community affected administrative behavior as well as the selection process of school principals.

While a consistent pattern could not be recognized when assessing current school district selection processes,

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7 Personal interview with Scott Thompson, Executive Director NASSP, Anaheim, California, February 11, 1978.
isolated examples of selection criteria actually used by superintendents and school boards were cited in the review of school district selection methods. However, according to superintendents and school boards the degree of effectiveness and importance attached to these selection criteria examples varied from one school district to another. Selection criteria highly regarded in one school district were given less consideration in the selection process by another district. For instance, administrative experience and research skills were cited as isolated selection examples that varied frequently in terms of importance from one superintendent and school board to another.

Research authorities and professional opinion have recommended the adoption and implementation of specific selection criteria, practices and procedures. School superintendents and boards of education have shown little, if any, regard towards accepting research information and specific study recommendations concerning the principalship selection process. Not only do school districts reject study recommendations, but it was the contention of the research that superintendents and school boards have utilized selection criteria that had little significance in identifying administrative behavior or were contrary to studies made about the principalship. A review of four isolated examples indicates the difference between criteria actually used by some school districts and the recommendations made by research authorities.
McIntyre attested to the existing difference between research knowledge and school district practice regarding the selection criteria of school principals. In 1965 he referred to a selection practice known as GASing (Getting Attention of Superiors), an informal process by which promotions within a school system were often totally unrelated to the principalship. Supervisors too often were favorably impressed by feverish "odd-jobbery behavior" and "frenetic volunteersmanship" to the degree that GASing practitioners were promoted to the principalship primarily on the basis of criteria almost solely unrelated to competencies required of the principal.  

Despite the passing of time, and advent of increased research, what McIntyre viewed with "alarm" in 1965 he still viewed with "alarm" in 1974 by lamenting that a "GAS shortage" has not yet hit the schools. "Although nothing is wrong with rewarding GASing behavior if the behavior is relevant to effective performance, there is little evidence that promotions today are becoming more systematically based on job related factors." 

In 1965 McIntyre denounced the tendency to discriminate against selection of women for principalships. Nine

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8 Kenneth McIntyre, "The Selection of Elementary Principals", National Elementary Principal, XLIV, (April, 1965), 42.


10 Ibid.
years later his study findings indicated that, despite pressures of Equal Opportunity Employment and the efforts of Women's Liberation Movement, women are more likely to be appointed to a principalship today than they were in 1965. 11 Research conducted over a five-year period (1968-72) in a metropolitan area revealed that 76% of the districts had not hired a female building administrator in recent years. 12 A 1972 survey of school superintendents in Indiana indicated that male elementary principals were appointed in the vast majority of schools. 13

While gender should be of no concern to those selecting elementary and secondary principals, as long as the myth is accepted that "men refuse to work for women principals" and "women prefer to work for men principals," and therefore, "men make better principals," gender will continue to be a selection criteria utilized by school superintendents and school boards.

The age of an elementary or secondary principal candidate was another isolated example identified in the literature of a criteria sometimes utilized by superintendents and school boards which has a minimal effect upon administrative performance. Newberry emphatically concluded that the age of the candidate is an irrelevant factor. He stated age

11 Ibid.
12 Vasher, op. cit.
13 Wood, op. cit.
"is not an important criterion and has no merit in the selection process."¹⁴ A 1974 study evaluating procedures for the recruitment of public secondary school principals in New Jersey revealed that school districts claimed age was not an important selection criterion, but yet they continued to require such information on application forms.¹⁵ A review of further studies which included age as a selection criterion seemed to reflect the findings of Artmeir, in that age was a principal factor when all other qualifications were equal, and superintendents favored principals in the 30-45 year old age group.¹⁶

Overemphasizing teaching experience was a concluding isolated example identified in the literature which some superintendents and school boards utilized as a selection criterion contrary to research recommendations. Newberry reported that "long experience of more than five years is not necessary as a prelude to an effective administrative appointment."¹⁷ The American Association of School Administrators Committee of Selection of Principals stated that

¹⁴ Newberry, op. cit.


¹⁷ Newberry, op. cit., 42.
"excellence in classroom teaching is no guarantee of quality performance in administration." \(^{18}\) Wagstaff and Spillman elaborated upon this point by reporting "there is no convincing evidence that experience in teaching is related to success in school administration." \(^{19}\)

Legislators in the states of Oregon, California, and Washington have heeded these recommendations in that each state has eliminated teaching as a prerequisite for administrative certification. Despite researchers cautioning against overemphasis upon teaching experience as a selection criterion, traditional belief still holds that teaching experience is a necessary prerequisite for effective school administration. The degree to which superintendents and school boards ascribe to this traditional belief determines the importance placed upon teaching experience as a selection criterion for elementary and secondary principals.

In summary, when isolated examples of criteria, practices and procedures were cited in a review of school district selection methods, superintendent and school board opinions varied with respect to the degree of importance and effectiveness they attached to the selection examples. Furthermore, it was the contention of the researchers that some superintendents and school boards employed selection

\(^{18}\) A.A.S.A. op. cit., 29.

\(^{19}\) Wagstaff and Spillman, op. cit., 36.
criteria such as attention getting, gender, age and teaching experience that either had little significance in identifying effective administrative behavior, or were not in agreement with studies made about principalship selection. Therefore, when selection criteria, practices and procedures utilized by superintendents and school boards were identified, the criteria, practices or procedures were either contrary to studies and recommendations made about principalship selection, or had little significance in identifying effective administrative behavior.

A threefold task confronts superintendents and school boards regarding principalship selection. Determining what "personal and professional characteristics are most likely to satisfy leadership demands of the principalship remains one of the most important and perhaps difficult problems facing the superintendent." Selection instruments or practices "must be fashioned or procured that are capable of giving readings on how closely the candidate's predicted behavior will be consistent with the criteria." There must be agreement with the well established principle that the school board's prime concern "should be the formulation of procedures to guide the selection" process of elementary and secondary principalships.22

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21 A.A.S.A., op. cit., 34.
Although superintendents and school boards readily ascribe to maintaining a high degree of selectivity in the appointment of principals, determining what specific criteria, practices and procedures shall prevail in search of the most promising individual who expresses an interest in becoming a building principal remains the challenge of every school superintendent and school board.

In summary, then, the selection of an elementary or secondary principal is an essential and important responsibility confronting school superintendents and school boards. Identification of selection criteria, practices and procedures is a critical task challenging superintendents and school boards. The research literature indicated that a lack of consistency and conformity exists in the selection process whereby a consistent pattern of the most important selection criteria, practices and procedures utilized by superintendents and school boards could not be identified. Several explanations were cited indicating why superintendents and school boards have not developed a consistent and effective selection process for elementary and secondary school principals. A review of actual school district selection criteria revealed that superintendents and school boards attached varying degrees of importance and effectiveness to isolated examples of selection criteria. Selection criteria highly regarded in one school district were given less consideration in the selection process of another district. It was also the contention of research authorities
that some superintendents and school boards utilized selection criteria, practices or procedures that either had little significance in identifying effective administrative behavior, or were not in agreement with study recommendations made about principalship selection.

**Purpose of the Study**

The purpose of the study is to identify and analyze criteria, practices and procedures used to select elementary and secondary school principals in DuPage County, Illinois.

Basic considerations:

1. to identify selection criteria, practices and procedures recommended in the professional literature.

2. to identify a pattern of criteria, practices and procedures which selected DuPage County, Illinois superintendents and school board members regard as important for the selection of elementary and secondary school principals.

3. to identify the conformance of school superintendents and school board members to the selection criteria, practices and procedures recommended by the professional literature.

4. to analyze criteria, practices and procedures used to select elementary and secondary principals in DuPage County, Illinois with respect to principal evaluation criteria, principal job descriptions, recommendations of the present study and guidelines identified in the professional literature.
5. to recommend selection criteria, practices and procedures that would assist superintendents and school board members in the selection of elementary and secondary school principals.

The problem examined in the study was stated in the form of nine major questions:

1. What do superintendents and school boards consider as the most important professional and personal selection criteria for elementary and secondary school principals?

2. What do superintendents and school boards consider as the most important practices employed to assess the identified professional and personal selection criteria?

3. What do superintendents and school boards consider as the most important procedures in selecting elementary and secondary principals?

4. What local school district situational factors and characteristics affect the selection criteria, practices and procedures of elementary and secondary school principals?

5. What is the relationship between criteria used for selection and criteria used for evaluation of elementary and secondary principals?

6. What written school district policies or procedures exist to assist the superintendent or school board in the selection of an elementary or secondary school principal?

7. What is the relationship between criteria used for selection and criteria of principalship job descriptions?
8. What similarities or differences exist regarding the criteria used to select an elementary and secondary school principal?

9. What is the conformance between selection criteria, practices and procedures utilized by superintendents and school boards and those recommended by the professional literature and research authorities?

Methods and Procedures of the Study

The following general methods and procedures were utilized in the study:

1. A review of the related professional literature was conducted in order to develop a list of fourteen selection criteria and related practices utilized to assess the degree to which principalship candidates possess the criteria. A list of recommended selection procedures to be utilized by either the school superintendent or school board was also identified.

2. For validation purposes and to provide clarity and understanding, the selection criteria, practices and procedures identified in the professional literature were reviewed by a committee of five superintendents and five school board members. Based upon responses of these evaluations, items were either added to, or deleted from the list. The selected criteria, practices and procedures were then put into a final form that could be rated by each of the superintendents and school board members participating in the study.
3. A survey was conducted in order to identify school district superintendents and school board presidents in DuPage County, Illinois. The survey also identified those districts in DuPage County who filled either an elementary or secondary school principalship vacancy for the 1977-78 school term. DuPage County, Illinois, located fifteen miles directly west of Chicago, has contiguous districts, yet they vary in size and organizational structure. The organizational structure of the school district consisted of the following at the time of the study: K-8 districts 32; 9-12 districts 7; 1-12 districts 6.

4. A four-part questionnaire was developed to gather data from forty-two school superintendents and forty-five school board presidents previously identified in a survey. As identified in the professional literature, and reviewed by a committee of ten evaluators, parts one and two of the questionnaire asked participants to rate the fourteen principalship criteria according to two categories:

   a. selection criteria considered **personally important** in the selection of an elementary or secondary school principal;

   b. selection criteria considered important by the school district in **actual practice** when selecting an elementary or secondary school principal.

Part three of the questionnaire first asked participants to check the ten most important personal and/or professional selection criteria actually used in their
school district to select the last elementary or secondary school principal. Participants were then asked to identify selection practices which were considered most important in assessing the degree to which a candidate possessed the ten checked selection criteria. Part four of the questionnaire asked participants to identify the most important selection procedures utilized in their school district to recruit, identify and select prospective elementary and secondary school principals. Superintendents were asked to forward a copy of each principalship job description in their district. Job descriptions were analyzed with respect to most important selection criteria actually utilized by DuPage County school districts to select school principals.

5. Upon tabulation of the questionnaires, interviews were conducted with the seven superintendents and school board presidents of each district in DuPage County wherein an elementary or secondary principalship was filled for the 1977-78 school term. The six major purposes of the interview were as follows:

a. determine the degree to which superintendents and school board presidents who filled a principalship vacancy utilized selection criteria, practices and procedures rated important in the questionnaire;

b. determine what local school district situational factors and characteristics affected the selection criteria, practices and procedures;
c. determine the relationship between criteria used for selection and criteria used for principalship evaluation;

d. determine what written school district policies or procedures exist to assist the superintendent or school board in the selection of an elementary or secondary school principal;

e. determine what similarities or differences exist regarding the criteria used to select an elementary or secondary school principal;

f. determine the relationships between relevant selection criteria and principalship job descriptions.

6. A presentation of the data collected in the questionnaire and interviews was conducted with respect to analyzing the nine major questions.

7. A set of recommendations regarding selection criteria, practices and procedures was developed.

8. Recommendations for further study were presented.

Limitations of the Study

1. The study was limited to the selection criteria, practices and procedures of elementary and secondary school principals in DuPage County, Illinois which consisted of 32 (K-8) elementary districts, 7 (9-12) high school districts, and 6 (1-12) unit districts.
2. Data of the study regarding selection criteria and practices of elementary and secondary principals were limited to the 1977-78 school year. The one-year analysis was utilized because, first, a year's sample was considered adequate, and secondly, data collected related only to the school year wherein a principalship vacancy was filled.

3. A limiting factor was that only two groups served as evaluators of principalship selection criteria, practices and procedures: the superintendents and the school board presidents. Data were not collected from faculty members of Loyola University School of Education, teachers, parents, principals or other administrators within the school districts of DuPage County, Illinois.

4. The amount of data and opinion in the literature from which selection criteria and practices and procedures of elementary and secondary school principals were developed varied with the different practices under consideration, and the amount of information available. Therefore, the importance affixed to the criteria and practices varied in proportion to the amount of supportive data found.

5. Limitations of the study were the factors inherent in the use of the questionnaire and interview, whereby respondents could interpret the same question in different ways or not openly communicate personal opinion.
Significance of the Study

There is a need to identify principalship selection criteria, practices and procedures utilized by school superintendents and school boards. It is expected that the study through identification of these selection factors will contribute to the professional literature in the following ways:

1. It will provide assistance to school superintendents and school boards to evaluate their current selection process of elementary and secondary principals.

2. The study will provide data to principals regarding the specific criteria, practices and procedures considered important in the selection process.

3. It will provide assistance to colleges and universities to evaluate current programs of educational administration. Likewise, colleges and universities concerned with the training of administrators could utilize study findings in order to develop within their program an area of training which focuses on selection criteria and practices.

4. The study will assist others interested in expanding the knowledge of selection criteria, practices and procedures by identifying areas in which further investigation would be beneficial.

Definition of Terms

1. **Personal selection criteria**: Those characteristics which relate to the candidates for the elementary
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or secondary principalship as a function of their personality and background.

2. **Professional selection criteria:** Those characteristics which relate to the candidates for the elementary or secondary principalship as a function of their professional training and in the practice of administrative skills.

3. **Selection practices:** Those evaluative devices, instruments or techniques employed to assess the candidate's degree of competence according to identified personal and professional criteria.

4. **Selection procedures:** The course of action, process or conduct taken by the school superintendent and school board to recruit, identify and select elementary or secondary principals.

5. **Elementary school:** A local school enrolling grades K-8.

6. **Secondary school:** A local school enrolling grades 9-12.

7. **School board president:** The president of the board of education elected by the members thereof from among their number and who serves one year performing all duties imposed by law and board action.

8. **Superintendent:** The head administrative officer of a school district required to effect provision of the state school code and policy regulations of the local school board.
9. **Principal**: The head administrative officer within a school building responsible to the policies, regulations, and provisions established by the local school district superintendent and school board.
CHAPTER II

REVIEW OF THE LITERATURE

Chapter II contains a review of the related research and literature concerning the personal and professional selection criteria, practices and procedures that are employed in the selection of elementary and secondary school principals. Informational background data were obtained from doctoral dissertations, textbooks, research reports, bulletins, professional journals and study project findings published since 1954.

While there is a lack of consistency and conformity by school administrators toward the principalship selection process, the professional literature was quite conclusive in the position that specific selection criteria, practices and procedures exist which have proven to be effective and, thereby, ought to be utilized by school administrators. The present study attempted to combine and unify the relevant selection criteria recommended by the professional literature into a research model. The study model that emerged represented authoritative opinions and recommendations cited in the professional literature from 1956 to the present. Earlier principalship selection studies were
identified in the literature review because recommendations made several years ago have withstood the test of time and were considered applicable to the present day selection process of elementary and secondary school principals.

**Personal and Professional Criteria**

In 1956, Grobman and Hines reported on the findings of the Florida Leadership Study, the purpose of which was to determine how to develop or find better principals. On the basis of a check list containing 86 situations to be handled in many different ways by the principal, descriptions were obtained of how 80 principals in a metropolitan school system operate in existing school situations. Four major findings were noted:

1. Democratic and situational behaviors obtain better results in the school situation than do the converse types of actions.

2. Teachers desire a principal who can work with teachers and give competent help.

3. Pupils, parents and teachers want a principal who is genuinely interested in the school and people in the school.

4. Women principals were rated higher than men in several categories, such as student-staff morale and discipline.¹

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In a 1957 study, McVey collected data from seventeen school executives in six cities, located in four geographic regions of the United States. Executives were asked to agree upon the five most effective, and five least effective principals in the schools administered by them. The effective, successful elementary principals studied in this investigation maintained attitudes and actions directed toward other people in an "atmosphere of love, reason and of a jealous regard for the uniqueness for the individual."²

Assuming that there are behavioral characteristics which can be described that differentiate between effective and ineffective school administrators, Kimbrough and the University of Tennessee staff attempted to define behavioral characteristics of effective educational administrators in terms of such things as dress, poise with people, public speaking ability, intelligence and other qualitative descriptions. His findings noted six categories of characteristics essential to principalship effectiveness:

1. interpersonal relations
2. intelligence
3. emotional stability
4. ethical and moral strength

²R. C. McVey, "Personality: A Key to Administrative Success," Administrative Notebook 5:8, April, 1957.
5. adequacy of communication
6. operation as a citizen.\(^3\)

In a project that concerned itself with elementary school principals of a city school system in Ohio and their work with respective staffs in curriculum revision, Campbell noted the following study conclusions:

1. Advanced chronological age or long experience in teaching are not necessary to administrative effectiveness.

2. Sex is not a differentiating factor in determining administrative effectiveness.

3. Adequate communication between principal and teacher, teacher and principal and among teachers must exist for administrative effectiveness.

4. Effective administrators are able to be human with co-workers and chart a course of action.

5. There is a need for consideration (empathy) and structure (organization) in interaction.\(^4\)

The nature of the influence of attitudes on the selection of subordinate administrators was the focus of a study conducted at Stanford University. Twenty-nine San Francisco, California, Bay Area superintendents

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described the qualities that they look for in candidates for subordinate administrative positions. It appeared as though a stereotypic image of the ideal subordinate administrator plays an important role in principalship selection. Ideal criteria sought by superintendents were the following:

1. possess above average intelligence
2. ability to see problems and plan in advance
3. ability to clearly define a problem at hand
4. personal life revealed loyalty, empathy, humility and morality in dealing with others
5. grades were important at the graduate level
6. possessed the ability to get along with others
7. had taught a minimum of 2 years
8. was capable of changing when circumstances warranted
9. was willing to assume responsibility for the consequences of his actions.  

In a 1963 publication, Erickson emphasized the importance of matching administrators with school situations, even though the matching must proceed on a basis of intuitive judgment. The researchers contended that more than ever a need exists to screen all principal candidates rigorously for basic mental abilities, and perhaps even

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for knowledge of the culture. The practice of preferring males and candidates with several years of teaching experience was seriously questioned.\textsuperscript{6}

The American Association of School Administrators conducted one of the most extensive projects undertaken within the past decade regarding identification, selection and assignment of principals. In a 1967 publication the A.A.S.A. Committee on Selection of Principals recommended that all school systems establish selection criteria and state them in performance terms.\textsuperscript{7} In terms of personal factors, they recommended that those "appointed to the principalship at the age of 45 years or older may not perform as well as those appointed at a younger age."\textsuperscript{8} Furthermore, "intelligence was reported as being related to subsequent success, particularly when coupled with a high level of academic achievement in college."\textsuperscript{9} It was reported that the principal should be in "excellent physical and mental health."\textsuperscript{10} Supporting the conclusions of other studies, the report stated, "all other things being

\begin{itemize}
  \item[8] Ibid. p. 28.
  \item[9] Ibid. p. 28.
  \item[10] Ibid. p. 27.
\end{itemize}
equal, men principals are not superior to women principals by any measure of administrative effectiveness."¹¹ Lastly, no data suggested that marital status has anything to do with success in principalship.¹²

In terms of professional selection criteria, the A.A.S.A. study cited human relations skills, leadership ability, insight into community power structures, interpersonal skills, motivation to serve and willingness to commit off-duty time to one's work as useful and valuable factors to be considered.¹³ The project report further emphasized that a year of graduate study be absolute minimum for consideration as a principal with post-master's work in school administration being given a high order of preference.¹⁴ While teaching experience was sometimes emphasized as a selection prerequisite, to demand more than five years of experience may be unwarranted according to the study recommendations.¹⁵

Eight years later, in a 1975 doctoral dissertation study of Ohio City Schools, Lewis concluded that school districts using the selected American Association of School Administrators' recommendations for the recruitment and

¹¹Ibid. p. 28.
¹²Ibid. p. 28.
¹³Ibid. p. 30.
¹⁴Ibid. p. 31.
¹⁵Ibid. p. 30.
selection of elementary school principals tend to have better qualified administrators than those districts who do not use the selected American Association of School Administrators' recommendations. 16

Whitaker reported in 1966 on the process employed by the Redwood City, California school district to establish a formal set of standards for the selection of an elementary principal. The district set out to identify the best qualified candidate by applying a common set of standards to each applicant. The first objective of the administration was to develop a concept of the principalship role and then translate that concept into a formal set of evaluation standards. Whitaker realized that no plan for choosing a principal is infallible, but what he attempted to do was structure the thinking of the evaluating teams by giving them specific areas to evaluate. The following six areas were selected for principalship evaluation by the Redwood school district:

1. judgment—matter of handling important decisions
2. verbal expression—effectiveness of expressing self
3. attitude toward position—reasons for wanting principalship
4. intelligence—equal to that of people on staff

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5. attitude of self-one of open-mindedness, confidence, modesty

6. professional efficiency-identify roles and responsibilities. 17

If it becomes necessary to conduct recruiting campaigns in order to "enlist principal candidates," then Schilson maintained it seems questionable whether those who accept such "proposals" really have the characteristics to insure success. He asserted that those who express a desire to become principals should possess certain personal and professional characteristics which could be termed "criteria for admittance." His essential criteria were recorded as: mature judgment, ability to work with others, evidence of leadership ability, above average intellectual ability, ability to communicate, sound health, and ability to stand up under pressures and demands, and ability to conceive and foster creativity in colleagues. 18

A National Principalship Study of E.P.L. (Executive Professional Leadership) conducted by Gross and Harriott, examined the relationship of certain individual characteristics to E.P.L. E.P.L., which was the central concept of the research, was defined as "the behavior of a principal that can be viewed as his efforts to conform to a definition

17 School Management, Choosing a Principal, 10:100-102, No.2, February, 1966.

of his role which stresses his obligation to improve the quality of teacher performance." \(^{19}\) One hundred and seventy elementary school principals participating in the E.P.L. study were part of a national sample of all elementary and secondary school principals in American cities having a population of 50,000 or more during the 1960-1961 school year. Teacher evaluative responses of their building principal with respect to twelve administrative behaviors served as the major data source for the study. The Gross and Harriott study suggested that if

...Executive Professional Leadership is to be the criterion, school systems are selecting principals that appear to have little empirical justification, namely, type or amount of teaching or administrative experience, number of undergraduate and graduate courses in education, number of graduate courses in educational administration, sex and marital status. It was also suggested that the following additional characteristics may require more consideration in appointing principals: high level of academic performance in college, high order of interpersonal skill, the motive of service, the willingness to commit off-duty time to their work and relatively little seniority as teachers. \(^{20}\)

In a 1965 study that elicited the opinions of one hundred and two practicing superintendents and assistant superintendents in the states of Rhode Island, Connecticut and Massachusetts, Gordon identified practices and criteria used in the selection of elementary principals. Her findings indicated that five selection criteria were

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\(^{20}\) Ibid. p.71.
not crucial to selection. They were: sex, age, length of teaching experience and length of administrative experience. Respondents strongly desired prospective principals who had adequate knowledge of administration, supervision and teaching and possessed general reasoning ability.\textsuperscript{21}

According to McIntyre, certain traits or behaviors are valued in a principal, keeping in mind situational variables that require special attention. Existing data concerning valuable principal attributes served as the basis for McIntyre's selection recommendations.

1. Recruitment of principals would be more effective if length of teaching experience were shortened.

2. Intelligence should not be ignored in principalship selection.

3. Scholarship should be considered in the selection of a principal.

4. The ability to speak and write with clarity and force should get special attention.

5. Indicators of the principal's ability "to get along with people" should be sought.\textsuperscript{22}

Writing almost a decade later and supported by more years of research, McIntyre reaffirmed his support of the


\textsuperscript{22}Kenneth McIntyre, "The Selection of Elementary school Principals," \textit{National Elementary Principal} 44:43-44, No.5, April, 1965.
earlier identified criteria by stating, "at least a moderate level of scholarship, breadth of knowledge, human relations skills and ability to speak and write accurately and forcefully are desirable attributes for administrators."  

The purpose of the research reported by Hoyle and Randall was to explore the relationships between the variables of sex, prior teaching experience in elementary school, college preparation and five aspects of problem-attack behavior of selected elementary principals. Participants of the study were selected from three Texas school districts which were similar in terms of size and organization. Significant findings of the study were that choosing a man over a woman for the elementary school principalship will not assure a "better administrator," nor does the number of graduate education courses taken mean principals will engage in positive problem solving behavior.  

In 1971 the Pennsylvania Department of Education, through the Bureau of Administrative Leadership services, published descriptions and qualifications to assist college officials in nominating principal candidates and to aid potential principal applicants in evaluating their qualifications. In terms of professional training and experience.  

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it was recommended that the candidate pursue an educational program with specialized preparation in school administration supervision and curriculum, and should have a background of successful classroom teaching experience.

With respect to general competencies, the state department of education recommended the following principal-ship criteria:

1. must be able to work effectively with staff members, individuals and community groups;
2. be able to communicate effectively;
3. be committed to the profession;
4. be capable of identifying problems, designing corrective programs and implement change;
5. be concerned with instructional procedures;
6. be creative, flexible, imaginative;
7. be competent in decision making, delegating and evaluating.  

In a monograph which reflected the author's position about what is wrong in American education and how to make changes, Stoutt suggested that future selection criteria of school administrators focus upon behavior that will establish a strategy for change within schools. According to Stoutt, an administrative candidate must possess interaction skills capable of establishing a close teamwork

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relationship with others in both formal and informal organizations. In terms of organizational skills, administrators must have the ability to think in systematic terms and approach organization with a sense of reconstruction. Mobilizing feelings within the school and community and focusing energies on the change process were additional administrative behaviors essential to the selection process. Lastly, Stoutt concluded that the educational prospective of future administrations must be one whereby an individual makes decisions based upon knowledge of educational processes and the demonstrated ability to create and transmit ideas and influence behavior.\footnote{26}

Wagstaff and Spellman felt it was possible to specify a set of attributes that persons considering or being considered for the principalship should possess. They advocated the following set of attributes which represent potential that lends itself to the development of the necessary knowledge and skill role for the principalship.

1. commitment to the school principalship  
2. self-confidence  
3. insight to interrelatedness of school and its environment  
4. empathy with all under the purview of their leadership

5. ability to communicate
6. willingness to cope with conflict
7. knowledge of, and skill in human relations

In a recent publication which summarized findings of his doctoral study, Newberry developed a research model of selection criteria and definitions associated with them. Six personal and eight professional criteria were identified which the researcher maintained would assist school boards in setting rational and systematic considerations for the selection of the principal. The criteria contained in Newberry's research model were:

**Personal criteria** -
1. intelligence
2. group skills
3. scholarship
4. mature judgment
5. good health
6. personal security

**Professional criteria** -
1. human relations skills
2. communications skills
3. community relations skills
4. administrative-technique skills
5. research skills

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6. decision-making skills
7. change strategy skills
8. curriculum development skills

The deputy executive director of the National Association of Secondary School Principals, Scott Thompson, developed criteria used to select principals in Fairfax County, Reston, Virginia, and Beverly Hills High School, Beverly Hills, California. In both systems Thompson, who utilized school and community input, established specific criteria within the following major administrative categories:

1. community relations
2. educational leadership
3. management capabilities
4. student relationships
5. personal characteristics

Principal selection was conducted on the basis of the following specific criteria contained within the five categories:

1. community involvement and public awareness
2. curriculum development and flexibility
3. program initiation
4. strength in problem analysis
5. appropriate decision making
6. staff and student involvement

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7. tolerance and flexibility
8. positive self-image
9. good physical and mental health
10. articulate communication, scholarship

In School District No. 24, Kamloops, British Columbia, the administration and school board, as far back as 1966, have maintained an executive development program from which to identify school administrators whenever a local appointment seems desirable. To date, 15 elementary principals are graduates of the program. One major aspect of the training program is that prospective principal candidates undergo a screening process, which involves the University of British Columbia quite extensively, to determine whether the candidate is trainable in the skills classified as technical-managerial, human-managerial, technical-educational and speculative-creative.

De Frohn, in a study that analyzed recruitment and selection policies of secondary school principals in the state of New Jersey, concluded that the following characteristics are most important in terms of selection criteria for principals:

1. judgment
2. ability to cooperate


30 C. A. Bruce, "A program For Preparing Principals," Education Canada, Spring, 1976, p.35-36.
3. personal appearance
4. mental health
5. open-mindedness
6. ability to develop systematic procedures

Sex, examination scores and marital status were criteria considered to be of little value. 31

Data were obtained by Hronakes from 363 school superintendents in Pennsylvania in order to identify the importance they attached to various criteria in the selection of elementary school principals. The research reported that the candidate's ability to communicate, the ability to get along with other people, and teaching experience were the three most important selection criteria. Considered to be the factor of least importance was the candidate's "political affiliation." 32

In a doctoral dissertation that analyzed the degree to which geographical location and size of the community affected selection criteria, Lawson reported that the most important requirement for the elementary principal was that candidates possess successful teaching experience. Other selection criteria considered important were:

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1. community relations
2. knowledge of curriculum
3. command of the English language
4. creativity

Lawson further concluded that recruitment of candidates should not be based on age, sex, race, religion or socio-economic status. 33

In the 1969 publication "A Report of the NASSP Administrative Internship Project," several implications as well as specific recommendations were reported concerning desirable characteristics of secondary school principals. J. Lloyd Trump, project director and author of the publication, cited major principalship roles and responsibilities which have a direct relationship to the selection process. The first requirement for principals according to Trump was for them to function as instructional leaders by studying research reports, presenting ideas to their entire staff, and creating a school environment that gives programs a chance to succeed. 34 When enumerating major internship responsibilities, Trump pointed out that these were also principalship responsibilities. Highlighted in the 1969 report were the following responsibilities which should be

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adhered to by interns and principals alike if administrative success is to be achieved:

1. work with and support innovative teachers
2. work effectively with small groups
3. be committed to experimentation and change
4. delegate responsibility
5. systematically avoid managerial routine

At the 1977-78 NASSP national convention, Richard Gordon and Kenneth McIntyre reported on the NASSP's recently completed twelve-year study of the high school principalship. As a result of sixty on-site interviews with "effective" principals, the two researchers concluded that, "These principals were superior in their ability to interact with different groups of people in all kinds of situations. They are perceptive about problems and perceptive about people. They also work very hard, some 62 hours a week."

Summary

A review of the research and literature indicated that personal and professional selection criteria were regarded as either relevant or irrelevant in the selection process of elementary and secondary principals. When

35 Ibid. p. 31-32.
relevant personal and professional selection criteria were identified, the research and literature was further analyzed in order to isolate a commonly applicable and concise definition for each criterion.

The research studies examined indicated that the following personal and professional criteria were considered as irrelevant and should be of no importance in selecting an elementary or secondary principal. Data were lacking in the professional literature to include these factors in the selection process:

1. sex
2. marital status
3. age
4. religion
5. race
6. number of undergraduate courses in education
7. number of graduate courses in education
8. length of administrative experience
9. length of teaching experience
10. political affiliation

Several personal and professional selection criteria were identified in the research and literature and classified as relevant criteria to be utilized in the selection of elementary and secondary school principals. Following this identification, the present study combined and unified the relevant selection criteria into a research model consisting of seven personal and seven professional selection criteria.
The blending of the research studies can be cited according to the identification listed below.

A. Personal Criteria - Relates to the candidate as a function of personality and background

1. **Intelligence** - Possess above average intellectual skills in conceptual reasoning and treatment of detailed information as measured by mental ability and aptitude tests.

2. **Scholarship** - Show evidence of thorough educational background and knowledge of education as measured by a high level of academic achievement, especially at the graduate level, but not necessarily in education courses.

3. **Good health** - Possess sound physical and mental stamina and ability to withstand pressures and demands of the position. Attendance pattern is regular and sound.

4. **Commitment to position** - Regards the principalship as career position, willingly motivated to serve and commit off-duty time to work.

5. **Ethical-Moral strength** - Follow truth as opposed to expediency while abiding by honest convictions even though such action is not personally beneficial.

6. **Emotional stability** - Maintains and fosters calm, collected within self and others in order to meet and analyze crisis and problem situation.

7. **Mature judgment** - Ability to analyze situations from a broad context by understanding the interrelatedness of all pending factors, and then initiate proper action.
B. Professional Criteria - Relates to the candidate as a function of professional training and practice of administrative skills

1. Communication skills - Capable of speaking and writing with authority and clarity. Promotes excellent communication in and among groups whereby abstract ideas are accurately defined and the capacity to listen is evident.

2. Interpersonal relations - Possess the ability to get along with and work with people by exhibiting genuine empathy, open-mindedness and regard for individual uniqueness of co-workers. Requires high degree of staff interaction and motivation whereby positive morale and development of human potential is maintained.

3. Curriculum development - Maintain current knowledge of student learning skills, activities and programs of appropriate grade levels and subject area. Shares and/or introduces this information to staff on a regular basis.

4. Decision making - Ability to identify a problem, recognize alternatives, chart and implement a course of action and then a rational method of evaluating the result of the decision.

5. Community relations - Display the ability to work positively with community groups in terms of understanding the interrelatedness of the school and community and developing educational goals that reflect community interests and input. Means of informing the community of
school programs and policies as well as providing channels for feedback are essential skills.

6. **Change-Action skills** - Understand the scope and nature of change in education and society and develop strategies to affect change and cope with forces acting upon the school and its program.

7. **Administrative-Management skills** - possess knowledge in the administrative areas of finance, plant maintenance, staff utilization and office management in order to plan, organize and direct action.

**Selection Practices and Procedures**

In the publication entitled, "The Right Principal For the Right School," the A.A.S.A. Committee on Selection of Principals declared that responsibility for selection and assignment of principals rests on the superintendency with the school board's prime concern being the formulation of policies to guide identification, selection and assignment. It was further recommended that every school board establish policies to guide the superintendent in the selection of principals, and to elect only those persons nominated by the superintendent for a principalship.\(^{37}\)

The committee on Selection cited the need for school systems to recognize the contributions and limitations of

various selection devices thereby guarding against over-emphasis of any one selection tool or practice. Recognized selection practices and respective contributions identified in the publication were:

1. biographical information blank - report only objective, not selective facts
2. transcript of graduate - courses taken, credits earned and degree of scholarship
3. letters of recommendation - personal contact with writer to corroborate opinions
4. rating scales - personal contract with writer to corroborate opinions
5. tests - accurate analysis of what test actually measures is most important factor
6. interview - time allocated, objectiveness, nature of information gathered, skill of interviewers are variable determining affectiveness
7. health examination - assess physical fitness

Lastly, the A.A.S.A. urged every school system to develop formal identification and recruitment procedures for school principals. The procedure should be systematic and carefully designed in order to identify and select the best candidates. Recommended practices were:

1. participation in an administrative internship program

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2. superintendent consultation of professional administrators and/or instructional staff

3. superintendent utilization of advisory committees or groups

4. appointment as assistant or vice principal

5. rotation and reassignment of principals within a district without regard to size

The American Association of School Administrators 1960 Yearbook focused upon better ways to select school administrators. It reported that letters of recommendation and rating scales are valuable practices when the selector knows the respondent and can evaluate his integrity and powers of discrimination. The personal history data sheet was regarded as having merit in that it projects certain personality traits and was not perceived as a threatening practice by prospective candidates. If observers and participants are properly trained, panel interviews and leaderless discussion sessions were cited as practices which can elicit significant applicant information. Realizing that research has proved that there is some relationship between leadership and intelligence, the Yearbook stated that tests of knowledge should not be the sole basis for appointing


candidates, but rather should function in terms of raising questions, the answers to which are obtained from first-hand acquaintance and observation of behavior.41

A major procedure in the selection process recommended by the A.A.S.A. is the "construction of a set of goals for the school to be administered, and a clear understanding, by those selecting, of what the candidate's role would be in accomplishment of those goals."42 In other words, the necessity of listing job expectations of the principalship position cannot be overemphasized.

Gordon found that one method of improving the selection procedure was the increasing popularity of training programs sponsored by local school districts. Warning against the procedure of selecting prospective candidates only from within the school district to participate in training programs, Gordon strongly urged school districts to avoid a trend toward parochialism by also recruiting out-of-district candidates. The researcher concluded that an out-of-district person employed as a principal can become thoroughly familiar with the school system through an intensive in-service development training program sponsored by the employing district.43

41 Ibid. p.165-66.
42 Ibid. p.163.
43 Gordon, op.cit., 64.
In a publication that assessed traditional selection practices, McIntyre concluded that the interview guideline must contain questions dealing with valued behavior. Simulation, for example, responding to "in-basket" problems, was also noted as a useful interview practice. Following the interview, contact must be made with several people who have seen the candidate working in similar situations. The author suggested that school districts interested in setting up a sound procedure for identifying, training and selecting principals within the system should investigate the following positive approaches:

1. extensive publicity and appeal to many sources for recommendations
2. training to consist of simulation and laboratory exercises
3. comprehensive summer seminar on school administration
4. one year's internship
5. on-the-job experience as acting principal of a summer school

McIntyre further predicted that the odds are heavily against the recruitment and selection of school principals on a systematic, carefully conceived and scrupulously followed procedure that culminates in the best of all possible persons for the position to be filled. Consequently, his publications

44 McIntyre, "The Way It Was/Is," p. 33-34.
urged adoption of the following guidelines for the selection of elementary school principals:

1. describe the job to be filled in terms of the role expected of the principal
2. locate outstanding prospects in other school systems through use of placement bureaus and professors
3. use biographical information, transcripts and credentials
4. contact qualified persons with whom the candidate has worked
5. use individual and group interviews
6. use appropriate written tests:
   a. situational performance
   b. mental ability
   c. general knowledge
   d. interest inventories
   e. personality - values inventories
7. superintendent makes the recommendation to the Board of Education

In a study that concerned itself with current methods of selecting elementary school principals of public schools in cities of 250,000 or more in population, Greene focused upon the need to make a periodic job analysis of the basis for principalship selection procedures. Support was given for the trend in using reference forms sent to previous supervisors which include a graphic scale listing personal

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McIntyre, "Selection of Elementary Principals," p.46.
characteristics. Greene advised the employment of three sound selection procedures. First, the program of recruitment should include wide publicity whereby "out-of-town" applications are accepted. Secondly, requirements for the position and methods of selection should be reviewed under the direction of a representative committee. Lastly, provisions should be made for intermediate supervisory positions, with such experience required for the principalship.46

One of the major findings of an investigation conducted by Newberry was continued reliance upon the interview as a selection practice. The researcher concluded that since the interview was used to such a large extent to assess candidates for the principalship, "interview guides or questions related to the appropriate selection criteria should be developed, especially for the assistance of school boards."47 Other recommendations reported by Newberry pertaining to selection procedures were:

1. involving personnel at various levels of the school in the selection process

2. maintaining written job description for the principal to provide understanding of the principal's role


3. consultation on a more frequent basis with those outside the school system such as parents, university professors and placement bureaus

4. written guidelines developed as school board policy for principalship selection procedures. 48

In an attempt to test rather than substantiate the hypothesis that the shortage of educational leaders is due more to the lack of sound selection policies and procedures than to a shortage of available leadership material, Hadley conducted a study where a jury of leading educators selected ten school systems in the United States that had developed highly effective selection policies and procedures. A thorough study of the selection policies and procedures of these school systems served as the basis for the following study conclusions:

1. The job should be defined in terms of the specific position to be filled.

2. Qualifications desired of candidates should be determined by members of teaching, supervisory and administrative staffs.

3. Responsibility for execution of selection policies resides with the superintendent.

4. Reputable sources included in the search for the candidate are outstanding schools of education, placement agencies and former superintendents.

48 Ibid.
5. Search for candidates should be extended over a wide geographical area.

6. Sufficient funds should be budgeted to conduct recruitment search.

7. Selection policies should be carefully formulated and made available in written form.

8. References should be checked with persons writing them by phone or by interview.

9. Candidates should be visited in present school and community.

10. Arrangements should be made for the candidate to visit school and community before selection is made.

11. The superintendent should be responsible for conducting the final interview.

12. The superintendent should make a single recommendation to the school board.

13. Permission should be received from the employing superintendent before making contacts, observing or making an offer to the candidate.

14. Internships should receive more attention in the selection-training process. 49

Vasher analyzed policies and practices used in the selection of building principals in a county-wide metropolitan area over a five-year period. Based upon interviews

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conducted with 211 school district superintendents and school board presidents, several study recommendations were made by the researcher concerning principalship selection procedures:

1. local districts should prepare both written board policies and administrative procedures to guide in selection of building administrators

2. districts hiring exclusively from within their ranks give some consideration to outside candidates

3. all districts develop administrative intern training programs

4. superintendents should establish interview screening committees to include both teachers and students in the selection process

5. individual requirements and job criteria should be developed prior to beginning the search for a building administrator

Recent literature indicated little or no organized or systematic information regarding the selection and retention of elementary school principals in the state of Oklahoma. Consequently, school systems were criticized for only seeking candidates from within the district, and

failing to develop written school policies for selection and retention of elementary principals.\textsuperscript{51}

According to research by Dylewski, who investigated recruitment and selection procedures in 723 public school systems in New York State, selection criteria for principalships should be related to criteria used for evaluation of the principal. An analysis of this relationship revealed these criteria were only minimally related. Furthermore, in ranking the selection procedures in terms of importance, a heavy emphasis was placed upon the use of references, particularly from former supervisors.\textsuperscript{52}

In a study that surveyed recruitment practices of superintendents in eight different states, eighty percent or more of the superintendents relied upon the following practices to contact candidates for the elementary principalship:

1. public announcements and contacts made at professional meetings and conferences
2. college and university placement bureaus
3. suggestions of local administrative staff concerning the recruitment of candidates


Concerning the recruitment of candidates for the elementary principalship, Lawson also recommended that employing officials not overlook the possible reservoir of talent outside the school district in addition to considering those persons already employed within the school district.  

The Department of Elementary School Principals of the N.E.A. suggested selection procedures and a training program to adequately prepare principals to meet the challenges of their new roles as educational leaders. The department stated that evidence of principalship development elicited in the selection process will be yielded through prior teaching experience, administrative apprenticeships, and supervisory activities while teaching, field projects of an administrative-supervisory nature, leadership responsibilities in community groups and professional organizations and realistic simulated situations.

McNamara studies the practices used by local districts in evaluating and appointing secondary school principals in the state of Pennsylvania. The research concluded that, on the whole, acceptable procedures were followed. Identified and reported on in the study as acceptable practices were the following:

1. superintendents were primarily responsible for evaluating candidates

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53 Lawson, loc.cit.
54 Schilson, op.cit., 66.
2. use of outside agencies and community sources for recruitment and evaluation of the principal candidates

3. districts expended funds in the search for qualified candidates

4. school boards acted to confirm superintendent's candidate recommendations\textsuperscript{55}

The purpose of the research conducted by Morrison was to analyze the effectiveness of the formal principal-ship selection processes (those having clearly defined procedures) of eleven city school systems in Ohio. All of the school systems investigated developed a formal selection process that had been in effect for a period of nine years and which generally included: (1) securing evaluative evidence from a variety of sources and by more than one means; (2) gaining assistance of different persons in the appraisals; (3) securing an important part of the evaluative data from professional educational persons or agencies outside of the system. The components of the selection processes generally consisted of an essay examination, an objective test, an interview or oral examination by a committee or panel, and a field rating and/or related evidence. A synthesis of the results of all these components served as the basis for determining an applicant's

total fitness for selection. The superintendent recommended the applicant with the highest evaluation to the board of education for appointment to the principalship. The investigation conducted by Morrison revealed the following responses concerning the effectiveness of the formal selection practices and procedures employed by the Ohio school system:

1. The process assisted superintendents in identifying and recruiting competent candidates.
2. The process provided a ready source of competent candidates.
3. The process was well received by the administrative and the teaching staff.
4. The process had decidedly more advantages than disadvantages.  

One of the conclusions of an investigation made by Wood was that techniques and methods of screening and selecting principal candidates were contrary to good educational practices. The study project recommended that school systems evaluate criteria used for selection practices, develop job descriptions for all positions and formulate written policies for the recruitment, limitations, screening and selection of elementary school principals.  


Interviews, written references, college transcripts and a visit with the candidate in his previous place of employment were selection practices predominately used in the selection process of public secondary school principals in New Jersey. While recruitment and selection policies, procedures and financial planning were recommended, they were found to be unusual practices among school districts.  

Featherstone reported that the number of Ohio city school systems where advisory committees were being used in the selection of school principals was increasing.

A majority of 363 Pennsylvania school superintendents surveyed by Hronakes indicated written job descriptions and requirements were used in their school districts to define the position of elementary principal. Superintendents reported that college and placement bureaus were most often preferred in locating candidates for the position of elementary principal.

While recognizing no one test or exam can be recommended that will unerringly choose a successful principal, a conclusion reached in a study by Hemphill was that

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58De Frohn, loc.cit.


60Hronakes, loc.cit.
personality and interest tests might profitably be employed after all candidates have been screened for mental abilities and professional and general knowledge.  

C. A. Bruce, district superintendent of schools in British Columbia, in a recent publication urged local school districts to develop a program for selecting and training potential administrators. Regarded as essential components of an administrative training program in order of succession were:

1. simulation and role playing
2. administrative internship
3. administrative assistantship
4. vice or assistant principal

A former building principal and now professor of education, Turbowitz, criticized the Board of Examiners testing procedures for selecting administrative personnel in New York City public schools. He termed the examination an exercise in "memory" and "instant regurgitation" forcing candidates to converge on the "right" answer to even the most imponderable of problems. In the opinion of Turbowitz, an alternate procedure should be the employment of written examinations that encourage divergent thinking, focus on complex questions, and necessitate knowledge of organizational

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62 Bruce, op.cit., 36.
climate, personality structure and other factors related to achieving educational changes. He recommended that the present selection practices be replaced according to the alternatives developed by Griffith, that being, (1) an assessment of the candidate's training, intellectual ability, personality, professional competence, skill in writing and physical fitness through the use of tools such as the Graduate Record Examination, the School Administration and Supervision test administered by the Educational Testing Service, the College Board's English Composition Test and other of the standardized test variety; (2) placement of administrative trainees under the supervision of the building principal; (3) appraisal of the trainee's performance by teams of observers; and (4) permitting the superintendent to appoint individuals outside the school system who would be unavailable to go through the normal selection process.

It was the contention of Jones that ineffective selection of school principals creates problems that inhibit progress and change. Perhaps the greatest deterrent to effective leadership cited by the author is the ineffective selection of principals. According to his publication, this process has been abetted by giving preference to local

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64 Ibid. p.12.
candidates with minimum qualifications over competent persons from outside the district and making selections based on one special talent held by the candidate. The selection practices and procedures recommended by Jones are as follows:

1. write job descriptions for the principalships;
2. seek qualified and competent applicants from within and from outside the system;
3. search for the person who most nearly meets the job description;
4. gather extensive data on each applicant through tests, confidential papers, letters of recommendation, telephone conversations with former co-workers, and group interviews;
5. involve representatives from the faculty to assist the superintendent;
6. broaden participation and involvement in the screening process.

In a recent monograph commenting upon criteria and practices utilized by universities to recruit a new and different type of person into administration preparation programs, Stoutt described viable approaches to the recruitment and selection of educational administrators. The practices, while focusing upon admission to university

66 Ibid. p. 72.
programs in educational administration are equally as applicable to selection as an elementary or secondary school principal. The data gathering practices or steps identified by Stoutt were as follows:

1. personal information about candidates is solicited from the individual candidate;
2. information is solicited from persons who have written letters of reference;
3. information is solicited from persons who were subordinates and superordinates, but who were not asked for a letter of reference;
4. data are analyzed from situational performance tests, personality inventories and projective personality tests;
5. candidate is given a list of criteria according to which he will be selected and it is his responsibility to present whatever evidence he believes shows congruence with the criteria.  

The Pennsylvania Department of Education conducted a study based upon a number of statements from various sections of the Commonwealth relative to principalship selection practices and procedures which incorporated more than simply interviewing candidates recommended by placement offices. It was intended that a review and assessment of these procedures could assist a district to devise a plan

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67 Stoutt, op.cit., 39-40.
which would meet the needs of its own unique situation and help it secure a truly qualified individual. Selection plans of thirteen different local school districts were incorporated into the state department's final report because each plan suggested a variation of the usual selection procedures. Summary recommendations contained in the thirteen identified selection plans are listed as follows:

1. use university consultants in the process;
2. extend the scope of the search to cover more than a given school system, area or state;
3. the administrative council interviews candidates;
4. list the vacancy with private recruiting agencies;
5. use a selection committee consisting of representatives from the board of education, faculty, administration and community;
6. selection of principals is the sole responsibility of the superintendent;
7. desirable for the board of education to adopt a policy to guide the superintendent in the selection of the principal;
8. contact the county principal's association;
9. visit the candidate in his present school setting;
10. define the job description of the position and qualifications for the candidate;
11. final candidates are referred to the office of a specific firm for a psychological evaluation. 68

Summary

A review of the related research and professional literature identified several recommended selection practices and procedures. Following this identification, the present study combined and unified the relevant selection practices and procedures into a research model consisting of eight practices and twelve procedures.

C. Selection Practices - Devices, instruments or techniques employed to assess the candidate's degree of competence according to personal and professional criteria

1. biographical information
2. transcript information - graduate and post-graduate credits
3. recommendation letters - followed by personal contact with the writer
4. rating scales - followed by personal contact with the writer
5. test scores and data - data collected by one or more of the following test types:
   a. personality inventory
   b. interest inventory
   c. general knowledge of culture, education, administration

d. situation performance test

e. essay of writing ability

6. interview - conduct more than one interview, should use any of the following techniques in one interview:
   a. panel-group questioning
   b. leaderless group questioning
   c. simulation or role play questioning
   d. questioning directly related to selection criteria

7. candidate submits any evidence to show congruence with selection criteria

8. physical examination

D. Selection Procedures - Course of action, process or conduct taken by the superintendent or school board to recruit, identify and select school principals

1. establish written guidelines developed as school board policy to assist the superintendent in principalship selection

2. allocate and expend sufficient funds to conduct the selection process

3. school superintendents must assume responsibility for:
   a. execution of selection policies
   b. conducting the final interview
   c. nominating a single recommendation to the school board
4. conduct a job analysis defining the principalship position in terms of job and role expectations

5. develop advisory committees consisting of faculty, administration, community and school board representation, and consult them regarding principalship selection.

6. recruit outside of district by extending the search over a wide geographical area

7. use extensive publicity in advertizing the vacancy

8. contact private recruiting agencies, university placement bureaus and/or consulting services of university professors in order to identify candidates

9. develop and/or sponsor local school district administrative training programs for prospective candidates such as:
   a. internships
   b. supervisory training under the building principal
   c. summer seminars
   d. appointment as vice or assistant principal
   e. acting principal of a summer school
   f. in-service training involving field experiences and laboratory experiences
   g. rotation of principals within the district

10. visit candidates in present school and community

11. candidates visit the school and community where the vacancy exists
12. school districts receive permission from the employing superintendent before contacting, observing or offering a contract to the candidate.
CHAPTER III

DESIGN OF THE STUDY

The present study identified the criteria, practices and procedures used to select elementary and secondary school principals in DuPage County, Illinois. A definition of the problem and purpose of the study was discussed in Chapter I. In Chapter II a review of the related research and professional literature was presented. The present chapter is concerned with the following: (1) research procedure utilized to obtain data, (2) design of the study, (3) design and validation of the instruments, (4) tabulation and analysis of the data, and (5) a description of the study population.

Research Procedures

The research procedure utilized to obtain data for the study involved the following steps:

1. identification and statement of the problem
2. review of the related research and professional literature to identify what authorities regard as relevant and irrelevant selection criteria, practices and procedures
3. development of a research instrument to validate selection criteria, practices and procedure

4. administration of this instrument to select school district superintendents and school board members

5. development of a second research instrument to identify selection criteria, practices and procedures utilized in DuPage County, Illinois

6. validation of the second instrument through an interview process of randomly selected DuPage County, Illinois school district superintendents and school board members

7. identification of the study populations

8. administration of the second research instrument, and the collection, tabulation and analysis of data

9. development of a third research instrument to assess agreement with questionnaire data, school situational factors, principalship job descriptions, principalship evaluation criteria and selection practices

10. administration of the third research instrument, and the collection, tabulation and analysis of this data

Design of the Study

1. A list of seven personal criteria, seven professional criteria, eight practices and twelve procedures were identified in the related research and professional literature as being relevant and important to the selection process of elementary and secondary school principals.
2. An instrument containing these selection criteria, practices and procedures was submitted to a review panel of five school board members and five school superintendents for validation purposes.

3. Modifications and revisions were made with respect to the recommendations submitted by the review panel. Selection criteria, practices and procedures were deleted from the research model if they were regarded as irrelevant by forty percent of the review panel members.

4. Using relevant data approved by the review panel, a questionnaire was developed and reviewed for clarity by three superintendents and the educational administration internship class of Loyola University. The questionnaire was then tested for reliability to gain assurance that value judgments were consistent and stable. The interview technique was decided upon as a feasible method with which to establish reliability.

5. Upon validation of the instrument, the questionnaire was mailed to the forty-two school district superintendents and the forty-five school board presidents in DuPage County, Illinois, with an accompanying letter clarifying the purpose of the research. The reason for mailing forty-two rather than forty-five superintendent questionnaires was that three administrators functioned concurrently as the superintendent of two separate school districts.

6. An interview format was designed and interviews were conducted with the school district superintendents of
DuPage County school districts who filled either an elementary or secondary principalship vacancy for the 1977-78 school term. Interview data were collected, tabulated and analyzed.

**Design and Validation of the Instruments**

The first instrument was sent to a review panel of five school district superintendents and five school board members in DuPage County, Illinois. For validation purposes and to provide for clarity and understanding, the selection criteria, practices and procedures identified in the related research and professional literature were put into a list that was reviewed by the ten-member panel. Based upon responses of these evaluators, items were either revised, added to, or deleted from the lists. Principalship selection criteria, practices and procedures which received sixty percent approval from the review panel were included in the research model. Items contained in the research model were put into a final form that could be rated by each of the school district superintendents and school board presidents included in the study population.

The second instrument was a written questionnaire administered to each school district superintendent and school board president in DuPage County, Illinois. It was the purpose of the questionnaire to: (1) identify the criteria, practices and procedures utilized in the selection of elementary and secondary school principals in DuPage
County, Illinois; (2) to identify value judgments regarding the selection criteria, practices and procedures contained in the research model; (3) to identify the conformance of DuPage County, Illinois school district superintendents and school board members to the selection criteria, practices and procedures recommended by the related research and professional literature; and (4) to identify the relationship between relevant selection criteria and major principalship job functions and responsibilities contained in identified principal job descriptions.

It was the intent of the questionnaire to elicit responses from school district superintendents and school board members regarding a number of selection criteria, practices and procedures other than those contained in the research model. Since one of the purposes of this study was to identify the conformance of school district superintendents and school board members to the selection criteria, practices and procedures recommended by the research literature, nine irrelevant selection criteria were included in the questionnaire. In order to give the respondents the free opportunity to express their opinions regarding the principalship selection process, provisions were made in the questionnaire for adding personal comments and remarks.

The questionnaire was formulated with respect to the following considerations:

1. Are the directions clear?
2. Is the meaning of each question clear and will
it be interpreted by each respondent in the same manner intended by the researcher?

3. Are the items organized in such a way as to contribute to the ease of responding?

4. Will the responses provide data helpful in identifying relevant and irrelevant selection criteria, practices and procedures for elementary and secondary principals?

After the questionnaire was constructed and studied by University advisors in the Department of Education, it was administered to three school superintendents and to the student participants of the 1977-78 Administrative Internship Program of Loyola University. The final form of the instrument was made in terms of the suggested comments and revisions received from the superintendents and university internship students. A letter to accompany the questionnaire, explaining the purpose of the instrument, was approved by the Chairman of the Department of Educational Administration.

"The reliability of a test, as of any measuring instrument, depends upon the consistency with which it gauges the abilities of those to whom it has been applied."\(^1\)

The reliability of the questionnaire was tested in order to provide assurance that the value judgments given by the

respondents were consistent and stable. The interview technique was utilized as the device with which to establish reliability.

The following procedure was employed in order to establish reliability of the interview instrument. From an alphabetical list of the school district superintendents who had completed the questionnaire, every fifth person was selected to be interviewed via the telephone. An explanation of the purpose of the telephone interview and the questions were read to each participant at the time of the interview thereby providing a consistent procedure. Five questions were selected from the questionnaire by the researcher. The responses to the five selected questions as made by the interviewer were recorded. After all interviews were completed, each recorded interview response was compared with the response given on the questionnaire by the same respondent. The number of consistent and inconsistent responses were tabulated and percentages were computed. An agreement of 90% was established between the responses given during the interview and those elicited in response to the questionnaire.

In part I of the questionnaire respondents were asked to rate eleven personal selection criteria and twelve professional selection criteria according to the extent which they thought each criteria was important in the selection of an elementary or secondary school principal. Respondents were asked, "In your opinion, how important is
each item in the selection of an elementary or secondary principal?" A rating scale from one to four was used. A score of 4 was assigned to evaluate a personal selection criterion as extremely important, i.e., a criterion that was extremely important in the selection of an elementary or secondary principal; 3, to indicate an important criterion; 2, a criterion which has some value and is of some importance; and 1, to indicate a criterion which has no importance and should be omitted.

In part II of the questionnaire respondents were asked to rate the same eleven personal selection criteria and twelve professional selection criteria that were contained in part I according to how much importance they thought their school district actually attached to each item when selecting the last elementary or secondary principal. Respondents were asked the question, "In actual practice considering the personnel involved and the candidate selected, how much importance did your district attach to each criterion when selecting your last elementary or secondary school principal?" Again a rating scale from one to four was used. A score of 1 was assigned to evaluate a selection criterion as extremely important, i.e., a criterion that in actual practice was considered extremely important by the school district in the selection of an elementary or secondary principal; 2, to indicate an important criterion; 3, a criterion which has some value
and is of some importance; and 4, to indicate a criterion which has no importance and should be omitted.

Data in parts I and II of the questionnaire were arranged and tabulated according to the following rating methods:

1. determination of the percent of all respondents allotting a score of 1 or 2 who rated the criteria as personally important in the selection of an elementary or secondary principal

2. percentile rank of selection criteria considered personally important in the selection of an elementary or secondary principal

3. determination of the percent of all respondents allotting a score of 1 or 2 who rated the criteria important in terms of actual school district practice

4. percentile rank of selection criteria considered important in actual school district practice

5. identification of the specific selection criteria considered personally important to the selection of an elementary or secondary principal by ninety percent of the respondents

6. identification of the ten most important selection criteria in which there was the least difference between the number of respondents classifying the criteria as personally important and the number of respondents classifying the selection criteria important according to actual school district practice
7. identification of the ten least important selection criteria in which there was the greatest difference between the number of respondents classifying the criteria as personally important and the number of respondents classifying the selection criteria important according to actual school district practice.

8. determination of the mean value of all selection criteria rated personally important in the selection of an elementary or secondary principal

9. determination of rank order according to mean value of all criteria rated personally important

10. determination of the mean value of all selection criteria rated important in the selection of an elementary or secondary principal according to actual school district practice

11. determination of rank order according to mean value of all criteria rated important according to actual school district practice

12. determination of the mean difference between all selection criteria rated as personally important and all selection criteria rated important in actual school district practice

13. identification of the ten selection criteria with the smallest mean difference between ratings of personal importance and actual school district practice

14. identification of the ten selection criteria
with the largest mean difference between ratings of personal importance and actual school district practice.

15. identification of the ten selection criteria considered personally important according to the mean value

16. identification of the ten selection criteria considered important in actual school district practice according to the mean value

Part III of the questionnaire contained two listings for participant response; a summary listing of the twenty-three relevant and irrelevant selection criteria contained in the first two parts of the questionnaire, and a listing of the nine selection practices synthesized from the literature and contained in the research model. Respondents were first asked to check the ten most important personal and/or professional selection criteria actually used in their school district to select their last elementary or secondary school principal. Responses were indicated by checking appropriate criteria and did not involve a numerical ranking of the checked items. After reviewing the list of nine selection practices representing the research model, respondents were then asked to indicate which selection practice or practices were actually used in their district to assess each of the ten checked selection criteria.

Data collected in part III of the questionnaire were arranged and tabulated according to the following rating methods:

1. determination of the number of checked responses allotted to each selection criterion
2. determination of the percent of all respondents rating the selection criterion important

3. percentile rank of all selection criteria considered important

4. determination of the rank order of importance of all selection criteria according to the frequency of responses

5. identification of the ten most important selection criteria according to the percentile rank of all responses

6. identification of the ten most important selection criteria according to the frequency of responses

7. identification of the ten most important selection criteria utilized by school districts employing a principal for the 1977-78 school term according to frequency of responses and percentile rank

8. determination of the number of responses allotted to each of the nine selection practices

9. determination of the percent of responses allotted to each of the nine selection practices

10. identification of the five most important selection practices according to percentile rank of all responses

11. identification of the five most important selection practices according to the frequency of responses

12. identification of the four least important selection practices according to percentile rank of all responses
13. identification of the four least important selection practices according to the frequency of responses

14. identification of the two most frequent selection practices used to assess the ten most important selection criteria

Part IV of the questionnaire contained a listing of nine selection procedures that were synthesized from the literature and contained in the research model. The list represented procedures that could be initiated by school superintendents and/or school boards to either identify, recruit or select elementary or secondary school principals. Respondents were asked to check the selection procedures actually used to select the last elementary or secondary principal. Data collected in part IV of the questionnaire were arranged and tabulated according to the following rating methods:

1. determination of the number of checked responses allotted to each selection procedure

2. determination of the percent of all checked responses allotted to each selection procedure

3. percentile rank of selection procedures actually used

4. determination of the rank order of importance of all selection procedures actually used according to frequency of responses

5. identification of the four most important selection procedures according to percentile rank and frequency of responses
6. identification of the five least important selection procedures according to percentile rank and frequency of responses

7. identification of the most important local school district administrative programs according to frequency of response and percentile rank

The questionnaire also allowed respondents to express their personal opinions regarding two aspects of the principalship selection process. Free responses were solicited in order to identify additional selection criteria and selection practices not contained in the selection model or questionnaire. Additional comments provided by the respondents were identified and listed.

Another aspect of the questionnaire asked superintendents to forward one copy of each principalship job description in their district. Formal principalship job descriptions were reviewed and analyzed with respect to the following two considerations:

1. Is there a relationship between the ten most important selection criteria identified in the questionnaire and the major principalship duties and responsibilities outlined in the formal job descriptions?

2. If a relationship exists between principalship selection criteria and major principalship duties and responsibilities, which selection criteria were most frequently identified in the written principalship job description?
A written summary based upon a content analysis of the formal principalship job descriptions and identified selection criteria was developed in response to these considerations.

In order to provide for questionnaire and interview follow up, as well as to identify recent principalship vacancies within DuPage County, the questionnaire asked participants to respond to the following brief questions:

1. In what year did the most recent elementary or secondary principalship vacancy exist in your district?

2. At what grade level designation did the most recent principalship vacancy exist?

3. What is your name, position and school district represented?

The third instrument utilized in the study was an in-depth personal interview with school district superintendents and school board members of DuPage County, Illinois school districts that filled either an elementary or secondary principalship vacancy for the 1977-78 school term. An interview guide was formulated for the purpose of recording data during the course of the interview. Responses to four interview questions were recorded on individual data sheets for each of the seven interviews. The six purposes of the interview were to identify:

1. the degree to which selection criteria, practices and procedures rated important in the questionnaire are utilized by DuPage County, Illinois school district superintendents and school board members to select elementary and secondary school principals;
2. the degree to which local school district situational factors and characteristics affect the principalship selection process;

3. the written policies or procedures exist to assist the superintendents and school board in the principalship selection process;

4. the relationship between relevant selection criteria and principalship evaluation criteria;

5. the relationship between relevant selection criteria and principalship job descriptions;

6. the similarities or differences that exist regarding the criteria used to select an elementary and secondary school principal.

The interview was designed to elicit both written and oral responses from the seven participating school superintendents. An interview data sheet was administered to each superintendent during the first portion of the interview. Respondents were first asked to provide brief written responses to the following four questions:

1. Based upon a list of the ten most important selection criteria identified in the questionnaire, "What do you consider to be the five most important criteria used to select your district's most recently employed principal?" (Rank 1-5)

2. Based upon a list of the five most important selection practices identified in the questionnaire, "What do you consider to be the three most important practices
used to select your district's most recently employed principal?" (Rank 1-3)

3. Based upon a list of the five most important selection procedures identified in the questionnaire, "What do you consider to be the three most important selection procedures used to select your district's most recently employed principal?" (Rank 1-3)

4. Based upon a list of the ten most important selection criteria identified in the questionnaire, "Which selection criteria are considered when evaluating the principal's job performance and year-end evaluation?"

Oral responses were sought from the superintendents and recorded on an interview data sheet according to the following four questions:

1. What local school district or community situational factors have had the most effect upon selection criteria used in your district to select your last school principal?

2. Do you have written guidelines, policies or procedures to assist the superintendent in the selection process? If so, describe the written guidelines. If written guidelines do not exist nor have not been developed, what explanation can account for this absence?

3. Regarding the ten most important selection criteria identified in the questionnaire, do you feel they apply to the elementary as well as the secondary school principalship when selecting a candidate?
4. Is there a relationship between the five most important selection criteria you rated on the data sheet and the major job responsibilities and duties contained in the formal principalship job description of your district? If so, please describe.

Written interview responses recorded on individual data sheets were arranged and tabulated according to the following rating methods:

1. determination of the frequency and percent of responses allotted to each selection criteria, practice and procedure that was rated on the data sheet;

2. determination of rank order of all selection criteria, practices and procedures according to frequency and percent of responses;

c. item analysis comparison of selection criteria identified in the questionnaire which are considered in the principalship job performance evaluation;

4. item analysis comparison of selection criteria identified in the questionnaire with criteria identified in the interview.

Oral interview responses recorded on an interview guide were arranged and tabulated according to the following rating methods:

1. item analysis identification of school district and/or community situational factors affecting the selection process;
2. written description of established selection guidelines or policies to assist the superintendent in the selection process;

3. content analysis of the relationship between selection criteria and job responsibilities and duties of the principalship noting commonalities and similarities;

4. content analysis of the differences or similarities between elementary and secondary principalship selection criteria.

Tabulation and Analysis of the Data

The data were organized in the form of tables and narratives and analyzed in response to the nine major research questions to show the following:

1. personal and professional selection criteria utilized by school superintendents and school board members;

2. selection practices utilized by school superintendents and school board members;

3. selection procedures utilized by school superintendents and school board members;

4. local school district situational factors and characteristics;

5. principalship evaluation criteria;

6. written guidelines and policies to assist the school superintendent and school board in the selection process;

7. principalship job descriptions;
8. similarities and/or differences between elementary and secondary principal selection criteria, practices and procedures;

9. conformance to selection criteria, practices and procedures recommended by the professional literature.

The basic methodology used in the study was the descriptive-survey method of research. Write-in responses to the questionnaire and open-ended interview responses were assessed in terms of content analysis. Other data pertaining to the questionnaire and interview were compiled by use of either frequency distributions, ranking of importance arranged in descending order, determination of percentages and determination of mean values and mean differences. A written comparison noting commonalities and contrasts was made between selection criteria, practices and procedures reported as important by DuPage County school district superintendents and school board members and the findings of the related research, professional literature, and research model. Discrepancies and consistencies between practice and research were noted.

An additional comparison citing similarities and differences assessed the selection criteria, practices and procedures employed by DuPage County, Illinois school superintendents and school board members in terms of the following:

1. recommended selection guidelines from the professional literature;
2. principalship job description criteria;
3. principalship evaluation criteria.

The Study Population

The study population to which the questionnaire instrument was administered consisted of the forty-two school district superintendents and forty-five school board presidents of DuPage County, Illinois. The organizational structure of the school systems in DuPage County at the time of the study consisted of thirty-two K-8 districts, seven 9-12 school districts, and six 1-12 school districts. The interview instrument was conducted only with that portion of the study population who filled either elementary or secondary school principalship vacancy for the 1977-78 school term.
CHAPTER IV

ANALYSIS OF RESULTS

This chapter is divided into nine major sections, one for each of the nine study questions. Data were organized and analyzed in response to the following research questions:

1. What do superintendents and school boards consider as the most important professional and personal selection criteria for elementary and secondary school principals?

2. What do superintendents and school boards consider as the most important practices employed to assess the identified professional and personal selection criteria?

3. What do superintendents and school boards consider as the most important procedures in selecting elementary and secondary principals?

4. What local school district situational factors and characteristics affect the selection criteria, practices, and procedures of elementary and secondary school principals?

5. What is the relationship between criteria used for selection and criteria used for evaluation of elementary and secondary principals?
6. What written school district policies or procedures exist to assist the superintendent or school board in the selection of an elementary or secondary school principal?

7. What is the relationship between criteria used for selection and criteria of principalship job description?

8. What similarities and/or differences exist regarding the selection criteria, practices, and procedures of elementary and secondary school principals?

9. What is the conformance between selection criteria, practices, and procedures utilized by superintendents and school boards and those recommended by the professional literature and research authorities?

Major study questions were either accepted or rejected based upon data collected in the questionnaire and personal interviews. Thirty-eight school superintendents and twenty-two school board presidents of DuPage County, Illinois, school districts participated in the study by responding to a questionnaire that identified school district principalship selection criteria, practices, and procedures. Eighty-five percent of the superintendents and forty-nine percent of the school board presidents in DuPage County responded to the questionnaire which represented a combined response of sixty-six percent of all County superintendents or school board presidents. Forty of forty-five, or eighty-eight percent, of the DuPage
County school districts participated in the study. Seven school districts identified in the study filled a principalship vacancy for the 1977-78 school term. Interview participants included all seven of the DuPage County, Illinois, school superintendents who participated in the actual selection process to fill a principalship vacancy. Table 1 identifies the most recent elementary (K-8) or secondary (9-12) principalship vacancies that occurred within the participating school districts.

During the last four school years, twenty-four principalship vacancies developed within the forty DuPage County school districts identified in the study. Twenty, or eighty-three percent, of the vacancies occurred at the elementary (K-8) grade level, while four, or sixteen percent, of the principalship vacancies occurred at the secondary (9-12) grade level. At the beginning of the 1977-78 school year, a total of 186 elementary or secondary principalship positions were identified within the forty participating DuPage County school districts. The seven 1977-78 principalship vacancies identified in the study represents a combined turn-over or vacancy rate of three percent for all principalship positions within the forty participating school districts.
<table>
<thead>
<tr>
<th>Most Recent Year of Vacancy</th>
<th>Total Number of Vacancies</th>
<th>School Districts Reporting Vacancies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1977-78</td>
<td>7</td>
<td>13 Bloomingdale</td>
</tr>
<tr>
<td></td>
<td></td>
<td>16 Queen Bee</td>
</tr>
<tr>
<td></td>
<td></td>
<td>62 Gower</td>
</tr>
<tr>
<td></td>
<td></td>
<td>69 Puffer-Hefty</td>
</tr>
<tr>
<td></td>
<td></td>
<td>108 Lake Park High School</td>
</tr>
<tr>
<td></td>
<td></td>
<td>200 Wheaton Unit</td>
</tr>
<tr>
<td></td>
<td></td>
<td>203 Naperville</td>
</tr>
<tr>
<td>1976-77</td>
<td>8</td>
<td>25 Benjamin</td>
</tr>
<tr>
<td></td>
<td></td>
<td>45 Villa Park</td>
</tr>
<tr>
<td></td>
<td></td>
<td>58 Downers Grove</td>
</tr>
<tr>
<td></td>
<td></td>
<td>60 Maercker</td>
</tr>
<tr>
<td></td>
<td></td>
<td>68 Woodridge</td>
</tr>
<tr>
<td></td>
<td></td>
<td>99 Downers Grove High School</td>
</tr>
<tr>
<td></td>
<td></td>
<td>180 Palisades</td>
</tr>
<tr>
<td></td>
<td></td>
<td>201 Westmont Unit</td>
</tr>
<tr>
<td>1975-76</td>
<td>5</td>
<td>12 Roselle</td>
</tr>
<tr>
<td></td>
<td></td>
<td>15 Marquardt</td>
</tr>
<tr>
<td></td>
<td></td>
<td>48 Salt Creek</td>
</tr>
<tr>
<td></td>
<td></td>
<td>65 Bromberek</td>
</tr>
<tr>
<td></td>
<td></td>
<td>88 Community High School</td>
</tr>
<tr>
<td>1974-75</td>
<td>4</td>
<td>2 Bensenville</td>
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<tr>
<td></td>
<td></td>
<td>53 Butler</td>
</tr>
<tr>
<td></td>
<td></td>
<td>63 Cass</td>
</tr>
<tr>
<td></td>
<td></td>
<td>87 Glenbard High School</td>
</tr>
<tr>
<td>1973-74 and before</td>
<td>16</td>
<td>4 Addison</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7 Wood Dale</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10 Itasca</td>
</tr>
<tr>
<td></td>
<td></td>
<td>11 Medinah</td>
</tr>
<tr>
<td></td>
<td></td>
<td>20 Keeneyville</td>
</tr>
<tr>
<td></td>
<td></td>
<td>27 McAuley</td>
</tr>
<tr>
<td></td>
<td></td>
<td>34 Winfield</td>
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<td></td>
<td></td>
<td>41 Glen Ellyn</td>
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<tr>
<td></td>
<td></td>
<td>44 Lombard</td>
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<tr>
<td></td>
<td></td>
<td>61 Carien</td>
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<tr>
<td></td>
<td></td>
<td>66 Center Cass</td>
</tr>
<tr>
<td></td>
<td></td>
<td>86 Hinsdale High School</td>
</tr>
<tr>
<td></td>
<td></td>
<td>93 Com. Consolidated</td>
</tr>
<tr>
<td></td>
<td></td>
<td>94 West Chicago</td>
</tr>
<tr>
<td></td>
<td></td>
<td>100 Fenton</td>
</tr>
<tr>
<td></td>
<td></td>
<td>204 Indian Prairie Unit</td>
</tr>
</tbody>
</table>
Major Study Question One

What do superintendents and school boards consider as the most important professional and personal selection criteria for elementary and secondary principals?

This question deals with the characteristics which relate to the candidates for the elementary or secondary principal as a function of their personality and background, as well as a function of their professional training and practice of administrative skills. Respondents were asked to rate twenty-three personal and/or professional selection criteria according to the extent that they thought the criteria were important. If a respondent allotted a score of 1 or 2, the criterion was identified as personally important and preferred in the selection of an elementary or secondary principal. Table 2 represents the percent of all respondents allotting a score of 1 or 2 who rated the criteria as personally important in the selection process. The frequency of number 1 or 2 ratings is also recorded. When two criteria were allotted a score of 1 or 2 by the same number of respondents, the criterion receiving the greater percentage of number 1 ratings is ranked above the other. In other words, the first item in Table 2, "commitment to position," is rated above "emotional stability" because the frequency of number 1 responses for the first ranked criterion is forty-nine, while the frequency of number 1 responses for the second ranked criterion is forty-eight.
<table>
<thead>
<tr>
<th>Rank</th>
<th>Criteria</th>
<th>Percent</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Commitment to position</td>
<td>100.</td>
<td>58</td>
</tr>
<tr>
<td>2</td>
<td>Emotional stability</td>
<td>100.</td>
<td>58</td>
</tr>
<tr>
<td>3</td>
<td>Decision-making skills</td>
<td>100.</td>
<td>58</td>
</tr>
<tr>
<td>4</td>
<td>Communication skills</td>
<td>100.</td>
<td>58</td>
</tr>
<tr>
<td>5</td>
<td>Interpersonal relations</td>
<td>98.2</td>
<td>57</td>
</tr>
<tr>
<td>6</td>
<td>Mature judgment</td>
<td>98.2</td>
<td>57</td>
</tr>
<tr>
<td>7</td>
<td>Ethical-moral character</td>
<td>98.2</td>
<td>57</td>
</tr>
<tr>
<td>8</td>
<td>Intelligence</td>
<td>96.5</td>
<td>56</td>
</tr>
<tr>
<td>9</td>
<td>Good health</td>
<td>96.5</td>
<td>56</td>
</tr>
<tr>
<td>10</td>
<td>Community relations</td>
<td>94.8</td>
<td>55</td>
</tr>
<tr>
<td>11</td>
<td>Curriculum development</td>
<td>91.3</td>
<td>53</td>
</tr>
<tr>
<td>12</td>
<td>Personal appearance-presence</td>
<td>91.3</td>
<td>53</td>
</tr>
<tr>
<td>13</td>
<td>Scholarship</td>
<td>89.6</td>
<td>52</td>
</tr>
<tr>
<td>14</td>
<td>Administrative-management skills</td>
<td>87.9</td>
<td>51</td>
</tr>
<tr>
<td>15</td>
<td>Change-action skills</td>
<td>86.2</td>
<td>50</td>
</tr>
<tr>
<td>16</td>
<td>Professional growth</td>
<td>86.2</td>
<td>50</td>
</tr>
<tr>
<td>17</td>
<td>Teaching experience</td>
<td>77.5</td>
<td>45</td>
</tr>
<tr>
<td>18</td>
<td>Range of interests</td>
<td>55.1</td>
<td>32</td>
</tr>
<tr>
<td>19</td>
<td>Research techniques</td>
<td>53.4</td>
<td>31</td>
</tr>
<tr>
<td>20</td>
<td>Administrative experience</td>
<td>41.3</td>
<td>24</td>
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</tbody>
</table>
TABLE 2, Continued

<table>
<thead>
<tr>
<th>Rank</th>
<th>Criteria</th>
<th>Percent</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td>Non-educational experiences</td>
<td>29.3</td>
<td>17</td>
</tr>
<tr>
<td>22</td>
<td>Age</td>
<td>25.8</td>
<td>15</td>
</tr>
<tr>
<td>23</td>
<td>University degree</td>
<td>20.6</td>
<td>12</td>
</tr>
</tbody>
</table>

A - Rank in order of importance as rated by respondents

Percent - Percent of respondents who rated the criteria as personally important in the selection of an elementary or secondary principal

Frequency - Total number of 1 or 2 ratings for each criterion

Personal Selection Criteria - relates as a function of the candidate's personality and background

Professional Selection Criteria - relates as a function of the candidate's professional training and practice of administrative skills

Personally Important - refers to the personal preference and opinion of the superintendent and school board president
An analysis of the data in Table 2 indicated that four criteria, commitment to position, emotional stability, decision-making skills, and communication skills were rated as personally important by 100% of the respondents. Twelve of the twenty-three criteria rated were considered by over ninety percent of the superintendents and school board presidents to be personally important in the selection process. Three of the criteria, non-educational experiences, age, and university degree were considered personally important by less than thirty percent of the respondents. All criteria were considered personally important by twenty percent of the respondents.

Table 3 represents the percent of all respondents allotting a score of 1 or 2 who rated the criteria important in terms of actual school district practice. The criteria are arranged in order of importance as rated by the respondents. The frequency of number 1 and 2 ratings is recorded. In the instance when two criteria were allotted the same percent of 1 and 2 ratings, the item receiving the greater percentage of number 1 ratings is ranked above the other.

An analysis of the data in Table 3 indicates there are no selection criteria which all respondents rated important in actual practice. However, six of the twenty-three criteria rated by respondents were considered by over ninety percent of the superintendents and school board
**TABLE 3**

PERSONAL AND PROFESSIONAL SELECTION CRITERIA CONSIDERED IMPORTANT IN ACTUAL SCHOOL DISTRICT PRACTICE

<table>
<thead>
<tr>
<th>Rank</th>
<th>Criteria</th>
<th>Percent</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Interpersonal relations</td>
<td>98.2</td>
<td>57</td>
</tr>
<tr>
<td>2</td>
<td>Emotional stability</td>
<td>96.5</td>
<td>56</td>
</tr>
<tr>
<td>3</td>
<td>Commitment to position</td>
<td>94.8</td>
<td>55</td>
</tr>
<tr>
<td>4</td>
<td>Mature judgment</td>
<td>93.1</td>
<td>53</td>
</tr>
<tr>
<td>5</td>
<td>Community relations</td>
<td>91.3</td>
<td>54</td>
</tr>
<tr>
<td>6</td>
<td>Ethical-moral character</td>
<td>91.3</td>
<td>53</td>
</tr>
<tr>
<td>7</td>
<td>Decision-making skills</td>
<td>89.6</td>
<td>52</td>
</tr>
<tr>
<td>8</td>
<td>Good health</td>
<td>89.6</td>
<td>52</td>
</tr>
<tr>
<td>9</td>
<td>Communication skills</td>
<td>87.9</td>
<td>51</td>
</tr>
<tr>
<td>10</td>
<td>Intelligence</td>
<td>84.4</td>
<td>49</td>
</tr>
<tr>
<td>11</td>
<td>Personal appearance &amp; presence</td>
<td>84.4</td>
<td>49</td>
</tr>
<tr>
<td>12</td>
<td>Change-action skills</td>
<td>82.7</td>
<td>48</td>
</tr>
<tr>
<td>13</td>
<td>Scholarship</td>
<td>79.3</td>
<td>46</td>
</tr>
<tr>
<td>14</td>
<td>Curriculum development</td>
<td>77.5</td>
<td>45</td>
</tr>
<tr>
<td>15</td>
<td>Teaching experience</td>
<td>70.6</td>
<td>41</td>
</tr>
<tr>
<td>16</td>
<td>Administrative-management skills</td>
<td>68.9</td>
<td>40</td>
</tr>
<tr>
<td>17</td>
<td>Professional growth</td>
<td>68.9</td>
<td>40</td>
</tr>
<tr>
<td>18</td>
<td>Research techniques</td>
<td>48.2</td>
<td>28</td>
</tr>
<tr>
<td>19</td>
<td>Administrative experience</td>
<td>46.5</td>
<td>27</td>
</tr>
<tr>
<td>20</td>
<td>Range of interests</td>
<td>43.1</td>
<td>25</td>
</tr>
</tbody>
</table>
### TABLE 3, Continued

<table>
<thead>
<tr>
<th>Rank&lt;sup&gt;A&lt;/sup&gt;</th>
<th>Criteria</th>
<th>Percent</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td>Non-educational experiences</td>
<td>32.7</td>
<td>19</td>
</tr>
<tr>
<td>22</td>
<td>University degree</td>
<td>29.3</td>
<td>17</td>
</tr>
<tr>
<td>23</td>
<td>Age</td>
<td>24.1</td>
<td>14</td>
</tr>
</tbody>
</table>

<sup>A</sup> - Rank in order of importance as rated by respondents  

Percent - Percent of respondents who rated the criteria important in the selection of an elementary or secondary principal according to actual school district practice  

Frequency - Total number of 1 or 2 ratings for each criterion  

Personal Selection Criteria - relates as a function of the candidate's personality and background  

Professional Selection Criteria - relates as a function of the candidate's professional training and practice of administrative skills
presidents to be important in actual school district practice. Three of the criteria, non-educational experiences, university degree, and age were considered important in actual practice by less than one-third of the respondents. All criteria were considered to be important in actual practice by twenty-four percent of the respondents.

A comparison of the data tabulated in Table 2 and Table 3 provided further analysis of personally important and actually used selection criteria. Identified below is a list of the ten highest percentage ranked criteria according to personal importance compared to a list of the ten highest percentage ranked criteria according to actual district practice.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Rank=Personal Importance</th>
<th>Rank=Actual Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commitment to position</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Emotional stability</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Decision-making skills</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>Communication skills</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>Interpersonal relations</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Mature judgment</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>Ethical-moral character</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>Intelligence</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>Good health</td>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td>Community relations</td>
<td>10</td>
<td>5</td>
</tr>
</tbody>
</table>

While the percentage ranks of criteria considered personally important changed in comparison to actual practice, the same ten criteria ranked as personally important are also ranked as the ten most important criteria in terms of actual school practice.
An analysis of Table 4 also indicated there was a range from 0.00 to 19.00 between the ratings of personal importance and actual school district practice. That is to say, there is no difference in percent between the number of respondents selecting as personally important the criteria "interpersonal relations," and the number of respondents selecting the same criteria as important in actual district practice. There is a difference of nineteen percent between the number of respondents who rated the criteria "administrative-management skills," personally important and who rated the same criteria important in actual practice.

The data in Table 5 reveal that there is consistency between the criteria ranked as being personally important and the criteria ranked as being important in actual practice. For example, with regard to the criteria that are important in actual practice, there were six criteria that received a rating score of 1 or 2 by ninety percent or more of the respondents. The criteria were: interpersonal relations, emotional stability, commitment to position, mature judgment, community relations, and ethical-moral character. With regard to the criteria listed as being personally important, these same six criteria also received a rating of 1 or 2 by ninety percent of the respondents.

The data in Table 6 also reveal that there is consistency between the criteria ranked as being personally
<table>
<thead>
<tr>
<th>Rank</th>
<th>Criteria</th>
<th>Percent Personal Importance</th>
<th>Percent Actual Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Commitment to position</td>
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<td>94.8</td>
</tr>
<tr>
<td>2</td>
<td>Emotional stability</td>
<td>100.</td>
<td>96.5</td>
</tr>
<tr>
<td>3</td>
<td>Decision-making skills</td>
<td>100.</td>
<td>89.6</td>
</tr>
<tr>
<td>4</td>
<td>Communication skills</td>
<td>100.</td>
<td>87.9</td>
</tr>
<tr>
<td>5</td>
<td>Interpersonal relations</td>
<td>98.2</td>
<td>98.2</td>
</tr>
<tr>
<td>6</td>
<td>Mature judgment</td>
<td>98.2</td>
<td>93.1</td>
</tr>
<tr>
<td>7</td>
<td>Ethical-moral character</td>
<td>98.2</td>
<td>91.3</td>
</tr>
<tr>
<td>8</td>
<td>Intelligence</td>
<td>96.5</td>
<td>84.4</td>
</tr>
<tr>
<td>9</td>
<td>Good health</td>
<td>96.5</td>
<td>89.6</td>
</tr>
<tr>
<td>10</td>
<td>Community relations</td>
<td>94.8</td>
<td>91.3</td>
</tr>
<tr>
<td>11</td>
<td>Curriculum development</td>
<td>91.3</td>
<td>77.5</td>
</tr>
<tr>
<td>12</td>
<td>Personal appearance &amp; presence</td>
<td>91.3</td>
<td>84.4</td>
</tr>
<tr>
<td>13</td>
<td>Scholarship</td>
<td>89.6</td>
<td>79.3</td>
</tr>
<tr>
<td>14</td>
<td>Administrative-management skills</td>
<td>87.9</td>
<td>68.9</td>
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<td>Change-action skills</td>
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<td>Professional growth</td>
<td>86.2</td>
<td>68.9</td>
</tr>
<tr>
<td>17</td>
<td>Teaching experience</td>
<td>77.5</td>
<td>70.6</td>
</tr>
<tr>
<td>18</td>
<td>Range of interests</td>
<td>55.1</td>
<td>43.1</td>
</tr>
<tr>
<td>19</td>
<td>Research techniques</td>
<td>53.4</td>
<td>48.2</td>
</tr>
<tr>
<td>Rank^A</td>
<td>Description</td>
<td>Percent Personal Importance</td>
<td>Percent Actual Practice</td>
</tr>
<tr>
<td>--------</td>
<td>------------------------------</td>
<td>-----------------------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>20</td>
<td>Administrative experience</td>
<td>41.3</td>
<td>46.5</td>
</tr>
<tr>
<td>21</td>
<td>Non-educational experiences</td>
<td>29.3</td>
<td>32.7</td>
</tr>
<tr>
<td>22</td>
<td>Age</td>
<td>25.8</td>
<td>24.1</td>
</tr>
<tr>
<td>23</td>
<td>University degree</td>
<td>20.6</td>
<td>29.3</td>
</tr>
</tbody>
</table>

Rank^A - Rank in order of personal importance
### TABLE 5
PERSONAL AND PROFESSIONAL SELECTION CRITERIA RATED IMPORTANT BY 90% OR MORE OF THE RESPONDENTS

<table>
<thead>
<tr>
<th>Rank&lt;sup&gt;A&lt;/sup&gt;</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Commitment to position</td>
<td>100.</td>
</tr>
<tr>
<td>2 Emotional stability</td>
<td>100.</td>
</tr>
<tr>
<td>3 Decision-making skills</td>
<td>100.</td>
</tr>
<tr>
<td>4 Communication skills</td>
<td>100.</td>
</tr>
<tr>
<td>5 Interpersonal relations</td>
<td>98.2</td>
</tr>
<tr>
<td>6 Mature judgment</td>
<td>98.2</td>
</tr>
<tr>
<td>7 Ethical-moral character</td>
<td>98.2</td>
</tr>
<tr>
<td>8 Intelligence</td>
<td>96.5</td>
</tr>
<tr>
<td>9 Good health</td>
<td>96.5</td>
</tr>
<tr>
<td>10 Community relations</td>
<td>94.8</td>
</tr>
<tr>
<td>11 Curriculum development</td>
<td>91.3</td>
</tr>
<tr>
<td>12 Personal appearance &amp; presence</td>
<td>91.3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rank&lt;sup&gt;B&lt;/sup&gt;</th>
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</thead>
<tbody>
<tr>
<td>1 Interpersonal relations</td>
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</tr>
<tr>
<td>2 Emotional stability</td>
<td>96.5</td>
</tr>
<tr>
<td>3 Commitment to position</td>
<td>94.8</td>
</tr>
<tr>
<td>4 Mature judgment</td>
<td>93.1</td>
</tr>
<tr>
<td>5 Community relations</td>
<td>91.3</td>
</tr>
<tr>
<td>6 Ethical-moral character</td>
<td>91.3</td>
</tr>
</tbody>
</table>

<sup>A</sup> - Rank in order of personal importance by 90% or more of respondents

<sup>B</sup> - Rank in order of importance according to actual practice by 90% or more of respondents
### TABLE 6

**PERSONAL AND PROFESSIONAL SELECTION CRITERIA RATED IMPORTANT BY THE TOTAL FREQUENCY OF RESPONSES**

<table>
<thead>
<tr>
<th>Rank&lt;sup&gt;A&lt;/sup&gt;</th>
<th>Criteria</th>
<th>1</th>
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<td>2</td>
<td>Emotional stability</td>
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<td>56</td>
<td>114</td>
</tr>
<tr>
<td>3</td>
<td>Commitment to position</td>
<td>58</td>
<td>55</td>
<td>113</td>
</tr>
<tr>
<td>4</td>
<td>Mature judgment</td>
<td>57</td>
<td>53</td>
<td>110</td>
</tr>
<tr>
<td>5</td>
<td>Ethical-moral character</td>
<td>57</td>
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<td>110</td>
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<td>6</td>
<td>Decision-making skills</td>
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<td>7</td>
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<td>8</td>
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<td>9</td>
<td>Good health</td>
<td>56</td>
<td>52</td>
<td>108</td>
</tr>
<tr>
<td>10</td>
<td>Intelligence</td>
<td>56</td>
<td>49</td>
<td>105</td>
</tr>
<tr>
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<td>Personal appearance &amp; presence</td>
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<td>49</td>
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<tr>
<td>12</td>
<td>Scholarship</td>
<td>52</td>
<td>46</td>
<td>98</td>
</tr>
<tr>
<td>13</td>
<td>Change-action skills</td>
<td>50</td>
<td>48</td>
<td>98</td>
</tr>
<tr>
<td>14</td>
<td>Curriculum development</td>
<td>53</td>
<td>45</td>
<td>98</td>
</tr>
<tr>
<td>15</td>
<td>Administrative-management skills</td>
<td>51</td>
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<td>Professional growth</td>
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<td>40</td>
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<td>17</td>
<td>Teaching experience</td>
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<td>41</td>
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<td>Range of interests</td>
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<td>Administrative experience</td>
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TABLE 6, Continued

<table>
<thead>
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<th>Rank</th>
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<th>University degree</th>
<th>Age</th>
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<tr>
<td>23</td>
<td>36</td>
<td>29</td>
<td>29</td>
</tr>
</tbody>
</table>

A - Rank in order of importance according to total number of 1 or 2 responses in the ratings of personal and actual importance

Column 1 - number of 1 or 2 responses according to personal importance

Column 2 - number of 1 or 2 responses according to actual school practice

Column 3 - total number of 1 or 2 ratings as identified in Column 1 and Column 2
important and the criteria ranked as being important in actual practice. While the total number of one and two responses of criteria considered personally important changed in comparison to actual practice, the same ten criteria ranked as personally important are also ranked as the ten most important criteria in terms of actual school practice. The criteria were: interpersonal relations, emotional stability, commitment to position, mature judgment, ethical-moral character, decision-making skills, communication skills, community relations, good health, and intelligence. The six criteria that received the least total number of one or two responses according to personal importance also received the least total number of one or two responses according to actual practice. The criteria were: research techniques, range of interests, administrative experience, non-educational experiences, university degree, and age.

An additional study of the ratings was made by computing the mean value of all ratings made by the superintendents and school board presidents. An arithmetic value was assigned to each of the four evaluative categories on the two rating scales of personal importance and importance in actual school district practice. The value of four was allotted to the highest rating, extremely important, and the value of one to the lowest rating, of no importance, with three and two assigned respectively to the inner
ratings. Table 7 indicates the means of the ratings according to personal importance. In order of personal importance, the means of the ratings assigned to the twenty-three personal and professional selection criteria listed in the questionnaire ranged from 3.86 to 2.00, that is, from "extremely important" to "of some importance." None of the mean ratings fell into the classification "of no importance." Six of the criteria, range of interests, research techniques, administrative experience, non-educational experiences, age, and university degree received a mean rating of 2.67 or below. In fact, forty-five percent or more of the respondents did not consider these six criteria as personally important in the selection process.

The ten selection criteria rated most important according to mean rating have been listed in Table 8. All ten of the criteria also rated important by determining the total frequency of one and two responses in the ratings of importance and actual practice. (see Table 6) All ten of the criteria were rated as personally important by 94.8 or more of the respondents. (see Table 5) That is to say, according to personal importance, fifty-five or more of the fifty-eight respondents rated all ten criteria either important or extremely important in the selection process. (see Table 2)
<table>
<thead>
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<th>Criterion</th>
<th>Mean Rating</th>
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</thead>
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<tr>
<td>2</td>
<td>Commitment to position</td>
<td>3.84</td>
</tr>
<tr>
<td>3</td>
<td>Emotional stability</td>
<td>3.82</td>
</tr>
<tr>
<td>4</td>
<td>Decision-making skills</td>
<td>3.77</td>
</tr>
<tr>
<td>5</td>
<td>Communication skills</td>
<td>3.68</td>
</tr>
<tr>
<td>6</td>
<td>Mature judgment</td>
<td>3.65</td>
</tr>
<tr>
<td>7</td>
<td>Ethical-moral character</td>
<td>3.60</td>
</tr>
<tr>
<td>8</td>
<td>Community relations</td>
<td>3.56</td>
</tr>
<tr>
<td>9</td>
<td>Intelligence</td>
<td>3.46</td>
</tr>
<tr>
<td>10</td>
<td>Good health</td>
<td>3.43</td>
</tr>
<tr>
<td>11</td>
<td>Curriculum development</td>
<td>3.36</td>
</tr>
<tr>
<td>12</td>
<td>Personal appearance &amp; presence</td>
<td>3.20</td>
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<tr>
<td>13</td>
<td>Administrative-management skills</td>
<td>3.18</td>
</tr>
<tr>
<td>14</td>
<td>Change-action skills</td>
<td>3.17</td>
</tr>
<tr>
<td>15</td>
<td>Scholarship</td>
<td>3.12</td>
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<tr>
<td>16</td>
<td>Teaching experience</td>
<td>3.08</td>
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<tr>
<td>17</td>
<td>Professional growth</td>
<td>3.06</td>
</tr>
<tr>
<td>18</td>
<td>Range of interests</td>
<td>2.67</td>
</tr>
<tr>
<td>19</td>
<td>Research techniques</td>
<td>2.53</td>
</tr>
<tr>
<td>20</td>
<td>Administrative experience</td>
<td>2.31</td>
</tr>
<tr>
<td>21</td>
<td>Non-educational experiences</td>
<td>2.17</td>
</tr>
<tr>
<td>22</td>
<td>Age</td>
<td>2.06</td>
</tr>
<tr>
<td>23</td>
<td>University degree</td>
<td>2.00</td>
</tr>
</tbody>
</table>

RankA - According to mean rating
<table>
<thead>
<tr>
<th>Personal Importance</th>
<th>Mean Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Interpersonal relations</td>
<td>3.86</td>
</tr>
<tr>
<td>2. Commitment to position</td>
<td>3.84</td>
</tr>
<tr>
<td>3. Emotional stability</td>
<td>3.82</td>
</tr>
<tr>
<td>4. Decision-making skills</td>
<td>3.77</td>
</tr>
<tr>
<td>5. Communication skills</td>
<td>3.68</td>
</tr>
<tr>
<td>6. Mature judgment</td>
<td>3.65</td>
</tr>
<tr>
<td>7. Ethical-moral character</td>
<td>3.60</td>
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<tr>
<td>8. Community relations</td>
<td>3.56</td>
</tr>
<tr>
<td>9. Intelligence</td>
<td>3.46</td>
</tr>
<tr>
<td>10. Good health</td>
<td>3.43</td>
</tr>
</tbody>
</table>
Table 9 indicates the means of the ratings according to actual school district practice. In order of importance, the means of the ratings assigned to the twenty-three personal and professional selection criteria listed in the questionnaire ranged from 3.79 to 2.00, that is, from "extremely important," to "of some importance." None of the mean ratings fell into the classification, "of no importance." Nine of the criteria received a rating of 2.91 or below. Six criteria receiving a mean rating of 2.91 or below were not considered important in actual district practice by forty-eight percent or more of the respondents. These six criteria were: research techniques, administrative experience, range of interests, non-educational experiences, university degree, and age.

The ten selection criteria rated most important in actual district practice according to mean ratings have been listed in Table 10. Ten of the criteria were also rated important by determining the total frequency of one and two responses in the ratings of importance and actual practice. (see Table 6) Six of the ten criteria, commitment to position, emotional stability, interpersonal relations, mature judgment, community relations, and ethical-moral character were rated as important in actual school district practice by 91.3 or more of the respondents. (see Table 5) In other words, according to importance in actual practice, fifty-three or more of the fifty-eight respondents rated
<table>
<thead>
<tr>
<th>Rank A</th>
<th>Criteria</th>
<th>Mean Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Interpersonal relations</td>
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<tr>
<td>2</td>
<td>Emotional stability</td>
<td>3.68</td>
</tr>
<tr>
<td>3</td>
<td>Commitment to position</td>
<td>3.58</td>
</tr>
<tr>
<td>4</td>
<td>Decision-making skills</td>
<td>3.55</td>
</tr>
<tr>
<td>5</td>
<td>Mature judgment</td>
<td>3.55</td>
</tr>
<tr>
<td>6</td>
<td>Community relations</td>
<td>3.46</td>
</tr>
<tr>
<td>7</td>
<td>Ethical-moral character</td>
<td>3.44</td>
</tr>
<tr>
<td>8</td>
<td>Communication skills</td>
<td>3.32</td>
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<td>9</td>
<td>Good health</td>
<td>3.32</td>
</tr>
<tr>
<td>10</td>
<td>Intelligence</td>
<td>3.24</td>
</tr>
<tr>
<td>11</td>
<td>Personal appearance &amp; presence</td>
<td>3.08</td>
</tr>
<tr>
<td>12</td>
<td>Change-action skills</td>
<td>3.06</td>
</tr>
<tr>
<td>13</td>
<td>Teaching experience</td>
<td>3.05</td>
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<tr>
<td>14</td>
<td>Curriculum development</td>
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<td>15</td>
<td>Administrative-management skills</td>
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<td>16</td>
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<td>2.91</td>
</tr>
<tr>
<td>17</td>
<td>Professional growth</td>
<td>2.84</td>
</tr>
<tr>
<td>18</td>
<td>Administrative experience</td>
<td>2.43</td>
</tr>
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<td>19</td>
<td>Range of interests</td>
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</tr>
<tr>
<td>20</td>
<td>Research techniques</td>
<td>2.36</td>
</tr>
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<td>21</td>
<td>Non-educational experiences</td>
<td>2.15</td>
</tr>
<tr>
<td>22</td>
<td>Age</td>
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<tr>
<td>23</td>
<td>University degree</td>
<td>2.00</td>
</tr>
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</table>

Rank A - According to mean rating
<table>
<thead>
<tr>
<th>Actual Importance</th>
<th>Mean Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Interpersonal relations</td>
<td>3.79</td>
</tr>
<tr>
<td>2. Emotional stability</td>
<td>3.68</td>
</tr>
<tr>
<td>3. Commitment to position</td>
<td>3.58</td>
</tr>
<tr>
<td>4. Decision-making skills</td>
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<tr>
<td>5. Mature judgment</td>
<td>3.55</td>
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<tr>
<td>6. Community relations</td>
<td>3.46</td>
</tr>
<tr>
<td>7. Ethical-moral character</td>
<td>3.44</td>
</tr>
<tr>
<td>8. Communication skills</td>
<td>3.32</td>
</tr>
<tr>
<td>9. Good health</td>
<td>3.32</td>
</tr>
<tr>
<td>10. Intelligence</td>
<td>3.24</td>
</tr>
</tbody>
</table>

TABLE 10
THE TEN MOST IMPORTANT PERSONAL AND PROFESSIONAL SELECTION CRITERIA ACCORDING TO THE MEAN RATING OF ACTUAL SCHOOL DISTRICT PRACTICE
these six criteria as either important or extremely impor-
tant in the selection process. (see Table 3)

Comparing the mean ratings of the ten most important
selection criteria according to personal opinion and actual
practice revealed a complete agreement as to the ten most
important criteria. The ten criteria rated as most impor-
tant personally were also rated as the ten most important
criteria used in actual school district practice. They are
as follows:

a. Interpersonal relations
b. Commitment to position
c. Emotional stability
d. Decision-making skills
e. Communication skills
f. Mature judgment
g. Ethical-moral character
h. Community relations
i. Intelligence
j. Good health

Four criteria received identical rankings according to mean
ratings of importance and actual practice. They are: inter-
personal relations (rank 1), decision-making skills (rank 4),
ethical-moral character (rank 7), and communication skills
(rank 8). The order of importance of the remaining six cri-
teria varied by one rank position of either less or more
importance.
A comparison of the mean ratings of the twenty-three personal and professional selection criteria according to personal importance and actual district practice is illustrated in Table 11.

Table 12 is a reproduction of Table 11 except that the difference between the mean ratings of personal importance and the mean ratings of actual district practice is tabulated. The eleven selection criteria in which the mean ratings of personal importance most closely approached the mean ratings of actual school district practice are listed in Table 13. Due to the small degree of difference between mean ratings, and given the fact that thirty-three percent or less of the respondents rated the criteria as important personally or important in actual practice, university degree, non-educational experience, and age were identified as three of the least important selection criteria. A mean difference of .11 or less for four criteria, interpersonal relations, community relations, mature judgment, and good health was identified. These four criteria were also ranked as four of the ten most important criteria according to mean ratings and frequency of responses.

Table 14 lists the criteria with the greatest variability between the means of the ratings of personal importance and importance in actual practice. Two of the criteria, namely, range of interests and research techniques, in which there were the greatest variability of mean ratings,
TABLE 11

MEAN RATINGS OF ALL PERSONAL AND PROFESSIONAL SELECTION CRITERIA ACCORDING TO PERSONAL IMPORTANCE AND ACTUAL SCHOOL DISTRICT PRACTICE

<table>
<thead>
<tr>
<th>Personal Criteria</th>
<th>Mean Ratings</th>
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<tbody>
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<td></td>
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<tr>
<td>Intelligence</td>
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<tr>
<td>Personal appearance &amp; presence</td>
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<tr>
<td>Range of interests</td>
<td>2.67</td>
</tr>
<tr>
<td>Scholarship</td>
<td>3.12</td>
</tr>
<tr>
<td>Good health</td>
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<tr>
<td>Commitment to position</td>
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<td>Non-educational experience</td>
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<td>Ethical-moral character</td>
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<td>Emotional stability</td>
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<td>Age</td>
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<td>Mature judgment</td>
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<td>Professional Criteria</td>
<td>Mean Rating</td>
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<tr>
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<td>Personal Importance</td>
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<td>Administrative experience</td>
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<td>Teaching experience</td>
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<td>Interpersonal relations</td>
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<td>Curriculum development</td>
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<td>Administrative-management skills</td>
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<td>Professional growth</td>
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<td>Decision-making skills</td>
<td>3.77</td>
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<td>University degree</td>
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<td>Change-action skills</td>
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<td>Personal Criteria</td>
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<td>Personal appearance &amp; presence</td>
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<td>Scholarship</td>
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<td>Good health</td>
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<td>Commitment to position</td>
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<td>Non-educational experiences</td>
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<td>Ethical-moral character</td>
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<td>Mature judgment</td>
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<td>Professional Criteria</td>
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<td>Curriculum development</td>
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<td>Professional growth</td>
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<tr>
<td>Decision-making skills</td>
<td>3.77</td>
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<td>University degree</td>
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<tr>
<td>Community relations</td>
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<td>Change-action skills</td>
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<td>-.06</td>
</tr>
<tr>
<td>Interpersonal relations</td>
<td>-.07</td>
</tr>
<tr>
<td>Community relations</td>
<td>-.10</td>
</tr>
<tr>
<td>Mature judgment</td>
<td>-.10</td>
</tr>
<tr>
<td>Good health</td>
<td>-.11</td>
</tr>
<tr>
<td>Change-action skills</td>
<td>-.11</td>
</tr>
<tr>
<td>Personal appearance &amp; presence</td>
<td>-.12</td>
</tr>
<tr>
<td>Administrative experience</td>
<td>+.12</td>
</tr>
<tr>
<td>Criteria</td>
<td>Mean Difference</td>
</tr>
<tr>
<td>-----------------------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>Communication skills</td>
<td>-0.36</td>
</tr>
<tr>
<td>Curriculum development</td>
<td>-0.33</td>
</tr>
<tr>
<td>Range of interests</td>
<td>-0.28</td>
</tr>
<tr>
<td>Administrative-management skills</td>
<td>-0.27</td>
</tr>
<tr>
<td>Commitment to position</td>
<td>-0.26</td>
</tr>
<tr>
<td>Intelligence</td>
<td>-0.22</td>
</tr>
<tr>
<td>Professional growth</td>
<td>-0.22</td>
</tr>
<tr>
<td>Decision-making skills</td>
<td>-0.22</td>
</tr>
<tr>
<td>Research techniques</td>
<td>-0.17</td>
</tr>
<tr>
<td>Ethical-moral character</td>
<td>-0.16</td>
</tr>
</tbody>
</table>
were not regarded as important in actual district practices by forty-three and forty-eight percent of the respondents.

A final comparison between personal importance and importance in actual practice regarding the twenty-three selection criteria was conducted in part three of the questionnaire by asking respondents to simply "check the ten most important criteria actually used to select the last elementary or secondary principal employed in their district." If respondents were not functioning as the superintendent or school board president at the time of selection or were unaware of the selection criteria, they were then instructed to check the ten criteria which should be used in filling a principalship vacancy for the 1977-78 school term. Table 15 lists the frequency and percent of responses of the ten checked selection criteria. The first nine criteria identified in Table 15 were also identified as nine of the ten most important criteria according to the mean ratings and frequency ratings of personal importance and actual district practice. Teaching experience was the only criterion identified in Table 15 that was not identified as one of the ten most important criteria according to mean ratings and frequency ratings. (see Tables 2, 3, 8 & 10)

Interviews were conducted with the seven school district superintendents in DuPage County who filled a principalship vacancy for the 1977-78 school term in order to identify selection criteria used to select their current
<table>
<thead>
<tr>
<th>Rank</th>
<th>Criteria</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Decision-making skills</td>
<td>43</td>
<td>74.1</td>
</tr>
<tr>
<td>2</td>
<td>Commitment to position</td>
<td>39</td>
<td>67.2</td>
</tr>
<tr>
<td>3</td>
<td>Mature judgment</td>
<td>37</td>
<td>63.7</td>
</tr>
<tr>
<td>4</td>
<td>Communication skills</td>
<td>37</td>
<td>63.7</td>
</tr>
<tr>
<td>5</td>
<td>Interpersonal relations</td>
<td>36</td>
<td>62.0</td>
</tr>
<tr>
<td>6</td>
<td>Emotional stability</td>
<td>36</td>
<td>62.0</td>
</tr>
<tr>
<td>7</td>
<td>Community relations</td>
<td>34</td>
<td>58.6</td>
</tr>
<tr>
<td>8</td>
<td>Intelligence</td>
<td>31</td>
<td>53.4</td>
</tr>
<tr>
<td>9</td>
<td>Ethical-moral character</td>
<td>28</td>
<td>48.2</td>
</tr>
<tr>
<td>10</td>
<td>Teaching experience</td>
<td>28</td>
<td>48.2</td>
</tr>
<tr>
<td>11</td>
<td>Personal appearance &amp; presence</td>
<td>27</td>
<td>46.5</td>
</tr>
<tr>
<td>12</td>
<td>Administrative experience</td>
<td>22</td>
<td>37.9</td>
</tr>
<tr>
<td>13</td>
<td>Curriculum development</td>
<td>20</td>
<td>34.4</td>
</tr>
<tr>
<td>14</td>
<td>Administrative-management skills</td>
<td>17</td>
<td>29.3</td>
</tr>
<tr>
<td>15</td>
<td>Good health</td>
<td>16</td>
<td>27.5</td>
</tr>
<tr>
<td>16</td>
<td>Scholarship</td>
<td>11</td>
<td>18.9</td>
</tr>
<tr>
<td>17</td>
<td>Change-action skills</td>
<td>10</td>
<td>17.2</td>
</tr>
<tr>
<td>18</td>
<td>University degree</td>
<td>5</td>
<td>8.6</td>
</tr>
<tr>
<td>19</td>
<td>Range of interests</td>
<td>4</td>
<td>6.8</td>
</tr>
<tr>
<td>20</td>
<td>Professional growth</td>
<td>3</td>
<td>5.1</td>
</tr>
<tr>
<td>21</td>
<td>Research skills</td>
<td>2</td>
<td>3.4</td>
</tr>
<tr>
<td>22</td>
<td>Non-educational experience</td>
<td>1</td>
<td>1.7</td>
</tr>
<tr>
<td>23</td>
<td>Age</td>
<td>0</td>
<td>0.0</td>
</tr>
</tbody>
</table>
building principal. All superintendents were asked, "What do you consider to be the five most important criteria used to select the 1977-78 principal?" A rating scale from 1 to 5 was used, and a weighted point value was assigned to each of the five ratings. A 1 rating was assigned a weighted value of 5, i.e., the most important selection criteria; a 2 rating was assigned a weighted value of 4; a 3 rating was assigned a weighted value of 3; a 4 rating was assigned a weighted value of 2; and a 5 rating was assigned a weighted value of 1.

Table 16 illustrates the ten most important selection criteria identified in the interviews which superintendents used to select the 1977-78 principal. The interview data indicated that interpersonal relations was the most important selection criterion used to fill the seven 1977-78 principalship vacancies. Commitment to position, decision-making skills and mature judgment were also considered important and received a similar weighted value.

Findings in response to question one.

What do superintendents and school boards consider as the most important personal and professional selection criteria for elementary and secondary school principals?

1. The questionnaire data revealed that superintendents and school board presidents considered the following ten items as the most important personal and professional selection criteria. It was not the intent of the
TABLE 16
PERSONAL AND PROFESSIONAL SELECTION CRITERIA IDENTIFIED IN THE SUPERINTENDENT INTERVIEWS

<table>
<thead>
<tr>
<th>Rank</th>
<th>Criteria</th>
<th>Frequency</th>
<th>Weighted Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Interpersonal relations</td>
<td>5</td>
<td>19</td>
</tr>
<tr>
<td>2</td>
<td>Commitment to position</td>
<td>3</td>
<td>14</td>
</tr>
<tr>
<td>3</td>
<td>Decision-making skills</td>
<td>4</td>
<td>14</td>
</tr>
<tr>
<td>4</td>
<td>Mature judgment</td>
<td>6</td>
<td>13</td>
</tr>
<tr>
<td>5</td>
<td>Communication skills</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>6</td>
<td>Intelligence</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>7</td>
<td>Community relations</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>8</td>
<td>Change-action skills</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>9</td>
<td>Ethical-moral character</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>10</td>
<td>Emotional stability</td>
<td>1</td>
<td>5</td>
</tr>
</tbody>
</table>
questionnaire to identify the criteria in terms of rank order of importance according to one rating method, instead several rating methods were utilized from which the following criteria were synthesized:

a. Commitment to position
b. Emotional stability
c. Decision-making skills
d. Communication skills
e. Interpersonal relations
f. Mature judgment
g. Ethical-moral character
h. Intelligence
i. Good health
j. Community relations

2. The questionnaire data revealed that superintendents and school board presidents considered the following six items as the most important personal and professional selection criteria according to mean ratings and frequency of response:

a. Interpersonal relations
b. Emotional stability
c. Commitment to position
d. Decision-making skills
e. Mature judgment
f. Communication skills
3. The questionnaire data revealed that superintendents and school board presidents considered the following seven items as the least important personal and professional selection criteria according to mean ratings and frequency of response:
   a. University degree
   b. Age
   c. Non-educational experiences
   d. Administrative experience
   e. Research techniques
   f. Range of interests
   g. Professional growth

4. The questionnaire data revealed that superintendents and school boards attach varying degrees of importance to the following personal and professional selection criteria. While the items are not the most important selection criteria, they are regarded as important in the selection process by seventy percent or more of the respondents according to mean ratings and frequency of response.
   a. Personal appearance & presence
   b. Curriculum development
   c. Change-action skills
   d. Teaching experience
   e. Scholarship
   f. Administrative-management skills
5. Based upon frequency of responses and weighted point values, the interview data revealed that school superintendents, who filled a principalship vacancy for the 1977-78 school term, regarded interpersonal relations, commitment to position, decision-making skills, mature judgment, and communication skills as the most important selection criteria.

While most school districts have not actually assumed the task of defining and writing out specific selection criteria considered important in the selection process, there seems to be a common understanding of the types of criteria which an individual seeking the principalship should possess. Conversely, school districts were uniform in stating the criteria which were irrelevant or non-essential in the selection process. School superintendents and school board members illustrated a high degree of consistency in identifying similar types of selection criteria regarded as important in the selection process. Furthermore, the degree of importance attached to the criteria did not vary significantly when comparing the responses of personal opinion and actual school district practice. In other words, school districts actually selected principals on the basis of criteria that were regarded as personally important by the superintendent and school board. The influence or involvement of other professional personnel in the selection process did not significantly affect the role of superintendents and board members in identifying
specific selection criteria and determining the degree of importance attached to each criterion.

**Major Study Question Two**

What do superintendents and school boards consider as the most important practices employed to assess the identified professional and personal selection criteria?

This question deals with those evaluation devices, instruments, or techniques employed to assess the candidate's degree of competence according to identified personal and professional criteria. In the questionnaire respondents were asked to first check the ten most important personal and/or professional selection criteria actually used in their district to select their last elementary or secondary principal. The questionnaire contained nine selection practices identified in the professional literature and contained in the research model. After reviewing the list of nine selection practices, superintendents and school board presidents were asked to indicate which practice or practices were actually used in their district to assess each of the ten checked criteria. Respondents were also asked to describe additional selection practices used in their district which were not included in the nine-item research model. Responses for assessing each of the ten most important selection criteria were organized and tabulated according to frequency and percent.
Table 17 is the first of ten tables which identifies the most important selection practices used by superintendents and school board members to evaluate the criteria they considered important.

**TABLE 17**

**SELECTION PRACTICE - EVALUATION TECHNIQUES FOR INTELLIGENCE**

<table>
<thead>
<tr>
<th>Practice</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Transcript-credential information</td>
<td>21</td>
<td>41.1</td>
</tr>
<tr>
<td>2. Recommendation letters with personal contact to writer</td>
<td>8</td>
<td>15.6</td>
</tr>
<tr>
<td>3. Interview with superintendent</td>
<td>8</td>
<td>15.6</td>
</tr>
<tr>
<td>4. Biographical information</td>
<td>7</td>
<td>13.7</td>
</tr>
<tr>
<td>5. Panel interview</td>
<td>4</td>
<td>7.8</td>
</tr>
<tr>
<td>6. General knowledge, aptitude, or situational performance tests</td>
<td>2</td>
<td>3.9</td>
</tr>
<tr>
<td>7. Rating scales with personal contact to writer</td>
<td>1</td>
<td>1.9</td>
</tr>
</tbody>
</table>

The data indicated that university records in the form of transcript and credential information were the major selection practice used to evaluate intelligence. Interviews with the superintendent and panel groups when totaled together also are a significant selection practice.
Table 18 identifies the practices used for evaluating the criterion—"Commitment to position."

TABLE 18
SELECTION PRACTICE - EVALUATION TECHNIQUES FOR COMMITMENT TO POSITION

<table>
<thead>
<tr>
<th>Practice</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Recommendation letters with personal contact to writer</td>
<td>15</td>
<td>27.7</td>
</tr>
<tr>
<td>2. Interview with superintendent</td>
<td>14</td>
<td>25.9</td>
</tr>
<tr>
<td>3. Panel-group interview</td>
<td>12</td>
<td>22.2</td>
</tr>
<tr>
<td>4. Biographical information</td>
<td>6</td>
<td>11.1</td>
</tr>
<tr>
<td>5. Transcript-credential evaluation</td>
<td>2</td>
<td>3.7</td>
</tr>
<tr>
<td>6. Rating scales with personal contact to writer</td>
<td>2</td>
<td>3.7</td>
</tr>
<tr>
<td>7. Candidate submits any evidence to show congruence with criterion</td>
<td>2</td>
<td>3.7</td>
</tr>
<tr>
<td>8. Personality or interest inventory test</td>
<td>1</td>
<td>1.8</td>
</tr>
</tbody>
</table>

Over seventy-five percent of the respondents used recommendation letters with personal contact with the writer, interviews with the superintendent, and panel-group interviews to assess the candidate's commitment to the principalship position. The remaining five practices were used to a much lesser extent to evaluate the criterion.
Table 19 identifies the practices used for evaluating the criterion—"Ethical-moral character."

Table 19

<table>
<thead>
<tr>
<th>Practice</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Recommendation letters with personal contact</td>
<td>13</td>
<td>43.3</td>
</tr>
<tr>
<td>to writer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Interview with superintendent</td>
<td>7</td>
<td>23.3</td>
</tr>
<tr>
<td>3. Panel-group interview</td>
<td>5</td>
<td>16.6</td>
</tr>
<tr>
<td>4. Rating scales with personal contact</td>
<td>3</td>
<td>10.1</td>
</tr>
<tr>
<td>to writer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Biographical information</td>
<td>2</td>
<td>6.6</td>
</tr>
</tbody>
</table>

Over sixty-six percent of the respondents used recommendation letters with personal contact to the writer and an interview with the superintendent to assess the candidate's ethical-moral character. Over twenty-six percent of the respondents used a panel-group interview and rating scales with personal contact to the writer to assess ethical-moral character.
Table 20 identifies the practice used for evaluating the criterion—"Emotional stability."

TABLE 20

SELECTION PRACTICE-
EVALUATION TECHNIQUES FOR EMOTIONAL STABILITY

<table>
<thead>
<tr>
<th>Practice</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Recommendation letter with personal contact to writer</td>
<td>15</td>
<td>40.5</td>
</tr>
<tr>
<td>2. Interview with superintendent</td>
<td>9</td>
<td>24.3</td>
</tr>
<tr>
<td>3. Panel-group interview</td>
<td>9</td>
<td>24.3</td>
</tr>
<tr>
<td>4. Biographical information</td>
<td>2</td>
<td>5.4</td>
</tr>
<tr>
<td>5. Rating scale with personal contact to writer</td>
<td>1</td>
<td>2.7</td>
</tr>
<tr>
<td>6. Candidate submits evidence to show congruence to criterion</td>
<td>1</td>
<td>2.7</td>
</tr>
</tbody>
</table>

Recommendation letters with contact to the writer were used to a much greater extent than any other practice to assess the criterion of emotional stability. Over forty-eight percent of the respondents used superintendent and panel-group interviews to assess the candidate's emotional stability.
Table 21 identifies the practices used for evaluating the criterion—"Mature judgment."

**TABLE 21**

**SELECTION PRACTICES – EVALUATION TECHNIQUES FOR MATURE JUDGMENT**

<table>
<thead>
<tr>
<th>Practice</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Recommendation letters with personal contact to writer</td>
<td>19</td>
<td>43.1</td>
</tr>
<tr>
<td>2. Interview with superintendent</td>
<td>11</td>
<td>25.0</td>
</tr>
<tr>
<td>3. Panel-group interview</td>
<td>9</td>
<td>20.4</td>
</tr>
<tr>
<td>4. Rating scales with personal contact to writer</td>
<td>3</td>
<td>6.8</td>
</tr>
<tr>
<td>5. Biographical information</td>
<td>2</td>
<td>4.3</td>
</tr>
</tbody>
</table>

Recommendation letters with personal contact to the writer, superintendent interviews and panel-group interviews were used most predominately to assess the criterion of mature judgment. Rating scales and biographical information were used only five times to assess mature judgment.
Table 22 indicates practices used for evaluating the criterion—"Communication skills."

**TABLE 22**

**SELECTION PRACTICES - EVALUATION TECHNIQUES FOR COMMUNICATION SKILLS**

<table>
<thead>
<tr>
<th>Practice</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Interview with superintendent</td>
<td>13</td>
<td>31.7</td>
</tr>
<tr>
<td>2. Recommendation letters with personal contact to writer</td>
<td>9</td>
<td>21.9</td>
</tr>
<tr>
<td>3. Panel-group interview</td>
<td>8</td>
<td>19.5</td>
</tr>
<tr>
<td>4. Biographical information</td>
<td>5</td>
<td>12.1</td>
</tr>
<tr>
<td>5. Candidate submits any evidence to show congruence with criterion</td>
<td>3</td>
<td>7.3</td>
</tr>
<tr>
<td>6. Rating scales with personal contact to writer</td>
<td>2</td>
<td>4.8</td>
</tr>
<tr>
<td>7. Transcript-credential information</td>
<td>1</td>
<td>2.4</td>
</tr>
</tbody>
</table>

Superintendent interviews were reported as being used to assess communication skills by almost one-third of the respondents (31.7%). Recommendation letters (21.9%) and panel-group interviews (19.5%) were employed by approximately one fifth of the superintendents and board members to assess communication skills.
Table 23 indicates practices used for evaluating the criterion—"Interpersonal relations."

<table>
<thead>
<tr>
<th>Practice</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Interview with superintendent</td>
<td>16</td>
<td>34.7</td>
</tr>
<tr>
<td>2. Recommendation letters with personal contact to writer</td>
<td>15</td>
<td>32.6</td>
</tr>
<tr>
<td>3. Panel-group interview</td>
<td>9</td>
<td>19.5</td>
</tr>
<tr>
<td>4. Candidate submits any evidence to show congruence to criterion</td>
<td>3</td>
<td>6.5</td>
</tr>
<tr>
<td>5. Biographical information</td>
<td>2</td>
<td>4.3</td>
</tr>
<tr>
<td>6. Rating scale with personal contact to writer</td>
<td>1</td>
<td>2.1</td>
</tr>
</tbody>
</table>

The data illustrated that 34.7 of the respondents used superintendent interviews to assess the criterion of interpersonal relations, while 32.6 of the respondents assessed the same criterion by using recommendation letters with personal contact to the writer.
Table 24 indicates practices used for evaluating the criterion—"Community relations."

<table>
<thead>
<tr>
<th>Practice</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recommendation letters with personal contact to writer</td>
<td>14</td>
<td>35.0</td>
</tr>
<tr>
<td>Interview with superintendent</td>
<td>8</td>
<td>20.0</td>
</tr>
<tr>
<td>Panel-group interview</td>
<td>8</td>
<td>20.0</td>
</tr>
<tr>
<td>Candidate submits evidence to show congruence with criterion</td>
<td>5</td>
<td>12.5</td>
</tr>
<tr>
<td>Biographical information</td>
<td>3</td>
<td>7.5</td>
</tr>
<tr>
<td>Rating scales with personal contact to writer</td>
<td>2</td>
<td>5.0</td>
</tr>
</tbody>
</table>

Seventy-five percent of the respondents reported using recommendation letters, superintendent interviews, and panel-group interviews to assess the candidate's community relations skills. Biographical information and rating scales were used to a much lesser extent.
Table 25 indicates practices used for evaluating the criterion—"Decision-making skills."

**TABLE 25**

**SELECTION PRACTICES - EVALUATION TECHNIQUES FOR DECISION-MAKING SKILLS**

<table>
<thead>
<tr>
<th>Practice</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Recommendation letters with personal contact to writer</td>
<td>18</td>
<td>33.3</td>
</tr>
<tr>
<td>2. Interview with superintendent</td>
<td>12</td>
<td>22.2</td>
</tr>
<tr>
<td>3. Panel-group interview</td>
<td>11</td>
<td>20.3</td>
</tr>
<tr>
<td>4. Rating scales with personal contact to writer</td>
<td>4</td>
<td>7.4</td>
</tr>
<tr>
<td>5. Biographical information</td>
<td>3</td>
<td>5.5</td>
</tr>
<tr>
<td>6. Candidate submits any evidence to show congruence to criterion</td>
<td>3</td>
<td>5.5</td>
</tr>
<tr>
<td>7. General knowledge, aptitude, or situational performance tests</td>
<td>2</td>
<td>3.7</td>
</tr>
<tr>
<td>8. Transcript-credential information</td>
<td>1</td>
<td>1.8</td>
</tr>
</tbody>
</table>

While eight practices were identified to assess decision-making skills, recommendation letters, superintendent interviews, and panel-group interviews were used by 75.8 percent of the respondents when assessing this criterion. The five remaining practices were used to a much lesser extent by superintendents and board members.
Table 26 indicates practices used for evaluating the criterion—"Good health."

<table>
<thead>
<tr>
<th>Practice</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Biographical information</td>
<td>5</td>
<td>33.3</td>
</tr>
<tr>
<td>2. Panel-group interview</td>
<td>4</td>
<td>26.6</td>
</tr>
<tr>
<td>3. Interview with superintendent</td>
<td>2</td>
<td>13.3</td>
</tr>
<tr>
<td>4. Recommendation letters with personal contact to writer</td>
<td>2</td>
<td>13.3</td>
</tr>
<tr>
<td>5. Candidate submits any evidence to show congruence to criterion</td>
<td>2</td>
<td>13.3</td>
</tr>
</tbody>
</table>

One-third of the respondents used biographical information and twenty-six percent used panel-group interviews to assess the candidate's health.
Table 27 summarizes the selection practices for evaluating the personal and professional selection criteria.

**TABLE 27**

**SELECTION PRACTICES — EVALUATION TECHNIQUES FOR PERSONAL AND PROFESSIONAL CRITERIA**

<table>
<thead>
<tr>
<th>Practice</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Recommendation letters with personal contact to writer</td>
<td>140</td>
<td>31.6</td>
</tr>
<tr>
<td>2. Interview with superintendent</td>
<td>104</td>
<td>23.4</td>
</tr>
<tr>
<td>3. Panel-group interview</td>
<td>80</td>
<td>18.0</td>
</tr>
<tr>
<td>4. Biographical information</td>
<td>51</td>
<td>11.5</td>
</tr>
<tr>
<td>5. Transcript-credential information</td>
<td>26</td>
<td>5.8</td>
</tr>
<tr>
<td>6. Rating scales with personal contact to writer</td>
<td>19</td>
<td>4.2</td>
</tr>
<tr>
<td>7. Candidate submits any evidence to show congruence with criteria</td>
<td>18</td>
<td>4.0</td>
</tr>
<tr>
<td>8. General knowledge, aptitude, or situational performance test</td>
<td>4</td>
<td>.9</td>
</tr>
<tr>
<td>9. Personality or interest inventory test</td>
<td>1</td>
<td>.2</td>
</tr>
</tbody>
</table>
Respondents identified the following additional selection practices used in their district to select principals which were not contained in the research model:

a. solicit opinions of teaching staff to identify desirable selection criteria

b. solicit opinions of community to identify desirable selection criteria

c. conduct luncheon interview with the candidate and central office administrative staff members

d. observe the candidate in other teaching or administrative positions

e. personal knowledge and information about the candidate gathered over a long period of time must be considered

Interviews were conducted with the seven school superintendents in DuPage County who filled a principalship vacancy for the 1977-78 school term in order to identify selection practices used to select their current building principal. All superintendents were asked, "What do you consider to be the three most important selection practices used to select the 1977-78 principal?" A rating scale from 1 to 3 was used, and a weighted point value was assigned to each of the three ratings. A 1 rating was assigned a weighted value of three, i.e., the most important selection practice; a 2 rating was assigned a weighted value of two; a 3 rating was assigned a value of one.

Table 28 illustrates the six most important selection practices identified in the interviews which superintendents used to select the 1977-78 principal.
The interview data indicated that the superintendent interview was the most important selection practice used to fill the seven 1977-78 principalship vacancies. The panel-group interview was used as frequently as the superintendent interview, but it was not considered to be as important.

TABLE 28
SUPERINTENDENT INTERVIEW - SELECTION PRACTICE

<table>
<thead>
<tr>
<th>Practice</th>
<th>Frequency</th>
<th>Weighted Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Interview with superintendent</td>
<td>5</td>
<td>13</td>
</tr>
<tr>
<td>2. Panel-group interview</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>3. Recommendation letter with personal contact to writer</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4. Biographical information</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>5. Transcript-credential information</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>6. Rating scales with personal contact to writer</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Findings in response to question two.

What do superintendents and school boards consider as the most important practices employed to assess the identified professional and personal selection criteria?

1. In terms of percent of response, questionnaire data revealed that the following five items in terms of percent of response were the most important selection practices:

   a. Recommendation letters with personal contact to the writer 31.6%
   b. Interview with the superintendent 23.4%
   c. Panel-group interview 18.0%
   d. Biographical information 11.5%
   e. Transcript-credential information 5.8%

2. Based upon frequency of responses and weighted point value, interview data revealed that superintendents, who filled a principalship vacancy for the 1977-78 school term, regarded interviews with the superintendent as the most important selection practice. Panel-group interviews were regarded by the same superintendents as the second most important selection practice.

3. Questionnaire data revealed that panel-group interviews and interviews with the superintendent were more important selection practices than recommendation letters with personal contact to the writer.
4. Questionnaire and interview data revealed that general knowledge, aptitude, situational performance, personality or interest inventory tests were seldom used selection practices, and consequently, were not important practices in the selection process.

The importance of recommendation letters and personal follow-up to the writer cannot be over-emphasized in terms of a selection practice. Superintendents and school board members strongly agreed that this selection practice was the most important practice in terms of screening or identifying prospective principal candidates. The importance of personally contacting individual writers of the recommendation letters appeared to be an essential measure in order to substantiate or clarify the written recommendation. It seemed that superintendents and school board members felt that contacting the writer was just as important as obtaining and reviewing the positive written recommendation comments. Once the screening process was completed, superintendent interviews and panel-group interviews were considered more important than recommendation letters in terms of actually identifying the individual who would serve as building principal. Surprising importance was attached to panel-group interviews as a selection practice. While superintendents stated they had the sole responsibility to nominate a single candidate to the board of education, their decision was strongly influenced by the input and data received from the panel-group interview.
Major Study Question Three

What do superintendents and school boards consider as the most important procedures in selecting an elementary and secondary principal?

This question deals with the course of action, process or conduct taken by the school superintendent and school board to recruit, identify, and select an elementary or secondary school principal. Listed in the questionnaire were nine selection procedures identified in the literature and contained in the research model. The final selection procedure listed seven options available to local school districts for the training and identification of prospective administrative candidates. Respondents were asked to check either the selection procedures actually used or that would be used to select a principal for the 1977-78 school term. Since the identified selection procedures related directly to the decision-making responsibilities of superintendents and school boards in the selection process, it was the intent of the questionnaire to compare and contrast responses made by superintendents and school board presidents regarding the importance they attached to each selection procedure. Table 29 indicates the frequency and percent of responses for the thirty-six superintendents and twenty-two school board presidents who participated in the study. According to the respondents the selection procedure having the highest percent of responses and the least degree of percentage difference was number three,
TABLE 29

SCHOOL DISTRICT SELECTION PROCEDURES IDENTIFIED IN THE QUESTIONNAIRE

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Superintendent Frequency</th>
<th>School Board Frequency</th>
<th>Superintendent Percent</th>
<th>School Board Percent</th>
<th>Total Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Establish written guidelines to assist superintendent in principalship selection</td>
<td>11</td>
<td>7</td>
<td>30.5</td>
<td>31.8</td>
<td>31.0</td>
</tr>
<tr>
<td>2. Allocate sufficient funds for selection practices</td>
<td>11</td>
<td>3</td>
<td>30.5</td>
<td>13.6</td>
<td>24.1</td>
</tr>
<tr>
<td>3. Superintendent must assume responsibility for: selection policies, final interview, nominate single candidate</td>
<td>22</td>
<td>14</td>
<td>61.1</td>
<td>63.6</td>
<td>62.0</td>
</tr>
<tr>
<td>4. Conduct principalship job analysis</td>
<td>14</td>
<td>7</td>
<td>38.8</td>
<td>31.8</td>
<td>36.2</td>
</tr>
<tr>
<td>5. Recruit outside the district over wide area</td>
<td>20</td>
<td>8</td>
<td>55.5</td>
<td>36.3</td>
<td>48.2</td>
</tr>
<tr>
<td>6. Contact private agencies, placement bureaus, consulting services to identify candidate</td>
<td>16</td>
<td>8</td>
<td>44.4</td>
<td>36.3</td>
<td>41.3</td>
</tr>
<tr>
<td>7. Visit candidate in present school and community</td>
<td>15</td>
<td>5</td>
<td>41.6</td>
<td>22.7</td>
<td>34.4</td>
</tr>
<tr>
<td>8. Receive permission from employing superintendent before contacting, observing, offer contract to candidate</td>
<td>8</td>
<td>3</td>
<td>22.2</td>
<td>13.6</td>
<td>18.9</td>
</tr>
<tr>
<td>9. Develop/sponsor administrative training programs</td>
<td>26</td>
<td>19</td>
<td>72.2</td>
<td>86.3</td>
<td>77.5</td>
</tr>
</tbody>
</table>
"Superintendents must assume responsibility for: execution of selection policies, conducting the final interview, and nominating a single recommendation to the school board."

Superintendents and school boards both regarded the development and/or sponsorship of local school district administrative training programs as the most important selection procedure according to percent and frequency of responses. Approximately fifty percent (48.2) of the respondents indicated that school districts should "recruit outside the district extending the search over a wide geographical area."

Little need was expressed to receive permission from the employing superintendent before contacting, observing, or offering a contract to the prospective candidate. The total percent of responses for superintendent and school board presidents are listed in rank order of importance in Table 30. Table 31 indicates the responses of superintendents and school board members regarding local school district administrative training programs identified in the questionnaire.

Interviews were conducted with the seven school superintendents in DuPage County who filled a principalship vacancy for the 1977-78 school term in order to identify selection procedures used to select their current building principal. All superintendents were asked, "What do you consider to be the three most important selection procedures used to select the 1977-78 school principal?" A rating scale from 1 to 3
<table>
<thead>
<tr>
<th>Rank</th>
<th>Activity</th>
<th>Percent of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Develop and/or sponsor local school district administrative training programs</td>
<td>77.5</td>
</tr>
<tr>
<td>2</td>
<td>Superintendents must assume responsibility for: selection policies, final interview and nomination of a single candidate to the board</td>
<td>62.0</td>
</tr>
<tr>
<td>3</td>
<td>Recruit outside the district a wide geographical area</td>
<td>48.2</td>
</tr>
<tr>
<td>4</td>
<td>Contact private agencies, placement bureaus, consulting services, university professors to identify the prospective candidates</td>
<td>41.3</td>
</tr>
<tr>
<td>5</td>
<td>Conduct a principalship job analysis of roles and responsibilities</td>
<td>36.2</td>
</tr>
<tr>
<td>6</td>
<td>Visit candidate in present school and community and candidate visits prospective school site</td>
<td>34.4</td>
</tr>
<tr>
<td>7</td>
<td>Establish written guidelines to assist the superintendent in principalship selection</td>
<td>31.0</td>
</tr>
<tr>
<td>8</td>
<td>Allocate sufficient funds for conducting the selection process</td>
<td>24.1</td>
</tr>
<tr>
<td>9</td>
<td>Receive permission from the employing superintendent before contacting, observing and offering a contract to the candidate</td>
<td>18.9</td>
</tr>
</tbody>
</table>
# TABLE 31

LOCAL SCHOOL DISTRICT ADMINISTRATIVE TRAINING PROGRAMS IDENTIFIED IN THE QUESTIONNAIRE

<table>
<thead>
<tr>
<th>Rank</th>
<th>Program Description</th>
<th>Superintendent Frequency</th>
<th>School Board Frequency</th>
<th>Total Number of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Appoint as vice principal or assistant principal</td>
<td>7</td>
<td>7</td>
<td>14</td>
</tr>
<tr>
<td>2</td>
<td>Internship</td>
<td>7</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>3</td>
<td>Training under building principal or superintendent</td>
<td>5</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>4</td>
<td>In-service training - field experience</td>
<td>4</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>5</td>
<td>Acting summer school principal</td>
<td>1</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6</td>
<td>Summer seminars</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>7</td>
<td>Rotation of principals in the district</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

Rank<sup>A</sup> - Order of importance according to total number of responses
was used, and a weighted point value was assigned to each of the three ratings. A 1 rating was assigned a weighted value of three, i.e., the most important selection practice; a 2 rating was assigned a weighted value of two; a 3 rating was assigned a value of one. Table 32 illustrates the five most important selection practices identified in the interviews which superintendents used to select the 1977-78 principal.

The interview data indicated that in terms of a selection procedure, superintendents strongly maintained they were responsible for executing selection policies, conducting the final interview, and nominating a single candidate to the board of education. No importance was given to the procedure of contacting private recruiting agencies, university placement bureaus, or consulting services to identify prospective candidates. Developing local administrative training programs for prospective candidates and conducting job analysis for the principalship position were regarded as important by five of the seven superintendents interviewed.

Findings in response to question three.

What do superintendents and school boards consider as the most important procedure in selecting an elementary and secondary principal?

1. Questionnaire data revealed that 61.1% of the superintendents and 63.6% of the school board presidents
### TABLE 32
SUPERINTENDENT INTERVIEW - SELECTION PROCEDURES

<table>
<thead>
<tr>
<th>Rank</th>
<th>Procedure</th>
<th>Frequency</th>
<th>Weighted Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Superintendents assume responsibility for execution of selection policies, final interview, nominating single candidate to the board</td>
<td>7</td>
<td>17</td>
</tr>
<tr>
<td>2</td>
<td>Conduct a job analysis defining principalship job and role expectations</td>
<td>5</td>
<td>13</td>
</tr>
<tr>
<td>3</td>
<td>Develop and/or sponsor local school district administrative training programs</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>4</td>
<td>Recruit outside the district over a wide geographical area</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>Visit the candidate in present community and school</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
agreed that superintendents should assume responsibility for the execution of selection policies, conducting the final interview, and nominating a single candidate to the school board.

2. Questionnaire data revealed that the vast majority of superintendents (72.2%) and school board members (86.3%) should develop and/or sponsor local school district administrative training programs for prospective administrative candidates.

3. Questionnaire data revealed that the range of percent difference between superintendent and school board president responses was fourteen percent or less in six if the nine selection procedures. The six procedures and respective percentage differences were as follows:

   a. establish written guidelines to assist the superintendent in principalship selection (1.8)

   b. superintendent assumes responsibility for: execution of selection policies, final interview, and nominating a single candidate to the board (2.5)

   c. conduct principalship job analysis (7.0)

   d. contact private recruiting agencies, placement bureaus, and consulting services to identify prospective candidates (8.1)

   e. receive permission from superintendent before observing, contacting, or offering contract to the candidate (8.6)
f. develop or sponsor local administrative training programs (14.1)

4. Interview data revealed that all superintendents, who filled a principalship vacancy for the 1977-78 school term, regarded execution of selection policies, conducting the final interview, and nominating a single candidate to the board as the sole responsibility of the district superintendent.

While most school districts have not established written guidelines to assist the superintendent in the selection process, this fact did not deter superintendents from following clearly understood and implied procedures in order to fill a principalship vacancy. School boards maintained that superintendents must assume responsibility for the execution of selection procedures. However, there was no strong concern expressed by board members that selection procedures executed by the superintendent be written in the form of school board policy or school district regulations. The vast majority of school boards delegated the responsibility of principalship selection to the superintendents and relied upon their professional judgment and experience to conduct the candidate search. Boards of education and superintendents seemed to feel that since written policy procedures or guidelines were not established for the recruitment and selection of teachers and other district administrators, the need did not exist to establish written guidelines for principalship selection.
specifically, the need did not exist because professional staff selection and recruitment is such a vital function and major responsibility of the superintendency that most superintendents have developed positive selection procedures based on their own experience, skills, and knowledge without the assistance of written board policy. School boards for the most part expect superintendents to exercise delegated authority and assume a leadership role in utilizing whatever selection procedures they deem most effective in identifying prospective principal candidates.

**Major Study Question Four**

What local school district situational factors or characteristics affect the selection criteria, practices, and procedures of elementary and secondary school principals?

This question deals with the influence of local school district and community factors or characteristics which directly affect the role of the principalship and the selection process. In order to assess the question, interviews were conducted with the seven DuPage County school superintendents who were responsible for filling a principalship vacancy for the 1977-78 school term. Each superintendent was asked, "What local school district and/or local community characteristics, conditions, or factors had the most affect upon the selection criteria used to select the principal for the 1977-78 school year?" Individual factors and characteristics for each of the seven school districts were recorded along with superintendent explanations and comments.
**Situational Factors of School District A**

1. **Teaching staff** - (superintendent explanation) The teaching staff was in need of new methodologies and approaches to teacher effectiveness.

2. **Curriculum** - (superintendent explanation) Curricular needs had to be reassessed. The new principal was to act as a change-agent to the existing building curriculums.

**Situational Factors of School District B**

1. **Community organizations and individual efforts** - (superintendent explanation) The building level P.T.A. as well as AD HOC parent groups criticized the principal who left as well as pressuring the board and administration regarding qualities the new principal should possess. Individuals within the community resorted to writing individual letters to the school board suggesting qualities the incoming principal should possess.

2. **Teaching staff** - (superintendent explanation) The quality of instruction had to be improved and a firm teacher evaluation system had to be implemented and followed.

3. **Curriculum** - (superintendent explanation) Teachers were not following established district curriculums and thereby a need for instructional supervision was needed.

**Situational Factors of School District C**

1. **School board** - (superintendent explanation) The school board felt it was their decision to recommend and
and select the final candidate. Two recommendations by the superintendent were rejected and the board voted for their own nominee. Subsequently the board nominee was fired and the next candidate recommended by the superintendent was hired.

2. Teaching staff - (superintendent explanation) The teaching staff was organized locally which brought about much infighting and internal confusion among themselves. A strong principal was needed to challenge the newly felt power and organization of the local union.

3. Community - (superintendent explanation) A newly built subdivision felt a strong sense of identity and need for expression. They organized locally and associated with the P.T.A. to express the demands for the type of principal to run their local school. Their demands were brought directly to the school board and administration through the P.T.A. organization.

Situational Factors of School District D

1. Teaching staff - (superintendent explanation) The school building did not have a principal for fourteen years, consequently, there was a sense of staff independence and autonomy. The principal had to overcome this atmosphere and develop a feeling of unity and teamwork with staff and administration.

2. School board - (superintendent explanation) The school board felt a strong need for a principalship position and urged the superintendent to create the position within the building.
3. Curriculum - (superintendent explanation) Since the building had not been supervised for fourteen years by a building principal, the entire curriculum needed to be upgraded with respect to continuity and sequence throughout all four grade levels. Teachers had only focused upon evaluating their own particular teaching responsibility and had been unable to evaluate the curriculum from a broader base of perspective.

Situational Factors of School District E

1. Teaching staff - (superintendent explanation) The building had been supervised the previous year by an administrative intern. Leadership was needed in the areas where the intern had not succeeded. The teaching staff was organized around teaching units each supervised by a strong teacher unit or team leader. These individual team leaders assumed much more authority during the period of the internship. A strong principal who could relate to people and assume a leadership position among the staff despite the influence of the team leaders was needed.

2. Curriculum - (superintendent explanation) The entire building instructional organization and curriculum was I.G.E. based. The administration, teaching staff and school board only screened prospective principal candidates who had extensive I.G.E. training, background or experience as a building principal.
situational Factors of School District F

1. School board - (superintendent explanation) The district superintendent was hired in July and was then faced with the task of hiring a building principal who had just retired. Time was of the utmost importance, especially realizing the vast job demands of the principalship that was to commence in August. The superintendent sensed in meeting with the school board that they desired an individual who would broaden decision-making within the school organization and interact with the teaching staff on an individual basis and develop strong personal relationships.

2. Teaching staff - (superintendent explanation) In meeting with teaching staff members and building level administrators, they conveyed to the superintendent that qualities for the new principal candidate should focus upon broadening decision-making and developing interpersonal relations with all staff members.

Situational Factors of School District G

1. Community - (superintendent explanation) The local community school concept is very strongly felt within the district and the principal must be able to relate to these parents on a personal basis.

2. Teaching staff - (superintendent explanation) The individual hired was a former teacher in the building and it was especially important that he had the respect and support of his fellow professional colleagues.
3. Student body - (superintendent explanation)
Since the individual hired was a former teacher in the building, he must have earned the students' respect and trust in order to effectively serve as their building principal.

In order to assess the interview data regarding situational factors, superintendent responses were tabulated according to frequency and percent. Table 33 illustrates the five situational factors or conditions identified in the seven superintendent interviews which had the most affect upon the selection process and criteria used to employ a principal for the 1977-78 school year.

<table>
<thead>
<tr>
<th>Rank</th>
<th>Factor</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teaching staff</td>
<td>7</td>
<td>100.0</td>
</tr>
<tr>
<td>2</td>
<td>Curriculum</td>
<td>4</td>
<td>57.1</td>
</tr>
<tr>
<td>3</td>
<td>School board</td>
<td>3</td>
<td>42.8</td>
</tr>
<tr>
<td>3</td>
<td>Community</td>
<td>3</td>
<td>42.8</td>
</tr>
<tr>
<td>5</td>
<td>Student body</td>
<td>1</td>
<td>14.2</td>
</tr>
</tbody>
</table>

The interview data indicated overwhelmingly that the teaching staff of the school building wherein the principalship vacancy existed had the most effect upon determining the type of selection criteria utilized in the selection process. All superintendents indicated that from their
perspective, the teaching staff either directly or indirectly influenced the selection process for the principalship position. None of the seven superintendents identified any other situational factors apart from the factors listed in Table 33 which significantly affected the selection process.

Findings in response to question four.

What local school district situational factors or characteristics affect selection criteria, practices, and procedures of elementary and secondary principals?

1. Interview data revealed that the teaching staff, curriculum, school board, and community were the most frequently identified situational characteristics within the local school district which had a direct affect upon the selection process and criteria used to fill the seven principalship vacancies for the 1977-78 school year.

2. Interview data revealed that in terms of affecting the selection process, all superintendents indicated that the teaching staff was the most influential school district factor in establishing selection criteria for the principalship position.

3. While four common situational factors were identified, each superintendent indicated that the factors affected the selection process in a particular manner and dimension that was unique only to the needs and environment of each individual school district.
Local situational factors or characteristics affected the degree of importance superintendents attached to specific selection criteria. The impact of situational factors or characteristics upon selection practices or procedures was minimal. In other words, specific factors such as teacher resistance to curriculum innovation or parent demands for improved administrative communication with the building principal caused superintendents to place a high priority on certain selection criteria, as well as to seek a particular type of individual who possessed particular personal and professional selection qualities. It appeared as though a type of cause and affect relationship existed between the type of local situational factors that developed in the school building and the type of individual selected to fill the principalship of the particular school.

For example, since the teaching staff was identified as the most influential factor in establishing selection criteria priorities, superintendents sought candidates who possessed the skills or abilities to resolve the issues posed by the teachers. Superintendents seemed to select principals on the basis of first defining the exact nature and impact of the situational factor upon the school building operation, and then identifying candidates whose personal and professional skills would confront and absolve the conditions brought on by the local factor or condition.
Major Study Question Five

What is the relationship between criteria used for selection and criteria used for evaluation of elementary and secondary principals?

This question deals with determining whether a relationship exists between selection criteria and on-the-job performance evaluation criteria for the principalship. If a relationship does exist, the question identifies common criteria used to select and evaluate elementary and secondary principals. In order to assess the question, interviews were conducted with the seven DuPage County school superintendents responsible for filling a principalship vacancy for the 1977-78 school term. From a list of the ten most important selection criteria identified in the questionnaire, superintendents were first asked whether there was a relationship between the ten selection criteria and the criteria used to formally or informally evaluate the principal or principals in their respective school districts. If a relationship was identified, they were then asked to, "Circle any of the ten selection criteria which were considered in either the formal or informal principalship evaluation process of their district." In order to assess the interview data regarding the relationship of selection criteria and evaluation criteria, superintendent responses were tabulated according to frequency and percent in Table 34.
TABLE 34
SUPERINTENDENT INTERVIEW - SELECTION AND EVALUATION CRITERIA

<table>
<thead>
<tr>
<th>Rank</th>
<th>Selection Criteria Used as Evaluation Criteria</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Interpersonal relations</td>
<td>6</td>
<td>85.7</td>
</tr>
<tr>
<td>2</td>
<td>Decision-making skills</td>
<td>6</td>
<td>85.7</td>
</tr>
<tr>
<td>3</td>
<td>Commitment to position</td>
<td>6</td>
<td>85.7</td>
</tr>
<tr>
<td>4</td>
<td>Communication skills</td>
<td>6</td>
<td>85.7</td>
</tr>
<tr>
<td>5</td>
<td>Community relations</td>
<td>5</td>
<td>71.4</td>
</tr>
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<td>6</td>
<td>Mature judgment</td>
<td>4</td>
<td>57.1</td>
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<tr>
<td>7</td>
<td>Ethical-moral character</td>
<td>4</td>
<td>57.1</td>
</tr>
<tr>
<td>8</td>
<td>Emotional stability</td>
<td>4</td>
<td>57.1</td>
</tr>
<tr>
<td>9</td>
<td>Intelligence</td>
<td>3</td>
<td>42.8</td>
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<tr>
<td>10</td>
<td>Good health</td>
<td>2</td>
<td>28.5</td>
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The interview data indicated that 57.1 percent or more of the superintendents evaluated principalship job performance according to eight of the ten most important selection criteria identified in the questionnaire. The four most important criteria, interpersonal relations, decision-making skills, commitment to position, and communication skills, rated by superintendents in the interview were also used by 85.7 percent of the superintendents to evaluate principalship job performance. The criteria of intelligence and good health received ratings of 42.8 percent and 28.5 percent, respectively. Superintendents stated that good health and sound intelligence were implied or understood standards for continued employment, and thereby it was not necessary to evaluate principals on a formal or frequent basis according to these criteria.

Findings in response to question five.

What is the relationship between criteria used for selection and criteria used for evaluation of elementary and secondary principals?

1. The vast majority of superintendents (85.7) stated there is a definite relationship between the selection criteria of interpersonal relations, decision-making skills, commitment to position, and communication skills and on-the-job performance evaluation for elementary and secondary school principals.
2. The majority of superintendents (57.1) stated there is a definite relationship between the eight most important selection criteria identified in the questionnaire and the on-the-job performance evaluation for elementary and secondary principals. That is to say, eight of the most important selection criteria are used on a formal or informal basis to evaluate principalship job performance.

3. The four most important selection criteria used by superintendents to select a principal for the 1977-78 school term, were also used by 85.7 percent of the same superintendents to evaluate job performance of the newly selected principal. The four criteria identified were: interpersonal relations, decision-making skills, communication skills, and commitment to position.

According to school superintendents, there was a significant relationship between criteria used to select principals and criteria used to evaluate job performance of principals. The direct relationship between performance and selection criteria became more apparent to superintendents after they identified and rated selection criteria in terms of personal importance and actual school district practice. In the event a school principalship vacancy develops, school boards and superintendents could more readily define selection criteria in terms of importance by reviewing their school district's formal principalship evaluation instrument. Not only would this practice serve as an expedient means of identifying selection
criteria, it could be one basis from which to assess the
current effectiveness and desirability of the formal prin-
cipalship evaluation process and related evaluation in-
struments. A concerted effort should be made towards
developing a high degree of consistency between criteria
regarded important in the selection process and criteria
regarded important in the evaluation process. This con-
sistency would serve to more clearly define principalship
job expectations and performance standards.

Major Study Question Six

What written school district policies or
procedures exist to assist the superintendent
or school board in the selection of an ele-
mentary or secondary school principal?

This question deals with identifying what, if any,
written school district policies or procedures have been
developed to assist superintendents or school boards in
filling the seven 1977-78 DuPage County principalship
vacancies. If written policies or procedures were not
established within the seven school districts, comments
were sought from the superintendents explaining the ab-
sence of such written selection guidelines. In order to
assess the question, interviews were conducted with the
seven DuPage County school superintendents who were re-
sponsible for filling a principalship vacancy for the
1977-78 school term. Each superintendent was first asked,
"Do you have written guidelines, policies, or procedures
to assist you or the board of education in the selection
process?" If written policies were not available, superintendents were then asked, "Why is there an absence of written selection guidelines?" Individual responses as well as superintendent explanations and comments were recorded for each interview.

School District A

Are written guidelines established? - No

Superintendent explanation - The superintendent has been delegated the responsibility through school board policy to conduct the selection process and recommend a candidate to the board of education. The superintendent, likewise, maintained he must remain autonomous in carrying out selection procedures. While the selection procedures were informal, they were clearly understood by the central office administrative staff and board of education.

School District B

Are written guidelines established? - No

Superintendent explanation - The development of written selection policies and guidelines could limit the selection powers of the superintendent. Selection responsibilities of the superintendent should be discussed between the school board and superintendent simply as a matter of clarification and understanding.

School District C

Are written guidelines established? - No
Superintendent explanation - Management priorities as they pertain to principalship selection should be set by the school district administration. Given the many viabiles of the principalship selection process, and the potentially large number of qualified individuals who could fill the principalship vacancy, a set and defined written procedure could "lock in" the central administrative staff, thereby limiting their selection options. If selection options are limited to the central staff, a less qualified and competent individual could possibly be selected to fill the vacancy.

School District D

Are written guidelines established? - No

Superintendent explanation - An informal selection process or procedure has been developed and is understood by the school board and superintendent. One reason why the process is clearly understood is that the same individual has served as school district superintendent for the past seventeen years. His previous selection procedures and candidate selections have proven to be successful.

School District E

Are written guidelines established? - No

Superintendent explanation - The superintendent must have the responsibility for determining selection procedures and recommending a candidate to the board of education. This is not an unreasonable assumption because the
superintendent is going to succeed or fail based upon the principal candidate he recommends to the board. The superintendent is directly "accountable" to the school board for the selection procedures employed and quality of the candidate recommended for employment.

School District F

Are written guidelines established? - No
Superintendent explanation - Conditions of employment and situations within the principal's area of responsibility change with the times. Why set written procedures that could be obsolete within a year or two. For example, if a written guideline states that candidates should be recruited and hired from "outside" the district, what would be done if the best candidate for the position was a member of the present teaching staff?

School District G

Are written guidelines established? - Yes
Superintendent explanation - Selection procedures were written in 1974 as a matter of school board policy for the selection of administrative personnel. However, there are many variables or factors which can occur within the district that disallow a strict adherence to these selection procedures. For example, a principalship vacancy had to be filled within a period of several weeks. Two many time constrictions existed which meant many policy procedures,
such as advertising the position well in advance and involving specific staff members, could not be followed. In effect the procedures look good in "writing," as do many other established written policies, but from a practical standpoint, many procedures cannot be implemented in the normal course of school operations.

Findings in response to question six.

What written school district policies or procedures exist to assist the superintendent or school board in the selection of an elementary or secondary principal?

1. Six of the seven (85.7 percent) superintendents who filled a principalship vacancy for the 1977-78 school term indicated that written policies or procedures do not exist in their district to assist the superintendent or school board in the selection process. The remaining superintendent indicated that while a selection policy was established in 1974 to assist in the selection of district administrative personnel, due to time constraints as well as other local situations, many aspects of the policy were not implemented.

2. Major reasons offered by the six superintendents for the absence of written policies or procedures were the following:

a. Superintendents have been delegated the responsibility by the school board to conduct the
principal selection process and recommend a candidate to the school board.

b. Superintendents contend they must have the authority and responsibility for carryout selection procedures.

c. Written selection policies, guidelines or procedures can narrow the scope and focus of the selection process as well as limit the superintendents autonomy and authority in identifying and nominating a candidate.

d. Superintendents are directly accountable to the board of education for the selection process as measured by the degree of success and competency exhibited in the principal's on-the-job performance. The lack of written guidelines pertaining to selection procedures did not significantly impede the selection process nor result in identifying less qualified candidates to fill principalship vacancies. This finding was contrary to research recommendations and authoritative opinion cited in the related literature. It is perhaps the most apparent point of difference between research knowledge and actual school district practice regarding the principalship selection process. In short, school superintendents and boards of education did not feel a compelling need to establish written selection guidelines, while research opinion stated the development of written guidelines to assist the superintendent in the selection process should be given a high
priority at the local school district level. The findings of this research tend to support the position that establishing written guidelines pertaining to the selection process are not warranted. The basic consideration in support of this position is that superintendents were already conducting the selection process and performing selection responsibilities in accordance with whatever written guidelines would be developed in their district. Written selection guidelines would only serve to summarize or outline what superintendents were actually doing when a principalship vacancy developed. The feasibility of developing written guidelines could be warranted if school superintendents and school boards were not identifying the most qualified and competent principal candidates to fill the available vacancies. However, upon investigation this was not occurring with any degree of regularity. School superintendents readily attested to the high level of principalship job performance and competency of recently selected building principals.

Major Study Question Seven

What is the relationship between criteria used for selection and criteria of principalship job descriptions?

This question deals with determining whether a relationship exists between selection criteria and criteria contained in formal principalship job descriptions. If a relationship does exist, the responses to the question
identified common selection and job description criteria. In order to assess the question, interviews were conducted with the seven DuPage County school superintendents responsible for filling a principalship vacancy for the 1977-78 school term. The interview data revealed that the seven superintendents regarded interpersonal relations, commitment to position, decision-making skills, mature judgment, and communication skills as the most important selection criteria used to select the 1977-78 school principal. Superintendents were asked, "Is there a relationship between these five selection criteria and the major job responsibilities and duties of the formal principalship job description of your district?" All seven of the superintendents stated that there was a direct relationship between the five most important selection criteria and the formal principalship job descriptions. According to all seven of the superintendents, each of the five selection criteria were incorporated into the principalship job description either in a directly stated responsibility, such as "maintain communications with the central office, regarding building expenditures," or were clearly implied or inferred with respect to specific job task, such as "maintaining a positive and informed relationship with the school community." When questioned each of the seven superintendents cited specific examples of job responsibilities or management objectives contained in formal principalship job descriptions that were directly related to the five
most important selection criteria. Whether or not the five selection criteria were directly stated or worded in the job description did not lessen or eliminate the direct relationship between selection criteria and job description criteria according to the seven superintendents.

Thirty-six or ninety percent of the school districts participating in the research indicated they had developed a formal principalship job description, while four districts or ten percent of the study participants had not developed principalship job descriptions. Twenty-one of the returned principal job descriptions were reviewed to further assess the relationship between selection criteria and job description criteria. The twenty-one job descriptions were first reviewed to identify which of the ten most important selection criteria cited in the questionnaire were literally stated in reference to performing a specific job skill or responsibility. Four selection criteria, communication skills, community relations, interpersonal relations, and decision-making skills, were commonly written verbatim in the job descriptions to either explain or enumerate specific job functions and responsibilities. Four commonly found examples were:

1. make effective decisions after due consideration of all pertinent facts and after review of possible alternatives

2. foster good interpersonal relations among students and staff

3. to facilitate effective school-community relationships
4. maintain effective communications with central office in all matters relating to school program and personnel

A review of the twenty-one job descriptions further revealed that the remaining six most important selection criteria, commitment to position, emotional stability, mature judgment, ethical-moral character, good health, and intelligence were seldom if ever stated verbatim in the job descriptions. Instead, action oriented words rather than personal or professional characteristics were utilized to explain specific job functions or responsibilities. When describing a duty or task, job description terminology frequently focused upon wording such as organize, supervise, implement, initiate, prepare, plan, coordinate, develop, establish, maintain, and report. The relationship, however, between the six selection criteria and job description criteria is simply that a principal candidate must first possess competence of the selection criteria in order to effectively carry out the action-oriented tasks contained in the job description. This premise or implication was stated in the superintendent interviews and was apparent after reviewing the roles and responsibilities outlined in the principalship job descriptions.

Findings in response to question seven.

What is the relationship between criteria used for selection and criteria of principalship job descriptions?
1. All superintendents who filled a principalship vacancy for the 1977-78 school term indicated that a direct relationship exists between selection criteria and job description criteria. They stated that the ten most important selection criteria identified in the questionnaire are incorporated into the meaning, context, or intent of the job descriptions either through direct implication and inference or are literally written verbatim in the form of job tasks and responsibilities.

2. A review of twenty-one job descriptions revealed that four selection criteria, communication skills, community relations, decision-making skills, and interpersonal relations were literally written to describe specific tasks and responsibilities contained in the principalship job description. Other important selection criteria were incorporated into the meaning, context, or intent of the job description either through direct implication or inference. It was concluded that a direct relationship does exist between selection criteria and job description criteria.

3. Ninety percent of the school districts participating in the research have developed formal principalship job descriptions.

4. A review of the twenty-one formal job descriptions indicated that elementary and secondary principals were responsible for performing similar types and kinds of job tasks, functions, or roles as outlined in the formal job description.
According to school superintendent interviews and a review of twenty-one job descriptions, there was a direct relationship between selection criteria and job description criteria. While written job descriptions for elementary and secondary principals had been developed in the majority of school districts, school boards and superintendents did not identify selection criteria nor attach varying degrees of importance to selection criteria as a result of analyzing principalship job description criteria. In the event a school principalship vacancy develops, school boards and superintendents could more readily define selection criteria in terms of importance by reviewing their districts formal principalship job descriptions. School districts indicated that an important aspect of the selection process was to conduct a principalship job analysis of major roles and responsibilities. Accomplishment of this selection task could be facilitated by assessing formal principalship job descriptions in order to identify major job functions, responsibilities and roles of the principal.

**Major Study Question Eight**

What similarities and/or differences exist regarding the selection criteria, practices, and procedures of elementary and secondary school principals?

This question deals with determining whether the same criteria, practices, and procedures would apply to the selection process of an elementary and secondary principal. In order to assess the question, interviews were
conducted with the seven DuPage County school superintendents responsible for filling a principalship vacancy for the 1977-78 school term. Based upon findings of the survey questionnaire, an interview data sheet was developed that listed the ten most important selection criteria, six most important selection practices, and six most important selection procedures. The seven superintendents were told to review the data sheet with respect to the identified items and were then asked, "Do you feel each of the listed criteria, practices, and procedures applies to the selection process of elementary and secondary school principals?"

Selection criteria, practices, and procedures that did not apply to both the elementary and secondary principalship selection process would be identified. All seven of the superintendents who filled a 1977-78 principalship vacancy indicated there were no differences regarding the selection criteria, practices, and procedures of elementary and secondary principals. Superintendents maintained that despite differing educational goals, objectives and programs of elementary and secondary education, the ten identified selection criteria represented basic personal and professional qualities common to all principalship candidates regardless of their grade level orientation. It was reported by superintendents that grade level designation or organization (i.e. elementary and secondary schools) did not determine the types of selection practices or procedures utilized by school districts in the selection process.
Instead, when a vacancy occurred, individual school districts through their superintendent and board of education decided upon the merit and relative importance of the identified selection practices and procedures.

During the last four school years, twenty-four principalship vacancies developed within the forty DuPage County school districts identified in the study. Twenty principalship vacancies occurred at the elementary (K-8) level and four vacancies occurred at the secondary (9-12) level. In order to further determine what similarities or differences exist regarding selection criteria, practices, and procedures of elementary and secondary principals, questionnaire responses of the twenty districts filling an elementary vacancy were compared with questionnaire responses of the four districts filling a secondary vacancy.

The data did not reveal any significant differences between selection criteria, practices, and procedures of elementary and secondary school principals. As a matter of fact, an analysis of the questionnaire data revealed that elementary and secondary school districts regarded the selection criteria, practices, and procedures with the same degree of importance according to frequency, percent, and mean value ratings.

Findings in response to question eight.

What similarities and/or differences exist regarding the selection criteria, practices, and procedures of elementary and secondary principals?
1. Seven superintendents who filled a principalship vacancy for the 1977-78 school term indicated there were no differences regarding the selection criteria, practices, or procedures of elementary and secondary school principals.

2. A comparison of questionnaire responses of twenty elementary and four secondary school districts filling a principalship vacancy within the past four school years indicated that there were no differences between the selection criteria, practices, and procedures of elementary and secondary school principals.

It was found that there were no differences between the selection criteria, practices, and procedures of elementary and secondary school principals. Superintendents seemed to indicate that one's ability to relate and get along with people was such a common selection trait of the principalship that grade level designation was unrelated to this as well as most other selection criteria. While individual principal candidates personally preferred administering specific grade level schools, it appears as though individuals who possessed the ten most important selection criteria could successfully function as the building principal of either an elementary or secondary school.

Prospective principal candidates should realize the potential degree of latitude or mobility that exists in being able to apply for and be selected to fill principalship vacancies at either the elementary or secondary school level. Candidates need not feel as though they are "pro-
fessionally locked in" to administering one particular type or grade level school. This type of attitude seems to be more personal or individual rather than reflecting the professional and actual selection practices employed by school districts.

Major Study Question Nine

What is the conformance between selection criteria, practices, and procedures utilized by superintendents and school boards and those recommended by the professional literature and research authorities?

This question deals with determining which selection criteria, practices, and procedures identified in the professional literature and contained in the research model are considered important by DuPage County school superintendents and school board presidents when selecting an elementary and secondary principal. Relevant selection criteria, practices, and procedures contained in the research model were either accepted or rejected based upon an analysis of data collected in the questionnaires and interviews.

The research model contained seven personal selection criteria, seven professional selection criteria, nine selection practices, and nine selection procedures. Personal selection criteria relate to the candidate as a function or personality and background. The research model consisted of the following personal criteria:
Professional selection criteria relate to the candidate as a function of professional training and practice of administrative skills. The research model consisted of the following professional criteria:

a. Communication skills
b. Interpersonal relations
c. Curriculum
d. Decision-making skills
e. Community relations
f. Change-action skills
g. Administrative-management skills

The ten most important selection criteria identified in the questionnaire and interview data and contained in the research model were:

a. Commitment to position
b. Emotional stability
c. Decision-making skills
d. Communication skills
e. Interpersonal relations
f. Mature judgment
g. Ethical-moral character
h. Intelligence
i. Good health
j. Community relations

According to mean ratings and frequency of response, seventy percent or more of the questionnaire respondents regarded the following as important selection criteria:

a. Curriculum development
b. Scholarship
c. Change-action skills
d. Administrative-management skills

These criteria were also contained in the research model. In summary all selection criteria contained in the research model were regarded as personally important or important in actual district practice by seventy percent or more of the questionnaire and interview respondents. Consequently, all selection criteria contained in the research model were accepted as valid and relevant criteria.

Selection practices relate to the devises, instruments or techniques employed to assess the candidate's degree of competence according to personal and professional criteria. The research model consisted of the following selection practices:

a. biographical information
b. transcript-credential information
c. recommendation letters with personal follow-up to the writer
d. rating scales with personal follow-up to the writer

e. test scores and data collected by any of the following means: personality inventory, interest inventory, general knowledge-aptitude tests, situational performance tests

f. interview with the superintendent
g. panel-group interview

h. candidate submits any evidence to show congruence with the criteria

In terms of frequency and percent of response, the following selection practices were considered important by 4.2 percent or less of the questionnaire respondents:

a. rating scales

b. personality or interest inventory tests
c. general knowledge, aptitude, or situational performance tests
d. candidate submits any evidence to show congruence with criteria

Interviews with superintendents who filled a principalship vacancy for the 1977-78 school term indicated the above practices were used to even a lesser extent. Consequently, the four selection practices contained in the research model were rejected in terms of importance in the selection process of elementary and secondary school principals.
Selection procedures relate to the course of action, process, or conduct taken by the superintendent to recruit, identify, and select school principals. The research model consisted of the following selection procedures:

a. Establish written guidelines developed as school board policy to assist the superintendent in principalship selection

b. Allocate and expend sufficient funds to conduct the selection process

c. Superintendents must assume responsibility for: execution of selection policies, conducting the final interview, and nominating a single candidate to the board of education

d. Conduct a job analysis defining the principalship position in terms of job and role expectations

e. Recruit outside of the district by extending the search over a wide geographic area

f. Contact private recruiting agencies, university placement bureaus, and/or consulting services to identify the candidate

g. Visit candidate in present community and school

h. School districts receive permission from employing superintendent before contacting, observing, or offering a contract to candidate

i. Develop and/or sponsor local school district administrative training programs for prospective candidates
In terms of frequency and percent of response, the following two selection procedures were considered important by less than twenty-five percent of the questionnaire respondents:

a. Allocate sufficient funds to conduct the selection process

b. School districts receive permission from the employing superintendent before contacting, observing, or offering a contract to candidate

Interviews with superintendents who filled a principalship vacancy for the 1977-78 school term indicated that the two procedures were not used in their selection process. Consequently, the two selection procedures contained in the research model were rejected in terms of importance in the selection process of elementary and secondary school principals.

Findings in response to question nine.

What is the conformance between selection criteria, practices, and procedures utilized by superintendents and school boards and those recommended by the professional literature and research authorities?

1. School superintendents and school boards regarded all fourteen selection criteria identified in the professional literature and contained in the research model as relevant selection criteria to be used in the selection process of elementary and secondary principals.
2. School superintendents and school boards did not regard the following selection practices identified in the professional literature and contained in the research model as relevant practices to be used in the selection process of elementary and secondary principals:

   a. rating scales with personal contact to the writer
   
   b. personality or interest inventory tests
   
   c. general knowledge, aptitude, or situational performance tests
   
   d. candidate submits any evidence to show congruence with the selection criteria

The remaining selection practices contained in the research model were considered relevant by superintendents and school boards to the selection process.

3. School superintendents and school boards did not regard the following three selection procedures identified in the professional literature and contained in the research model as relevant procedures to be used in the selection process of elementary and secondary principals:

   a. allocate sufficient funds to conduct the selection process
   
   b. school districts receive permission from the employing superintendent before contacting, observing, or offering a contract to candidate
   
   c. establish written policies to assist the superintendent in the selection process
The remaining selection procedures contained in the research model were considered relevant by superintendents and school boards to the selection process.

It appears that while most school districts have not established formal selection guidelines related to identifying specific selection criteria, practices, and procedures, school districts do follow a consistent pattern of process in order to fill a principalship vacancy. Even though the process is more understood, implied, or informal, it is for the most part consistent with research recommendations and has resulted in the identification and selection of highly competent principal candidates. Perhaps more so than they are given credit, superintendents do possess essential skills related to professional staff recruitment and selection, and, consequently, they possess a high degree of competency regarding principalship selection. It seems as though one factor contributing to the degree of superintendent expertise in principalship selection is that most superintendents at some point in their careers were successful principals and as prospective candidates, they were participants in the principalship screening and recruitment process. This past experience and background has assisted superintendents in identifying those selection criteria, practices, and procedures that are most important in the principalship selection process.
CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS
FOR FURTHER STUDY

Summary

Background of the Study

Due to the important leadership function and position accorded to the elementary and secondary school principalship, one would assume that an overwhelming majority of public school systems have carefully conceived and implemented policies regarding selection criteria, practices, and procedures of the principalship. A review of the professional literature, however, indicated a lack of consistency and conformity by school districts towards the selection process of school principals. A consistent pattern of the most important and effective selection criteria, practices, and procedures utilized by superintendents and school boards cannot be identified.

A summary review of the professional literature cited several explanations indicating why superintendents and school boards have not developed a consistent and effective selection process for elementary and secondary
school principals. It was revealed that most school districts did not have written policies regarding principalship selection, nor have they defined principalship job descriptions related to selection criteria and practices. A further reason cited for the absence of a consistent pattern of important selection criteria, practices, and procedures was that principalships were frequently acquired by "working up the ranks" in a "self-selection" type of process. It was also reported that situational forces within the local school district and community affected administrative behavior and the selection process of school principals.

While a consistent pattern could not be recognized in the literature when assessing school district selection processes, isolated examples of selection criteria actually used by superintendents and school boards were cited in a review of school district selection processes. According to school superintendents and school boards, however, the degree of importance and effectiveness attached to these selection criteria examples varied from one district to another. Criteria highly regarded in one district were given less consideration in the selection process of another district.

Research authorities have recommended the adoption of specific selection criteria, practices, and procedures, but superintendents and boards of education have shown little regard towards accepting research information and
study recommendations. It was the contention of the re-
search that superintendents and school boards have utilized
selection criteria such as age, gender, and attention-
getting behavior that had little significance in identifying
effective administrative behavior, or were not in agreement
with studies made about principalship selection.

It was the intent of the study to develop a research
model of relevant selection criteria, practices, and pro-
cedures based upon research findings and authoritative
opinions synthesized from the professional literature. The
research model contained seven personal and seven profes-
sional selection criteria, nine selection practices, and
nine selection procedures.

Purpose of the Study

The purpose of the study is to identify and analyze
criteria, practices, and procedures used to select elementary
and secondary school principals in DuPage County, Illinois.

Basic considerations of the study are:

1. to identify selection criteria, practices, and
procedures recommended in the professional literature.

2. to identify a pattern of criteria, practices,
and procedures which selected DuPage County, Illinois,
superintendents and school board members regard as impor-
tant for the selection of elementary and secondary school
principals.
3. to identify the conformance of school superintendents and school board members to the selection criteria, practices, and procedures recommended by the professional literature.

4. to analyze criteria, practices, and procedures used to select elementary and secondary principals in DuPage County, Illinois, with respect to principal evaluation criteria, principalship job descriptions, recommendation of the present study, and guidelines identified in the professional literature.

5. to recommend selection criteria, practices, and procedures that would assist superintendents and school board members in the selection of elementary and secondary school principals.

Design of the Study

The sources of data for this study were the 36 school district superintendents and 22 school board presidents of DuPage County, Illinois.

The major purpose and basic considerations of the study were stated in the form of nine major study questions.

1. What do superintendents and school boards consider as the most important professional and personal selection criteria for elementary and secondary school principals?

2. What do superintendents and school boards consider as the most important practices employed to assess the identified professional and personal selection criteria?
3. What do superintendents and school boards consider as the most important procedures in selecting elementary and secondary principals?

4. What local school district situational factors and characteristics affect the selection criteria, practices, and procedures of elementary and secondary school principals?

5. What is the relationship between criteria used for selection and criteria used for evaluation of elementary and secondary principals?

6. What written school district policies or procedures exist to assist the superintendent or school board in the selection of an elementary or secondary school principal?

7. What is the relationship between criteria used for selection and criteria of principalship job description?

8. What similarities and/or differences exist regarding the selection criteria, practices, and procedures of elementary and secondary school principals?

9. What is the conformance between selection criteria, practices, and procedures utilized by superintendents and school boards and those recommended by the professional literature and research authorities?

Two instruments were constructed to gather data for the study:

1. A four-part questionnaire identifying actual and preferred selection criteria, practices, and procedures
that was mailed to all 43 superintendents and 45 school board presidents of DuPage County.

2. A personal interview with the seven DuPage County superintendents who filled a principalship vacancy for the 1977-78 school year.

One instrument was constructed to validate selection criteria, practices, and procedures contained in the research model:

1. A 34-item questionnaire mailed to a review panel consisting of five school district superintendents and five school board members located in Cook County, Illinois.

One instrument was constructed to validate superintendent responses to the mailed questionnaire:

1. Six phone interviews conducted with randomly selected superintendents who responded to the mailed questionnaire.

The basic methodology used in the study was the descriptive-survey method of research. Write-in responses to the questionnaire and oral interview responses were assessed in terms of content analysis. Other data pertaining to the questionnaire and interview were compiled by use of either frequency distributions, ranking of importance arranged in descending order, determination of percentages, and determination of mean values and mean differences. A written comparison noting commonalities and contrasts was made between selection criteria, practices,
and procedures reported as important by DuPage County school superintendents and school board members and the findings of the related research, professional literature and research model.

Findings of the Study

Several clear findings emerged that were supported by the data collected and confirmed by personal interviews.

Question One

Personal and professional selection criteria utilized by school superintendents and school board members

1. According to the percent and frequency of responses, the same ten criteria ranked as personally important were also ranked as the ten most important criteria in terms of actual school district practice. The ten identified criteria were:

a. commitment to position
b. emotional stability
c. decision-making skills
d. communication skills
e. interpersonal relations
f. mature judgment
g. ethical-moral character
h. intelligence
i. good health
j. community relations
2. The following eight criteria were rated by 89.6% or more of the respondents to be personally important and important in actual district practice:
   a. commitment to position
   b. emotional stability
   c. decision-making skills
   d. interpersonal relations
   e. mature judgment
   f. ethical-moral character
   g. good health
   h. community relations

3. Interpersonal relations received the highest mean ratings in terms of personal importance and importance in actual school district practice. 98.2 percent of the respondents also rated interpersonal relations important in terms of actual practice and personal preference.

4. The following six criteria received the lowest mean ratings and percentile ranking according to personal importance and importance in actual district practice:
   a. range of interests
   b. research techniques
   c. non-educational experiences
   d. age
   e. university degree
   f. administrative experience
5. According to mean ratings of personal importance and actual practice, the following ten criteria rated as most important personally were also rated most important in actual district practice:

a. commitment to position
b. emotional stability
c. decision-making skills
d. interpersonal relations
e. mature judgment
f. ethical-moral character
g. intelligence
h. good health
i. community relations
j. communication skills

6. Three criteria with a mean difference of .06 or less between personal importance and actual district practice also received the three lowest percentile ranks according to personal importance. The criteria are:

a. university degree
b. non-educational experiences
c. age

7. According to each of the mean ratings and frequency distributions, teaching experience was rated above administrative experience in terms of personal importance and actual district practice.
8. Superintendents who filled a 1977-78 principalship vacancy reported that interpersonal relations was the most important selection criterion utilized in their districts current selection process.

9. The four most important selection criteria used by superintendents to fill a 1977-78 principalship vacancy were also four of the five most important criteria ranked according to mean ratings of personal importance and actual district practice. The criteria are:
   a. interpersonal relations
   b. commitment to position
   c. decision-making skills
   d. mature judgment

10. Curriculum development, scholarship, administrative-management skills, and change-action skills were not included on the list of the ten most important selection criteria either in terms of personal importance or actual practice.

**Question Two**

Selection practices utilized by school superintendents and school board members

1. The five most important selection practices identified to assess selection criteria were:
   a. recommendation letters with personal contact to the writer
   b. interview with the superintendent
   c. panel-group interview
2. Recommendation letters with personal contact to the writer, interview with the superintendent, and panel-group interviews were utilized to assess eight of the ten most important selection criteria.

3. Superintendents who filled a 1977-78 principal-ship vacancy reported that superintendent interviews, recommendation letters, and panel-group interviews were the most important selection practices utilized in their district's current selection process.

4. Principal candidates were seldom asked either prior to or during the interview to submit any evidence to show congruence with the selection criteria.

5. Rating scales with a personal follow-up to the writer were seldom used to assess selection criteria.

6. General knowledge, aptitude, situational performance, personality, or interest inventory tests were seldom if ever used selection practices and were not considered important assessment techniques in the selection process.

**Question Three**

Selection procedures utilized by school superintendents and school boards

1. A vast majority of school superintendents and school board members strongly advocated the implementation of the following two selection procedures:
a. superintendents must assume responsibility for: execution of selection policies, conducting the final interview, and nominating a single candidate to the board

b. development of local school district administrative training programs to identify prospective candidates

2. All superintendents who filled a 1977-78 principalship vacancy did so by executing all selection policies, conducting the final interview, and nominating a single candidate to the board of education.

3. School districts regarded administrative internship, training under a building principal or superintendent, and appointment as an assistant or vice-principal as the three most important local school district training programs for prospective principalship candidates.

4. Two selection procedures, allocating sufficient funds for conducting the selection process and receiving permission from the employing superintendent before contacting, observing, or offering a contract to the candidate were considered important by less than twenty-five percent of the superintendents and board members.

5. The four most important selection procedures used by superintendents to fill a 1977-78 principalship vacancy were also four of the six most important procedures
identified in the percentile rankings of importance and contained in the research model. The four procedures were:

a. conduct a job analysis defining the job and role expectations
b. recruit outside the district
c. develop local school district administrative training programs
d. superintendent assumes responsibility for execution of selection policies, conducting final interview and nominating a single candidate to the board

**Question Four**

Local school district situational factors and characteristics

1. Of the four commonly identified local school district situational factors directly affecting the selection process, the teaching staff was the most influential factor in establishing selection criteria for the principalship position. The remaining three factors were: curriculum, school board, and parents of the community.

**Question Five**

Principalship selection criteria

1. Superintendents indicated that a direct relationship exists between principalship evaluation criteria and principalship selection criteria.
2. Most of the selection criteria identified in the research model are used by superintendents to evaluate principalship job performance.

3. Superintendents who employed a principal for the 1977-78 school term regarded the following skills with equal importance in both the selection and evaluation process of principals: interpersonal relations, decision-making skills, communication skills, and commitment to position.

**Question Six**

Written guidelines and policies to assist the superintendent and school board in the selection process

1. Written guidelines for selection procedures were seldom identified, and superintendents indicated that few school districts have developed such guidelines.

2. While an absence of written guidelines was found, superintendents and school boards did follow an established and consistent procedure in order to fill a principalship vacancy. This was especially evident among school districts who filled a principalship vacancy for the 1977-78 school term.

3. In the school district wherein written guidelines had been developed, it was indicated that due to time constraints, many of the procedures could not be followed during the selection process.
Question Seven
Principalship job descriptions
1. Written job descriptions for elementary and secondary principals existed in the overwhelming majority of DuPage County school districts.
2. Principalship job descriptions of DuPage County school districts are related to selection criteria.
3. Most school districts that have not developed job descriptions are now in the process of formulating job descriptions.

Question Eight
Similarities and differences between elementary and secondary principal selection criteria, practices, and procedures
1. DuPage County superintendents reported no difference regarding the selection criteria, practices, and procedures of elementary and secondary principals.

Question Nine
Conformance to selection criteria, practices, and procedures recommended by the literature
1. The selection criteria regarded important by DuPage County superintendents and school boards were consistent with the seven personal and seven professional criteria contained in the research model.
2. Five selection practices regarded important by DuPage County superintendents and school boards were consistent with the research model. These practices were:
a. superintendent interview  
b. panel-group interview  
c. recommendation letters  
d. biographical information  
e. credential-transcript information  

3. Six selection procedures regarded important by DuPage County superintendents and school boards were consistent with the research model. These procedures were:
   a. superintendents assume responsibility for: execution of selection policies, conducting the final interview, and nominating a single candidate to the board
   b. conduct a job analysis defining the principalship position
   c. recruit outside the district
   d. contact private recruiting agencies, university placement bureaus, and consulting services to identify candidates
   e. visit candidate in present school and community
   f. develop and/or sponsor local school district administrative training programs for prospective candidates

Conclusions

1. A consistent pattern of important and effective selection criteria utilized by DuPage County superintendents
and school boards to select elementary and secondary principals was identified. The personal and professional selection criteria employed in the selection process of DuPage County school districts are consistent with the research model of selection criteria. In particular seven school superintendents who filled a principalship vacancy for the 1977-78 school term utilized selection criteria that were consistent with identified questionnaire data and the criteria contained in the research model.

2. Selection criteria considered personally important by DuPage County school superintendents and school board members were, likewise, considered important in actual district practice when selecting an elementary or secondary school principal. There was no significant difference between ratings attached to selection criteria according to personal importance and actual school district practice.

3. DuPage County superintendents and school board members relied almost exclusively upon five selection practices in order to assess selection criteria. The five practices, namely, superintendent interviews, panel-group interviews, recommendation letters with personal contact to the writer, biographical information, and transcript-credential information were also contained in the research model. Four selection practices contained in the research
model were not considered important in the selection process. They were:

a. general knowledge, aptitude or situational performance tests
b. personality or interest inventory tests
c. rating scales with follow-up to writer
d. candidate submitting evidence to show congruence to criteria

4. Superintendents who filled a 1977-78 principalship vacancy reported they used superintendent interviews, panel-group interviews, and recommendation letters with personal follow-up as the main means of assessment in selecting an elementary or secondary principal.

5. The personal importance and practical use of rating scales as an assessment technique of selection criteria is considerably lessened when compared to personal letters of recommendation.

6. A consistent pattern of important and effective selection procedures utilized by DuPage County superintendents and school boards to select elementary and secondary principals was identified. The percentage difference of 14.1% or less in six of the nine procedures contained in the research model indicated a high level of agreement between superintendents and school board members regarding the identified selection procedures. Superintendents who filled a principalship vacancy for the 1977-78
school term followed an established pattern of selection procedures and utilized five of the procedures contained in the research model.

7. Six selection procedures employed by DuPage County superintendents and school board members were consistent with the research model. The procedures were:

a. superintendents assume responsibility for execution of selection policies, conduct the final interview, and nominate a single candidate to the board

b. conduct a principalship job analysis
c. recruit outside the district
d. contact private agencies, university placement bureaus, and consulting sources to identify candidates
e. visit the candidate in his present school
f. develop and/or sponsor local administrative training programs

Three selection procedures contained in the research model were not considered important in the selection process. They were:

a. allocate sufficient funds to conduct the selection process

b. establish written guidelines to assist the superintendent and school board in the selection process
c. receive permission from the employing superintendent before contacting, observing, or offering a contract to the candidate

8. While over three-fourths of the school superintendents and school board members thought the development and/or sponsorship of local administrative programs were important, little indication was given that prospective principal candidates were identified or selected through this procedure.

9. Local situational factors and characteristics do affect the principalship selection process; however, the degree and manner in which they affect the selection is determined by the particular needs and environment of each individual school district.

10. DuPage County superintendents indicated a direct relationship exists between principalship selection criteria and principalship evaluation criteria. Most selection criteria regarded as important in the selection process were used by superintendents to evaluate principalship job performance on either a formal or informal basis.

11. DuPage County superintendents and school boards have not developed written guidelines to assist in the selection process, but rather follow and implement clearly understood procedures which are regarded with a similar degree of importance by the district superintendent and school board.
12. One reason a consistent pattern of important selection criteria utilized by DuPage County school districts emerged is that most county principalship job descriptions have either a direct or implied relationship to selection criteria contained in the research model.

13. Grade level designation or organization of grade levels within a school building did not have a significant effect upon the selection criteria, practices, and procedures utilized in the selection process of DuPage County school districts.

14. All the selection criteria reported as important by DuPage County school districts were consistent in the research model. Five of the nine selection practices and six of the nine selection procedures contained in the research model were accepted by DuPage County school districts as important in the selection process. Overall a large degree of conformance existed between DuPage County school districts and the research model.

Implications and Recommendations

With respect to the fact that DuPage County superintendents utilize a consistent pattern of selection criteria, practices, and procedures, which are also in basic conformance to the research model, school districts of other counties would stand to benefit by assessing their current selection processes in terms of the practices, procedures, and criteria employed in DuPage County school systems.
Regardless of the changing roles and responsibilities confronting the principalship, and despite the varied demands of administrative accountability, the single most important trait and selection characteristic demanded of today's elementary and secondary school principal is interpersonal relation skills. The "ability to get along with and relate to people" is the primary prerequisite to be acquired by the building principal in order to carry out or meet any other identified selection criteria.

Of surprising importance was the fact that few school superintendents and board members regarded age and administrative experience as important selection criteria. This factor should serve to encourage interested and competent individuals who lack extensive administrative experience or are relatively recent college graduates to seek either administrative training programs or principalship positions.

In the overwhelming majority of instances, it is the superintendent who directs the selection process of the school district. It is the superintendent who determines selection criteria, establishes practices and procedures, and nominates a candidate to the board of education. Grade level organization, the number of personnel involved, and the affect of situational factors upon the selection process did not lessen the superintendent's major decision-making role when selecting school principals. In other words, superintendents viewed the selection of an elementary or
secondary school principal as the most important staff recruitment task and responsibility confronting them. Just as in teacher selection, however, this superintendent task is becoming easier with the increasing amount of highly qualified principalship candidates. Last year for example, the seven principalship vacancies identified in DuPage County represented a turn-over rate of only 3.7%.

Despite the recommendations of many research authorities, school districts do not attach any importance to administering general knowledge, aptitude, or situational performance tests. This is one area where there seems to be a gap between research knowledge and actual school district practice. Superintendents are quite skeptical and hesitant to accept testing instruments, such as these, which would help predict or assess future principalship performance. Until such assessment instruments are proven highly successful in predicting performance, most superintendents and school boards will accord little meaning to them as practical selection devices.

In terms of personal importance, school-superintendents and school boards highly favored developing and/or sponsoring local administrative training programs for prospective principal candidates. In actual practice, however, few districts were developing local training programs. Two factors curtailed this development. First, the cost of implementing, supervising, and operating training programs
at the local school district was not justified. The ra-
tionale being, since an oversupply of highly trained and
competent principalship candidates is available, why
should the district allocate funds that could be better
afforded in some other area. Secondly, school districts
did not see an urgent need to sponsor and develop local
administrative training programs due to the relatively
small number of principalship vacancies that occur within
their district. Within the county it was indicated that
principals are less mobile and tend to occupy one prin-
cipalship position for a longer period of time.

Written guidelines to assist the superintendent
in the selection process were not common, nor were they
considered necessary by the DuPage County school dis-
tricts. Since a systematic selection procedure was fol-
lowed in the school districts, and a pattern of preferred
selection criteria and practices emerged, the necessity
of establishing written guidelines is questioned. Since
principalship selection was acknowledged by superinten-
dents to be their major staff recruitment responsibility,
it is fairly obvious to assume that the superintendent
has carefully thought out and planned specific aspects
of the selection process. This is not an unreasonable
assumption because the superintendent fully realizes
that his success or failure is directly related to the
principal candidate that he recommends to the school board.
In other words, the superintendent is directly accountable to the board of education for the selection process as measured by the degree of success and competency exhibited in the principal's on-the-job performance.

Contrary to many of the research findings, DuPage County school districts have actually established guidelines or job descriptions for the elementary (K-8) principalship. The job descriptions are based upon community needs, and are directly related to the principalship selection criteria regarded as important by each school district. A direct relationship also exists between principalship selection criteria and principalship evaluation criteria of DuPage County school districts. In terms of the relationship of selection criteria to criteria contained in job descriptions and evaluation instruments, DuPage County school districts are encouraged to review these two items in order to establish a district priority and importance for each of the selection criteria used in any future selection process. It stands to reason that the most important job functions and evaluation criteria should, likewise, be the most important selection criteria for elementary and secondary principals.

DuPage County school districts are to be commended for their adherence to the criteria, practices, and procedures recommended by research authorities and contained in the study model. Furthermore, superintendents and school
boards did not utilize irrelevant selection criteria contained in the questionnaire, such as age, range of interests, administrative experience, non-educational experiences, and university degree, that had little significance in identifying administrative behavior or were contrary to studies made about the principalship.

**Recommendations for Further Study**

This study is limited to the selection criteria, practices, and procedures of DuPage County, Illinois, school districts. The conclusions and implications based upon study data necessitate the following recommendations for further study:

1. A state-wide assessment of selection criteria, practices, and procedures of elementary and secondary school principals could be conducted to further substantiate the importance of the criteria, practices, and procedures identified in DuPage County school districts.

2. A study of the panel-group interview technique as it is used by DuPage County school districts to assess its reliability in identifying personal and professional selection criteria should be conducted.

3. A determination should be made whether colleges and universities who sponsor administrative training programs should familiarize students with selection criteria, practices, and procedures.
4. Research should be conducted to assess the degree to which teacher unions and organizations have become involved in and have affected the selection process of elementary and secondary school principals.

5. While the selection criteria contained in the research model applied to both elementary and secondary school principals, a further study could examine whether there are any specific selection criteria and job-related tasks that pertain to either the elementary or secondary principalship.

6. More study is needed to determine whether the superintendent's decision-making authority and autonomy in the selection process has been affected when written school board guidelines and policies regarding principalship selection procedures have been developed.

7. Further study could be conducted to determine if it would be beneficial for state and national level administrative and school board associations, such as the Illinois Principals Association, Illinois Association of School Boards, Illinois Association of School Administrators, National Association of Elementary School Principals, and National School Boards Association, to develop policy statements, or procedural guidelines regarding the principalship process.
SUPERINTENDENT AND SCHOOL BOARD PRESIDENT QUESTIONNAIRE

Name ___________________________ I am a _____ Superintendent

District ________ ___________ _______ School Board President

*Note: K-8 elementary refers to any K through 8 grade level organization
      Secondary refers to any 9 through 12 grade level organization

A. In what year did the most recent elementary (K-8) or secondary (9-12) principalship vacancy(s) exist in your district?

  ___1977-78  ___1976-77  ___1975-76  ___1974-75  ___1973-74 or before

B. At what grade level designation did the most recent principalship vacancy(s) exist?

  ___K-8  ___9-12

C. Were you functioning as either superintendent or school board president when the district's most recent principalship vacancy was filled?

  ___Yes  ___No

*Note: If your response to question C above was no, answer the remaining questionnaire sections on the premise that you were functioning either as a superintendent or board president, and a principalship vacancy existed in your district for the 1977-78 school term. If your response was yes, also continue to answer the remaining sections.

D. Does your school district have a formal job description for K-8 or 9-12 principalship positions?

  ___Yes  ___No

*Note: If yes, would the Superintendent please forward one copy of each principalship job description in your district. Please enclose this information with the returned questionnaire.

E. Do you want to receive a summary copy of the research findings and recommendations regarding this study of principalship selection criteria, practices and procedures?

  ___Yes  ___No

Forward copy to this address:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
PART I PERSONAL CRITERIA

Directions: In your opinion, how important is each item in the selection of an elementary or secondary school principal? Check the appropriate response.

Personal Criteria - Refers to those characteristics which relate to the candidates as a function of their personality and background.

1. Intelligence - possesses above average intellectual skills in conceptual reasoning and treatment of detailed information.

2. Personal appearance and presence - general appearance, dress and presence brings confidence and respect and is compatible with the position sought.

3. Range of interests - possesses competence and/or experience to discuss a variety of subjects not directly related to education or educational administration. (i.e. politics, economics, social problems)

4. Scholarship - shows evidence of thorough educational background and knowledge of education as measured by high level of academic achievement, especially at the graduate level, but not necessarily in education courses.

5. Good health - possesses sound physical and mental stamina and ability to withstand pressures and demands of the position. Attendance pattern is regular and positive.

6. Commitment to position - views the principalship as a career position and willingly commits 'off-duty' time to the job.

7. Non-educational experiences - displays a varied sampling of work experiences, activities or backgrounds not related to the field of education.

8. Ethical-moral character - follows honest convictions as opposed to expediency even though such action is not personally beneficial.

9. Emotional stability - maintains and fosters a calm and collected feeling with one's self and others in order to meet and analyze problem situations.

10. Age - meets a minimum or maximum age standard or expectancy which indicates suitability for the position.

11. Mature judgment - analyzes situations from a broad context by understanding the interrelatedness of all factors and then initiating proper action.

*Please list other personal criteria you regard as important in the selection of elementary or secondary principals. Use reverse side if needed.
PART I PROFESSIONAL CRITERIA

Directions: In your opinion how important is each item in the selection of an elementary or secondary school principal? Check the appropriate response.

Professional Criteria - Refers to those characteristics which relate to the candidates as a function of their professional training and in the practice of administrative skills

1. Communication skills - is capable of writing with authority and clarity. Promotes excellent communication in and among groups. Defines abstract ideas and has capacity to listen.

2. Research techniques - is able to identify, interpret and analyze data for problem solving by using research tools and methodology.

3. Administrative experience - possesses previous experience in any administrative capacity on full or part time basis.

4. Teaching experience - possesses full time instructional experience as certified classroom regardless of grade level or subject area orientation.

5. Interpersonal relations - possesses ability to "get along" with people by showing genuine empathy, openmindedness, and regard for uniqueness of co-workers. Maintains positive morale and staff interaction.

6. Curriculum development - maintains knowledge of student learning skills, activities and programs of appropriate grade levels and subject areas. Shares this information with the staff on a regular basis.

7. Administrative-management skills - possesses knowledge of school building finance, plant maintenance, office management and staff utilization to plan and direct action.

8. Professional growth - is committed to improving instructional and managerial skills through seminar, in-service, or workshop participation.

9. Decision making skills - is capable of identifying problems, recognizing alternatives, planning and implementing a course of action and then evaluating results of the action.

10. University degree - possesses potential for growth as shown by either having obtained or seeking ED.D or Ph.D.

11. Community relations - displays ability to work with community groups by understanding interrelatedness of school and community goals and interests. Informs community of school programs, policies and procedures.

12. Change-action skills - understands scope and nature of change in education and society. Develops strategies to affect change and cope with forces acting upon schools.
PART II PERSONAL CRITERIA

Directions: In actual practice, considering the personnel involved and the candidate selected, how much importance did your district attach to each item when selecting your last elementary principal?

Personal Criteria - Refers to those characteristics which relate to the candidates as a function of their personality and background

<table>
<thead>
<tr>
<th></th>
<th>Extreme Importance</th>
<th>Important</th>
<th>Some Importance</th>
<th>No Importance</th>
</tr>
</thead>
</table>

1. **Intelligence** - possesses above average intellectual skills in conceptual reasoning and treatment of detailed information.

2. **Personal appearance and presence** - general appearance, dress and presence brings confidence and respect and is compatible with the position sought.

3. **Range of interests** - possesses competence and/or experience to discuss a variety of subjects not directly related to education or educational administration. (i.e. politics, economics, social problems)

4. **Scholarship** - shows evidence of thorough educational background and knowledge of education as measured by high level of academic achievement, especially at the graduate level, but not necessarily in education courses.

5. **Good health** - possesses sound physical and mental stamina and ability to withstand pressures and demands of the position. Attendance pattern is regular and positive.

6. **Commitment to position** - views the principalship as a career position and willingly commits "off-duty" time to the job.

7. **Non-educational experiences** - displays a varied sampling of work experiences, activities or backgrounds not related to the field of education.

8. **Ethical-moral character** - follows honest convictions as opposed to expediency even though such action is not personally beneficial.

9. **Emotional stability** - maintains and fosters a calm and collected feeling with one's self and others in order to meet and analyze problem situations.

10. **Age** - meets a minimum or maximum age standard or expectancy which indicates suitability for the position.

11. **Nature judgment** - analyzes situations from a broad context by understanding the interelatedness of all factors and then initiating proper action.
PART II PROFESSIONAL CRITERIA

Directions: In actual practice, considering the personnel involved and the candidate selected, how much importance did your district attach to each item when selecting your last elementary or secondary principal?

Professional Criteria - Refers to those characteristics which relate to the candidates as a function of their professional training and in the practice of administrative skills.

1. Communication skills - is capable of writing with authority and clarity. Promotes excellent communication in and among groups. Defines abstract ideas and has capacity to listen.

2. Research techniques - is able to identify, interpret and analyze data for problem solving by using research tools and methodology.

3. Administrative experience - possesses previous experience in any administrative capacity on full or part time basis.

4. Teaching experience - possesses full time instructional experience as certified classroom teacher regardless of grade level or subject area orientation.

5. Interpersonal relations - possesses ability to "get along" with people by showing genuine empathy, open-mindedness, and regard for uniqueness of co-workers. Maintains positive morale and staff interaction.

6. Curriculum development - maintains knowledge of student learning skills, activities and programs of appropriate grade levels and subject areas. Shares this information with the staff on a regular basis.

7. Administrative-management skills - possesses knowledge of school building finance, plant maintenance, office management and staff utilization to plan and direct action.

8. Professional growth - is committed to improving instructional and managerial skills through seminar, in-service, or workshop participation.

9. Decision making skills - is capable of identifying problems, recognizing alternatives, planning and implementing a course of action and then evaluating results of the action.

10. University degree - possesses potential for growth as shown by either having obtained or seeking ED.D or Ph.D.

11. Community relations - displays ability to work with community groups by understanding interrelatedness of school and community goals and interests. Informs community of school programs, policies and procedures.

12. Change-action skills - understands scope and nature of change in education and society. Develops strategies to affect change and cope with forces acting upon school.
PART III  SELECTION PRACTICES

Directions:  On the left hand spaces first check the ten most important personal and/or professional selection criteria actually used in your district to select the last elementary or secondary school principal. (Not in rank order)

After reviewing the list of selection practices, then indicate on the right hand spaces the practice(s) your district used to assess each of the ten checked criteria. Write the letter for the appropriate practice only next to the ten checked criteria.

PERSONAL CRITERIA

____ 1.  Intelligence
____ 2.  Personal Appearance
____ 3.  Range of Interests
____ 4.  Scholarship
____ 5.  Good Health
____ 6.  Commitment to Position
____ 7.  Non-educational Experiences
____ 8.  Ethical-Moral Character
____ 9.  Emotional Stability
____ 10.  Age
____ 11.  Nature Judgment

PROFESSIONAL CRITERIA

____ 12.  Communication Skills
____ 13.  Research Techniques
____ 14.  Administrative Experience
____ 15.  Teaching Experience
____ 16.  Interpersonal Relations
____ 17.  Curriculum Development
____ 18.  Administrative-Management Skills
____ 19.  Professional Growth
____ 20.  University Degree
____ 21.  Community Relations
____ 22.  Change-Action Skills
____ 23.  Decision Making Skills

SELECTION PRACTICES

A.  Biographical information
B.  Transcript information
C.  Recommendation letters with personal contact to writer
D.  Rating scales with personal contact to writer
E.  Personality or interest inventory tests
F.  General knowledge, aptitude or situational performance tests
G.  Interview only with the superintendent
H.  Panel-group interview
I.  Candidate submits any evidence to show congruence with selection criteria
J.  Other - Please describe briefly on space below:
PART IV
EVALUATION OF SELECTION PROCEDURE

Listed below are possible procedures that could be initiated by school superintendents and/or school boards to either identify, recruit or select elementary or secondary school principals. Only check the selection procedures actually used in your district to select the last elementary or secondary principal.

____ Establish written guidelines developed as school board policy to assist the superintendent in principalship selection

____ Allocate and expend sufficient funds to conduct the selection process

____ Superintendents must assume responsibility for: execution of selection policies, conducting the final interview, and nominating a single recommendation to the school board.

____ Conduct a job analysis defining the principalship position in terms of job and role expectations

____ Recruit outside of the district by extending the search over a wide geographic area

____ Contact private recruiting agencies, university placement bureaus and/or consulting services or university professors in order to identify candidates

____ Visit candidate in present community and school candidate visit the school and community where vacancy exists

____ School districts receive permission from employing superintendent before contacting, observing or offering a contract to candidate

Develop and/or sponsor local school district administrative training programs for prospective candidates such as:

____ internships
____ supervisory training under the building principal
____ summer seminars
____ appointment as vice or assistant principal
____ acting principal of a summer school
____ in-service training involving field experience and/or laboratory experience
____ rotation of principals within the district

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### Appendix B

#### Analysis of DuPage County Illinois School District and Superintendent Survey Respondents

<table>
<thead>
<tr>
<th>Elementary School District Identification</th>
<th>Superintendent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2  Bensenville</td>
<td>Dr. James Coad</td>
</tr>
<tr>
<td>4  Addison</td>
<td>Dr. Lorraine LaVigne</td>
</tr>
<tr>
<td>7  Wood Dale</td>
<td>Dean Mills</td>
</tr>
<tr>
<td>10 Itasca</td>
<td>John Tarter</td>
</tr>
<tr>
<td>11 Medinah</td>
<td>Dr. Orval Trail</td>
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<td>12 Roselle</td>
<td>Terence Crowley</td>
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<td>13 Bloomingdale</td>
<td>Harold Tompkins</td>
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<tr>
<td>15 Marquardt</td>
<td>Dr. Richard Kothera</td>
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<tr>
<td>16 Queen Bee</td>
<td>Dr. Joseph Kariotis</td>
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<td>20 Keeneyville</td>
<td>Dr. Karl Plank</td>
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<td>25 Benjamin</td>
<td>Tom Daleanes</td>
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<td>Fay Stone</td>
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<td>34 Winfield</td>
<td>Robert Cobb</td>
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<td>41 Glen Ellyn</td>
<td>Dr. William Morton</td>
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<td>44 Lombard</td>
<td>Robert Chelseth</td>
</tr>
<tr>
<td>45 Villa Park</td>
<td>Dr. Donald Behnke</td>
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Analysis of DuPage County Illinois School District and Superintendent Survey Respondents (continued)

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<td>Dr. James Olson</td>
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<td>201 Westmont</td>
<td>James Manning</td>
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<tr>
<td>203 Naperville</td>
<td>Dr. John Fields</td>
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<tr>
<td>204 Indian Prairie</td>
<td>Dr. Clifford Crone</td>
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(One unidentified respondent)
Analysis of DuPage County, Illinois School District and School Board President Survey Respondents

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<tr>
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<td>94   West Chicago High School</td>
<td>Lawrence Hapgood</td>
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<td>99   Downers Grove High School</td>
<td>Barbara Wheeler</td>
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<td>Lester Munson</td>
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APPENDIX D

Analysis on DuPage County, Illinois School District and Superintendent Participants in Questionnaire Validation Interview

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<td>88 Community High School</td>
<td>Dr. David Koch</td>
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<td>James Manning</td>
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APPENDIX E

Analysis of DuPage County, Illinois School District and Superintendent Interview Participants

<table>
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<td>Harold Tompkins</td>
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<td>Robert Higgins</td>
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<td>Dr. Allan Gogo</td>
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<td>200  Wheaton Unit</td>
<td>Dick Olson (Ass't. Supt.)</td>
</tr>
<tr>
<td>203  Naperville Unit</td>
<td>Dr. John Fields</td>
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</table>
Superintendent Interview Questions

1. What local school district or local community situational factors or conditions have had the most effect upon selection criteria used in your district?

2. Does your district have written guidelines, policies or procedures to assist the superintendent in the selection process? What written guidelines have been developed in your district? Why is there an absence or lack of any written guidelines to assist the superintendent in the selection process?

3. Upon reviewing the list of the ten most important selection criteria, do you think the criteria apply to both the elementary and secondary principalship?

4. Is there a relationship between the five most important selection criteria identified in section I and the major job responsibilities and duties contained in the principalship job description of your district? Please describe the relationship if it exists.

5. Upon reviewing the list of the ten most important criteria, what did you consider to be the five most important criteria used to select the 1977-78 principal?

6. Upon reviewing the list of the six most important practices, what do you consider to be the three most important selection practices used to select the 1977-78 principal?

7. Upon reviewing the list of the ten most important criteria, circle any of the criteria which were considered in either the formal or informal principalship evaluation process of your district.

8. Upon reviewing the list of the six most important procedures, what do you consider to be the three most important selection procedures used to select the 1977-78 principal?
APPENDIX G

Analysis of DuPage County, Illinois School District Principalship Job Description

<table>
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<th>School District Identification</th>
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</tr>
<tr>
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<td>201  Westmont Unit</td>
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</table>

(one unidentified)
CASS SCHOOL DISTRICT 63
Administrative Office
1019 Concord Place
Darien, Illinois 60559
Telephone (312) 968-3026

January 16, 1978

Dear Colleague,

I am conducting a doctoral research project that is assessing the criteria, practices, and procedures employed by school superintendents and school boards to select elementary and secondary principals. Results of the study will assist local school superintendents and school boards to evaluate their present policies and practices regarding principal-ship selection.

Would you please consider acting as one of a panel of five superintendents and five school board members to review the list of selection criteria, practices, and procedures that have been developed from the professional and related research? This review precedes the final development of a questionnaire to be sent to all school superintendents and school board presidents of DuPage County, Illinois. If you are interested in participating in the project review, please complete the attached form and return to me in the enclosed envelope within the next week.

Your participation on the review panel will personally be appreciated and your responses will assist in the development of the research instrument. Thank you for your interest and concern to my personal request.

Sincerely,

Edward E. Eckhardt
Principal, Cass Jr. High
APPENDIX I

CASS SCHOOL DISTRICT 63
Administrative Office
1019 Concord Place
Darien, Illinois 60559
Telephone (312) 968-3026

February 8, 1978

Dear Colleague:

I am the principal of Cass Junior High School in Darien, Illinois, and am nearing completion of an ED.D program at Loyola University. Consequently, I am conducting a research project that is identifying and analyzing criteria, practices, and procedures used to select elementary and secondary school principals in DuPage County, Illinois. Results of this study will assist local school districts in evaluating their present policies regarding principalship selection.

Your assistance and cooperation with this study will personally be appreciated and will also provide additional data in order to assess present county-wide principalship selection criteria, practices, and procedures. Specifically, my request is that you complete the enclosed questionnaire and return it to me in the self-addressed envelope on or before February 25, 1978. Since the research is only collecting data from DuPage County superintendents and school board presidents, your participation is extremely important in order to provide for a valid and representative analysis.

Upon request, it is my intent to provide your school district with a summary of the research findings and recommendations. I personally assure you that all individual responses and questionnaire data will be kept in the utmost confidence with complete anonymity maintained for the duration of the project.

In closing, I again urge your participation in the project, and ask that you complete and return the enclosed questionnaire by February 25, 1978. Thank you sincerely for your professional and personal response to my request.

Respectfully,

Edward E. Eckhardt
Principal, Cass Junior High

EEE: iar
Encl.


Wagstaff, Lonnie and Spillman, Russell. "Who Should be Principal?" National Elementary Principal, 54, (July/August, 1974), p.34.


The dissertation submitted by Edward E. Eckhardt, Jr. has been read and approved by the following committee:

Dr. Melvin P. Heller  
Chairman and Professor  
Administration and Supervision

Dr. Max Bailey  
Associate Professor  
Administration and Supervision

Dr. Philip M. Carlin  
Associate Professor  
Administration and Supervision

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.

May 3, 1978
Date

Director