PRINCIPALS' PERCEPTIONS OF APPROACHES TO ADMINISTRATIVE

TRAINING AND RELATIONSHIP TO PROFESSIONAL BACKGROUND

BY

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A Thesis
Submitted to the Faculty of Graduate Studies
in Partial Fulfillment of the Requirements
for the Degree of

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Department of Educational Administration and Foundations
University of Manitoba
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(to be filled in by investigator)

Investigator(s)   Thomas M. Kowalchuk

Title   Relationship Between Urban School Principals'

Background and Perception of Approaches to

Administrative Training.

If applicant is a student, name and SIGNATURE of faculty member supervising the proposed research

Dr. H. May

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CONTENTS

ABSTRACT

The purpose of this study was twofold. The first

objective was to determine what practicing school administrators

felt constituted appropriate administrative training for

new administrators. The second objective was to determine

if school administrators would recommend that potential

administrators undergo the type of preparation that they

themselves received.

The survey was confined to all principals who worked

in the eleven Winnipeg based school divisions in the spring

of 1989. Data were collected on the professional background

of principals, the administrative functions in which they

felt administrators must display competency, and what they

felt to be the best approach in the development of a number

of administrative competencies.

The general conclusions were that practicing school

administrators felt that skills related to the human relations

and instructional management functions of administration

were highly inportant to effective administration. Skills

related to the development of a positive school climate

and evaluation were also viewed as important. Principals

did not identify any one approach as being superior for

the development of administrative competency in potential

administrators. Instead, they recommended that a combination

of approaches be employed, with primary emphasis on on the job training, and secondary emphasis on experience as a teacher and inservice training.

The hypotheses that principals would recommend that prospective administrators should undergo the same type of training that characterized their own backgrounds were not supported.

CHAPTER ONE

Introduction

<u>Rationale</u>

In determining the content of a program for the certification
of administrators, it is important to first determine what
administrators do, and then develop a means by which the
ability to carry out administrative tasks may be developed
in prospective administrators. There has been a great deal
of research on both of these topics. Most literature on
the identification of essential administrative tasks has
followed the approach of either systematically analyzing
the functions fulfilled by practicing school administrators,
or of surveying school administrators to determine what
tasks they feel are central to their positions. Similarly,
research has been conducted to determine the best means
of developing administrative competency. Formal university
study, on-the-job training, and a practicum in school administration
have all been cited as effective approaches to school administrator
preparation (National Association of Secondary School Principals,
1985).

Numerous surveys have been conducted to determine what
principals feel are important aspects of their work, what
contributed most to their success as a principal, and what
characterizes the typical school principal. In some surveys,

data have been collected which permit one to begin examining

the relationship between administrators' own professional

backgrounds and their perception of what constitutes appropriate

administrative training. However, there had not been any

studies carried out for the specific purpose of determining

if such a relationship exists.

Similarly, there had not been any major surveys undertaken

to determine what Manitoba school administrators feel is

the best approach to developing administrative competency.

However, with the introduction of programs for the certification

of school administrators, there appeared to be a need to survey

the opinions of practicing administrators. Certainly, it

appeared that the information gathered by such a survey could

provide some valuable information on the type of training in which

practicing administrators feel prospective administrators should

engage.

The purpose of this study was twofold. Firstly, practicing

administrators were surveyed to detemine what they feel

constitutes appropriate administrative training. This was

followed with an examination of principals' backgrounds to

study the relationship between background and recommendations for

administrative training.

Significance of the Study

Manitoba has recently introduced a non-compulsory

certification program for school principals and administrators. Currently, there is no fixed content for the program (Breckman, 1987). That is, candidates must complete a number of hours in workshops, conferences, or other professional development activities examining such general topics as the mechanics of administration. There are no guidelines in place which indicate the specific administrative areas in which prospective administrators must receive training. Likewise, the means by which the training is to be delivered are not specified. One likely way to determine appropriate content, as well the best approaches to developing administrative training is to survey administrators already in the field, as is recommended in the literature (NASSP, 1985).

The 1950's and 1960's were periods of rapid expansion for a number of school jurisdictions, and many principals who were appointed during those decades are now approaching retirement (Lawton & Musella, 1986; Lawton & Musella). With the prospect of an exodus of school administrators from their positions as they reach retirement age (Leithwood, 1987), and the need for new administrators to fill the vacancies, it is conceivable that Manitoba, as well as other provinces, will embark on the development of mandatory administrative training programs. Given this scenario, a study which collects information on the views of practicing administrators regarding

appropriate administrative training proves timely.

Statement of the Problem

What do school principals view to be the best approach
to developing administrative skills important to effective
administration? Also, is there a relationship between
principals' professional backgrounds and their perception
of the best approach to developing administrative cometency?
This study secured information from practicing school
administrators on what they consider to be the best way
to develop administrative skills, and attempted to determine
the degree to which principals' levels of formal education,
inservice education, experience as a teacher, and experience
as a principal were reflected in their responses to questions
on the development of administrative competency skills.

Delimitations of the Study

In examining the data that were collected in this
study, one must be mindful of the following delimitations.
Firstly, the survey population was limited to Winnipeg area
school principals. Other administrators, such as vice-principals,
assistant superintendents, and superintendents were not
included. Additionally, by limiting the population to
the Winnipeg region, one cannot generalize the results
to principals in rural areas, where in-service formal education
is less accessible, or to urban centers outside of Manitoba

where different provincial requirements for the principalship exist.

Secondly, this was a mailed survey with two mailed reminders sent to non-respondents. Further follow-up was not conducted to determine the reason for non-response.

Thirdly, this study focussed on what administrators viewed to be the best approach to developing administrative skills. Other components of administrative competency, such as knowledge, understanding, and attitude were not addressed.

Fourthly, while there are principals whose professional backgrounds may be characterized by a number of variables, this study grouped respondents according to the single variable which was most characteristic of their background. Surveys were individually examined using a systematic evaluation to determine if the respondent's background was characterized by a high level of formal study, inservice training, experience as a principal, or experience as a teacher.

Finally, only four independent variables were considered. Other variables which could have affected results, such as age, gender, or area of undergraduate study were not examined.

Definitions

The following definitions apply throughout this study:

High education - This term is used to denote that group of
principals whose professional background is characterized
by a high level of formal education.

High inservice - This term is used to denote that group of
principals whose professional background is characterized
by a high level of inservice training.

High teaching - This term is used to denote that group of
principals whose professional background is characterized
by a high level of experience as a teacher.

High principal - This term is used to denote that group of
principals whose professioanl background is characterized
by a high level of experience as a principal.

Principal - This term is used to refer to both full time
school principals as well as teaching principals. It is
used interchangeably with the terms administrator and
school administrator.

Formal study - This term refers to the completion of university
level courses.

Inservice training - This term refers to the completion of
professional development activities such as conferences and
workshops.

Hypotheses

It was expected that the approach to developing
administrative competency which administrators feel to

be the most effective would reflect the administrators'
own backgrounds. Specifically:

1) Principals whose background is characterized by a
high level of formal education would view formal
study as the best approach to developing administrative
competency;

2) Principals whose background is characterized by a
high level of inservice training would view inservice
training as the best approach to developing administrative
competency;

3) Principals whose background is characterized by a
high level of experience as a teacher would view
gaining experience as a teacher as the best approach
to developing administrative competency; and,

4) Principals whose background is characterized by a
high level of experience as a principal would view
gaining experience as a principal as the best approach
to developing administrative competency.

CHAPTER TWO

Review of the Literature

Review of Related Literature

Approaches to administrative training.

The school principals plays a leading role in the development of an effective school. It has been presented that, given this leadership role, focussing attention on the professional preparation of school administrators is justified (Manasse, 1982). Strong central leadership and the principal serving as an instructional leader have been widely cited as important components of an effective school (Sweeny, 1982; Barth, 1982; Piñero, 1982).

Lusthaus (1982) identified three types of training systems: formal, non-formal, and informal. Lusthaus defined formal training as institutionally bases programs leading to a degree. Non-formal training includes planned educational activities which do not lead to a degree, and informal education is composed of one's daily experiences which lead to acquiring a variety of skills and abilities. Lusthaus cited the difficulties associated with administrative training, the greatest being that the boundaries of the field of educational administration are unclear, making it difficult for school administrators to choose appropriate graduate level study. Additionally, most administrators only pursue administrative training once they have already secured an administrative position.

However, as long as there remains very little mandatory pre-service training for Canadian school administrators, this is unlikely to change (Lusthaus, 1982).

Traditional approach.

The preparation of school administrators has taken many forms. Historically, success in teaching has been used as an indicator of one's suitability for administration (Stanton, 1980). This has occured despite the fact that teaching and school administration are distinct activities, and success as a teacher does not serve as a reliable indicator of one's potential to be an effective administrator (Carlin, 1982).

More recently, an intermediate step of being appointed to a vice-principalship has been introduced. The vice-principalship is frequently viewed as the entry level to school administration (Vidger & Devereaux, 1980). However, in this hierarchical progression from classroom teacher to vice-principal to principal, effectiveness at one level may lead to promotion to the next level where different skills and abilities are central to effectiveness. Yet, this traditional route to the principalship is the one that is currently followed in most jurisdictions.

Within the traditional approach to principal preparation, there are no formal rules that one must follow to become

a principal (Baltzell & Dentler, 1984). The National Association
of Elementary School Principals (NAESP) surveys of 1969
and 1978 found that principals and assistant principals
had a range of professional experience. All had been teachers
at one point in their careers, but length of service as
a teacher ranged from as little as one to over twenty years.
Additionally, the principal selection process greatly varies
from one jurisdiction to another (Baltzell & Dentler, 1984).
Hence, no general recommendations can be made on how to
go about securing a principalship. Instead, prospective
school administrators would do well to study their local
school district to determine how administrators have been
noticed in the past, and pursue a similar approach (Baltzell
& Dentler, 1984).

The use of the vice-principalship as a training level
for the principalship has a great deal of potential. It is
the principal who is responsible for the division of duties
between the principal and vice-principal (Kelly, 1987).
Often, the principal assumes responsibility for the instructional
aspects of the school, while the vice-principal is saddled
with tasks that are primarily administrative in nature.
This division of duties results in two distinct positions.
The principal could make the vice-principalship a more valuable
learning experience if he or she delegated responsibilities

to the vice-principal that are more related to instruction and academic improvement (Kelly, 1984; 1987).

In a survey of vice-principals, Norton and Kriekard (1987) found that most vice-principals feel that they have received an inadequate amount of training in the areas of school management, instruction, personnel, community relations, and student activities to be effective in their positions. In another survey which examined the role of the vice-principal, Gorton and Kattman (1985) found that many vice-principals wanted more responsibility in the areas of curriculum and supervision. Those who currently hold principalships could do much to help meet the training needs of vice-principals, and help them to develop the skills and abilities they will need to be effective when they assume a principalship.

Simulations.

A trend that has emerged in the training of American school administrators has been the inclusion of a component whereby the performance of prospective administrators in practical administrative situations is observed and evaluated. Indeed, a person's performance in simulated exercises has proven to be a reliable means of determining suitability for an administrative position (Hersey, 1986). The last decade has seen a wealth of literature produced on the use of Assessment Centers to evaluate administrative skills

(Lawton & Musella).

The National Association of Secondary School Principals (NASSP) has long supported the inclusion of a practical component within administrative training programs (NASSP, 1978; 1985). Surveys conducted by the Association revealed that most preparatory programs that were in place in the United States during the mid-nineteen seventies were characterized by a collection of courses with "no consistent purposes or systematic design" (NASSP, 1985, p.2). It was clear that a more thorough, valid approach was needed to prepare school administrators.

The first NASSP Assessment Center was established in 1975. The function of the Center was to provide a 'proving ground' for prospective administrators (Lepard, 1986). In addition to following courses of academic study in preparation for assuming administrative positions, candidates enter an Assessment Center where they engage in activities that see them presented with situations in which real-life school administrators would typically be found (NASSP, 1985). The way in which candidates function, that is, their behavior in varied situations, is observed and evaluated in twelve skill areas (Hersey, 1982). The twelve skill areas were identified by the NASSP (1985) as being essential for effective administration. The areas are:

problem analysis - data collection and analysis; (b)
judgment (sic) - critical evaluation and decision making;
(c) organizational ability - planning and scheduling personnel
and resources; (d) decisiveness - acting when a decision
is needed; (e) leadership - guiding others to act; (f)
sensitivity - awareness of others' needs; (g) stress
tolerance - performing under pressure; (h) oral communication
- speaking skills; (i) written communication - writing
skills; (j) range of interests - awareness of and
competence to discuss a variety of subjects; (k) personal
motivation - tasks and goal orientation; and (l) educational
values - a sonsistent educational philosophy and openess
to change (NASSP, 1985, p. 16).

The use of simulated experiences, as opposed to having
a candidate complete a practicum in a real school, provides
the opportunity for the prospective administrator to practice
skills without the fear of the consequences of mistakes
he or she might make (NASSP, 1985). Additionally, the simulation
serves as a bridge; it is not a practicum and it is not
classroom study, but rather it is an attempt to provide,
in a safe setting, features of both. In this way, administrators
may practice their skills and yet analyze their actions
and have their actions analyzed by others in a way that would
not be possible in a practicum or internship.

Formal education.

Other approaches to administrative training include
inservices, formal university courses, and other educational
activities. In Canada, there are few jurisdictions where
prospective administrators must follow a certification program
before securing a principalship (Lusthaus, 1982; Canadian
Education Associaiton, 1984). Where such requirements do
exist, either at the provincial or local level, the certification
program is frequently characterized by a combination of
required formal and informal courses. However, the appropriateness
of education as the sole means of preparing school administrators
is unclear.

Early studies on the value of formal education found
no relationship between academic preparation and administrative
performance (Hemphill et al., 1962). Gross and Herriot's
(1965) study of school leadership concluded that the number
of graduate courses one had completed was negatively related
to leadership skills. However, these findings have not
been substantiated by recent studies which have found academic
preparation to indeed be of value to school principals (Page
& Page, 1984).

Formal university education is frequently viewed by
principals as the least important factor contributing to
their effectiveness (Barth, 1982; Beck, 1987). Yet, the

popularity of graduate programs in education remains high.
The major difficulty associated with developing a formal
education program for the preparation of achool administrators
is determining appropriate program content.

Lusthaus (1982) identified two general but related
views concerning appropriate content. First, there are
those who favour "the intellectual development of administrators
and are concerned with scholarly inquiry and abstraction"
(Lusthaus, 1982, p. 5). The second view favours "the development
of pragmatic administrative skills particularly geared to
the work of administrators" (Lusthaus, 1982, p. 5). It
is unclear what constitutes appropriate program content.
However, the task of determining appropriate content is
complicated by the fact that there does not appear to be
such a thing as a typical school (Albrecht, 1984), and specific
content may be beneficial to one administrator and irrelevant
to another.

Additionally, the value of formal education programs
is unclear. Kelly (1986) found that:

> The 'state of the art' in administrator preparation
> programs offered by colleges and universities is an
> integrated collection of content-oriented courses.
> These 'programs' may or may not have content validity
> related to on the job performance requirements: and

performances in them may not be predictive of on the job performance. (p. 49)

Informal education.

Informal education activities are rarely used as the sole preparation for school administrators. While prospective administrators may attend inservices and take part in other informal activities which focus on school administration, informal education activities, specifically inservices, are more related to on the job training than to pre-service training for school administrators.

Most principals feel that their training did not provide them with all the skills and abilities they need to carry out their work (Olivero, 1982). Hence, inservice activities fulfill a remedial function, in that the content of inservice programs is often based on the perceived needs of the administrators (Olivero & Armistead, 1981). It is primarily in this supplementary function that inservice education plays a valuable role for in-service and pre-service administrators.

On the job training.

On the job training has been identified as a useful form of learning (NASSP, 1985), however, there are numerous obstacles which complicate the effective use of on the job training for principals. Peterson (1985) examined the activities of school principals in juxtaposition to Kolb's (1984)

experiential learning model. Peterson found that the work
of a principal is characterized by a variety of brief tasks
and a high degree of fragmentation or interruption. Peterson
feels that this makes it difficult for the principal to
analyze tasks and learn from them. As the next decade will
see a high rate of turnover in the principalship, Peterson
believes that there is a need to provide new principals with
training in experiential learning. Helping principals to
see the patterns within their work, establishing communication
channels between principals, and developing principals'
'sense making skills' could be effectively carried out in
formal education settings and provide principals with that
which they need to analyze and learn from their experiences.
Peterson suggests that on the job training can be an effective
approach to principal development, if principals are first
taught how to learn on the job.

There are benefits associated with each approach to
administrative training. It appears, however, that no single
approach provides comprehensive training to ready prospective
administrators for the principalship. It is possible that
a certain approach to training is appropriate for the development
of a specific competency, so that a comprehensive training
program would be made up of a number of training approaches.
Given this, one must then focus on the content of an administrative

training program by examining the question of what competencies are essential to effective administration.

Administrative competencies.

There are numerous lists of the essential characteristics or attributes of a school administrator, with much attention focussed on the core or generic skills essential for success. There is also the contention that there is a great deal of variability in how a person can function, and still be a successful administrator (Bolton, 1980). It appears as though the appropriateness of the content which makes up a certification program is dependent upon what are perceived to be the essential prerequisite skills, abilities, and characteristics of a successful school administrator.

Lopresti (1982) examined the required competencies for fostering an appropriate learning environment and identified eight areas in which an administrator must possess knowledge and ability. For a positive learning environment, a principal must possess: (a) knowledge of students' growth and development patterns, (b) knowledge of learning theories and practices, (c) knowledge and ability to put into practice, and help others to put into practice, effective classroom management techniques, (d) knowledge or subject matter to help others in organizing content for effective instruction, (e) ability to observe in the classroom and provide criticism and suppport,

(f) ability to evaluate staff, (g) knowledge of where to find resources to assist with all educational tasks, and (h) knowledge of legal and fiscal matters.

Cawelti (1982), in an examination of essential administrative abilities, alluded to the importance of skills related to group leadership. He proposed the creation of a human resource development program for administrators that would include components of leadership management and traditional, or generic, course topics. Cawelti implied that skills in these areas could be learned and developed. in the field of management skills, he advocated training in the areas of planning, organizing, directing, and controlling. Training in these areas is readily available from university faculties of administration, educational administration, and management. Cawelti referred to Fayol's (1949) acronym "POSDCORB": planning, organizing, staffing, directing, co-ordinating, reporting, and budgeting as being appropriate in listing essential management skills for school administrators.

Review of the Research

Essential administrative competencies.

In an effort to identify the competencies essential for effectiveness, Graff and Street (1956) did a systematic analysis of the critical tasks faced by educational administrators, and the qualities they must possess. They defined competence

as the desired quality of job performance.

In evaluating previous attempts to identify those qualities or abilities essential to effective administration, they found to be inadequate those methods which focussed on a single area. For example, the qualities approach, that is, listing the personal qualities one must possess to be an effective administrator, is ambiguous in that a specific quality may be perceived differently by different people. Similarly, a list of competencies may be of limited use if the competencies are of such general application that they do not take into account those areas that are job specific. A person who possesses general competencies may not possess those which are critical to carrying out a specific task.

Graff and Street approached the question of what competencies must be displayed by an effective educational administrator by first determining which areas are the focus of a large number of administrative tasks. They suggested that administrative tasks largely fell into seven operational areas: (a) curriculum and instruction, (b) student personnel, (c) staff personnel, (d) school plant, (e) organizational structure, (f) finance and business organization, and (g) transportation. For each of the seven areas, Graff and Street listed the behaviors in which they felt a competent administrator would engage. However, they found the seven areas to be an inappropriate

framework from which to build a list of competencies, as there would be a great deal of overlap between the areas. Competencies essential to one operational area may also be essential in another. They found that it was more appropriate to group the desired behaviors into eight task groups:

1. Groups of tasks involving cooperative endeavor in the design, execution, and improvement of the total program of education.

2. Groups of tasks involving curriculum design.

3. Groups of tasks involving the providing of a permissive learning and working atmosphere--materials, space, time allotments, and like items.

4. Groups of tasks involving the actual improvement of instruction--demonstrations, use of teaching aids, and selection of learning experiences.

5. Groups of tasks involving promotion and stimulation-- public and professioanl understandings, student interests, and the like

6. Groups of tasks involving student guidance--student objectives, learning difficulties, and others.

7. Groups of tasks involving routine administrative duties-- record keeping, inventories, grades, purchasing, and so on.

8. Groups of tasks involving evaluation activities--program

effectiveness, total effectiveness of the learning experience, and the assessment of student progress. (Graff & Street, 1956, p. 223).

Graff and Street examined these task groups by identifying the 'know-how items' associated with each of the following areas: (a) skills, (b) attitudes, (c) knowledges, and (d) understandings. By systematically examining the 'know-how items' related to each of the eight task groups, they identified approximately three hundred competencies essential for effective educational administration. Unfortunately, there were no major immediate follow-ups to Graff and Street's work (Campbell & Holdaway, 1970).

Campbell (1969) conducted a survey of Alberta superintendents and school board chairmen to determine the degree to which superintendents were expected to possess specific competencies. Campbell arbitrarily selected fifty competencies from Graff and Street's (1956) extensive list. These competencies were then divided into the eight major competency areas utilized by Graff and Street (1956). Survey participants were asked to rate the importance of each competency on a four point scale. Competencies that were graded as either 'important' or 'very important' by at least eighty per cent of the survey group were considered to be required competencies. Three lists of required competencies were then developed:

(a) those listed by superintendents as being required competencies, (b) those listed by school board chairmen as being required competencies, and (c) those listed by both superintendents and school board chairmen as being required competencies.

The results of the survey indicated that superintendents viewed thirty-two of the fifty competencies as being required competencies, and chairmen viewed twenty-one of the fifty competencies as being required competencies. The combined results of the superintendents and chairmen surveys were the same as those of the chairmen survey, except in the area of instructional improvement. It was found that superintendents perceived competencies related to understanding human behavior to be of the greatest importance, while chairmen viewed supervisory skills to be the most important.

There were essentially three main findings of the study: (a) superintendents who were effective group leaders would likely be viewed as more competent than those who were not effective group leaders, (b) the knowledge required of a competent superintendent could likely be gained through advanced university study--such as graduate programs in educational administration, and (c) given the competencies superintendents are expected to possess, a broad social sciences background appeared to be important.

Campbell's work, though limited in scope, provides

useful information on the required competencies of superintendents

secured from those in superintendent positions, and from

those whose positions saw them in a great deal of contact

with superintendents. The perceptions of people in these

positions could provide a valuable guide to those engaged

in hiring superintendents (Campbell & Holdaway, 1970), and

could give some insight into what the content of an administrative

training program should be.

Ellett (1975-75) conducted an extensive systematic

analysis of school administrative operations. Project R.O.M.E.:

Results Oriented Management in Education, was one of the

largest studies to identify, verify, and validate a comprehensive

list of competencies for educational administrators (Robertson,

1982).

By synthesizing nearly four thousand competency statements

identified by principals, professional literature reviews,

and other sources, Ellett developed a list of three hundred

and six statements of principal competencies, duties, roles,

functions, and responsibilities. These three hundred and

six statements were then classified into seven functional

areas of responsibility: (a) curriculum and instruction,

(b) staff personnel, (c) pupil personnel, (d) support management,

(e) school community, (f) fiscal management, and (g) system-

wide policies and operations. In each of these areas, six

administrative operations were identified: (a) collecting
information, (b) planning, (c) decision making, (d) communicating,
(e) implementing, and (f) evaluating. Finally, the list
of three hundred and six competencies was narrowed to eighty
competency statements by having administrators examine the
list and rate the importance of each. The list was refined
on the basis of importance and frequency.

Ellett's functional areas bear a marked similarity
to Graff and Street's (1956) eight task groups; the six
administrative operations are similar to Fayol's (1949)
'POSDCORB'. However, by having practicing administrators
verify his list of competency statements, Ellett's work
gains some measure of validity.

Klopf et al. (1982), in examining the role of school
principals, developed a taxonomy of functions and competencies.
In addition to determining the general characteristics of
principals, these researchers identified seven general areas
in which a school principal must display competency. Within
each area, specific essential skills were cited. The seven
general function and competency areas were: (a) the learning
environment, (b) the learning needs of children, (c) the
instructional program, (d) staff development, (e) community
resources, (f) building management, and (f) financial management.

A close examination of the work of Klopf et al. reveals

a marked similarity to the work of Graff and Street (1956)
and Ellett (1975-76). Of the ninety-two specific competencies
listed by Klopf et al., only sixteen of them were not identified
by Ellett (Robertson, 1982). Also, the general competency
areas listed by Klopf et al. are highly similar to those
listed by Graff and Street. This similarity indicates that
Graff and Street (1956) and Ellett (1975-76) have produced
reliable lists of essential competencies (Robertson, 1982).

Olivero (1982) surveyed California school principals
in an effort to determine what they viewed to be the most
important of ninety-one specific competencies. The five
competencies ranking the highest were: (a) school climate,
that is, the ability to analyze factors that affect school
climate, (b) personnel evaluation skills, (c) team buiding
skills, (d) internal communication skills, and (e) supervisory
skills. Each of these competencies is directly related
to the interpersonal skills of the principal (Olivero &
Armistead, 1981). The results of this survey appear to be
congruent with earlier studies which cited the importance
of principals' group leadership ability.

Norton and Harrington (1987) conducted a national survey
of vocational and technical school administrators to determine
essential competencies. Designed as a follow-up to a similar
study conducted ten years earlier (Norton et al., 1977),

this study began by convening eleven experts in the field
of vocational education. This panel collaborated to develop
a list of two hundred and ten tasks in twelve duty areas
important to technical and vocational administrators. This
list was subsequently sent to one hundred and eighty-eight
vocational administrators for verification. Of the two hundred
and ten tasks, two hundred and one were verified as important.
The twelve duty areas for the training of vocational administrators
remained relatively unchanged from the 1977 study. The
following duty areas were identified as important: (a) program
planning, development, and evaluation, (b) curriculum and
instructional management, (c) student services, (d) personnel
management, (e) business and financial management, (f) facilities
and equipment management, (g) professional and staff development,
(h) resource development, (i) marketing vocational-technical
education, (j) public relations, (k) economic development,
and (l) program articulation.

Background and perceptions of administrators.

Surveys have been carried out to determine what school
administrators view to be required competencies for effective
school administration. However, rarely is enough information
about respondents collected so that the link between respondents'
background and their perceptions of appropriate administrative
training can be examined.

The Department of Elementary School Principals (1968)
conducted an extensive survey of American school principals
which, in addition to securing data on the characteristics
of respondents, asked principals what preparation or experience
most contributed to their success in school administration.
Those who had served over fifteen years as a principal felt
that on the job training was most important, while those
who had served less than five years as a principal felt
their experience as a teacher was the most important contributor
to their success. While the data are insufficient to draw
any conclusions as to why respondents answered the way they
did, it appears that in this survey, high-experienced and
low-experienced principals viewed the factor which was most
characteristic of their own careers at that point as being
the biggest contributor to their success.

In 1969, the National Association of Elementary School
Principals (NAESP) conducted another survey, this time of
assistant principals in elementary schools. Using a survey
similar to that employed in 1968, it was found that American
assistant principals typically had a high level of school
experience, yet had only been an assistant principal for
three years. Despite this low level of on the job experience,
over sixty-five per cent of respondents credited on the
job training with a competent principal as the factor most

contributing to their success as an assistant principal. Slightly more than twenty-eight percent credited their experience as a teacher as the reason for their success, and only three per cent cited their education background.

The statistics in this study are not presented in a manner that permits one to determine if experienced assistant principals cited on the job training as the reason for their success more frequently than did less experienced assistant principals. However, one may speculate on why the results of this survey differ from those of the survey of elementary school principals conducted by the Department of Elementary School Principals in 1968. Firstly, the role of the assistant principal is quite different than the role of the principal (Kelly, 1984; 1987). Subsequently, assistant principals and principals are likely to view different experiences as being the main contributor to their success. Secondly, the respondents in the 1969 survey typically spent far more time carrying out administrative and clerical tasks than on activities related to curriculum. It is frequently through teaching experience that one develops skills in curriculum development and instruction. Hence, teaching experience appears to be less relevant to assistant principals than to principals, who are more involved in instructional functions. Finally, the assistant principalship is often a temporary

largely felt graduate education was of much value (56.1%),
while those with a B.A. degree were less likely to feel
this way (18.6%). Principals with less than five years
of experience were also more likely to identify graduate
education as having much value than were principals with
more than five years of experience. Additionally, experienced
principals more frequently indicated that graduate education
had little value than did principals with a low level of
experience.

These surveys of American school administrators provide
some indication that principals favorably view those approaches
to preparation which reflect their own backgrounds. However,
this does not appear to apply to assistant principals.

Recent surveys have found that there have been some
changes in principals' backgrounds over the last decade.
Principals typically have five years of teaching experience
before they enter the principalship (Sweeney & Vittengl,
1986), down considerably from an average of ten years in
1969 (NAESP, 1969). It is possible that principals would
rate the contribution their teaching experience had on their
success as a principal lower than they did ten or twenty
years ago. However, few studies, other than those carried
out by the Department of Elementary School Principals and
the NAESP, have collected data which would allow one to

begin to examine the link between principals' background
and their perception of appropriate training for potential
school administrators.

Walters (1979) conducted a survey of school principals
and superintendents to determine what they viewed as being
required competencies, what contribution they felt their
academic program had on their success on the job, and if
the competencies they viewed as important were developed
through thier studies or on the job. Respondents rated
their academic background as being of 'some assistance'
in acquiring ninety-one per cent of the competencies presented
in the survey. While the survey did not secure demographic
data which would permit an examination of respondents' background,
the NAESP's (1978) survey, conducted a year earlier, found
that over seventy-five per cent of principals possessed
at least a Masters degree. Given this formal education
background of the typical American elementary school principal,
it may come as no surprise that, in Walter's (1979) study,
academic background was viewed as important in the development
of a wide range of competencies.

In an extensive survey of Texas school administrators,
Beck (1987) secured data on what principals perceived to
be: (a) the source of their expertise, (b) the skills essential
for success, (c) their own level of expertise in specific

skill areas, and (d) the adequacey of the preparation they received in university programs in educational administration. The skill areas examined by Beck were: (a) instructional leadership, (b) campus leadership, (c) interpersonal relations, (d) student management, (e) public relations, (f) teacher evaluation, (g) staff development, (h) curriculum development, (i) physical plant management, and (j) budget and finance.

Respondents felt that instructional leadership, campus leadership, and interpersonal relations were essential for success. The respondents indicated that the areas in which they felt they had the highest level of expertise were student management, campus leadership, and interpersonal relations. On the job training and common sense were largely rated as being the source of respondents' expertise. University preparation programs received the second lowest rating in this category, ahead only of 'expertise gained outside of education'.

Nearly seventy-five per cent of respondents had over five years of experience as a principal, and over forty-two per cent held assistant principalships prior to becoming principals. This may account for the high rating of the value of on the job training. Yet, the value of university education was rated relatively low. On a five point rating scale where on the job training received a mean rating of

4.62, university education received a mean rating of 3.61.
This occurred despite the respondents' high level of education;
state regulations require principals to complete forty-five
graduate credits in educational administration.

Unfortunately, Beck had respondents rate general areas
such as instructional leadership and interpersonal relations,
rather than specific functions within these general areas.
It is therefore impossible to determine, in Beck's study,
if respondents truly felt a general area such as curriculum
development was not as important to their success as expertise
in instructional leadership; possibly certain specific components
of curriculum development would have received higher ratings.

The data collected by Beck indicate that respondents,
who generally had a high level of principal experience,
highly rate the value of on the job training. Their rating
of the value of university education, however, was not congruent
with their own backgrounds, which were characterized by a
high level of education.

Surveys as needs analyses.

There is a recommendation in the literature that, when
designing a program for the training of school administrators,
practicing administrators should be surveyed to determine
program content (American Association of School Administrators,
1979; Musella, 1983; NASSP, 1985). However, there is an

indication that surveys which are carried out to determine

training needs identify training areas that are both central

to and irrelevant to the job.

Graham and Mihal (1986) carried out a study in which

first, middle, and executive managers were given lists of

tasks, areas of expertise, and competencies which they were

asked to rate in terms of their importance to job performance.

With this, the researchers were able to develop job descriptions

for each level of management, comprised of fifty-two tasks,

forty-five areas of expertise, and twenty skills and traits.

When the researchers surveyed the managers to determine perceived

training needs, it was found that approximately one out

of four training requests were not relevant to the job

descriptions. Next, the supervisors of each level of management

were given their subordinates' training plan and were asked

to make it more relevant. However, supervisory review did

not reduce the number of irrelevant training requests.

This appears to indicate that surveying managers to determine

training needs may result in the identification of numerous

irrelevant needs areas. Possibly, surveying practicing school

administrators to determine the content of an administrative

training program may result in the identification of training

areas irrelevant to effective administration. While a survey

may be used to determine program content, principals' job

descriptions, which may vary from one jurisdiction to another, should be taken into account.

Clearly, there are specific competencies which are important to effective administration. However, it was unclear as to which of the four approaches, or combinations of approaches, is the most efficient means of developing administrative competency. In previous surveys of school administrators, there appeared to be a link between principals' perceptions of the contribution an aspect of their preparation had on their success, and the degree to which that type of preparation characterized their own background. Essentially, there appeared to be a relationship between what principals did before becoming principals, what helped them the most in becoming principals, and what they felt others should do in becoming principals. This apparent link begged further examination.

CHAPTER THREE

Methodology

Subjects

All Winnipeg area school principals were surveyed.
This included all principals from the following divisions:

Winnipeg School Division No. 1

St. James Assiniboia School Division No. 2

Assiniboine South School Division No. 3

St. Boniface School Division No. 4

Fort Garry School Division No. 5

St. Vital School Division No. 6

Norwood School Division No. 8

River East School Division No. 9

Seven Oaks School Division No. 10

Transcona Springfield School Division No. 12

The number of schools within these divisions is 256.

Instrumentation

This was a mail-out survey. In order to collect
data on respondents' professional backgrounds as well as
on their perception of the best approach to developing
administrative competency skills, the survey was divided
into two parts. Part A secured information on the respondents'
background in four areas: (a) level of formal education,
(b) amount and type of inservice training they received,

(c) level of teaching experience, and (d) level of experience

as a principal. Additionally, respondents were asked which

of eight competency skill areas they felt were the most

important to develop in prospective administrators. The

eight competency skill areas were related to those which

were identified as important by Graff and Street (1956)

and supported by Campbell (1969), Klopf et al. (1982), and

others. These areas were: (a) human relations, (b) curriculum

design, (c) school climate, (d), instructional improvement,

(e) utilization of community resources, (f) guidance, (g)

administration, and (h) evaluation.

The twenty-four competency skills used in this survey were

randomly selected from Graff and Street's (1956) extensive

list of administrative skills. In the survey, the first

three questions in Part B of the survey were related to skills

in the first competency area: human relations. The next

three questions were related to the second competency area

of curriculum design. Three questions related to skills in

each of the remaining six competency areas resulted in a

total of twenty four questions in Part B of the survey.

Procedure

Questionnaires were mailed to Winnipeg area school principals

immediately after the March break in the spring of 1989.

The follow-up consisted of two additional mailed conatacts.

Contacts were carried out according to the following schedule:

(1) Mailing of questionnaire.

- eight day waiting period

(2) Post card reminder to those who had not

returned the survey.

- twenty-two day waiting period

(3) Post card reminder and additional copy of the survey

to those who had not returned the survey.

- fourteen day waiting period

Once the data were secured, respondents were distributed into groups according to the professional characteristics of each respondent. Surveys were individually examined to determine the variable which was most characteristic of the respondents' background. Specifically, respondents whose background was characterized by a high level of experience as a principal were placed in the high principal group; respondents whose background was characterized by a high level of experience as a teacher were placed in the high teaching group; respondents whose background was characterized by a high level of formal education were placed in the high education group; and, respondents whose background was characterized by a high level of inservice training were placed in the high inservice group. The method by which respondents were placed in their respective groups is illustrated by the flow chart in Figure 1.

Figure 1. Flow chart illustrating the means by which

respondents were placed in groups.

Does respondent possess
a degree beyond the   -----Yes-----   High education
Masters level?
        ┊
      No
        ┊
Are the number of years of
experience as a principal -----Yes-----   High principal
greater than the number of
years of experience as a
teacher?
        ┊
      No
        ┊
Does the respondents
possess a graduate level   -----Yes-----   High education
degree?
        ┊
      No
        ┊
Has the respondent completed
inservice training in all   -----Yes-----   High inservice
eight competency skill
areas?
        ┊
      No
        ┊
  High teaching

While, indeed, respondents' background may be characterized
by a number of variables, this study sought to classify
them on the basis of the single most characteristic variable.
Permitting respondents to choose the variable which was
most characteristic of their own background may potentially
have seen some respondents selecting more than one variable,
requiring a contingency plan whereby the surveys of respondents
who chose more than one variable would be evaluated to determine
the most characteristic variable. This would have resulted
in an unacceptable inconsistency whereby some surveys would have been
examined by the researcher to determine which variable was
the most characteristic of the respondent's background,
while others were classified according to the single variable
identified by the respondent.

Instead, all surveys wereclassified using the same
approach. In examining the responses to questions on professional
background in Part A of the survey, it was noted if the
respondent had pursued university study beyond the Masters
level. If the respondent had completed, or was in the process
of completing a doctorate degree, he or she was placed in
the high education category. If the respondent possessed
a Masters degree or less, then the number of years of experience
as a principal that the respondent had was compared with
the number of years of experience he or she had as a teacher.

If the respondent had spent the majority of his or her career in the principalship, then he or she was place in the high principal group. If the person spent the majority of his or her career as a teacher, then that person's education and inservice background was examined. If the person possessed a Masters degree, he or she was placed in the high education group. If the respondent did not possess a Masters degree, but had completed inservice training in each of the the eight competency skill areas, he or she was place in the high inservice group. Finally, if the respondent had not received inservice training in all eight competency skill areas, did not possess an advanced degree, and had spent the majority of his or her career as a teacher, then his or her background was deemed to be most characterized by teaching experience, and the respondent was placed in the high teaching group. By using this approach, respondents were grouped on a consistent basis according to the variable which was most characteristic of their background.

The next step involved compiling the data gathered in part A of the survey to determine the typical background of principals in each group. The group of principals whose background was characterized by a high level of inservice (N=3) was insufficient in size to tabulate responses for that group, however, these surveys were included in the

exercise of tabulating the responses of all principals, so as to determine the characteristics of the typical school principal.

In Part A of the survey, the percentage of respondents who chose a specific response was determined. In some cases percentages did not add to 100, as respondents may have selected more than one response, or not have selected any response. Mean years of experience as a principal, vice-principal, and teacher were also calculated for each group.

The next step involved calculating the percentage of respondents in each group who selected a specific response in Part B of the survey. Percentages were calculated for all groups except that in which respondents background was characterized by a high level of inservice training. The low number of respondents in this group rendered the data inconclusive. Once again, in examining the data from Part B of the survey, it may be noted that percentages do not necessarily total to one hundred, as respondents may have selected more than one response, or may not have selected any response for some questions.

Next, modal responses in Part B of the survey were identified. Modal responses in Part B of the survey were examined in juxtaposition to responses in Part A of the survey to determine if respondents most frequently identified

the best approach to developing administrative competency

as that which was most characteristic of their own backgrounds.

CHAPTER FOUR

Analysis of the Data

Response Rate

Of the 256 surveys that were sent to Winnipeg area
school principals, 194 useable responses were received for
a response rate of 74 per cent.   Respondents were grouped
according to background into four groups: high principal
(N=98), high teaching (N=55), high education (N=38), and
high inservice (N=3).

Data Summary

Figure 2, which follows, is provided to give a summary
of the modal responses to each question. Responses for
each of the three groups are shown. These are: high education
(H.E.), high teaching (H.T.), and high principal (H.P.).
Additionally, modal responses across groups are given (Totals).
In tabulating the modal responses across groups, principals
in the high inservice group (N=3) were included.

Professional Characteristics of School Principals

There were a number of similarities across groups with
regard to professional background. Respondents, on the
whole, had a far greater level of administrative experience
at the elementary level than they did at the junior or senior
high level. Slightly less than one third of respondents
had been employed as teaching principals. Principals in

Figure 2. <u>Summary of Survey Responses</u>.

Question:	Percentage response by group:			
	H.E. N=38	H.T. N=55	H.P. N=98	Totals N=194
1. How many years of experience do you have as a full time principal at the following grade levels?				
(1) elementary (grades K-6)	4.5	3.3	9.4	6.7
(2) junior high (grades 7-9)	2.1	1.0	5.0	3.1
(3) high School (grades 10-12)	2.1	0.3	3.0	1.8
2. Have you ever been employed as a teaching principal?				
(1) yes	29%	38%	31%	32%
(2) no - if you answered no, please skip the next question.	71%	62%	69%	68%
3. How many years of experience do you have as a teaching principal at the followjng grade levels?				
(1) elementary (grades K-6)	4.0	1.1	1.7	2.5
(2) junior high (grades 7-9)	1.4	0.4	1.9	1.7
(3) high school (grades 10-12)	2.0	0.02	0.5	0.6
4. Have you ever been employed as a vice-principal?				
(1) yes	67%	80%	77%	75%
(2) no	33%	20%	23%	25%

Figure 2 (continued).

Question:	Percentage response by group:			
	H.E. N=38	H.T. N=55	H.P. N=98	Totals N=194
5. How many years of experience do you have as a vice-principal at the following grade lelvels?				
(1) elementary (grades K-6)	2.5	2.0	1.5	2.0
(2) junior high (grades 7-9)	1.4	1.2	1.6	1.5
(3) high school (grades 10-12)	1.3	1.0	1.1	1.2
6. Prior to you initial appointment as a principal, in what educational capacity did you serve?				
(1) classroom teacher	34%	35%	53%	43%
(2) guidance counsellor	16%	2%	2%	5%
(3) librarian	0%	0%	0%	0%
(4) special education teacher	8%	6%	4%	6%
(5) vice-principal	39%	56%	49%	49%
(6) central office admin.	8%	2%	2%	3%
(7) other	30%	18%	7%	16%
7. How many years of experience do you have as a full time teacher of the following grade levels?				
(1) elementary (grades K-6)	4.9	8.0	3.3	4.9
(2) junior high (grades 7-9)	3.8	3.0	2.8	3.2
(3) high school (grades 10-12)	5.0	2.8	2.2	2.9

Figure 2 (continued).

Question:	Percentage response by group			
	H.E. N=38	H.T. N=55	H.P. N=98	Totals N=194
8. Which of the following university degrees do you hold? Please circle the number next to each degree you hold.				
(1) Bachelor of Arts	79%	67%	83%	76%
(2) Bachelor of Commerce	3%	0%	1%	1%
(3) Bachelor of Education	82%	78%	87%	83%
(4) Bachelor of Physical Ed.	5%	7%	4%	5%
(5) Bachelor of Science	16%	16%	16%	16%
(6) Master of Arts	18%	4%	4%	7%
(7) Master of Education	79%	4%	38%	35%
(8) Master of Science	0%	0%	1%	0.5%
(9) Other	34%	11%	8%	14%
(10) No degree held	0%	2%	0%	0.5%
9. Which of the following academic programs have you completed?				
(1) pre-Masters in Arts	13%	5%	4%	6%
(2) pre-Masters in Education	34%	38%	26%	31%
(3) pre-Masters in Science	3%	2%	1%	2%
(4) Other	8%	0%	4%	4%
(5) None completed	5%	31%	28%	24%

Figure 2 (continued).

Question:	Percentage response by group			
	H.E. N=38	H.T. N=55	H.P. N=98	Totals N=194
10. In which of the following areas have you engaged in professional development activities (such as inservices, conferences, or workshops) in the last year? Circle the number beside all topic areas that apply.				
(1) human relations	82%	70%	69%	71%
(2) curriculum design	53%	58%	48%	52%
(3) school climate	66%	56%	62%	61%
(4) instructional improvement	79%	71%	79%	76%
(5) utilization of community resources	24%	15%	23%	22%
(6) guidance	29%	33%	29%	31%
(7) administration	55%	58%	48%	53%
(8) evaluation	87%	82%	77%	80%
(9) none of the above	0%	2%	1%	0.5%

Figure 2 (continued).

Question:	Percentage response by group			
	H.E. N=38	H.T. N=55	H.P. N=98	Totals N=194

11. A principal must possess skills
    and abilities in many areas to
    be an effective administrator.
    Of the following 8 areas, please
    circle the number beside the
    THREE that you most feel a
    principal must be proficient in
    to be an effective administrator.

	H.E.	H.T.	H.P.	Totals
(1) human relations	92%	80%	90%	86%
(2) curriculum design	3%	2%	3%	3%
(3) school climate	71%	70%	50%	59%
(4) instructional improvement	68%	71%	86%	78%
(5) utilization of community resources	13%	5%	2%	5%
(6) guidance	8%	13%	5%	8%
(7) administration	8%	13%	18%	15%
(8) evaluation	42%	51%	45%	46%
(9) other	0%	0%	1%	0.5%

Figure 2 (continued).

Question:	Percentage response by group:			
	H.E. N=38	H.T. N=55	H.P. N=98	Totals N=194
12. Getting people to work together harmoniously as a group:				
(1) formal study	8%	11%	3%	6%
(2) inservice training	45%	45%	48%	46%
(3) experience as a teacher	25%	29%	17%	22%
(4) experience as a principal	45%	42%	47%	45%
13. Stimulating group thinking:				
(1) formal study	13%	16%	14%	14%
(2) inservice training	55%	62%	59%	60%
(3) experience as a teacher	16%	22%	18%	19%
(4) experience as a principal	13%	13%	18%	15%
14. Learning to recognize ability in others - contributions they can make toward group effectiveness:				
(1) formal study	13%	13%	4%	9%
(2) inservice training	29%	24%	24%	26%
(3) experience as a teacher	18%	25%	26%	24%
(4) experience as a principal	47%	67%	62%	60%

Figure 2 (continued).

Question:	Percentage response by group:			
	H.E. N=38	H.T. N=55	H.P. N=98	Totals N=194

15. Recognizing developmental levels of students:

(1) formal study	55%	44%	33%	41%
(2) inservice training	5%	18%	14%	13%
(3) experience as a teacher	47%	62%	65%	60%
(4) experience as a principal	0%	4%	8%	5%

16. Formulating learning experiences appropriate to the interests and abilities of students:

(1) formal study	21%	15%	10%	13%
(2) inservice training	18%	29%	29%	26%
(3) experience as a teacher	74%	78%	71%	72%
(4) experience as a principal	0%	4%	10%	6%

17. Incorporating the use of available community resources into the curriculum:

(1) formal study	0%	11%	10%	9%
(2) inservice training	42%	40%	32%	36%
(3) experience as a teacher	42%	42%	37%	39%
(4) experience as a principal	24%	35%	44%	38%

Figure 2 (continued).

Question:	Percentage respnse by group:			
	H.E. N=38	H.T. N=55	H.P. N=98	Totals N=194
18. In arranging resource materials so as to provide maximum use, safety, and flexibility:				
(1) formal study	5%	11%	10%	9%
(2) inservice training	21%	53%	34%	37%
(3) experience as a teacher	50%	35%	40%	40%
(4) experience as a principal	26%	22%	36%	29%
19. Selecting materials appropriate to students' learning needs and activities:				
(1) formal study	18%	16%	14%	16%
(2) inservice training	16%	29%	27%	25%
(3) experience as a teacher	82%	73%	70%	73%
(4) experience as a principal	0%	4%	8%	5%
20. Providing for the repair, upkeep, and general maintenance of the school and resources:				
(1) formal study	5%	7%	2%	5%
(2) inservice training	21%	18%	6%	13%
(3) experience as a teacher	5%	5%	6%	6%
(4) experience as a principal	76%	84%	94%	86%

Figure 2 (continued).

Question:	Percentage response by group:			
	H.E. N=38	H.T. N=55	H.P. N=98	Totals N=194
21. Motivating teachers to pursue professional development:				
(1) formal study	5%	9%	4%	7%
(2) inservice training	32%	31%	34%	32%
(3) experience as a teacher	5%	18%	12%	13%
(4) experience as a principal	66%	64%	65%	64%
22. Getting teachers to participate in the planning and work of the school:				
(1) formal study	11%	11%	3%	7%
(2) inservice training	24%	33%	27%	28%
(3) experience as a teacher	16%	11%	10%	11%
(4) experience as a principal	61%	73%	77%	72%
23. Identifying factors which obstruct curriculum improvement:				
(1) formal study	37%	35%	34%	35%
(2) inservice training	24%	49%	35%	36%
(3) experience as a teacher	24%	16%	19%	20%
(4) experience as a principal	29%	25%	34%	30%

Figure 2 (continued).

Question:	Percentage response by group:			
	H.E. N=38	H.T. N=55	H.P. N=98	Totals N=194

24. Stimlating students to think about their future:

	H.E.	H.T.	H.P.	Totals
(1) formal study	3%	4%	8%	6%
(2) inservice training	21%	22%	26%	24%
(3) experience as a teacher	76%	75%	65%	70%
(4) experience as a principal	8%	15%	21%	16%

25. Working with community members to clarify the role of the school within the community:

	H.E.	H.T.	H.P.	Totals
(1) formal study	8%	5%	4%	5%
(2) inservice training	16%	22%	19%	20%
(3) experience as a teacher	11%	5%	9%	8%
(4) experience as a principal	68%	82%	79%	77%

26. Identifying the 'power structure' – key and influential persons and groups- withing the community and securing aid and program support from this group:

	H.E.	H.T.	H.P.	Totals
(1) formal study	5%	9%	8%	8%
(2) inservice training	16%	15%	13%	14%
(3) experience as a teacher	11%	7%	7%	8%
(4) experience as a principal	74%	82%	83%	80%

Figure 2 (continued).

Question:	Percentage response by group:			
	H.E. N=38	H.T. N=55	H.P. N=98	Totals N=194
27. Observing and interpreting behavior:				
(1) formal study	15%	42%	29%	36%
(2) inservice training	21%	27%	36%	36%
(3) experience as a teacher	45%	38%	34%	37%
(4) experience as a principal	29%	29%	28%	28%
28. Establishing rapport with teahcers and students through the building if a feeling of mutual confidence:				
(1) formal study	5%	2%	2%	3%
(2) inservice training	18%	18%	20%	19%
(3) experience as a teacher	32%	25%	22%	25%
(4) experience as a principal	68%	71%	73%	71%
29. Securing and making available various diagnostic tests:				
(1) formal study	63%	58%	53%	57%
(2) inservice training	24%	40%	35%	34%
(3) experience as a teacher	21%	22%	19%	20%
(4) experience as a principal	5%	5%	11%	9%

Figure 2 (continued).

Question:	Percentage response by group:			
	H.E. N=38	H.T. N=55	H.P. N=98	Totals N=194

30. Keeping adequate and useful records without becoming over-burdened with useless details and 'paper work':

	H.E.	H.T.	H.P.	Totals
(1) formal study	11%	4%	6%	6%
(2) inservice training	16%	36%	36%	32%
(3) experience as a teacher	21%	20%	16%	18%
(4) experience as a principal	66%	53%	60%	59%

31. Utilizing recods which show school growth and progress:

	H.E.	H.T.	H.P.	Totals
(1) formal study	21%	27%	12%	18%
(2) inservice training	29%	38%	34%	35%
(3) experience as a teacher	11%	15%	15%	14%
(4) experience as a principal	50%	36%	55%	48%

32. Reporting to parents, school staff, and other interested individuals and groups:

	H.E.	H.T.	H.P.	Totals
(1) formal study	5%	13%	3%	6%
(2) inservice training	24%	24%	21%	22%
(3) experience as a teacher	26%	27%	31%	28%
(4) experience as a principal	71%	64%	67%	68%

Figure 2 (continued).

Question:	Percentage response by group:			
	H.E. N=38	H.T. N=55	H.P. N=98	Totals N= 194
33. Selecting evaluation activities which will help to determine the degree of program effectiveness:				
(1) formal study	32%	47%	34%	26%
(2) inservice training	42%	45%	48%	46%
(3) experience as a teacher	21%	24%	21%	22%
(4) experience as a principal	34%	18%	26%	29%
34. Interpreting evaluation results to interested groups and persons:				
(1) formal study	37%	40%	35%	36%
(2) inservice training	21%	45%	39%	38%
(3) experience as a teacher	11%	18%	13%	14%
(4) experience as a principal	53%	27%	38%	37%
35. Translating evaluation findings into plans for action aimed at school improvement:				
(1) formal study	24%	24%	10%	16%
(2) inservice training	18%	42%	37%	35%
(3) experience as a teacher	13%	7%	8%	9%
(4) experience as a principal	58%	62%	71%	66%

the high education group had the greatest amount of experience
as teaching principals at the elementary level (4 years)
and senior level (2 years). Three quarters of respondents
had been employed, at one time, as vice-principals, with
the average number of years of experience for all groups
being 2 years at the elementary level, 1.5 years at the junior
high level, and 1.2 years at the senior high level.

Prior to their initial appointment as principal, respondents
were likely to have served as vice-principals (49%),
and / or classroom teachers (43%). Additionally, respondents
had, on average, more teaching experience at the elementary
level (4.9 years) than at the junior high (3.2 years) or
senior high 2.9 years) levels.

With regard to academic background, the majority of
respondents held a Bachelor of Education degree (83%),
and / or a Bachelor of Arts degree (76%). Slightly
over one third of respondents also possessed a Master of
Education degree (35%), and slightly less than one third
had completed a pre-Masters in Education (31%).

Results

There was no evidence to suggest that principals
recommend that new administrators undergo the same sort of
preparation that they themselves followed. It appears
that administrators' professional backgrounds do not influence

their perceptions of appropriate administrative training.

Hypothesis 1, Data and Findings.

The hypothesis that principals whose background is characterized by a high level of formal education would view formal study as the best approach to developing administrative competency was not supported. Principals in the high education group chose formal study as the best approach to developing administrative competency on four of the twenty-four questions in Part B of the survey. Interestingly, two of these four were on questions related to the competency area of guidance - learning how to provide support and direction to teachers and students. Principals in this group most frequently chose 'experience as a principal' as the best approach to developing administrative competency.

Hypothesis 2, Data and Findings

Hypothesis 2 stated that principals whose background was characterized by a high level of inservice training would view inservice training as the best approach to developing administrative competency. There were an insufficient number of respondents whose background was characterized by a high level of inservice training to determine the effect of this variable on recommendations for the preparation of administrators.

Hypothesis 3, Data and Findings.

The hypothesis that principals whose background is characterized by a high level of experience as a teacher would view gaining experience as a teacher as the best approach to developing administrative competency was not supported. Principals in this group chose experience as a teacher as the best approach to developing administrative competency on five of the twenty-four questions in Part B of the survey. Respondents selected the response 'experience as a teacher' for all questions related to curriculum design. Most frequently chosen as the best approach to developing administrative competency was the response 'experience as a principal'.

Hypothesis 4, Data and Findings

The hypothesis that principals whose background was characterized by a high level of experience as a principals would view gaining experience as a principal as the best approach to developing administrative competency was supported. Principals with a high level of administrative experience most frequently chose the response 'experience as a principal' on questions on the best way to develop administrative competency. This response was selected for thirteen of the twenty-four questions in Part B of the survey. Additionally, principals in this group most frequently selected 'experience as a principal' in response to at least one of the questions

related to each of the eight competency areas.

Inservice Training and Recommendations for Inservice Training

Respondents were asked to indicate the competency areas in which they had engaged in professional development activities in the last year. They were then asked to indicate in which of these three areas they felt an administrator must be proficient. This part of the survey gathered data to determine if: (a) the inservice areas that practicing school principals identified as important to effective administration were the same areas in which they themselves had undergone professional development, and (b) what inservice areas practicing school principals viewed as important.

The three areas in which most respondents had engaged in professional development activities were evaluation (80%), instructional improvement (76%), and human rrelations (71%). The three competency areas that respondents most felt were important to effective administration were human relations (86%), instructional improvement (78%), and school climate (59%). Interestingly, while 80% of respondents had engaged in professional development activities related to evaluation, only 46% felt that this was one of the three most important areas in which to engage in professional development for effective administration.

In examining respondents by group, it was found that there

was little variation in the percentage of each group that
engaged in a specific professional development activities.
Similarly, there was little variation between groups in
response to the question of which three areas they felt were
most important to effective administration. Human relations
was identified by the largest percentage of respondents in
the high education, high teaching, and high principal groups
as being important to effective administration. The next
largest percentage of the high teaching and high principal
groups identified instructional improvement as important.
The third largest percentage of these groups identified
school climate as important. For the high education group, the
second largest percentage selected school climate, and the
third largest percentage selected instructional improvement.

Approaches to Administrative Training

In Part B of the survey, responses were examined by
competency area. The first three questions in Part B were
related to the human relations competency area; the next
three were related to the curriculum design area. There
were three questions related to each of the eight competency
areas.

Human relations.

Inservice training and experience as a principal were
identified as the best approaches to developing competency

in human relations. Experience as a principal was the least
often selected response by the high education and high teaching
groups on the question asking respondents to identify the
best approach to developing the ability to stimulate group
thinking.

This competency area was most frequently identified by
respondents as being important to effective administration.
Inservice training and on the job experience appear to be the
best ways to develop competency in this area. For each question
related to the competency area of human relations, the most
frequently selected response was the same for all groups:
experience as a principal. Modal responses to questions related
to the human relations competency area are shown in Figure 3.

Curriculum design.

Responses to questions related to the curriculum design
competency area are shown in Figure 4. Experience as a teacher
was consistently identified as the best approach to developing
administrative competency in curriculum design. On the
ques·on asking respondents to identify the best approach to
developing the ability to incorporate the use of available
community resources into the curriculum, experience as a teacher
was most frequesntly selected by all respondents (39%), but
only marginally ahead of experience as a principal (38%)
and inservice training (36%).

Figure 3. <u>Responses to questions related to the human</u>

<u>relations competency area</u>.

Question:	Percentage response by group:			
	H.E. N=38	H.T. N=55	H.P. N=98	Totals N=194
Getting people to work together harmoniously as a group:				
(1) formal study	8%	11%	3%	6%
(2) inservice training	45%	45%	48%	46%
(3) experience as a teacher	25%	29%	17%	22%
(4) experience as a principal	45%	42%	47%	45%
Stimulating group thinking:				
(1) formal study	13%	16%	14%	14%
(2) inservice training	55%	62%	59%	60%
(3) experience as a teacher	16%	22%	18%	19%
(4) experience as a principal	13%	13%	18%	15%
Learning to recognize ability in others - contributions they can make toward group effectiveness:				
(1) formal study	13%	13%	4%	9%
(2) inservice training	29%	24%	24%	26%
(3) experience as a teacher	18%	25%	26%	24%
(4) experience as a principal	47%	67%	62%	60%

Figure 4. <u>Responses to questions related to the curriculum</u>

<u>design competency area</u>.

Question:	Percentage response by group:			
	H.E. N=38	H.T. N=55	H.P. N=98	Totals N=194
Recognizing developmental levels of students:				
(1) formal study	55%	44%	33%	41%
(2) inservice training	5%	18%	14%	13%
(3) experience as a teacher	47%	62%	65%	60%
(4) experience as a principal	0%	4%	8%	5%
Formulating learning experiences appropriate to the interests and abilities of students:				
(1) formal study	21%	15%	10%	13%
(2) inservice training	18%	29%	29%	26%
(3) experience as a teacher	74%	78%	71%	72%
(4) experience as a principal	0%	4%	10%	6%
Incorporating the use of available community resources into the curriculum:				
(1) formal study	0%	11%	10%	9%
(2) inservice training	42%	40%	32%	36%
(3) experience as a teacher	42%	42%	37%	39%
(4) experience as a principal	24%	35%	44%	38%

School climate.

Figure 5 shows the responses to questions related to the
school climate competency area. Experience as a teacher
and experience as a principal were most frequently identified
as the best approaches to developing administrative competency
related to school climate. Formal study was the least frequently
selected response. There was some variation between groups
on the question regarding the best approach to developing
the ability to arrange resource materials so as to provide
maximum use, safety, and flexibility. Respondents in the
high education and high principal groups most frequently
selected the response 'experience as a teacher', yet over
half of the respondents in the high teaching group selected
'inservice training'.

Instructional improvement.

Experience as a principal and inservice training were
most frequently selected as the best approaches to developing
administrative competency skills related to instructional
improvement. The only exception to this was the high education
group, which selected formal study as the best approach
to developing the ability to identify factors which obstruct
curriculum improvement. Overall, however, there was little
variation between groups on this question. Formal study
was the least frequently selected response to the remaining

Figure 5. <u>Responses to questions related to the school climate</u>

<u>competency area</u>.

Question:	Percentage respnse by group:			
	H.E. N=38	H.T. N=55	H.P. N=98	Totals N=194
In arranging resource materials so as to provide maximum use, safety, and flexibility:				
(1) formal study	5%	11%	10%	9%
(2) inservice training	21%	53%	34%	37%
(3) experience as a teacher	50%	35%	40%	40%
(4) experience as a principal	26%	22%	36%	29%
Selecting materials appropriate to students' learning needs and activities:				
(1) formal study	18%	16%	14%	16%
(2) inservice training	16%	29%	27%	25%
(3) experience as a teacher	82%	73%	70%	73%
(4) experience as a principal	0%	4%	8%	5%
Providing for the repair, upkeep, and general maintenance of the school and resources:				
(1) formal study	5%	7%	2%	5%
(2) inservice training	21%	18%	6%	13%
(3) experience as a teacher	5%	5%	6%	6%
(4) experience as a principal	76%	84%	94%	86%

questions related to this competency area. Modal responses are shown in Figure 6.

Utilizing community resources.

Experience as a teacher and experience as a principal were most frequently selected as the best approaches to developing competency in the utilization of community resources. In response to the question on the best way to develop the ability to stimulate students to think about their future, there was some degree of variation between groups. While experience as a teacher was the most frequently selected response for all groups, a smaller percentage of the high principal groups selected this response (65%) than did those in the high education group (76%) and the high teaching group (75%). Formal study was the least frequently selected response by all groups for each question. Modal responses for each question related to this competency area are shown in Figure 7.

Guidance.

There was a great deal of variation within and between groups in response to questions on the best approach to developing competency skills related to guidance. In response to the question on the best approach to developing the ability to observe and interpret behavior, experience as a principal was the only response that was not selected by the largest

Figure 6. Responses to questions related to the instructional improvement competency area.

Question:	Percentage response by group:			
	H.E. N=38	H.T. N=55	H.P. N=98	Totals N=194
Motivating teachers to pursue professional development:				
(1) formal study	5%	9%	4%	7%
(2) inservice training	32%	31%	34%	32%
(3) experience as a teacher	5%	18%	12%	13%
(4) experience as a principal	66%	64%	65%	64%
Getting teachers to participate in the planning and work of the school:				
(1) formal study	11%	11%	3%	7%
(2) inservice training	24%	33%	27%	28%
(3) experience as a teacher	16%	11%	10%	11%
(4) experience as a principal	61%	73%	77%	72%
Identifying factors which obstruct curriculum improvement:				
(1) formal study	37%	35%	34%	35%
(2) inservice training	24%	49%	35%	36%
(3) experience as a teacher	24%	16%	19%	20%
(4) experience as a principal	29%	25%	34%	30%

Figure 7. <u>Responses to questions related to the utilization</u>

<u>of community resources competency area</u>.

Question:	Percentage response by group:			
	H.E. N=38	H.T. N=55	H.P. N=98	Totals N=194
Stimlating students to think about their future:				
(1) formal study	3%	4%	8%	6%
(2) inservice training	21%	22%	26%	24%
(3) experience as a teacher	76%	75%	65%	70%
(4) experience as a principal	8%	15%	21%	16%
Working with community members to clarify the role of the school within the community:				
(1) formal study	8%	5%	4%	5%
(2) inservice training	16%	22%	19%	20%
(3) experience as a teacher	11%	5%	9%	8%
(4) experience as a principal	68%	82%	79%	77%
Identifying the 'power structure' – key and influential persons and groups- withing the community and securing aid and program support from this group:				
(1) formal study	5%	9%	8%	8%
(2) inservice training	16%	15%	13%	14%
(3) experience as a teacher	11%	7%	7%	8%
(4) experience as a principal	74%	82%	83%	80%

percentage of any group. The high education groups selected formal study (45%) and experience as a teacher (45%) as the best approaches. The high teaching group most frequently selected formal study (42%), and the high principal group selected inservice training (36%) at only a marginally greater rate than they selected experience as a teacher (34%).

In response to the question on the best approach to developing the ability to establish a rapport with teachers and students through the building of a feeling of mutual confidence, all groups most frequently selected the response experience as a principal.

In response to the third question related to guidance, which asked respondents to identify the best approach to developing the ability to secure and make available various diagnostic tests, all groups selected formal study. Modal responses for each question related to this competency area are shown in Figure 8.

Administration.

In response to questions on the best approach to developing competency in administration, respondents in all groups most frequently chose experience as a principal in response to all questions, with one exception. In response to the question on the best approach to developing the ability to utilize records which show school growth and progress, the

Figure 8. <u>Responses to questions related to the guidance</u>

<u>competency area</u>.

Question:	Percentage response by group:			
	H.E. N=38	H.T. N=55	H.P. N=98	Totals N=194
Observing and interpreting behavior:				
(1) formal study	15%	42%	29%	36%
(2) inservice training	21%	27%	36%	36%
(3) experience as a teacher	45%	38%	34%	37%
(4) experience as a principal	29%	29%	28%	28%
Establishing rapport with teahcers and students through the building if a feeling of mutual confidence:				
(1) formal study	5%	2%	2%	3%
(2) inservice training	18%	18%	20%	19%
(3) experience as a teacher	32%	25%	22%	25%
(4) experience as a principal	68%	71%	73%	71%
Securing and making available various diagnostic tests:				
(1) formal study	63%	58%	53%	57%
(2) inservice training	24%	40%	35%	34%
(3) experience as a teacher	21%	22%	19%	20%
(4) experience as a principal	5%	5%	11%	9%

high teaching group most frequently selected inservice training (38%), but at only a marginally greater rate that they selected experience as a principal (36%). Modal responses for each question related to this competency area are shown in Figure 9.

Evaluation.

Respondents most frequently engaged in professional development activities related to evaluation. Similarly, they largely recommended that the best approach to developing competency in evaluation is through inservice training, and experience as a principal.

In response to the question on the best approach to developing the ability to select evaluation activities which will help to determine the degree of program effectiveness, the high education group and the high principal group most frequently chose formal study (47%), though only marginally over inservice training (45%).

In response to the question on the best approach to developing the ability to interpret evaluation results to interested groups and persons, the high teaching group most frequently chose inservice training (45%), as did the high principal group (39%), though only marginally over experience as a principal (38%). The modal response for the high education group was experience as a principal (53%), followed by formal

Figure 9. <u>Responses to questions related to the administration</u>

<u>competency area</u>.

Question:	Percentage response by group:			
	H.E. N=38	H.T. N=55	H.P. N=98	Totals N=194
Keeping adequate and useful records without becoming over-burdened with useless details and 'paper work':				
(1) formal study	11%	4%	6%	6%
(2) inservice training	16%	36%	36%	32%
(3) experience as a teacher	21%	20%	16%	18%
(4) experience as a principal	66%	53%	60%	59%
Utilizing recods which show school growth and progress:				
(1) formal study	21%	27%	12%	18%
(2) inservice training	29%	38%	34%	35%
(3) experience as a teacher	11%	15%	15%	14%
(4) experience as a principal	50%	36%	55%	48%
Reporting to parents, school staff, and other interested individuals and groups:				
(1) formal study	5%	13%	3%	6%
(2) inservice training	24%	24%	21%	22%
(3) experience as a teacher	26%	27%	31%	28%
(4) experience as a principal	71%	64%	67%	68%

study (37%).

On the final question related to evaluation, that is, the best approach to developing the ability to translate evaluation findings into plans for action aimed at school improvement, the modal response for all groups was experience as a principal. Modal responses for each question related to this competency area are shown in Figure 10.

Figure 10. <u>Responses to questions related to the evaluation</u>

<u>competency area</u>.

Question:	Percentage response by group:			
	H.E. N=38	H.T. N=55	H.P. N=98	Totals N= 194
Selecting evaluation activities which will help to determine the degree of program effectiveness:				
(1) formal study	32%	47%	34%	26%
(2) inservice training	42%	45%	48%	46%
(3) experience as a teacher	21%	24%	21%	22%
(4) experience as a principal	34%	18%	26%	29%
Interpreting evaluation results to interested groups and persons:				
(1) formal study	37%	40%	35%	36%
(2) inservice training	21%	45%	39%	38%
(3) experience as a teacher	11%	18%	13%	14%
(4) experience as a principal	53%	27%	38%	37%
Translating evaluation findings into plans for action aimed at school improvement:				
(1) formal study	24%	24%	10%	16%
(2) inservice training	18%	42%	37%	35%
(3) experience as a teacher	13%	7%	8%	9%
(4) experience as a principal	58%	62%	71%	66%

CHAPTER FIVE

Conclusion

Influence of Background on Perception of Appropriate Training

It does not appear that Winnipeg area school principals' perceptions of the best approaches to developing administrative competency in new administrators is influenced by their own backgrounds to the degree that one may predict their responses to questions on approaches to developing administrative competency. There was little variation between modal responses between principals whose backgrounds are characterized by a high level of formal study, a high level of experience as a teacher, or a high level of experience as a principal on questions on the best approach to developing administrative competency skills. When viewing the responses of all groups, it becomes apparent that respondents feel that there is no single best approach for the training of new administrators. Instead, they suggest that a combination of approaches is preferable, with primary emphasis on on the job training, and secondary emphasis on inservice training and experience as a teacher.

It has been suggested that soliciting the opinions of practicing administrators is a good way to determine what the content of an administrative training program should be. This has been uncritically accepted as a valid

way to determine program content. This study found that the approach to administrative training that respondents recommended was not linked to the respondents' own background. While, perhaps, there were other factors that influenced respondents' perception of appropriate administrative training which were not examined in this study, the finding that professional background did not significantly influence perception of appropriate administrative training lends some empirical support to the recommendation to survey practicing administrators.

Implications for Approaches to Administrative Training

Formal study.

Formal study was least frequently identified by respondents in this survey as the best approach to developing administrative competency skills. Must one have a high level of formal education in order to be an effective administrator? Respondents to this survey may not consider it to be the best approach to training new administrators, but it may have its place administrative training.

Graff and Street (1956) wrote that there are four 'know how' areas of administrative competency: skills, understanding, knowledges, and attitudes. This survey only focussed on the first area. While Winnipeg area school principals may not generally viewformal study as being the best approach to developing administrative skills, its value may be

related to the development of the remaining 'know how' areas.

Formal study may indeed be of little practical use to school

administrators, and principals may often view it as not

being the best approach to developing administrative competency

skills. Its value may be more indirect; formal study may

not provide administrators with practical solutions to administrative

problems they encounter, but may instead provide them with

the opportunity to develop the intellectual skills they need

to develop practical solutions on their own.

Respondents' infrequent selection of formal study

in response to questions on the best approach to developing

administrative competency skills indicates only that respondents

to this survey feel that there are more efficient approaches

to developing competency skills in potential administrators.

However, formal study can play an important role in the

formation of school administrators.

Inservice training.

Inservice training was one of the two most frequently

selected responses on questions related to the best approach

to developing administrative competency skills. It appears

that this can be an effective approach to developing the

skills of new administrators. However, the professional

development activities in which practicing school administrators

engage, and the professional development areas in which they

feel a principal must be proficient in to be an effective
administrator are not the same.

Over 70% of respondents in this survey had engaged
in professional development activities in the areas of
evaluation (80%), instructional improvement (76%), and human
relations (71%). This is in stark contrast to what respondents
felt to be the areas important to effective administration.
A vast majority felt that a principal must be proficient
in the area of human relations (86%) to be an effective
administrator. The next most frequently identified area
was instructional improvement (78%), followed by school
climate (56%). Only 46% of respondents felt that the professional
development area of evaluation was important to effective
administration.

If inservice training is used as an approach to developing
new administrators, it would appear that there is a need
to review the professional development activities that are
offerred, and to focus activities on the areas relevant
to effective administration.

Experience as a teacher.

Experience as a teacher was often selected as the response
to questions on the best approach to developing administrative
competency skills. The relationship between teaching and
school administration is a curious one. An examination of

the tasks performed by a teacher and those performed by
an administrator would likely reveal that teaching and school
administration are distinct activities. Yet this study
found that principals feel, to some degree, that gaining
experience as a teacher is the best approach to developing
certain specific competency skills. While it can be seen
that a school administrator must have an understanding of
teaching, and may have to possess a number of skills and
abilities common to teaching, there does not appear to be
a justified reason for experience as a teacher to be a prerequisite
for school administration. However, the selection of the
response 'experience as a teacher' as the best approach
to developing administrative competency indicates that respondents
to this survey feel that there is value to gaining experience
as a teacher to develop competencies important to effective
administration.

Experience as a principal.

Experience as a principal was most frequently identified
by respondents as the best approach to developing administrative
competency. The overwhelming preference of respondents
for this approach to developing administrative competency
perhaps indicates that there is a need to introduce a practical
component into the provincial administrative training program.

Vice-principalships, which may or may not provide appropriate

training for the principalship, have long been considered

the entry point to school administration. However, there

are alternate models which may be employed to provide prospective

administrators with practical experience. Assessment Centers,

in place in the United States and referred to earlier in

this paper, provide candidates with the opportunity to practice

administration in a simulated setting. Assessment Centers are an

effective way of providing on the job training, however

the cost of setting up such training centres may be prohibitive.

Alternately, practicums or internships could be established

whereby prospective administrators are provided with the

opportunity to serve as administrative assistants under

the guidance of practicing administrators. This relatively

inexpensive approach to administrative training could provide

prospective administrators with the 'on the job training'

that practicing administrators so frequently identified

as the best approach to developing administrative competency.

Implications for Administrative Training

Manitoba's administrative training program calls for

candidates for certification to complete a number of contact

hours in inservices, workshops, and / or conferences. Alternately,

one may be eligible for a certificate if one has completed

a Master of Education degree in Educational Administration.

However, respondents to this survey largely identified

inservice training and gaining experience as a principal
as the best ways to develop administrative competency skills.
The current program's focus on formal study and inservice
training is at odds with principals' recommendations for
more practical approaches to training. There appears to
be a need to re-evaluate how principals should be trained
in Manitoba. Clearly, what practicing administrators recommend
prospective administrators do is not congruent with that
which prospective administrators must currently do to satisfy
provincial requirements.

Recommendations for Training

The current provincial administrative training program
appears to be in need of periodic review to ensure that
professional development needs are being met. The current
program primarily specifies the means by which training
should be delivered, and only the general content areas,
such as "mechanics of administration". In order for the
administrator certification program to play a highly valuable
role in the formation of school administrators, an ongoing
needs alaysis must be conducted which will help to determine
program content. This study found that professional development
in the areas of human relations and instructional improvement
were perceived as most important to effective school administration.
Perhaps, then, professional development offerings should

focus on these areas in the immediate future. An annual
needs analysis would yield information on the types of
professional development activities that practicing school
administrators feel important to effective administration.
Additionally, an annual needs analysis would be desirable
as administrative needs may not remain constant, and specific
professional development activities may gain or loose
significance over time.

Similarly, attention must be focussed on the process
involved in administrative training. It was clear from
this study that certain approaches are desirable in the
development of skills related to a specific competency area.
If practicing administrators perceive gaining experience
as a teacher as the best way to develop competency skills
related to curriculum design, for example, then perhaps
that approach should be employed in developing such skills.

Most frequently identified as the best approach to
developing a number of competency skills was experience
as a principal. Presumably, a number of competency skills
could be developed through on the job experience as a vice-
principal. The vice-principalship provides appropriate
training for the principalship only in those instances where
the principal has divided administrative duties so that
the vice-principal is responsible for not only routine

administration, but also for tasks related to instructional
supervision, evaluation, and human relations. To ensure
that the vice principalship provides an opportunity for
potential administrators to develop competency skills
important to effective administration would require that
the parameters of the vice-principalship be provincially
defined. A provincial mandate which specified the duties
of a vice-principal, and the areas of school administration
in which vice-principals are to be involved would do much
to begin turning the vice-principalship into a position
which would provide relevant training for the principalship.

In those schools where there are no vice-principal
positions, on the job training could be alternatively provided
through a provincially regulated internship program. Serving
a brief apprenticeship or internship prior to receiving
certification is hardly a new idea; it is currently in use
in a number of trade and professional areas, and has proved
to be an effective means of developing competency. Introducing
such a component to the principal certification program
could provide prospective administrators with the on the
job training that practicing administrators so highly recommend.

Allowing potential administrators to select their own
approach to administrative training through the completion
of a combination of conferences, workshops, and formal courses

may see the potential administrator gain exposure to a number of administrative issues. A self-directed training program may see the individual pursue professional development in the areas that he or she feels are important to effective administration. However, the current certification program has the potential to compel prospective administrators to pursue currently relevant professional development through the most effective means. The content of the administrative traing program must be reviewed, as must the means by which training is delivered. The development of a program whereby relevant content is delivered through the most effective means would do much to strengthen the current administrator certification program, and provide potential administrators with the opportunity to develop competency for effective administration.

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Room 128
Department of Educational Administration
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University of Manitoba
WINNIPEG, Manitoba
R3T 2N2

Dear Sir or Madam:

I am writing to request your participation in a research
study on principal background and approaches to developing
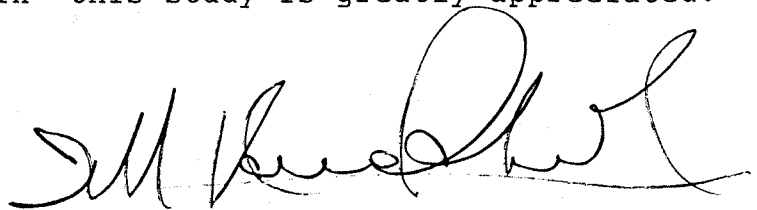administrative competency.

The purpose of this study is to examine the relationship
between the professional characteristics of Winnipeg school
principals and their perception of approaches to training
new administrators. I am carrying out this survey in partial
fulfillment of the requirements for the degree of Master of
Education.

In reporting results, only statistical summaries of the
responses will be cited. In no case will the identity of
individual respondents be revealed. Additionally, you may
request to have your completed survey withdrawn from the study
at any time.

This survey will take approximately twenty minutes to
complete. When you have finished the survey, please return
it in the enclosed postage-paid envelope at your earliest
convenience.

Should you have any questions about the survey, or be
interested in obtaining information on the results of the
survey, feel free to contact me at 1-376-2605.

Your co-operation in this study is greatly appreciated.

Thomas M. Kowalchuk

Appendix B

Question Sources

Part A			Part B	
Question #	Source		Question #	Source
Cover Page	D*		1	B*
1	C*		2	B*
2	A		3	B*
3	C*		4	B*
4	A		5	B*
5	C*		6	B*
6	C*		7	B*
7	C*		8	B*
8	A		9	B*
9	A		10	B*
10	B*		11	B*
11	B*		12	B*
			13	B*
			14	B*
			15	B*
			16	B*
			17	B*
			18	B*
			19	B*
			20	B*
			21	B*
			22	B*
			23	B*
			24	B*

A - Original Question

B - Graff, Orin B., & Street, Calvin M. (1956). Improving Competence in Educational Administration. New York: Harper and Brothers.

C - Page, Jane A., & Page, Fred M. Jr. (1984). Principals' Perceptions of their Role and the Perceived Effectiveness of their Academic Preparation for that Role. Southern Georgia College School of Education. (ERIC Document Reproduction Service No. ED 242 710).

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* - Question adapted from original source for this questionnaire.

Appendix C

Sample Questionnaire

Perceptions of Required Administrative
Competencies Survey

Your questionnaire is identified
by the label on the right.
It is not necessary to sign
or place your name on the
questionnaire. In reporting
results, only statistical
summaries of the responses
will be cited. In no case
will the identity of the
individual be divulged.
You are urged to make every
answer a sincere one.
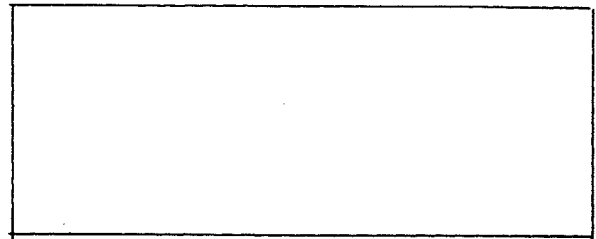
Please attempt to answer every question. For some of the
questions, none of the alternatives may correspond exactly
to your situation or to the opinion you hold. In such cases,
mark the alternative which comes the closest to the answer
you would like to give.

If you change a response, please make the change distinctly
so that there is no doubt about how you wish to answer.

Place your completed questionnaire in the envelope provided
and return it at your earliest convenience.

Thank you for your cooperation and assistance with this study.

Part A

1. How many years of experience do you have as a full time principal at the following grade levels?

Number of years experience:

(1) elementary (grades K-6)   _____

(2) junior high (grades 7-9) .   _____

(3) high school (grades 10-12)   _____

2. Have you ever been employed as a teaching principal?

(1) yes   (2) no - if you answered no, please skip to question no. 4

3. How many years of experience do you have as a teaching principal at the following grade levels?

Number of Years experience:

(1) elementary (grades K-6)   _____

(2) junior high (grades 7-9)   _____

(3) high school (grades 10-12)   _____

4. Have you ever been employed as a vice-principal?

(1) yes   (2) no - if you answered no, please skip to question no. 6

5. How many years of experience do you have as a vice-principal at the following grade levels?

Number of years experience:

(1) elementary (grades K-6)   _____

(2) junior high (grades 7-9)   _____

(3) high school (grades 10-12)   _____

6. Prior to your initial appointment as a principal, in what educational capacity did you serve?

(1) Classroom teacher   (5) Vice-Principal

(2) Guidance Counsellor   (6) Central Office Administration

(3) Librarian   (7) Other:_____

(4) Special Education
    Teacher

7. How many years of experience do you have as a full time teacher of the following grade levels?

Number of years experience:

(1) elementary (grades K-6)   _____

(2) junior high (grades 7-9)   _____

(3) high school (grades 10-12)   _____

8. Which of the following university degrees do you hold?
   Please circle the number next to each degree you hold.

   (1) Bachelor of Arts

   (2) Bachelor of Commerce

   (3) Bachelor of Education

   (4) Bachelor of Physical Education

   (5) Bachelor of Science

   (6) Master of Arts

   (7) Master of Education

   (8) Master of Science

   (9) Other:_____

   (10) No degree held

9. Which of the following academic programs have you completed?

   (1) pre-Masters in Arts

   (2) pre-Masters in Education

   (3) pre-Masters in Science

   (4) Other:_____

   (5) None completed

10. In which of the following areas have you engaged in
    professional development activities (such as inservices,
    conferences, or workshops) in the last year?

    Circle the number beside all topic areas that apply.

    (1) human relations   -learning how to get people to work
                               together to design and improve the
                               total school program.

    (2) curriculum design   -learning how to design and
                               develop curriculum.

    (3) school climate   -learning how to foster a positive
                               ·climate condusive to learning.

    (4) instructional   -learning how to improve the
        improvement   effectiveness of teachers; learning
                              how to identify obstacles to
                              instructional improvement.

    (5) utilization of   -learning how to make use of the
        community resources   community in support of the school.

    (6) guidance   -learning how to provide support and
                               direction to teachers and students.

    (7) administration   -learning how to deal with routine
                               administrative tasks.

    (8) evaluation   -learning how to evaluate the
                               effectiveness of the educational
                               program and teaching personnel.

    (9) none of the above

11. A principal must possess skills and abilities in many areas to be an effective administrator. Of the following 8 areas, please circle the number beside the THREE that you most feel a principal must be proficient in to be an effective administrator.

(1) human relations — learning how to get people to work together to design and improve the total school program.

(2) curriculum design — learning how to design and develop curriculum.

(3) school climate — learning how to foster a positive climate condusive to learning.

(4) instructional improvement — learning how to improve the effectiveness of teachers; learning how to identify obstacles to instructional improvement.

(5) utilization of cummunity resources — learning how to make use of the community in support of the school.

(6) guidance — learning how to provide support and direction to teachers and students.

(7) administration — learning how to deal with routine administrative tasks.

(8) evaluation — learning how to evaluate the effectiveness of the educational program and personnel.

(9) other: _____

_____

Part B

The following is a list of administrative skills that have been
identified as important to effective administration. There are
a number of approaches to developing these skills in those who
wish to become principals. These include:

    (1) formal study - taking university level courses,

    (2) inservice training - taking part in professional
                                   development activities such
                                   as workshops and conferences,

    (3) experience as a teacher - working as a classroom or
                                   specialist teacher, and

    (4) experience as a principal - on the job training.

If these skills can be developed in prospective administrators,
which of these four do you feel is the best approach to developing
administrative competency? A space is provided after each question
in case you wish to elaborate on your response.

---

12. Getting people to work together harmoniously as a group:

        (1) formal study

        (2) inservice training

        (3) experience as a teacher

        (4) experience as a principal

---

13. Stimulating group thinking:

      (1) formal study

      (2) inservice training

      (3) experience as a teacher

      (4) experience as a principal

_____

_____

14. Learning to recognize ability in others - contributions they can make toward group effectiveness:

      (1) formal study

      (2) inservice training

      (3) experience as a teacher

      (4) experience as a principal

_____

_____

15. Recognizing developmental levles of students:

      (1) formal study

      (2) inservice training

      (3) experience as a teacher

      (4) experience as a principal

_____

_____

16. Formulating learning experiences appropriate to the interests and abilities of students:

      (1) formal study

      (2) inservice training

      (3) experience as a teacher

      (4) experience as a principal

_____

_____

17. Incorporating the use of available community resources into the curriculum:

      (1) formal study

      (2) inservice training

      (3) experience as a teacher

      (4) experience as a principal

_____

_____

18. In arranging resource materials so as to provide maximum use, safety, and flexibility:

      (1) formal study

      (2) inservice training

      (3) experience as a teacher

      (4) experience as a principal

_____

_____

19. Selecting materials appropriate to students' learning needs and activities:

      (1) formal study

      (2) inservice training

      (3) experience as a teacher

      (4) experience as a principal

_____

_____

20. Providing for the repair, upkeep, and general maintenance of the school and resources:

      (1) formal study

      (2) inservice training

      (3) experience as a teacher

      (4) experience as a principal

_____

_____

21. Motivating teachers to pursue professional development:

      (1) formal study

      (2) inservice training

      (3) experience as a teacher

      (4) experience as a principal

_____

_____

22. Getting teachers to participate in the planning and work of the school:

    (1) formal study

    (2) inservice training

    (3) experience as a teacher

    (4) experience as a principal

_____

_____

23. Identifying factors which obstruct curriculum improvement:

    (1) formal study

    (2) inservice training

    (3) experience as a teacher

    (4) experience as a principal

_____

_____

24. Stimulating students to think about their future:

    (1) formal study

    (2) inservice training

    (3) experience as a teacher

    (4) experience as a principal

_____

_____

25. Working with community members to clarify the role of the school within the community:

        (1) formal study

        (2) inservice training

        (3) experience as a teacher

        (4) experience as a principal

_____

_____

26. Identifying the 'power structure' - key and influential persons and groups - within the community and securing aid and program support from this group:

        (1) formal study

        (2) inservice training

        (3) experience as a teacher

        (4) experience as a principal

_____

_____

27. Observing and interpreting behavior:

        (1) formal study

        (2) inservice training

        (3) experience as a teacher

        (4) experience as a principal

_____

_____

28. Establishing rapport with teachers and students through the building of a feeling of mutual confidence:

    (1) formal study

    (2) inservice training

    (3) experience as a teacher

    (4) experience as a principal

29. Securing and making available various diagnostic tests:

    (1) formal study

    (2) inservice training

    (3) experience as a teacher

    (4) experience as a principal

30. Keeping adequate and useful records without becoming over-burdened with useless details and 'paper work':

    (1) formal study

    (2) inservice training

    (3) experience as a teacher

    (4) experience as a principal

31. Utilizing records which show school growth and progress:

    (1) formal study

    (2) inservice training

    (3) experience as a teacher

    (4) experience as a principal

_____

_____

32. Reporting to parents, school staff, and other interested individuals and groups:

    (1) formal study

    (2) inservice training

    (3) experience as a teacher

    (4) experience as a principal

_____

_____

33. Selecting evaluation activities which will help to determine the degree of program effectiveness:

    (1) formal study

    (2) inservice training

    (3) experience as a teacher

    (4) experience as a principal

_____

_____

34. Interpreting evaluation results to interested groups and persons:

        (1) formal study

        (2) inservice training

        (3) experience as a teacher

        (4) experience as a principal

---

35. Translating evaluation findings into plans for action aimed at school improvement:

        (1) formal study

        (2) inservice training

        (3) experience as a teacher

        (4) experience as a principal

THANK YOU FOR TAKING THE TIME TO COMPLETE THIS SURVEY.