

THE RELATIONSHIP OF PERSONAL CHARACTERISTICS AND
ORGANIZATIONAL CONDITIONS TO PRINCIPALS'
CAREER EXPERIENCES OF PSYCHOLOGICAL
SUCCESS

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Doctor of Philosophy



by

John Didyk

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A thesis submitted to the Faculty of Graduate Studies of
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DEDICATION

In recognition of my mother and in memory of my father

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ABSTRACT

The purpose of this study was to examine the relationship of personal characteristics and perceived organizational conditions to the psychological success experienced by principals in their careers.

Guiding the study was a hypothesized model of psychological success which identified certain personal characteristics--career maturity, an open interpersonal orientation, intrinsic task values, acceptance of organizational goals--and certain organizational conditions--a personally-valued work assignment, supportive autonomy, superior effectiveness, personal acceptance, work challenge--which facilitate such psychological success. In addition, the hypothesized model identified four outcomes of psychological success: a feeling that one's skills are being utilized, work satisfaction, work commitment, and an enhanced self-image. The study involved a survey which investigated the personal characteristics, organizational conditions, and psychological success of principals in four urban school jurisdictions in a Western Canadian city.

The study revealed that (1) the personal characteristics principals brought into their work and the organizational conditions they encountered in their work were strongly related to their career experiences of psychological success, (2) of all the personal characteristics and organizational conditions identified in the model of career success, the three most strongly related to psychological success were work challenge, personal acceptance and career maturity, and (3) biographical characteristics such as school

division, age, type of school, sex, experience and training did not appear to be significantly related to principals' career experiences of psychological success.

The findings of the study provided insights regarding the psychological success which principals experience in their career. First, although the findings suggested that work challenge, personal acceptance, and career maturity are the most important predictors of psychological success in a principal's career, other personal characteristics and organizational conditions such as acceptance of organizational goals, personally-valued work tasks, an open interpersonal orientation, supportive autonomy, and superior effectiveness must also be present. Secondly, a major implication emerging from the study was that career experiences of psychological success of principals likely can be facilitated by recruiting principals with the personal characteristics which have been shown to be related to career experiences of psychological success and by providing them with the organizational conditions which relate to these same career experiences.

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CHAPTER I

NATURE OF THE STUDY

PURPOSE OF THE STUDY

The purpose of this study was to examine the relationship of principals' personal characteristics and perceived organizational conditions to their career experiences of psychological success. Guiding the study was a model of psychological success which identified four outcomes or indicators of psychological success, and a set of personal characteristics and perceived organizational conditions which predict psychological success. On the basis of this model, certain relationships between personal characteristics, perceived organizational conditions, and the experiences of psychological success in a career were hypothesized. Data for the investigation of these personal, organizational, and psychological aspects in the work of principals were obtained by means of a survey conducted in four urban school jurisdictions in a Western Canadian city.

NEED FOR THE STUDY

Self-respect, self-esteem, and self-worth cannot be easily divorced from success in the world of work. Until our society deflates the value of work, failure in one's occupation will be painful experiences while success will be self enhancing. . . . A man's encounters with occupationally-related success, therefore, will affect his general sense of well-being and mental health (Bridges, McIntyre, ed.: 1977, p. 17).

If Bridges' claim about the personal consequences of a person's feeling of success in his work is valid, then the need to

experience success in work should be evident among school principals. After all, research has shown that school administrators, particularly principals, are highly vulnerable to stress and anxieties resulting from the role conflicts, demanding organizational expectations and decision making under crisis conditions associated with their work (Campbell et. al.: 1977). As Bridges (Mcintyre, ed.: 1977) suggests, it is through striving for and achieving personal success in work that a principal might effectively counter balance the ill effects of work stress. Further, a principal's sense of success in his work may have important effects on a school. A principal's feelings of well-being and self-esteem should be an important consideration for researchers and practitioners alike if only because the principal is in a strategic position of leadership and influence affecting the lives of many students and teachers.

Surprisingly though, systematic inquiry into the feelings of success which principals experience in their work is, in three ways, quite limited (Campbell et. al.: 1977). First, most of the research which deals with the work success of principals is based on the notion that this success can be measured by the principals' administrative performance or by their superiors' estimation of their work performance and ignores success as it is experienced internally by principals. For example, in their individual studies of the relationship between the principal's personal traits and the success of his career, Lipham (1960), Hemphill et. al. (1962), Gross and Herriott (1965), and Blumberg and Greenfield (1980) measure the success of principals' careers by their performance in a school (i.e., providing professional leadership to the staff, communicating effectively to the staff, students, and parents). In their individual studies of the relationship between the principals'

administrative competencies and the success of their careers, Way (1976), Ingle (1977) and Miskel (1977) measure the success of principals' careers by the senior administrators' estimation of their success.

Secondly, the research which deals with the work success of principals (Iannone: 1976, Herlihy: 1980, McCleary: 1979) focuses on the principal's work satisfaction and tends to ignore more fundamental personal dimensions such as self-image and personal satisfaction. Several career theorists (Van Maanan and Schein: 1976, Hall: 1976) argue strongly that a person's sense of success in his career is closely intertwined with his sense of success in his personal life. If we want to understand more fully or more holistically the feelings of success which principals experience in their work, then we need to consider both the personal dimensions and organizational dimensions of their work.

Thirdly, most of the research done on the work success of principals (Deleonibus and Thomson: 1979, Garawski: 1977) focuses on isolated aspects of the principals' work such as their role, their tasks and competencies or their subordinate-superordinate relationships without taking into consideration how those various aspects of work are interrelated. Again, career theorists (Van Mannan and Schein: 1977, Hall: 1976, Goffman: 1961) argue that we cannot understand a person's world of work, or for that matter his success in his work, without taking into consideration how the various aspects of his work are interrelated. The various aspects of his work include his personal characteristics--his competencies, his values, his interests--and the conditions of the organization in which he works--his work assignment, his superiors and his working

colleagues. Indeed, Van Maanan and Schein (1977) propose that the notion of "career" which implies a strong relationship between an individual's personal characteristics and the conditions of the organization in which he works, is a useful framework for understanding work success. Yet, this particular notion of "career" has been neglected by most researchers who have dealt with the work success of principals.

Based on the notion of "career", Hall and Schneider (1973) have developed a concept of career experiences of psychological success which is a useful framework for understanding the feelings of success a person experiences in his work. In essence, they define psychological success as a process by which individuals strive to increase their sense of self-esteem by successfully performing personally-valued and challenging work tasks in a supportive yet autonomous work environment. According to Hall and Schneider, the feeling of psychological success in career experiences is a hypothetical construct which is rather subjective and difficult to measure. However, their research shows that career experiences of psychological success manifest themselves in several career outcomes including a feeling that one's skills are being utilized, work satisfaction, work commitment, and an enhanced self-image.

The argument in this study is that Hall and Schneider's conceptual framework can be used for examining the psychological success which principals experience in their work. This approach would begin to fill the gap in the present research which deals with the feelings

of success which principals experience in their work. Furthermore, given Campbell's (1977) contention that principals are highly vulnerable to stress and anxieties resulting from organizational demands and expectations, it may be interesting to examine whether psychological success for principals is possible and what exactly, in the case of principals, is its character and correlates. These were the major questions in this study.

CONCEPTUAL AND THEORETICAL FRAMEWORK

The purpose of this section is to (1) examine the concept of career and approaches to career inquiry, (2) to examine in more detail the concept of career experiences of psychological success, and (3) to review the work of career theorists which formed the theoretical framework of the study.

The Concept of Career

A career can be defined as a life-long process of interactions between the person which includes such aspects as self-identity, values, skills, and interests and the work environment which includes such aspects as work assignment, superiors, and colleagues. Several career theorists (Van Maanan and Schein: 1977, Hall: 1976, Goffman: 1961) support the notion of this strong interplay between a person and his work environment. As Goffman (1961, p. 127) writes:

One value of the concept of career is its two-sidedness. One side is linked to internal matters held dearly and closely such as image of self and felt identity; the other side concerns official jural relations, and the style of life, and is part of a publicly assessable institutional complex. The concept of career, then, allows one to move back and forth between the personal and the public, between the self and the significant society, without having to rely overly for data upon what the

person says he thinks he imagines himself to be.

As Goffman's statement suggests, so strong is this interplay between one's identity and one's work that most people are unable to understand and describe their identity without making reference to their work. Much of one's identity, personal satisfaction, and sense of self-worth apparently is attained through one's work.

There are, however, several different approaches to the study of careers. Each approach reflects different assumptions about careers and emphasizes different aspects of careers. Therefore, it is necessary to examine the various approaches to the study of careers and to articulate the approach which forms the theoretical basis of the study.

Hall (1971) has suggested that the different kinds of career inquiry can be summarized as consisting of five main approaches: (1) occupational choice, (2) career development, (3) career transitions, (4) intracareer role analysis, and (5) intercareer role analysis (see Table 1).

Career studies pertaining to occupational choice reflect the view that the success of one's career is dependent on how well aspects of the person's self-identity such as interest, personality traits, and needs are matched with the nature of the career role. The pervasive theme of occupational choice theorists (Holland and Lutz: 1968, Osipow: 1969, Roe: 1962) is that individuals and occupations can and should be matched in order to ensure the individual's job satisfaction and work effectiveness. The underlying assumption of these theorists is that the individual's self-identity and the nature of his career role are fairly static; hence, the

TABLE 1
A Framework of Career Inquiry

Career approach	Concept of time	Identity-role issue investigated	Location of individual occupation	Assumed identity state	Assumed role state	Consideration of individual differences?	Level of process
1. Occupational choice	Static	Identity-role matching (choosing identity and role)	Preentry	Fixed	Fixed	Yes	Individual
2. Career development	Dynamic	Identity-role matching (changes in identity and role)	Pre- and postentry	Changing	Changing	Yes	Individual
3. Career transitions	Dynamic	Identity-role matching (changes in identity to match role)	Pre- and postentry	Changing	Quasi-fixed	No	Social
4. Intra-career role	Usually static	Identity-role description	Postentry	Usually fixed	Fixed	No	Social
5. Inter-career role	Usually static	Inter-career identity and role comparison	Postentry	Usually fixed	Fixed	No	Social

Source:

Douglas T. Hall. "A Theoretical Model of Career Subidentity Development in Organizational Settings". Organizational Behavior and Human Performance, Vol. 10, No. 6, 1971, pp. 50-76.

individual is able to predict on the basis of his interests, personality traits, and personal needs, the level of his lifelong success in a particular career.

Like occupational choice, career development studies reflect concern for matching an individual with an appropriate occupation. The key difference between the two is that the underlying assumptions of career development are that (1) a person's interests, personality traits and needs are likely to change over his life-span, (2) as the individual changes, his career role is likely to change, (3) the development of the individual's career is a continuous, lifelong process of working out a synthesis between him--his needs, his interests, his values--and the opportunities (or limitations) present in the external work-related environment, and (4) the development of a person's career is closely related to and influenced by the many-faceted development--personal and family--of the individual. The pervasive theme of career development theorists (Tiedman and O'Hara: 1963, Super: 1963, Van Maanan and Schein: 1977) is that a person's career-related interests, values and skills change and, in most cases, mature as he goes through the life-span. Consequently, the success of a person's career does not lie only in his choosing a career which matches his self-identity but also in his ability to continuously work out a synthesis between his changing self-identity, his career-related needs, and values, and the opportunities which are present in his work.

The third approach to the study of careers, career transitions, is concerned with the social and personal changes individuals undergo as they move or advance from one career role to another (i.e., teacher to vice-principal, vice-principal to principal). Most of the research

on career transitions (Janis and King: 1954, Schein: 1968, Gibson and Klein: 1970) deals with the influence of career transitions on a person's attitude(s). The underlying assumption of his research is that individuals in each particular career role share common attitudes despite their individual differences.

The fourth approach to the study of careers, intracareer analysis, is concerned with the characteristics of a particular career. For example, Lortie's (1976) extensive study of the teaching career uses this approach. Lortie's study identifies several characteristics of the teaching career which are useful for understanding the career patterns and career-related issues of school teachers. Like Lortie, other intracareer role theorists (Roy: 1960, Menzies: 1960) provide valuable descriptions of what it is really like to be on the inside of a particular career. However, intracareer role theorists give little attention to individual differences or to the possibility that individuals change as they go through the life-span.

The fifth approach to the study of careers, intercareer comparisons, focuses on the comparative differences or similarities of two or more careers. Examples of this approach to career studies are those of Hrynyk (1966) or Greenwood (1957) who attempt to understand the professionalism of teachers by comparing them to medical doctors. However, like the intracareer role studies, intercareer comparison studies do not take into consideration individual differences nor the development of the individual.

This study was based on two approaches to the study of careers: (1) occupational choice, and (2) intracareer role analysis.

As an occupational choice, this study was based on the assumption that individuals' feelings of career success are determined by how well their career interests, skills, and values are matched with the nature of their work. Like intracareer role analysis which emphasizes the characteristics of a particular career, the model of psychological success developed for this study served as a framework for examining, among other things, the relationship of principals' work activities and work environments to their feelings of work success.

The Concept of Career Experiences of Psychological Success

Generally in the research literature on careers, career success has been defined in terms of one's effectiveness in work performance and one's acquisition of symbols of career success such as a high level position in an organizational hierarchy and the high salary and prestige associated with that position (Van Maanan and Schein: 1977, Hall: 1976). The limitation of using these external criteria for measuring the success of one's career is that they do not address the feelings of success a person experiences internally in his career. Van Maanan and Schein (1977) claim that a person who appears to be successful in his career because of his prestigious position or his superiors' high rating of his performance may actually be very unhappy or dissatisfied with his work. Indeed, Blumberg and Greenfield (1980) contend that some teachers see the principalship strictly as a symbol of career success and overlook the feelings of success they might experience internally as a principal. They write

(1980, p. 9):

[some teachers] are lured to the principalship by the opportunity it presents for upward mobility . . . most aspirants to the role have a vague understanding of much that it entails. The loneliness, the conflict, the dullness of the routine, the "busy work," and the anguish that accompany having to solve complex educational and organizational problems with extremely limited resources are usually not part of teachers' conceptions of the principalship. Frustrations that principals experience when their idealized conceptions of themselves as educational leaders become tarnished and frequently dulled forever by the mounting pressures for administrative meetings and for monitoring the growing complex of accountability procedures introduced into their schools, are seldom sensed by teachers wanting to become school principals.

Thus, career success can be defined by external criteria such as work performance and symbols of career success but it can also be defined by the feelings of success a person experiences internally in his work.

Hall and Schneider (1973) have developed a concept of career experiences of psychological success which can help us to understand the feelings of success a person may experience in his work. Drawing upon the earlier work of several organizational theorists especially that of McGregor (1960), Atkinson (1958), and Argyris (1957), Hall and Schneider's (1973) concept of psychological success is defined as a process by which individuals strive to increase their sense of personal worth by successfully performing and attaining personally-valued and challenging tasks. This concept of career experiences of psychological success is based heavily on McGregor's discussion of the work behavior of the autonomous individual in The Human Side of Enterprise (1960). As in McGregor's set of assumptions, which he calls Theory "Y", Hall and Schneider view a career-oriented person as one who (1) will exercise self-direction and self-control in work performance and does not require external control or punitive and

reward systems to motivate his work behavior, (2) will not only accept but also seek challenge and responsibility in his work given the proper organizational conditions such as support of superiors and personal acceptance, and (3) will seek personally-valued work activities and incorporate into his work his own values, skills and interests, given a non-authoritarian work environment.

Drawing upon the earlier research of Hall and Nougaim (1968), Kay and Hastman (1966), and Stedry and Kay (1962), Hall and Schneider (1973) have empirically described and measured the concept of psychological success in their study Organizational Climates and Careers: The Work Lives of Priests. Hall and Schneider found that individuals who autonomously and successfully attained personally-valued and challenging work displayed their feelings of success in these career outcomes: (1) a feeling that their skills were being utilized, (2) work satisfaction, (3) work commitment, and (4) an enhanced self-image. Based upon Hall and Schneider's (1973) study of the priestly career, this study attempted to examine the concept of career experiences of psychological success as it might apply to school principals.

The theoretical framework of this study is essentially based on Hall and Schneider's (1973) study of the influence of personal characteristics and organizational conditions on the career experiences of psychological success of Roman Catholic priests. More specifically, it draws upon the model of career development presented in their study and upon their particular findings.

Hall and Schneider's model of career development is conceived as a process in which individuals strive to increase their sense of

self-esteem through experiencing psychological success in their work (see Figure 1). An important means of achieving psychological success is through successfully attaining personally-valued, challenging work goals. Given that one can successfully attain personally-valued, challenging work goals, a person values not only his work but also his skills and competence in attaining the work goals. As a result of his successful attainment of work goals, he experiences personal worth or an enhanced self image. Feeling satisfied with his work and with his competence in attaining work goals, a person strives to attain further work goals and hence, develops an increased commitment to his work.

This model of career development is based on three main assumptions. The first assumption is that people are inherently self-directing, self-controlling human beings who need and seek autonomy and responsibility; thus, it is through career-related, autonomous behavior that they are able to experience psychological success. The second assumption is that in order for people to experience psychological success in their careers they must seek and perform personally-valued work tasks. As Hall and Schneider (1973, p. 17) point out:

One's work goals must be personally-valued or central to one's identity in order for psychological success to occur; they must require skills and abilities which are important to the person.

The third assumption is that work challenge is a function of one's need for achievement. The more a person's work goals are defined so that success or failure will enhance or threaten his self-concept, the more potent the work goals will be in facilitating his feelings of psychological success (Hall and Schneider: 1973).

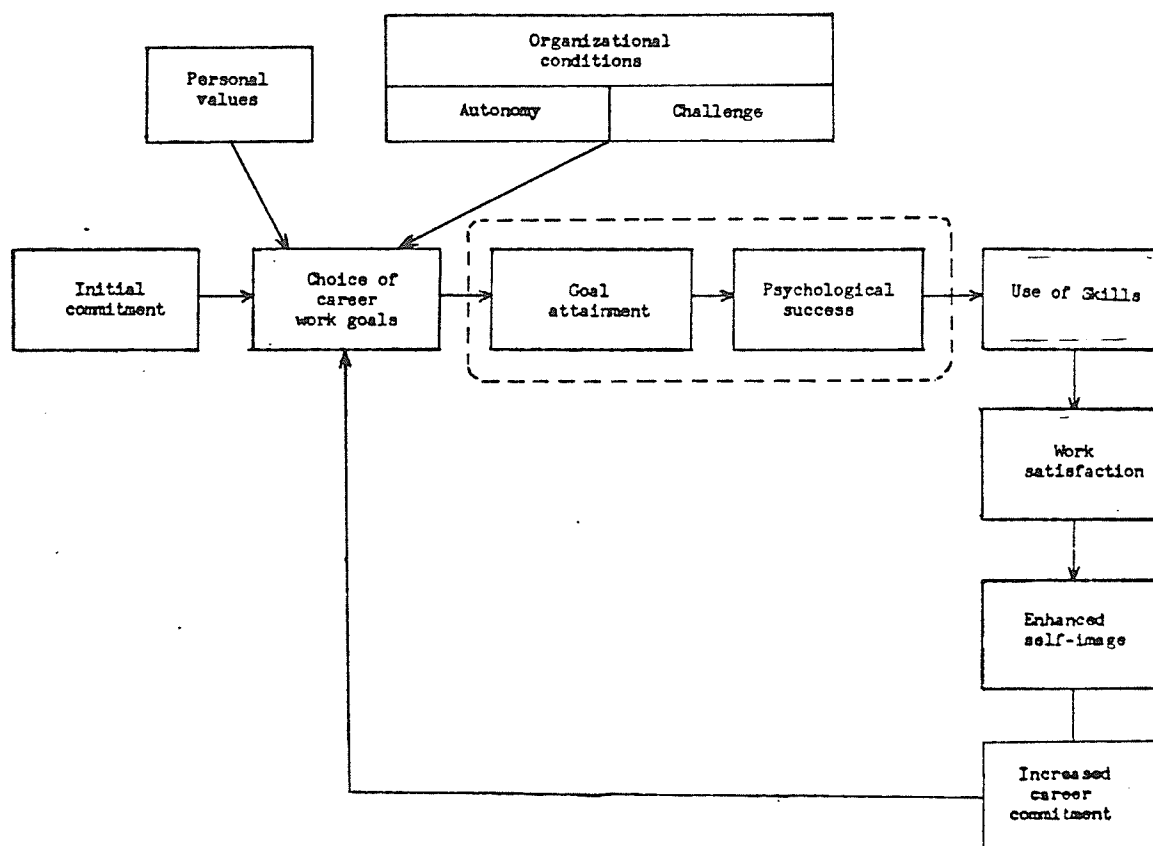


Figure 1

Hall and Schneider's Model of
Career Development

Source:

Douglas T. Hall and Benjamin Schneider, Organizational
Climates and Careers: The Work Lives of Priests, New York:
Seminar Press, 1973, p. 2.

Hall and Schneider's model of career development served as conceptual framework for their study of the career experiences of psychological success of priests. In their study, they identified and measured the influence of personal characteristics and organizational conditions on the psychological success which priests experience in their careers. These personal characteristics were identified as (1) career maturity, (2) interpersonal orientation, (3) intrinsic task values, and (4) acceptance of organizational goals and the organizational conditions were identified as (1) a personally-valued work assignment, (2) supportive autonomy, (3) superior effectiveness, (4) personal acceptance, and (5) work challenge. The following discussion deals with these particular personal characteristics and organizational conditions in more detail, as they were major components in the model of psychological success developed for this study.

Career Maturity. According to Hall and Schneider, an important mark of career maturity is one's ability to make career decisions (i.e., vocational selection, promotion) on the basis of one's skills, interests, and values. Since career experiences of psychological success call for the individuals to exercise autonomy and to successfully attain challenging and personally-valued goals, it is necessary that they be able to articulate the premises of their career decisions on the basis of their own skills, interests, and values. As Hall (1976, p. 29) points out:

Occupational selection is the process of choosing a career role in which a high or satisfactory degree of adjustment and satisfaction can be attained. This selection is not simply a matter of selecting a career goal; it is also one of choosing

aspects of one's self (skills, interests, etc.) which will be developed through one's career work. . . . One reason occupational choice is so difficult is that it means deciding "who I will be" as well as deciding "what I will do".

Interpersonal Values. One's interpersonal values refer to such aspects of the style of leadership one values, the method of resolving interpersonal conflict one values, and, the meaning of trust one internalizes. In essence, individuals' interpersonal values govern, to a large extent, the manner in which they relate to others. Hall and Schneider (1973) argue that in order for individuals to experience psychological success they must value a non-authoritarian environment where they feel free to assert themselves (their values, their interests) to their superiors, feel free to involve themselves and others in decision-making, and feel free to openly and frankly express their thoughts and ideas.

Task Values. One's task values refer to the kinds of work activities one personally finds important to perform. Hall and Schneider contend that career experiences of psychological success call for the individuals to seek and to perform work tasks which they personally value.

Acceptance of Organizational Goals. The extent to which individuals accept the goals of the organization in which they work can influence their career experiences of psychological success. Hall and Schneider argue that individuals' task values are an integral part of their overall organizational values. In fact, work tasks are the means by which their organizational values are carried out. As Hall and Schneider (1973, p. 61) write:

One may think of this relationship [between organizational values and task values] as a distinction frequently made between personality and attitudes: attitudes are more specific orientations of the individual's more global and general personality.

Given that the performance of personally-valued work tasks is a condition for career experiences of psychological success, it follows that individuals' organizational values should be fairly congruent with those of the organization in which they work. After all, a congruency between one's organizational values and those of the organization ensures an opportunity to perform personally-valued work tasks.

According to Hall and Schneider (1973), the requisite organizational conditions for career experiences of psychological success include (1) a personally-valued work assignment, (2) supportive autonomy, (3) superior effectiveness, (4) personal acceptance, and (5) work challenge.

A Personally-Valued Work Assignment. Since personally-valued work tasks lead to psychological success, it is important that a person's work assignment include work tasks of personal value.

Supportive Autonomy. According to Hall and Schneider, supportive autonomy is an organizational condition which facilitates the individual's initiative and autonomous behavior. When individuals experience support from their administrative superiors for their autonomy in their work environment, they feel free to express their ideas, to accept responsibilities, and to make important decisions by themselves. They do not feel threatened by their superiors when they exercise a high level of autonomy in their work.

Superior Effectiveness. Closely related to supportive autonomy is superior effectiveness. Indeed, individuals' superiors play an important role in determining the extent to which their work environment is supportive of their autonomous behavior. Based on earlier works of Campbell (1968), Hall and Schneider identify the attributes of effective superiors as (1) their ability and willingness to facilitate a person's initiative, (2) their ability to provide the person with guidance and direction without overly imposing on the subordinate's behavior, and (3) their ability and willingness to provide the person with a challenging and responsible work assignment. In short, superiors who facilitate individuals' career experiences of psychological success do not simply allow them to exercise autonomy, but also provide them with guidance and direction in a supportive, non-authoritarian manner.

Personal Acceptance. This organizational condition refers to the extent to which an individual is accepted as a person by the superiors and the co-workers. According to Hall and Schneider, personal acceptance in an organization breeds congeniality among its members and provides them with moral support and encouragement in their attempts to attain personally-valued work goals.

Work Challenge. This organizational condition refers to the extent to which individuals find their work goals difficult, yet attainable. Studies have shown (Atkinson: 1958) that risk-taking is a function of one's need for achievement: the more a career goal is defined so that success or failure will enhance or threaten the person's self-concept, the more potent the goal will be in

facilitating psychological success.

Hall and Schneider's (1973) study examined the influence of the above-mentioned personal characteristics and organizational conditions of the career experiences of psychological success on Roman Catholic priests and the main findings of their study can be summarized in three points.

One, of all the organizational conditions which are necessary for career experiences of psychological success, the ones which are the most important are (1) a personally-valued work assignment, (2) supportive autonomy, and (3) work challenge.

Two, of all the personal characteristics which are necessary for career experiences of psychological success, the one which is the most important is a person's task values. If career experiences of psychological success involve the attainment of personally-valued work goals, then it seems logical that individuals who personally value the tasks of their work assignment will experience psychological success.

Three, the remaining organizational conditions--superior effectiveness and personal acceptance--and the other personal characteristics--career maturity, non-authoritarian interpersonal orientation and the acceptance of organizational goals appear to influence career experiences of psychological success by being mediated through the major personal and organizational determinants of psychological success, namely, personally-valued work tasks, supportive autonomy, and work challenge. These findings seem logical. The amount of autonomy individuals have in their work and the extent to which they personally exercise that autonomy are influenced by

(1) the effectiveness of their superior (their willingness and capability to encourage self-initiative) and (2) their interpersonal orientation (the extent to which they can take initiative themselves). The amount of personally-valued work activities individuals perform is influenced by (1) their career maturity (the extent to which they select career goals on the basis of their skills and interests) and (2) their acceptance of the organizational goals (the extent to which they accept and personally value the organizational goals and the work tasks required to carry out these goals).

A HYPOTHESIZED MODEL OF PSYCHOLOGICAL SUCCESS

Drawing upon Hall and Schneider's conceptualization and findings in their study of the priestly career, the writer developed a hypothesized model of psychological success (see Figure 2) and sought to test its applicability to the feelings of success principals experience in their work.

The main proposition underlying the hypothesized model of psychological success is that given certain personal characteristics--the acceptance of organizational goals, frank and open interpersonal orientation, and maturity in career decisions--and, given certain organizational conditions--superior effectiveness, personal acceptance, a significant amount of personally-valued work tasks, supportive autonomy, and work challenge--it is likely that career experiences of psychological success will occur. In essence, these personal characteristics and organizational conditions are predictors of career experiences of psychological success.

The hypothesized model of psychological success has several

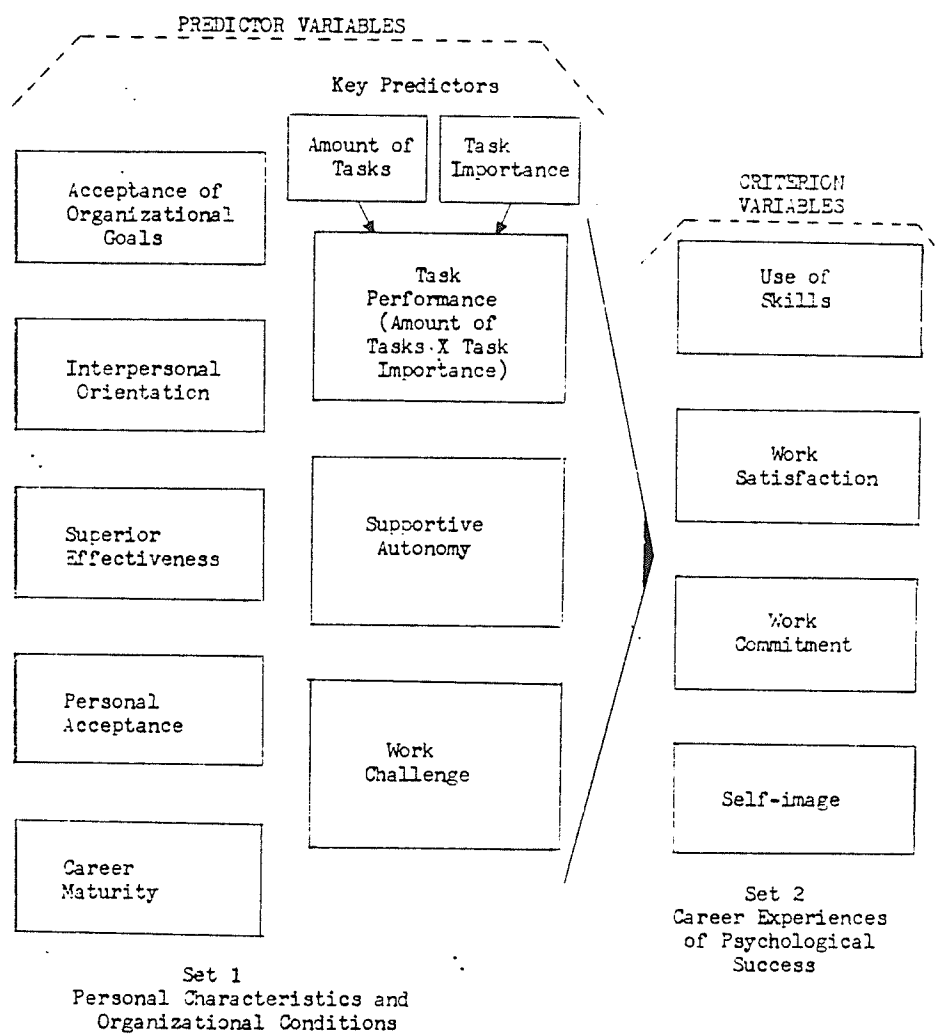


FIGURE 2

A Hypothesized Model of Psychological Success

characteristics which deserve attention. The first characteristic of the model is that it is rather relativistic. The model addresses the intrinsic, individually perceived experiences of psychological success. Whether or not career experiences of psychological success contribute toward the good of the organization, or society, is not addressed by the model.

The second characteristic of the model is that it does not present, nor reflect an important consideration for, a clear separation between personal characteristics and organizational conditions. Implicit in the concept of career is the notion that personal characteristics and organizational conditions predict jointly career experiences of psychological success. That is why the personal characteristics and organizational conditions are jointly referred to as the predictor variables. Furthermore, 'task performance', a personal characteristic and 'amount of tasks', an organizational condition are combined and constructed as one variable, namely 'task performance' which refers to the kinds of tasks a person values and the amount of these personally-valued tasks he performs in his work.

The third characteristic of the model is that it presents some personal characteristics and organizational conditions as stronger predictors of career experiences of psychological success than others. Task performance, supportive autonomy, and work challenge are presented the key predictors of psychological success and the influence of other personal characteristics and organizational conditions are seen as being mediated through these three key

predictors. For instance, a person's acceptance of the goals in his organization can likely influence his task performance. This seems quite logical since work tasks are the means by which organizational goals are carried out. And, if a person does not accept the goals of his organization, chances are he does not value the work tasks associated with those goals. Similarly, interpersonal orientation, superior effectiveness, and personal acceptance probably influence supportive autonomy. Some research on organizational behavior (Argyris: 1957, Schein: 1965) strongly suggests that autonomous behavior is influenced by the individual's interpersonal orientation, the amount of support and guidance he receives from his superiors, and the extent to which his work colleagues accept him. Lastly, career maturity should be a major influence on work challenge. According to Hall and Schneider (1973), a person's career maturity is marked by his ability to select career goals on the basis of his articulation of his skills, interests, and values. Hall (1976) claims that work challenge involves difficult, but attainable goals which are of interest to and personally-valued by the individual. Consequently, the individual's career maturity should be an important aspect of his ability to select career goals which are to him difficult but attainable, interesting and personally-valued, that is, challenging.

This hypothesized model of psychological success served as the framework of the study. The personal characteristics and the organizational conditions constituted the predictor variables while the career experiences of psychological success constituted the criterion variables. The method by which each variable was measured and quantified is discussed in Chapter II, however, at this time, it

is necessary only to delineate the hypothesized relationship between the predictor and criterion variables.

HYPOTHESIS OF THE STUDY

The study tested the general hypothesis that principals' career experiences of psychological success are related to their personal characteristics and the conditions of the organization in which they work. Career experiences of psychological success, the criterion variables, were measured by (1) the extent to which principals felt they were using their important skills in their work, (2) their work satisfaction, (3) their work commitment, and (4) their self-image. The specific personal characteristics and organizational conditions, jointly referred to as the predictor variables, were measured by (1) the principals' acceptance of the organizational goals, (2) their interpersonal orientation, (3) the effectiveness of their superiors, (4) their personal acceptance by the organization, (5) their career maturity, (6) their task performance, (7) the amount of supportive autonomy received from their superiors, and (8) the amount of challenge in their work. In particular, on the basis of the argument advanced earlier, it was hypothesized that the key personal characteristics and organizational conditions which relate to career experiences of psychological success would be task performance, supportive autonomy, and work challenge.

DEFINITION OF TERMS

Psychological Success

In this study, psychological success is defined as a subjective

feeling of personal worth, self-esteem, and sense of achievement which a person experiences through his work activities. In concrete terms, a person who experiences psychological success in his career will feel that his skills are being utilized, will be satisfied with his work, will be committed to his work, and will have a positive self-image.

Personal Characteristics

In this study, personal characteristics refer to the interests, values and orientations which a person brings to his work, that is, characteristics which are a reflection of his personality. The personal characteristics examined in this study included the principals' work interests, organizational values, interpersonal orientation, and career maturity.

Organizational Conditions

In this study, organizational conditions refer to the perceptions of principals regarding the nature of their work, work environment, and the behavior of organizational members. The specific organizational conditions about which principals were asked to register their perceptions included: the nature of their work assignment, the amount of their work autonomy, the degree of their work challenge, the effectiveness of their superiors, and their acceptance by other members of the organization.

ASSUMPTIONS OF THE STUDY

The first assumption of the study was that the concept of career is appropriate for the study of principals, that is, that

principals are career-oriented persons. The concept of career implies a strong interplay between the person, which includes such dimensions as self-identity, values and interests, and the work environment, which includes such aspects as work tasks, superiors and colleagues. As discussed earlier, the research literature on the principalship has paid little attention to the principal's self-image, values, and interests as these might relate to his work experiences. The position taken in this study is that these personal dimensions of the principalship are an important aspect of the feelings of success which the principal experiences in his work.

The second assumption of the study was that the concept of career experiences of psychological success is appropriate for the study of principals' careers. This concept suggests that individuals strive for autonomy, strive for work challenge, and strive to make work an integral part of their self-identity. Again, as discussed earlier, systematic inquiry into the intrinsic aspects of the principal's career is quite limited. Though it is difficult to know whether or not the principal strives for autonomy, work challenge and personally-valued work tasks, the approach taken in the study requires this assumption.

LIMITATIONS OF THE STUDY

The first limitation of the study is that neither career development nor career transitions are considered in the study since it is not a longitudinal one. Thus, in regards to career development, the study does not address the changes in career-related interests, skills, and values principals undergo in the course of their careers

as principals. Further, in regards to career transitions, the study does not address the changes in the feelings of work success principals experience as they shift from the position of teacher or vice-principal to the position of principal.

The second limitation of the study is that its theoretical framework is heavily based on the literature which emphasizes the careers of males. It must be recognized that the hypothesized model of career success is primarily based on a study of a career (the priesthood) in which males dominate and does not address the career differences, if any, between males and females.

The third limitation of the study lies in the nature of the self-administered questionnaire which was used to gather data for the study. The principal limitation of most self-administered questionnaires is the low percentage of returns (Kerlinger: 1973). In this study, seventy seven percent of the questionnaires sent out were returned; seventy-two percent were useable. Another limitation of the self-administered questionnaire is its difficulty in being uniform. Experience has shown that the same question frequently has different meanings for different people and for the same person at different periods of time (Kerlinger: 1973). This limitation of the questionnaire is borne out, in part, by the remarks made by one of the respondents at the end of the questionnaire:

Ask me again about my work experiences of psychological success when (1) the toilet is plugged with gym shorts, (2) the lights in the bathroom don't go on, and all the bladders are immediately affected, (3) the snowball weather lasts for a week, (4) the fire alarm won't turn off, and (5) the kids have all gone home and Johnny is left crying with his boots stolen.

Finally, it is important to note the limitation of the fixed response

items used in the questionnaire. For most of the items, five alternatives were given and the respondents chose one. Although fixed response items ensure greater uniformity of measuring responses, and hence, greater reliability than free responses items, they also force the respondent to answer in a way that fits the response categories and not in a way that is suitable to him. Furthermore, fixed response items are superficial: that is, they do not explain the respondent's reasons for his answers. Although interviews for instance could have provided more in depth information about principals' perceptions of the personal and organizational factors which affect their feelings of career success, the questionnaire survey made it possible to obtain economically, uniform measures of ninety-four principals' perceptions pertaining to their personal characteristics, the conditions of the school systems in which they work, and their feelings of success in their work.

The fourth limitation of the study pertains to the nature of the sample. The sample of the study included all the principals from four urban school jurisdictions in a Western Canadian city. While there were several valid reasons why this particular sample was selected, conclusions of this study are only applicable to principals having the same biographical characteristics and working in similar school jurisdictions as the principals in the study sample.

The fifth limitation of the study is that the relationship between personal characteristics, organizational conditions and career experiences of psychological success, which was determined by correlational analysis, cannot be interpreted as a causal relationship. Correlational research determines whether, and to what extent a

relationship exists between two sets of variables. The purpose of this analysis is to establish relationships or to use relationships in making predictions but it cannot establish causal relationships.

The sixth limitation of the study, although this is not unique to this study, is its reliance on principals' perceptions and memories regarding their career experiences. Although perceptions and memories can provide valuable information, they can also be biased and perhaps even distorted. It is important to note that information obtained about organizational conditions such as leadership style of superiors or superior-subordinate relationships was dependent on principals' perceptions of the organization in which they work. It cannot be ensured that their perceptions of the organizational conditions are all that objective or accurate. Indeed, the senior administrators' perceptions of the same organizational conditions may have been quite different from those of the principals.

CHAPTER II

METHODOLOGY OF THE STUDY

This chapter explains how the study was conducted and describes the sample, the instrument, and the procedures which were used to collect the data as well as the statistical techniques which were used to analyze the data.

The sample of the study consisted of the total number of principals in four urban school systems in a Western Canadian City. Since complete anonymity of participants in this study was ensured, the four school systems were identified as School Divisions A, B, C, and D.

There were two reasons for selecting this particular sample. First, since this study examined the relationship of perceived organizational conditions on principals' careers, it was useful from a research point of view to examine groups of principals who work under different organizational conditions. It was speculated that since School Division A is a large, inner city school system encompassing over ninety schools, it would be a more formal, more bureaucratic organization than the other school divisions. Bridges (Monahan: 1975) claims that the socializing influences of large organizations tend to lead to uniform behavior among their members, shaped more by institutional position and less by personality. Because of their small size in comparison to School Division A, School Divisions B, C, and D were expected to be less formal, with more informal

colleagual interaction than School Division A. School Division D was selected because of its bilingual, bi-cultural school community. It was expected that because of its bilingual, bi-cultural make-up, this school division's board policies, goals, and procedures would differ to some extent from those of the other three school divisions. These descriptions of the four school divisions were merely speculations; however, the concern of the study was simply to select school systems which might reasonably reveal different organizational conditions.

Secondly, since all four school divisions were located in the same city it was feasible and economical to conduct the study. Since the study dealt with a rather sensitive issue, support and approval for the study were sought from the senior administrators as well as the principals' associations of each school division. This procedure was very time-consuming; hence, a centrally located sample was convenient for this study.

THE INSTRUMENT

A questionnaire was developed to collect the data necessary to test the hypothesis identified in Chapter I. Thus, the questionnaire contained items resulting in measures of the principals' personal characteristics, their perceptions of the organizational conditions of the organization in which they worked, and their career experiences of psychological success.

The questionnaire was developed on the basis of a preliminary study which obtained information about principals' work experiences. Before the questionnaire is presented in detail, it is necessary to discuss the nature of the preliminary study and its

utility for the construction of the questionnaire.

THE PRELIMINARY STUDY

The purpose of the preliminary study was to obtain information about the principals' work tasks and their organizational environment which was used for the development of the questionnaire. Specific information was solicited regarding (1) the nature of the principals' work experiences, and (2) the goals of the four school divisions in which the principals work. This preliminary study consisted of a questionnaire which asked the principals to respond to these three open-ended questions:

1. What work activities make up a typical week in your work life? (e.g., attending meetings, teaching, supervising teachers . . .)
2. What would you say are the goals of your school system? (e.g., basic skills development, moral development).
3. What would you say should be the goals of your school system?

The questionnaire of the preliminary study (see Appendix A) was sent to thirty principals selected from the same school divisions that made up the sample of the study. While the sample of principals was not strictly random, the sampling procedure did ensure that each school division as well as each of the elementary, junior-high, and high schools were represented.

Out of thirty questionnaires sent out, eighteen were returned. The collation of the principals' responses to the questionnaire resulted in a list of work tasks and a list of division goals (see

Table 2). To provide an overall picture of the kinds of tasks the principals performed, the tasks were grouped into six categories:

- (1) school finance, (2) staff personnel, (3) student personnel,
- (4) school community relations, (5) plant facilities and
- (6) curriculum development.

THE DESIGN OF THE QUESTIONNAIRE

The complete questionnaire along with accompanying cover and follow-up letters are presented in Appendices B and C, respectively. The complexity of the questionnaire coupled with the fact that it was developed specifically for the purpose of the study makes it necessary to present the reader with a description of each section of the questionnaire.

Biographical Information

This introductory section of the questionnaire sought biographical information about the respondents such as (1) the name of their school divisions, (2) their age, (3) the grades that were taught in their schools, (4) their sex, (5) their experience as a principal, vice-principal and teacher, and (6) their university training.

The purpose of having biographical information about the respondents was two-fold. First, it was to obtain a descriptive picture of the principals. . . . What were their age patterns? . . . How many were male principals? . . . Female principals? . . . How much university training did most of the principals have? Since the respondents were selected from four, centrally-located, urban school divisions, and hence, were not randomly selected, it was important to know to what kinds of principals the findings and conclusions of this study pertained. Secondly, it was to explore whether or not

TABLE 2

A Summary of Work Tasks and Division
Goals Identified by the Principals

Work Tasks	
1. <u>School Finance</u>	4. <u>School-Community Relations</u>
Determining and implementing the policy regarding the school budget	Promoting a positive image of the school to the community
2. <u>Staff Personnel</u>	Involving the community in school matters
Supervising and evaluating teachers	Monitoring and controlling school visitors
Motivating teachers	
Informing teachers of legal and policy requirements that affect the school	5. <u>Plant Facilities</u>
Allocating work loads of teachers	Supervising the school custodial services
Resolving conflict situations between and among teachers, students and parents	Supervising and monitoring the use of school physical facilities
Communicating informally with teachers	
Organizing professional development activities for the school staff	6. <u>Curriculum Development</u>
3. <u>Student Personnel</u>	Setting and working toward the attainment of educational goals and objectives of the school
Managing student attendance	Supervising the organization and coordination of instructional materials
Dealing with student behavior and discipline	Supervising special education programs
Facilitating informal communications between staff and students	Planning and evaluating the school curriculum
Determining and implementing policies regarding student evaluation	Initiating curricular innovations
Monitoring extra-curricular student activities	
Division Goals	
To facilitate the development of students as aware and concerned citizens	
To develop in students the acceptance of education as a life-long process in a changing society	
To develop in students sound personal habits including a moral and ethical sense of values	
To develop in students an understanding of the need for law and respect for authority	
To develop in students excellence in the skills of reading, writing, speaking and listening	
To foster in students a desire for learning	
To teach students how to examine and use information, and to put their learning to the most effective use	
To develop a positive rapport with parents and community	

biographical factors were related to the principals' career experiences of psychological success.

Section 1: Nature of Principals' Tasks

This section of the questionnaire sought information about the principals' work activities. The principals were asked to respond to the list of work tasks obtained from the preliminary study (see Table 2) by circling, for each task, the number on a five point scale which best represented (1) the amount of time they spent performing each task, and (2) how important each task was to them personally. The format used to solicit principals' responses to the twenty-three work tasks is illustrated by the following example:

<u>TASK</u>	<u>Column 1</u> TIME SPENT by you performing the task					<u>Column 2</u> IMPORTANCE of task to you personally				
	5 A great deal	4	3 A moderate amount	2	1 Very little, if any	5 Very important	4	3 Somewhat important	2	1 Not important
1. Determining and implementing the policy regarding the school budget	5	4	3	2	1	5	4	3	2	1
2. Supervising and evaluating teachers	5	4	3	2	1	5	4	3	2	1

Section 2: Acceptance of Organizational Goals

This section attempted to measure the extent to which principals accepted or rejected the goals of their school division. The principals were asked to respond to a list of division goals

obtained from the preliminary study (see Table 2) by circling, for each task, the number on a five point scale which best represented:

- (1) how important they thought each goal was in their school, and
- (2) how important they thought the goal should be in their school division. This procedure which solicited the principals' responses regarding their perceptions of organizational goals is illustrated by the following example:

<u>GOAL</u>	<u>Column 1</u> How important the goal <u>IS</u> in your school division					<u>Column 2</u> How important the goal <u>SHOULD BE</u> in your school division				
	5	4	3	2	1	5	4	3	2	1
1. To develop in students excellence in the skills of reading, writing, speaking and listening										

Section 3: Career Maturity

This section attempted to measure the principals' levels of career maturity. According to Hall (1976), an important mark of career maturity is a person's ability to make career decisions on the basis of his skills, values, and interests. Consequently, the concept of career maturity was operationalized by obtaining from the principals, their reasons for becoming a principal. The principals were asked to indicate, on a five point scale, the extent to which their decision to become a principal was influenced by these reasons:

(1) encouragement of peers, (2) encouragement of superiors, (3) encouragement of family, (4) financial gains, (5) personal skills as they relate to the role of the principal, (6) personal values and interests as they relate to the role of principal, (7) a means to get ahead, (8) a way to get out of the classroom, and (9) other reasons. The five point scale ranged from 5, which indicated that the particular reason influenced their decision a great deal, to 1, which indicated that the reason did not influence them at all. Although the principals responded to eight possible reasons for becoming a principal, the measure of their career maturity was obtained by their response to item 5 (personal skills as they relate to the role of principal) and item 6 (personal values and interests as they relate to the role of principal).

Section 4: Interpersonal Orientation

This section attempted to measure the principals' interpersonal orientation. The procedure used to measure their interpersonal orientation was based on Argyris's (1965) instrument which simply consists of open-ended questions on these dimensions of a person's interpersonal orientation: (1) the leadership style he values, (2) the manner of resolving conflict he finds effective, and (3) the meaning of trust he internalizes. These three dimensions of the principals' interpersonal orientation were measured by obtaining their responses on the following continuums:

1. In a school staff meeting, you tend to:

5	4	3	2	1
involve the staff in making most of the important decisions				make most of the important decisions yourself

2. When disagreements erupt into personal antagonisms and hostile feelings, you tend to:

5	4	3	2	1
confront the issue, bring it to the open				avoid the issue, try to discourage such conflict situations

3. In your opinion, how much members trust each other is usually shown by:

5	4	3	2	1
being frank and open with their criticisms of each other				being careful with their criticisms of each other so that they are considerate of each other's feelings

The principals' responses to these three continuums provided a global indication of their interpersonal orientation.

Section 5: Superior Effectiveness,
Personal Acceptance, Work Challenge,
Supportive Autonomy

This section attempted to measure the following organizational conditions under which the principals worked: (1) superior effectiveness, (2) personal acceptance, (3) work challenge, and (4) supportive autonomy. This section was based heavily on Hall and Schneider's (1973) instrument, "Work Experiences of Priests," in which they identified several indicators of each of these four organizational conditions. The indicators used in this study are

listed in Table 3. The principals were asked to respond to each of the indicators of the four organizational conditions investigated by circling the number on a five point scale which best represented the extent to which that particular indicator was present in their work. The five point scale ranged from 5, which meant that the particular indicator was present a great deal in their work, to 1, which meant that it was present very little, if any, in their work. The indicators were not presented in any identified grouping in the questionnaire but rather in a single list.

Section 6: Use of Skills

This section attempted to measure the extent to which principals felt they were using their important personal and administrative skills in their work. The principals were asked to identify some of their important personal and administrative skills and to indicate, on a five point scale, the extent to which they were using that particular skill in their work. For example:

<u>Skill</u>	5 Using it a great deal	3 Using it somewhat	1 Not using it
1.	5	4	3 2 1

TABLE 3

Indicators of Superior Effectiveness, Personal
Acceptance, Work Challenge, and Supportive
Autonomy

1. Superior Effectiveness

Amount of guidance provided by superior(s)
 Amount of direction provided by superior(s)
 Administrative effectiveness of superior(s)
 Amount of constructive criticisms from superior(s)
 Respect for superior(s)
 Recognition of one's accomplishments by superior(s)

2. Personal Acceptance

Feeling of being accepted as a principal by superior(s)
 Feeling of being accepted as a principal by the staff
 Feeling of being accepted as a principal by principals in the school division
 Amount of assistance provided by principals in the school division

3. Work Challenge

Amount of initiative actually exercised in work
 Amount of challenge in work
 Amount of responsibility in work

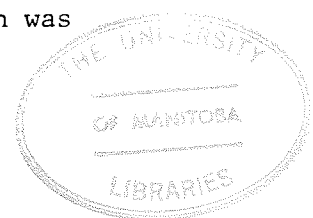
4. Supportive Autonomy

Opportunity to express ideas
 Willingness of superior(s) to accept one's ideas
 Feeling of contributing to decision-making at the school system level
 Amount of discussion about one's work
 Feeling of being treated as an equal by superior(s)
 Discussion of things other than work with superior(s)
 Opportunity to exercise initiative
 Encouragement from superior(s) to exercise initiative

Section 7: Work Satisfaction

This section measured the extent to which the principals were satisfied with their work. The principals' levels of work satisfaction were assessed by a modification of the Job Description Index, a measure of work satisfaction developed by Patricia Smith (1969). In addition to work satisfaction, four other facets of satisfaction with the work environment are measured by her instrument: supervision, pay, promotion and co-workers. Each facet of work satisfaction includes a list of descriptive words to which the respondent indicates whether or not (yes or no) that particular word describes his work. The underlying assumption of the instrument is that certain behavioral and attitudinal profiles are indicative of work satisfaction while other behavioral and attitudinal profiles are indicative of work dissatisfaction. The words describing work satisfaction are (1) fascinating, (2) satisfying, (3) good, (4) creative, (5) respected, (6) pleasant, (7) useful, (8) healthful, and (9) challenging: the words describing work dissatisfaction are (1) boring, (2) tiresome, (3) simple, (4) frustrating, and (5) endless.

In order to suit the needs of this study, the instrument was modified in two ways. First, the four facets of satisfaction with the work environment (supervision, pay, promotion and co-workers) were dropped from the instrument. These facets of satisfaction with the work environment were not considered central to the concepts of career experiences of psychological success; more specifically, they were not considered to be central to the connection between a person's self-image and his work, an important notion of career success (Hall and Schneider: 1973). Only the facet of work satisfaction was



retained from the Job Description Index for this study. Secondly, the response patterns were changed from "yes" or "no" to a scale from 1 to 5, 5 indicating "definitely agree" and 1 indicating "definitely disagree". The reason for this change was to make it possible to obtain levels of work satisfaction which were simple to interpret. The Job Description Index was designed to compare, by the use of percentiles, any studied group against national normative data. The intent of this study was to obtain levels of work satisfaction which could be compared statistically to the obtained levels of predictor variables. Hence, a modified version of the Job Description Index was used by asking the principals to indicate on the five point scale the extent to which they agreed each word described their work.

Section 8: Work Commitment

This section measured the levels of principals' commitment to their work. Work commitment can be defined as the amount of time, dedication, and concern a person puts into his work (Van Maanan and Schein: 1976) and there are several possible reasons for a person's high level of work commitment. The first reason for his work commitment may lie in his attempts to gain a promotion, especially if he perceives that work commitment is a criterion used for promotion decisions. The second reason for his work commitment may lie in the work pressures and demanding expectations he receives from his superiors. The third reason for a person's work commitment, which is of concern in this study, lies in the personal satisfaction and growth he experiences in his work, an important outcome of career experiences of psychological success. Consequently, it was important

to obtain measures of the principals' work commitment which stemmed from the personal satisfaction and growth they experienced in their work. Measures of this variable were obtained by asking them to indicate, on a five point scale, the level of their work motivation which was attributed to the personal satisfaction and growth the experienced in their work. The five point scale ranged from 5, which indicated a very high level of work commitment, to 1, which indicated a very low level of work commitment.

Section 9: Self-image

This last section attempted to measure the self-image of principals. According to the literature which deals with self-image (Maslow: 1968, Rosenberg: 1965, Coopersmith: 1967, Linton: 1959, Hall and Schneider: 1973) there are certain behaviors and attitudes which constitute a positive self-image. The more these behaviors and attitudes characterize a person, the more positive is his self-image. In the work of Maslow (1968) and Hall and Schneider (1973) these behaviors and attitudes are listed as follows:

1. <u>Dominative</u>	2. <u>Supportive</u>	3. <u>Intellectual</u>	4. <u>Involved</u>
Confident	Sincere	Enthusiastic	Active
Relaxed	Kind	Creative	Sensitive
Extroverted	Informal	Intellectual	Involved
Unconventional	Helpful	Industrious	Committed
Independent	Trusting		
Adventuresome	Friendly		
Self assured	Cooperative		
	Approachable		
	Considerate		
	Available		

The self-image of principals was assessed by obtaining the extent to which they felt each of these behaviors and attitudes characterized them.

It must be pointed out that a person's self-image differs from one situation to another (Schein: 1971, Rosenberg: 1965). Thus, a person's self image can have several different assessments: his

self-image in relation to his friends, in relation to his superior, in relation to his colleagues, and in relation to people in general. To attempt to measure all possible dimensions of a person's self-image is a rather difficult if not an unmanageable task. In this study, an assessment was made of the principals' self-image in general, not in any particular relationship. According to Hall and Schneider (1973), a person's self-image in general is most central, most strongly related to his feelings of work success. In contrast, a person's self-image in relation to particular situations (i.e., his superior, his peers) tends to be focused on personal issues and unrelated to work per se. Consequently, the principals were asked to think of themselves as persons, without any reference to a particular situation, and to indicate by a check mark on a continuum the extent to which each descriptor described them as persons. The continuum which was used for each descriptor is illustrated in the following examples:

confident	--	--	--	--	--	not confident
relaxed	--	--	--	--	--	nervous
extroverted	--	--	--	--	--	introverted
unconventional	--	--	--	--	--	conventional

The principals' responses to the twenty-five continuums provided an overall, global assessment of their self-image.

RELIABILITY AND VALIDITY OF THE QUESTIONNAIRE

The questionnaire used in this study represents a modification of Hall and Schneider's (1973) questionnaire in their study, Organizational Climate and Careers: the Work Lives of Priests. Hall and Schneider used the technique of factor analysis to develop the

scales of their questionnaire and report estimates of internal consistency of the scales ranging from .61 to .91 (see Hall and Schneider, 1973, pp. 58-76).

The study questionnaire differs from that of Hall and Schneider in two ways. First, the study questionnaire was designed to obtain measures pertaining to the work experiences of principals whereas Hall and Schneider's questionnaire was concerned with the work experiences of priests. Secondly, the study questionnaire consisted solely of fixed responses items whereas Hall and Schneider's questionnaire consisted of several open-ended questions.

To maximize the reliability and content validity of the questionnaire, two approaches were used. First, the construction of the questionnaire items pertaining to the nature of principals' tasks and their acceptance of the organizational goals was based on a preliminary study which sought information about the principals' work tasks and the goals of their school divisions. Second, the questionnaire was presented to staff members and several graduate students at the University of Manitoba who were former principals. They were asked for their judgement as to whether the questionnaire items measured what it was they were intended to measure. On the basis of their reactions to the questionnaire, several items were rephrased in order to avoid ambiguity in the questions.

COLLECTION OF DATA

The questionnaire was sent to all the principals of the four urban school jurisdictions. One hundred and thirty questionnaires were distributed, and initially 90 (69.1 percent) were returned. A first and second reminder increased the total to 101 (77.7 percent).

Seven of the returned questionnaires were unuseable. The results in this report are therefore based on 94 (72.3 percent) useable returns.

ANALYSIS OF THE QUESTIONNAIRE DATA

The analysis of the questionnaire data involved several steps, the first of which was to present a description of the respondents according to the biographical characteristics measured in the introductory section of the questionnaire (school division, age, type of school, experience, and training).

The next step of the analysis involved constructing the quantitative measures of the four personal characteristics and the five organizational conditions (predictor variables), and the four measures of psychological success (criterion variables) necessary for the statistical tests of the hypotheses of the study.

With the exception of the predictor variables of 'task performance' and 'acceptance of organizational goals', the quantitative measures of all predictor and criterion variables were obtained by calculating each person's mean response on the questionnaire items associated with each variable.

The 'task performance' measure was obtained by calculating the mean of the products of 'time spent on the task' and 'importance of the task' for each person (see Section 1: Nature of Principals' Tasks). This computational procedure can be illustrated best by the following example:

<u>TASK</u>	<u>Column 1</u> TIME SPENT by you performing the task					<u>Column 2</u> IMPORTANCE of task to you personally					<u>Product</u> (Time Spent x Importance)
	5 A Great deal	3 A moderate amount	1 Very little, if any	5 Very important	3 Somewhat important	1 Not important					
1. Determining and imple- menting the policy regarding the school budget	5	4	3	(2)	1	5	4	(3)	2	1	6
2. Supervising and evaluating teachers	(5)	4	3	2	1	(5)	4	3	2	1	25
3. Motivating teachers	5	4	3	(2)	1	5	4	3	(2)	1	4
Sum of Product											35
Mean											11.67

Thus, the mean score of 11.67 in this example represents the extent to which the respondent was performing tasks which were personally important to him. Note that the scores on this variable could have ranged from a minimum of 1 (1 x 1) to a maximum of 25 (5 x 5). A score of 25 indicated that the principal was spending a great deal of time performing a task which he valued a great deal; a score of 1 indicated that he was spending very little time performing a task which he did not value. According to Hall and Schneider (1973), this procedure for obtaining the scores for 'task performance' resulted in an overall assessment of the extent to which the respondents were performing personally-valued work tasks.

The measure of 'acceptance of organizational goals' was obtained by calculating the mean absolute discrepancy between the extent to which the respondents thought each goal (1) actually did

exist and (2) should exist in their school division (see Section 2: Acceptance of Organizational Goals). The procedure used for calculating the 'acceptance of organizational goals' measured is illustrated by the following example:

GOAL	Column 1 How important the goal IS in your school division			Column 2 How important the goal <u>SHOULD BE</u> in your school division			Absolute Discrepancy (Is - Should Be)
	5 Very important 3 Somewhat important 1 Not important			5 Very important 3 Somewhat important 1 Not important			
1. To develop in students excellence in the skills of reading, writing, speaking and listening	5 4 (3) 2 1			5 4 3 (2) 1			1
2. To foster in students a desire for learning	5 4 (3) 2 1			(5) 4 3 2 1			2
Sum of Absolute Discrepancies							3
Mean							1.50

Thus, scores on this variable ranged from a maximum of 4.00 to a minimum of 0.00. A score of 0.00 indicated that the respondent had accepted fully the goals of his school division since no discrepancy was found between the extent to which he thought the goal did exist and should exist in his school division. Hence, the lower the numerical value of the score, the higher the level of the respondent's acceptance of the goals in his school division.

Given the formation of the predictor and criterion variable measures, the third step of the analysis involved a description of these variables. The final step of analysis involved a canonical correlation to test the hypothesis of the study.

CHAPTER III

FINDINGS OF THE STUDY

This chapter has three purposes: (1) to provide a biographical profile of the respondents, (2) to present the results of the descriptive analysis of the predictor and criterion variables, and (3) to present the results of the canonical correlation analysis.

BIOGRAPHICAL PROFILE OF THE RESPONDENTS

Table 4 presents a profile of the respondents as a function of various biographical characteristics.

(1) School Division. The number of respondents was not evenly distributed among the four urban school divisions. Two thirds of the respondents worked in School Division A with the remaining one third of the respondents fairly evenly distributed among School Divisions B, C, and D.

(2) Age. The number of principals was fairly evenly distributed among the various age groups with the exception of the much smaller group of principals (6.4%) who were fifty-six years old or more.

(3) Grades Taught. Slightly more than one half of the total number of respondents were elementary principals; approximately one third of the total were junior high school principals and only one tenth were high school principals.

(4) Sex. Most of the respondents (85.1%) were males.

(5) Experience as Principal. With respect to length of

TABLE 4
Biographical Profile of Respondents

1. School Division		6. Number of Years of Experience as Principal in Present School	
School Division A	58 (61.7%)	Less than 1 year	23 (24.7%)
School Division B	13 (12.8%)	1 to 3 years	28 (30.1%)
School Division C	10 (10.7%)	4 to 6 years	23 (24.7%)
School Division D	13 (13.8%)	7 to 9 years	14 (15.1%)
		10 years or more	5 (5.4%)
2. Age		7. Experience as Vice-Principal	
31 to 35 years	13 (13.9%)	No experience	25 (26.6%)
36 to 40 years	15 (15.9%)	Less than 1 year	6 (6.4%)
41 to 45 years	24 (25.6%)	1 to 3 years	37 (39.4%)
46 to 50 years	19 (20.2%)	4 to 6 years	21 (22.3%)
51 to 55 years	17 (18.0%)	7 to 9 years	4 (4.3%)
56 years or more	6 (6.4%)	10 years or more	1 (1.1%)
3. Grades Taught		8. Teaching Experience	
K to 6	51 (54.3%)	1 to 3 years	2 (2.1%)
K to 8	3 (3.2%)	4 to 6 years	10 (10.6%)
K to 9	11 (11.7%)	7 to 9 years	16 (17.0%)
7 to 8	9 (9.6%)	10 years or more	66 (70.3%)
7 to 9	9 (9.6%)		
9 to 12	5 (5.2%)		
10 to 12	6 (6.4%)		
4. Sex		9. Training	
Female	14 (14.9%)	4 years	9 (9.6%)
Male	80 (80.1%)	5 years	40 (42.5%)
5. Experience as Principal		6 years	28 (29.8%)
Less than 1 year	11 (11.8%)	7 years	14 (14.9%)
1 to 3 years	11 (11.8%)	8 years or more	3 (3.2%)
4 to 6 years	21 (22.6%)		
7 to 9 years	18 (19.4%)		
10 years or more	32 (34.4%)		

experience as a principal, the respondents were fairly evenly distributed with the exception of the group of principals with more than ten years of experience as principals. This group included more than one third of the total number of respondents.

(6) Experience as Principal in Present School. Again, the principals were fairly evenly distributed on this variable with the exception of the relatively small group of respondents (5.4%) who had been principals of their present school for ten years or more.

(7) Experience as Vice-Principal. For the majority of the respondents (72.4%), the position of vice-principal had been a short-lived experience of three years or less. Indeed, only five percent of the respondents had been vice-principals for ten years or more.

(8) Experience as Teacher. A majority of the respondents (70.3%) had substantial teaching experience of ten years or more. Only 12.7% of the respondents had less than six years of teaching experience.

(9) Academic Training. Each respondent held at least one or more university degrees. Of these respondents who indicated the degrees they held, two held a Ph.D. degree, three held two master's degrees, thirty held one master's degree, and sixty held one or two bachelor's degrees.

DESCRIPTIVE ANALYSIS OF THE PREDICTOR AND CRITERION VARIABLES

Appendix D contains the results of a descriptive analysis of the individual questionnaire items comprising the measures of the eight predictor and four criterion variables. Descriptive statistics for these

predictor and criterion variables are presented in Tables 5 and 6 respectively. From Tables 5 and 6, two general observations can be made.

First, with the exception of 'task performance' and 'superior effectiveness', the predictor variable means were generally high, indicating that the respondents appeared to display the personal characteristics and encounter the organizational conditions which provide career experiences of psychological success. Of all the predictor variables, 'work challenge' and 'career maturity' had the highest mean values. Note also, the low mean value of .699 for 'acceptance of organizational goals', indicating a high degree of congruency between the goals of the principals and their school divisions.

Second, like the predictor variables, the mean values of the criterion variables were also fairly high. Of special note was the 'use of skills' variable which had a mean score of 4.12 and a mode of 5.00, indicating that most of the respondents thought they were using a great deal of their skills in their work. In general, respondents experienced a moderate level of work satisfaction (3.59) and possessed a fairly high level of work commitment (4.08) and a positive self-image (4.11).

Both descriptive and inferential analyses were performed on the predictor and criterion variables according to the biographical characteristics enumerated in Table 3. The results of this analysis are presented in Appendix E and Appendix F, respectively. As seen from Appendix E, there were not consistent differences among the predictor and criterion means as a function of the various biographical characteristics. This finding was further substantiated by the inferential analysis results presented in Appendix F. Of the 108 F tests calculated only 7 were found to be statistically significant at the

TABLE 5

Descriptive Statistics for the Predictor Variables

Variable	Range of Responses		Possible Range		Mean	Mode	Standard Deviation
	Min.	Max.	Min.	Max.			
Task Performance	3.69	17.82	1.00	25.00	11.26	15.08	2.84
Acceptance of Goals	.00	2.50	.00	4.00	.69	.0	.64
Career Maturity	1.00	5.00	1.00	5.00	4.06	5.00	.87
Interpersonal Orientation	2.00	5.00	1.00	5.00	3.72	3.33	.67
Superior Effectiveness	1.00	4.33	1.00	5.00	2.77	2.16	.78
Personal Acceptance	2.00	5.00	1.00	5.00	3.93	3.75	.64
Working Challenge	1.33	5.00	1.00	5.00	4.30	4.33	.70
Supportive Autonomy	1.75	4.75	1.00	5.00	3.39	3.00	.73

TABLE 6

Descriptive Statistics for the Criterion Variables

Variable	Range of Responses		Possible Range		Mean	Mode	Standard Deviation
	Min.	Max.	Min.	Max.			
Use of skills	2.00	5.00	1.00	5.00	4.12	5.00	.69
Work Satisfaction	2.13	4.66	1.00	5.00	3.59	3.53	.50
Work Commitment	2.00	5.00	1.00	5.00	4.08	4.00	.78
Self-Image	2.20	4.92	1.00	5.00	4.11	4.36	.46

.05 level, a result which could be expected by chance alone given the large number of tests calculated. Consequently, further investigation of the relationship of the biographical characteristics to the predictor and criterion variables was not performed.

In summary, the descriptive analysis of the data revealed that most of the respondents were males, worked in urban, elementary schools, had substantial amounts of teaching experience, and possessed fairly high levels of university training. The generally high predictor and criterion variable means indicated that most of the respondents had displayed the personal characteristics and encountered the organizational conditions which facilitate psychological success and had experienced fairly high levels of psychological success. Finally, inferential analysis indicated that the respondents' biographical characteristics did not appear to have any important relationship to the measures of principals' personal characteristics, organizational conditions, and career experiences of psychological success.

TESTING THE HYPOTHESIS

Canonical correlation analysis (CCA) was used to test the general hypothesis that a principals' career experiences of psychological success are related to their personal characteristics and the conditions of the organization in which they work. Specifically, it was hypothesized that the key personal characteristics and organizational conditions which relate to career experiences of psychological success are task performance, supportive autonomy, and work challenge.

CCC tested the hypothesis concerning the two sets of variables (predictor and criterion) by providing answers to the following questions:

1. What is the number of important links or sources of common variance between the two sets?
2. What is the degree of overlap or redundancy between the two sets?
3. What is the nature of these important links between the two sets of variables?

Canonical Correlation Analysis

CCA is the generalization of multiple regression analysis to include a number of dependent variables (Kerlinger: 1973). That is, CCA is a multiple regression analysis with k independent or predictor variables and m dependent or criterion variables. Through least squares analysis, pairs of linear composites are found, one for the set of predictor variables and one for the set of criterion variables. The correlation between any pair of linear composites is the canonical correlation, R_i . The square of the canonical correlation, R_i^2 , is an estimate of the variance shared by or common to the pair of linear composites.

CCA extracts the pairs of linear composites (called canonical variates) in a sequence, with the first pair representing the largest source of shared variance and thus having the largest canonical correlation. Having extracted the first pair of canonical variates, CCA derives, in order of amount of shared variance, up to the minimum of (k, m) pairs of canonical variates which are independent of the minimum $(k-1, m-1)$ preceding pairs of variates. The rationale here is to identify the number of important, statistically independent links between the two sets of variables. Therefore, unlike multiple

regression which results in one linear composite of a set of predictor variables and a single criterion variable, CCA generates multiple linear composites between two sets of variables (Kerlinger: 1973). If more than one of the correlations between these pairs of linear composites is statistically significant, there is more than one important link or source of shared variance between the two sets of variables.

Interpretation of the nature of these important links is a complex process. It calls for careful inspection of each pair of canonical variates by the examination of either the canonical weights comprising each pair or the correlations of each original variable with the associated canonical variate (structure coefficients). Several researchers (Kerlinger: 1973, Darlington et. al.: 1973) argue that interpretation via canonical weights can be misleading. Like regression weights, canonical weights represent the direct contribution of each original variable to the linear composite. However, if two variables within the set are closely correlated with each other, once one of the two has made its contribution to the composite, the other has no additional contribution to make. Thus, weights often provide distorted information about the actual contribution of each original variable to the linear composite. These authors agree that a more substantive interpretation of the pairs of canonical variates is obtained from an enumeration of structure coefficients. Particularly when the sample is small, as in this study, standard errors of weights are often much higher than those of correlations. In such samples, the researcher should reject the weights and emphasize the correlations in the interpretation of the data.

Results of the Canonical Analysis

Finn's (1973) multivariate computer program was used to obtain the canonical correlation analysis of the two sets of variables.

The introductory information provided by CCA is an inter-correlation matrix which provides an initial picture of the two sets of variables and some insight into the subsequent, main analysis.

The intercorrelations of all predictor and criterion variables are presented in Table 7. As seen from Table 7, all the correlations among the variables were positive with the exception of the variable 'acceptance of organizational goals'. However, it must be remembered that this variable was measured as a function of the absolute discrepancy between the degree to which the respondents thought each goal did exist and the degree to which they thought it should exist in their school division. Consequently, the lower the score, the higher the level of acceptance of organizational goals. Therefore, 'acceptance of organizational goals' was also related positively to the other variables.

A rule of thumb was used to determine the magnitude of the correlation coefficients. Values of r of .30 or less were considered as low, values of over .30 but under .50 were considered as moderate and values over .50 were considered as high. An examination of the correlations between the variables within the predictor set revealed that, in general, all variables appeared to be moderately correlated, with some pairs of predictor variables being rather highly correlated. The five highest correlations occurred between (1) superior effectiveness and supportive autonomy ($r = .73$), (2) personal acceptance and work challenge ($r = .59$), (3) interpersonal orientation and work challenge ($r = .46$), (4) interpersonal orientation and personal acceptance

($r = .42$), and (5) work challenge and career maturity ($r = .41$). In regards to the criterion set, all variables in this set were found to be moderately to highly correlated with values of r ranging from .41 to .59.

Finally, all predictor variables appeared to be moderately to highly correlated with the criterion variables. The highest of these correlations are presented in Table 8. As seen in this table, each criterion variable was highly correlated with at least two predictor variables. Further, of the eight predictor variables, the three which were most consistently correlated with the criterion variables were 'work challenge', 'personal acceptance', and 'career maturity'. In summary, the intercorrelation matrix revealed that there was a moderate to high degree of correlation within the predictor and criterion sets and between the predictor and criterion sets.

Table 9 presents a summary of the four pairs of canonical variables, their associated canonical correlations, and their significance levels. The importance of these results in this table lies in the number of significantly correlated canonical variates or pairs of linear composites. If more than one of the pairs of linear composites is found to be statistically significant, then there is more than one important link or shared variance between the two sets of variables. For instance, if only the first pair of linear composites--one pertaining to the measure of personal characteristics and organizational conditions and one pertaining to the measures of psychological success--is significantly, positively correlated, then this would indicate only one important relationship or source of shared variance between the two sets of variables. The trait predicted by the

TABLE 8

Highest Correlations of Predictor Variables
With Each Criterion Variable

<u>Criterion Variables</u>	<u>Predictor Variables</u>
1. Use of Skills	Work Challenge ($r. = .49$)
	Personal Acceptance ($r. = .40$)
2. Work Satisfaction	Personal Acceptance ($r. = .42$)
	Work Challenge ($r. = .55$)
3. Work Commitment	Personal Acceptance ($r. = .44$)
	Work Challenge ($r. = .51$)
4. Self-image	Career Maturity ($r. = .46$)
	Personal Acceptance ($r. = .57$)
	Work Challenge ($r. = .61$)

TABLE 9

Canonical Correlation Analysis: Summary Table

Canonical Variate Pair (i)	Canonical Correlation (R_i)	R_i^2	Significance of the Canonical Variate Pair (p)*
1	.8018	.6428	.0001
2	.3209	.1029	.7186
3	.2615	.0684	.8244
4	.1245	.0155	.9297

*p: Probability that the sample result is due to chance

set of measures of personal characteristics and organizational conditions would be psychological success. If more than one pair of linear composites is found to be strongly correlated, then traits other than psychological success would be predicted by the measures of personal characteristics and organizational conditions. As seen from Table 9, results indicated that only the first canonical correlation was statistically significant ($R_1 = .8018$, $p < .0001$) with 64 percent of the variance being shared by this first pair of linear composites of the two sets of variables. The remaining pairs of variates were not found to be statistically significant. Thus, the data suggested that there was only one significant link or source of shared variance between the two sets of variables.

To determine the degree of overlap between the predictor and criterion set, a redundancy analysis (Stewart and Love: 1968) was performed to arrive at the proportion of shared variance in the two sets or the proportion of variance in the criterion set accounted for by the variance in the predictor set. While a squared multiple correlation represents the proportion of criterion variance predicted by the optimal linear combination of predictors, a squared canonical correlation represents the variance shared by the linear composites of two sets of variables, and not the shared variance of the two original sets of variables (Stewart and Love: 1968, p. 160). In summary, unlike those of multiple regression, squared canonical correlations do not represent the proportion of variance in the criterion set which are accounted for by the predictor set. What is needed in canonical correlation is a measure functionally equivalent to the squared multiple correlation coefficient (Darlington et. al.:

TABLE 10
Redundancy Analysis

Canonical Variate Pair	R_i	R_i^2	Redundancy	Proportion of Total Redundancy
1	.8018	.6428	.3708	.9328
2	.3209	.1029	.0162	.0408
3	.2615	.0684	.0082	.0206
4	.1245	.0155	.0023	.0058

Total Redundancy = .3975 1.000

1973). This measure is obtained by a redundancy analysis.

The results of the redundancy analysis are presented in Table 10. As seen from this Table, the proportion of variance in the criterion set extracted by the four pairs of variates was 39.75 percent. According to Cohen (1970), this represents a substantial amount of shared variance. Further, of this 39.75 percent, 37.08 or 93.28 percent of the total redundant or shared variance was associated with the first pair of variates.

At this point, CCA had provided the answers to the first two questions raised earlier. First, because only the first pair of variates was found to be statistically significant there appeared to be only one important link or source of shared variance between the predictor and criterion sets. Secondly, 39.75 percent of the variance in the criterion set was accounted for by the variance in the predictor set and 93.28 percent of this shared variance was associated with the first pair of variates. Consequently, further analysis was restricted to this first pair of variates.

Following the advice of Darlington et. al. (1973) and Kerlinger (1973), the third question concerning the nature of the link or shared variance between the predictor and criterion sets was investigated by examining the structure coefficients of the first canonical pair. Table 11 presents these structure coefficients. For completeness, the raw and standardized canonical weights of this variate pair are also presented. As seen from the table, all four criterion variables were highly, positively correlated with the criterion canonical variate with 'self-image' being the most highly correlated (.88) and followed closely by 'work satisfaction' (.76), work commitment (.72),

TABLE 11

Canonical Weights and Structure Coefficients for
the First Canonical Variate Pair

Variables	Raw Canonical Weights	Standardized Canonical Weights	Structural Coefficients
Criterion Set			
Use of Skills	-0.33	-0.23	0.67
Work Satisfaction	-0.50	-0.25	0.76
Work Commitment	-0.31	-0.24	0.72
Self-image	-1.21	-0.56	0.88

Predictor Set

Task Performance	-0.05	-0.13	0.48
Acceptance of Organizational Goals	0.39	0.25	-0.48
Career Maturity	-0.10	-0.09	0.52
Interpersonal Orientation	0.06	0.04	0.45
Superior Effectiveness	0.07	0.05	0.27
Personal Acceptance	-0.49	-0.32	0.77
Work Challenge	-0.80	-0.56	0.89
Supportive Autonomy	-0.19	-0.14	0.44

and 'use of skills' (.67). Similarly, all eight predictor variables were moderately to highly positively related to the predictor canonical variate. (Note that the negative sign for 'acceptance of organizational goals' is a function of its coding as discussed earlier). Of all the predictor variables, 'work challenge' and 'personal acceptance' were the most highly correlated (.89 and .77, respectively) with the predictor canonical variate. With 'superior effectiveness' receiving lowest correlation (.27), the remaining predictor variables--'career maturity', 'acceptance of organizational goals', 'task performance', 'interpersonal orientation', and 'supportive autonomy'--were highly to moderately correlated (.52 to .44) with the predictor canonical variate.

If we identify the trait being predicted by the pair of canonical variates as 'psychological success', we see that, for all the personal characteristics and organizational conditions, the higher the respondents' levels on these variables, the higher were their levels of career experiences psychological success. Thus, the general hypothesis that principals' career experiences of psychological success are positively related to their personal characteristics and the conditions of the organization in which they work was supported by the findings of the study. Further, by examining the relative sizes of the structure coefficients of each predictor variable, we see that the key predictors of psychological success were, in order of importance, (1) 'work challenge' (.89), (2) 'personal acceptance' (.77) and (3) 'career maturity' (.52). These findings lend partial support to the specific hypothesis that the key predictors of psychological success would be 'task performance', 'supportive autonomy', and 'work challenge'.

SUMMARY OF THE FINDINGS

Taking into account the results obtained by canonical correlation analysis and the descriptive analysis of the data presented earlier, the findings of the study are summarized in the following points.

(1) In general, the predictor and criterion variable means were high, indicating that the principals displayed the personal characteristics and encountered the organizational conditions which are related to psychological success and had experienced high levels of psychological success in their careers. The principals' biographical characteristics--school division, age, type of school, sex, experience, and training--did not appear to have an important relationship to their personal characteristics, the organizational conditions they encountered, or their career experiences of psychological success.

(2) Canonical correlation analysis revealed only one important link or source of shared variance between the set of predictor variables--personal characteristics and organizational conditions--and the set of criterion variables--career experiences of psychological success. A substantial amount of the variance (39.75%) in the set of criterion variables was accounted for by the variance in the predictor set and most of this variance (93.28) was associated with the one source of shared variance between the two sets.

(3) All four criterion variables were highly correlated with the criterion canonical variate while the eight predictor variables were moderately to highly correlated with the predictor canonical variate. That is, the higher the measures of the principals' personal

characteristics and organizational conditions, the higher were their measures of career outcomes of psychological success. This indicated that the principals' personal characteristics and the organizational conditions they encountered were positively related to their career experiences of psychological success.

(4) Of all the predictor variables, 'work challenge', 'personal acceptance', and 'career maturity' were most strongly related to career experiences of psychological success. The predictor variables 'task performance', 'acceptance of organizational goals', 'interpersonal orientation', and 'supportive autonomy' were moderately related to the career experiences of psychological success while 'superior effectiveness' was only weakly related.

CHAPTER IV

CONCLUSIONS AND IMPLICATIONS

CONCLUSIONS

The purpose of this study was to examine the relationship of personal characteristics and perceived organizational conditions to the psychological success which principals experience in their careers. Guiding the study was a model of psychological success which hypothesized relationships between the measures of principals' personal characteristics and the conditions of the organization in which they work and the measures of their career experiences of psychological success. Thus, the conclusions of this study reside in the answers to this key question: To what extent did the findings of the study support this model of psychological success?

The findings of the study strongly supported, in two ways, the hypothesized model of psychological success. First, the measures of the principals' personal characteristics and organizational conditions which were thought to facilitate career experiences of psychological success were strongly, positively related to their measures of psychological success. Clearly, this supported the key notion of the model of psychological success, namely that principals' personal characteristics and perceived organizational conditions are related to their career experiences of psychological success.

Secondly, biographical characteristics did not appear to have an important relationship to the principals' career experiences of

psychological success. This lends additional support to the hypothesized model since it suggests that the variation among the principals in their levels of psychological success was due to the differences in their personal characteristics and the conditions of the organizations in which they work and not to differences on biographical variables (i.e., school division, . . . training). It should be pointed out, however, that since the sub groups were relatively small in number, such conclusions as these may be premature.

There were also incongruencies between the hypothesized model of psychological success and the findings of the study. These incongruencies resided in the relative importance of certain predictors of psychological success. The model of career success hypothesized that the key predictors of psychological success would be task performance, supportive autonomy and work challenge. However, the findings of the study indicated that the three most important predictors of psychological success were work challenge, personal acceptance, and career maturity.

On the basis of the findings of the study, the hypothesized model of psychological success was revised. This revision involved replacing task performance and supportive autonomy with personal acceptance and career maturity as the key predictors of psychological success (see Figure 3). And, in its application to principals, the model suggests that the principals who are presented with work they find challenging, who are accepted as persons by their colleagues and superiors, and who are able to articulate their reasons for becoming a principal on the basis of their skills and values will likely experience psychological success. Further, although work challenge,

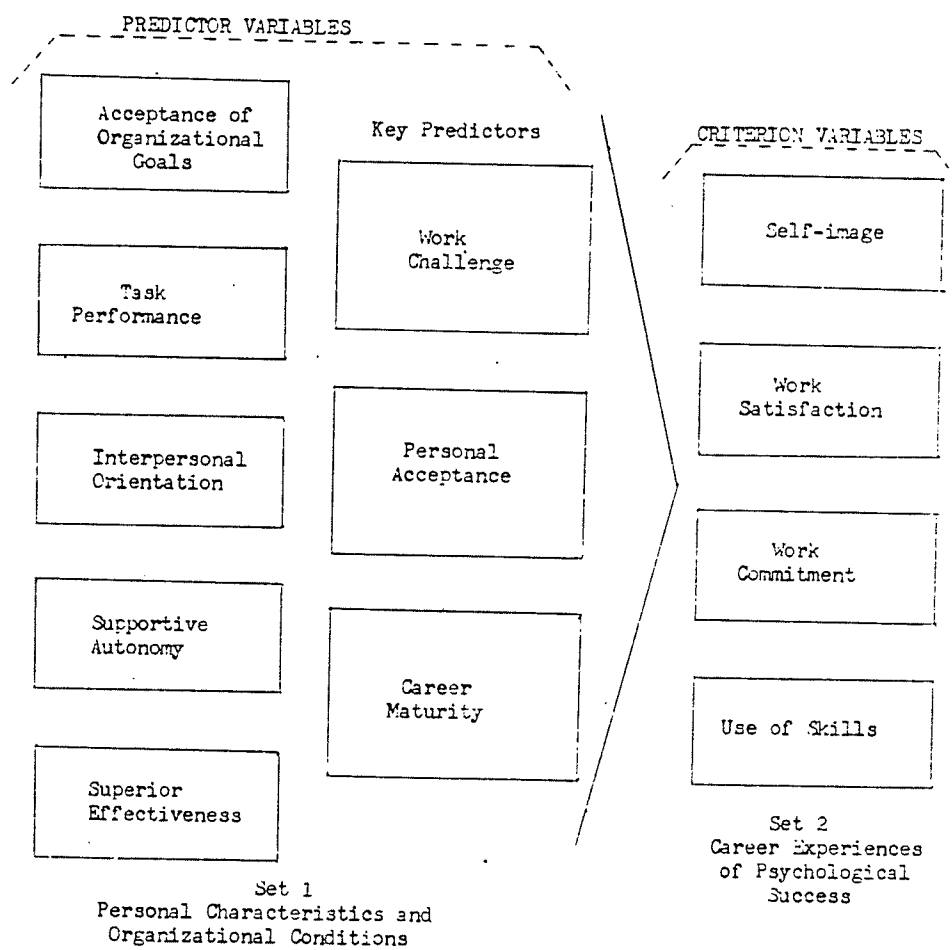


FIGURE 3

Revised Model
of Psychological Success

personal acceptance, and career maturity are the key predictors of career experiences of psychological success for principals, acceptance of organizational goals, personally-valued work tasks, a frank and open interpersonal orientation, supportive autonomy, and superior effectiveness must also be seen as important predictors. Conceptually, this makes sense. For instance, the amount of work challenge principals experience in their work will be influenced by the extent to which they personally value their work tasks. The amount of personal acceptance principals experience will be influenced by their interpersonal orientation--the way in which they relate to their colleagues and superiors. The findings of the study strongly support Hall and Schneider's (1973) notion that personal characteristics and organizational conditions together relate to career experiences of psychological success. This suggests that it may be less meaningful to examine or to attempt to understand the relationship of personal and organizational factors to career success independent of one another. This study suggests a limitation in most of the research on the relationship of organizational factors to the career success of principals (Deleonibus and Thomson: 1979, Garawski: 1977, Iannone: 1973) and suggests that the tendency to isolate personal characteristics and organizational conditions without taking into consideration how these factors are interrelated may result in less meaningful research findings.

The findings of the study regarding the principals' self-images also support Van Maanan and Schein's (1977) contention that a person's sense of success in his career is closely intertwined with his sense of success in his personal life. The principals' self-images

were strongly, positively related to their levels of work satisfaction, work commitment and their feelings that their skills were being utilized. This suggests that if we want to understand more fully the psychological success which principals experience in their career, then we need to consider both the personal dimensions as well as the work-related dimensions of their feelings of career success. Again, this suggests a limitation in most of the research (Iannone: 1976, Herlihy: 1980, Mclearly: 1979, Miskel: 1974) on the career-related success of principals which focuses on the principal's work satisfaction and tends to ignore fundamental personal dimensions such as self-image and personal satisfaction.

Since the findings indicated that autonomy, work challenge and personally-valued work activities were strongly, positively related to the principals' career experiences of psychological success, this suggests that principals do strive for work autonomy, work challenge, and personally-valued work tasks and that, therefore, the concept of career experiences of psychological success is appropriate for the study of principals' careers.

IMPLICATIONS

The implications of this study reside in three areas: (1) insights for improving the amount of psychological success experienced by principals in their careers, (2) practical considerations for the recruitment of principals, and (3) suggestions for further research.

In the first instance, the findings of this study provide some insights into facilitating the psychological success experienced

by principals in their careers. Evidence as to the importance of the variables of 'work challenge', 'personal acceptance', 'task performance', and 'supportive autonomy' alone suggests that the psychological success of principals very likely can be facilitated by:

(1) Presenting them with challenging work tasks. Specifically, this means presenting them with difficult, but attainable goals which require high levels of initiative and responsibility.

(2) Fostering among them a sense of personal acceptance. The sense of personal acceptance among principals is heightened when they are provided with assistance and moral support from their superiors and their colleagues.

(3) Providing them with personally-valued work tasks. Although the personal value of a work task is internally defined, it may be useful to emphasize in the work assignments of principals tasks like those which the principals in this study identified as having a great deal of importance (see Appendix D, Table 1). These tasks included supervising and evaluating teachers, motivating teachers, communicating informally with teachers, promoting a positive image of the school to the community, planning and evaluating the school curriculum, and initiating curricular innovations. It may also be important to emphasize in the work assignments of principals work skills which the principals in this study identified as having personal importance (see Appendix D, Table). These work skills included organizational skills, supervisory skills, public relations skills, interpersonal skills, decision-making skills and curriculum development skills.

(4) Providing them with supportive autonomy. Specifically,

this means providing them with an opportunity to express ideas, a feeling of contributing to decision-making at the school system's level, a feeling of being treated as an equal, and an encouragement and opportunity to exercise initiative.

The foregoing strategies suggest a way to facilitate career experiences of psychological success for principals. However, it appears that some features of the school organization may present some obstacles in implementing these strategies. In a discussion of the characteristics of bureaucracy in educational organizations and how they influence behavior, Bridges (Mcintyre, ed.: 1977, p. 20) writes:

Tasks are distributed among various positions as official duties, the principal performs most of the occupational operations day in and day out . . . the principal's perspective, outlook, and behavior are shaped more by his role in the school and less by his personality in the course of his service.

Similarly, regarding the dominating influence of the educational organization on the principal's behavior, Wiggins (Monahan: 1975, p. 359) writes:

The influence of experience within the system is enormous and tends to mold the principal's behavior . . . success in educational administration is predicted upon the successful adaptation of behavioral characteristics of administrators with existing organizational forces. . . . The training (of principals) is an apprenticeship of folklore that has been handed down from administrator to administrator.

These excerpts from Bridges and Wiggins suggest that the working life of a principal is strongly dominated by the organizational forces in the school system, consists mostly of task activities which are largely determined by the school system and appears to be a dimension which is separate from the principal's own personal characteristics; indeed, organizational forces tend to constrain his individuality by molding his behavior. This study suggests that

certain kinds of organizational conditions are related to career experiences of psychological success and perhaps these could be more in evidence in school systems.

Also, this study suggests some criteria which might be used for the recruitment of principals. In order to recruit principals who are likely to experience psychological success in their work, favourable consideration should be given to principals with these following personal characteristics:

(1) A high level of career maturity. Since career experiences of psychological success call for the principal to exercise autonomy and to perform challenging and personally-valued goals, it is likely necessary that he be able to articulate his decision to become a principal with reference to his own skills, interests, and values. In this study, the strong relationship found between a principal's career maturity and his career experiences of psychological success suggests the importance of these personal characteristics in recruitment decisions. Lortie (1976) has pointed out that teaching is a relatively unstaged career. The major opportunity for making major status gains rests in leaving classroom teaching for full-time administration. The educational system is not designed to provide opportunities for significant status gains through classroom teaching. Hence, teachers may decide to seek an administrative position simply to make status or financial gains rather than to select an administrative position because it is compatible with their own skills and interests. Such decisional premises likely do not provide the conditions for career experiences of psychological success in the principalship.

(2) An interpersonal orientation which is characterized by frankness, openness and willingness to establish a nonauthoritative work environment. This study found a strong relationship between a principal's interpersonal orientation and his career experiences of psychological success. This suggests that in the selection of principals considerations be given to persons who are frank and open with their colleagues and who favour a nonauthoritarian work environment.

(3) Organizational values which are congruent with those of the school system. The strong relationship found between acceptance of organizational goals and career experiences of psychological success supports Hall and Schneider's (1973) argument that if a person is to experience psychological success in his career, then his organizational values should be fairly congruent with those of the organization in which he works. Work tasks are the means by which a person's organizational values are carried out. A congruency between a principal's organizational values and those of his school system ensures him an opportunity to perform work tasks which he personally values--an important condition for psychological success.

Of course this study suggests further research. First, interviews might be used to investigate further the relationship of personal characteristics and organizational conditions to the psychological success which principals experience in their careers. Unlike the questionnaire of the study which forced the principals to respond to fixed response categories, interviews would solicit in more depth the principals' reasons for their answers. It would be useful to examine in greater depth principals' perceptions of the personal

and organizational factors which affect their feelings of career success.

Secondly, it is suggested that this study be conducted on a much larger, more representative sample. The sample of the study was rather small and consisted of urban, generally highly-trained principals. Consequently, the conclusions reached about the career success of principals in this study was tentative and are meant to serve as guides for further investigation.

Finally, areas for further investigation of psychological success might include teachers, vice-principals, supervisors and other educational personnel and indeed, other career-oriented occupational groups. Such investigations might begin with the psychological success model and questionnaire developed for this study suitably adapted to the characteristics and circumstances of the group investigated. Such investigations could tell us the extent to which psychological success in a career is a general phenomenon in which the personal characteristics that people bring to their work and the organizational conditions they encounter there have a specialized character and effect depending on the particular career.

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APPENDIX A

THE PRELIMINARY STUDY



THE UNIVERSITY OF MANITOBA

FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL
ADMINISTRATION AND FOUNDATIONS

WINNIPEG, CANADA
TELEPHONE: 474-9019

November 5th, 1980.

Dear Principal:

You are asked to participate in a study which examines the influence of personal characteristics and organizational conditions on the feelings of success which principals experience in their work. The study is being undertaken as part of my doctoral studies in the Department of Educational Administration and Foundations under the supervision of Dr. J. C. Long, Associate Professor. The study is of value because it can help us to understand better the working life of school principals and it should provide some guidance to those concerned with improving the sense of career success experienced by principals.

You are among those selected from four school divisions in the city of _____, to participate in stage 1 of the study. Specifically, you are asked to respond to these three questions:

1. What work activities make up a typical week in your work life. (e.g., attending meetings, teaching, supervising teachers. . .).
2. What would you say are the goals of your school system? (e.g., basic skills development, moral development).
3. What would you say should be the goals of your school system?

Your responses to these questions will be used as first-hand information in constructing a questionnaire which will be administered later to you and your fellow principals in four school systems in Winnipeg (stage 2 of the study).

Your participation in this study, which should take about forty minutes in each stage, would be gratefully appreciated. I realize that your time is limited and valuable but your participation is essential to the success of the study. Your responses in both stages will be held in strictest confidence.

The senior administrators of your school system have given their consent to conduct the study. Upon its completion, a copy of the study will be provided to your school system.

. . . When

When you have completed your responses to the three questions on the attached response sheets, please seal them in the self-addressed, stamped envelope and mail it by November 15. If you have any questions about the study, please feel free to contact me at my home (269-9884) or contact the secretary of the Department of Educational Administration and Foundations (474-9010) who will pass on your message to me.

Thank you for your time and attention to this request. Your cooperation and assistance are greatly appreciated.

John Didyk
Doctoral student.

Dr. John C. Long
Associate Professor.

JD/JCL/jes

1. What work activities make up a typical week in your work life?

2. What would you say are the goals of your school system?

3. What would you say should be the goals of your school system?

APPENDIX B

THE QUESTIONNAIRE WITH
ACCOMPANYING LETTERS



THE UNIVERSITY OF MANITOBA

FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL
ADMINISTRATION AND FOUNDATIONS

WINNIPEG, CANADA
TELEPHONE: 474-9019

Dear Principal:

January 5th, 1981

You are asked to participate in a study which examines the influence of personal characteristics and organizational conditions on the feelings of principals toward their work experiences. The study is being undertaken by John Didyk, a vice-principal on leave from Fox Valley, Saskatchewan, as part of his doctoral studies in the Department of Educational Administration and Foundations. The study is under the supervision of Dr. J. C. Long, Associate Professor. The study is of value because it can help us to understand better and improve the working life of principals.


You are asked to respond to a questionnaire which seeks your reactions to your work experiences. Your response to the questionnaire, which should take about thirty minutes to complete, would be gratefully appreciated. We realize that your time is limited and valuable but your participation is essential to the success of the study. Your responses will be held in strictest confidence.

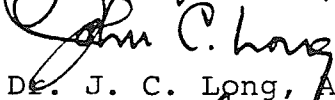
Your principals' association is aware that the study is being conducted in your school system. Upon its completion, an abstract of the study will be sent to you personally and a copy of the study will be sent to your principals' association.

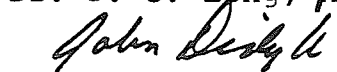
When you have completed the questionnaire, please seal it in the enclosed, self-addressed, stamped envelope and mail it by January 23. If you have any questions about the study, please feel free to contact John Didyk at his home (269-9884) or contact the secretary of the Department of Educational Administration and Foundations (474-9010) who will pass the message on to John.

Thank you for your time and attention to this request. Your cooperation and assistance are greatly appreciated.

Sincerely


Dr. J. A. Riffel, Professor and Head


Dr. J. C. Long, Associate Professor


Mr. J. Didyk, Doctoral Student



THE UNIVERSITY OF MANITOBA

FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL
ADMINISTRATION AND FOUNDATIONS

WINNIPEG, CANADA
TELEPHONE: 474-9019

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January 5th, 1981

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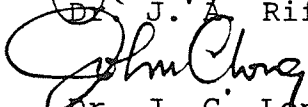
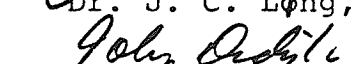
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The senior administrators of your school system have given their consent to conduct the study and your principals' association is aware that the study is being conducted. Upon its completion, an abstract of the study will be sent to you personally and a copy of the study will be sent to your school system and your principals' association.

When you have completed the questionnaire, please seal it in the enclosed, self-addressed, stamped envelope and mail it by January 23. If you have any questions about the study, please feel free to contact John Didyk at his home (269-9884) or contact the secretary of the Department of Educational Administration and Foundations (474-9010) who will pass on your message to John.

Thank you for your time and attention to this request. Your cooperation and assistance are greatly appreciated.

Sincerely


Dr. J. A. Riffel, Professor and Head

Dr. J. C. Long, Associate Professor

Mr. John Didyk, Doctoral Student

A SURVEY OF PRINCIPALS' REACTIONS TO
THEIR CAREER EXPERIENCES

BY
JOHN DIDYK
© 1980

DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND FOUNDATIONS
UNIVERSITY OF MANITOBA

Biographical Information

For the following questions please check (✓) the appropriate response category.

1. What school division are you employed by?
 - a. ☐ School Division [A]
 - b. ☐ School Division [B]
 - c. ☐ School Division [C]
 - d. ☐ School Division [D]
2. What is your age?
 - a. ☐ 20 - 25
 - b. ☐ 26 - 30
 - c. ☐ 31 - 35
 - d. ☐ 36 - 40
 - e. ☐ 41 - 45
 - f. ☐ 46 - 50
 - g. ☐ 51 - 55
 - h. ☐ 56 or over
3. What grades are taught in the school of which you are principal?
 - a. ☐ K - 6
 - b. ☐ K - 8
 - c. ☐ K - 9
 - d. ☐ 7 - 8
 - e. ☐ 7 - 9
 - f. ☐ 9 - 12
 - g. ☐ 10 - 12
 - h. ☐ Other (Please specify) _____
4. What is your sex?
 - a. ☐ Female
 - b. ☐ Male
5. How many years have you been a principal?
 - a. ☐ Less than 1 year
 - b. ☐ 1 - 3 years
 - c. ☐ 4 - 6 years
 - d. ☐ 7 - 9 years
 - e. ☐ 10 years or more
6. How many years have you been principal of your present school?
 - a. ☐ Less than 1 year
 - b. ☐ 1 - 3 years
 - c. ☐ 4 - 6 years
 - d. ☐ 7 - 9 years
 - e. ☐ 10 years or more

Biographical Information (continued)

7. How many years have you been a vice-principal?

- a. ☐ Have not been a vice-principal
- b. ☐ Less than 1 year
- c. ☐ 1 - 3 years
- d. ☐ 4 - 6 years
- e. ☐ 7 - 9 years
- f. ☐ 10 years or more

8. How many years have you been a teacher?

- a. ☐ Less than 1 year
- b. ☐ 1 - 3 years
- c. ☐ 4 - 6 years
- d. ☐ 7 - 9 years
- e. ☐ 10 years or more

9. How many years of university training do you have?

- a. ☐ Less than 3 years
- b. ☐ 3 years
- c. ☐ 4 years
- d. ☐ 5 years
- e. ☐ 6 years
- f. ☐ 7 years
- g. ☐ 8 years or more

Please specify your degrees _____

Section 1.

This section seeks information about your work activities. Listed below are a number of tasks usually associated with the role of the principal. Please circle the numbers which best represent: first, the amount of time you spend performing each task (Column 1); and second, how important each task is to you personally (Column 2).

TASK	Column 1 TIME SPENT by you performing the task					Column 2 IMPORTANCE of task to you personally				
	5	4	3	2	1	5	4	3	2	1
1. Determining and implementing the policy regarding the school budget	5	4	3	2	1	5	4	3	2	1
2. Supervising and evaluating teachers	5	4	3	2	1	5	4	3	2	1
3. Motivating teachers	5	4	3	2	1	5	4	3	2	1
4. Informing teachers of legal and policy requirements that affect the school	5	4	3	2	1	5	4	3	2	1
5. Allocating work loads of teachers	5	4	3	2	1	5	4	3	2	1
6. Resolving conflict situations between and among teachers, students and parents	5	4	3	2	1	5	4	3	2	1

TASK	Column 1 TIME SPENT by you performing the task					Column 2 IMPORTANCE of task to you personally				
	5 A great deal	4	3 A moderate amount	2	1 Very little, if any	5 Very important	4	3	2 Somewhat important	1 Not important
7. Communicating informally with teachers	5	4	3	2	1	5	4	3	2	1
8. Organizing professional development activities for the school staff	5	4	3	2	1	5	4	3	2	1
9. Managing student attendance	5	4	3	2	1	5	4	3	2	1
10. Dealing with student behavior and discipline	5	4	3	2	1	5	4	3	2	1
11. Facilitating informal communications between staff and students	5	4	3	2	1	5	4	3	2	1
12. Determining and implementing policies regarding student evaluation	5	4	3	2	1	5	4	3	2	1
13. Monitoring extra-curricular student activities	5	4	3	2	1	5	4	3	2	1
14. Promoting a positive image of the school to the community	5	4	3	2	1	5	4	3	2	1
15. Involving the community in school matters	5	4	3	2	1	5	4	3	2	1

TASK	Column 1 TIME SPENT by you performing tht task					Column 2 IMPORTANCE of task to you personally				
	5 A great deal	3 A moderate amount	1 Very little, if any	5 Very important	3 Somewhat important	1 Not important				
16. Monitoring and controlling school visitors	5	4	3	2	1	5	4	3	2	1
17. Supervising the school custodial services	5	4	3	2	1	5	4	3	2	1
18. Supervising and monitoring the use of school physical facilities	5	4	3	2	1	5	4	3	2	1
19. Setting and working toward the attainment of educational goals and objectives of the school	5	4	3	2	1	5	4	3	2	1
20. Supervising the organization and coordination of instructional material materials	5	4	3	2	1	5	4	3	2	1
21. Supervising special education programs	5	4	3	2	1	5	4	3	2	1
22. Planning and eval- uating the school curriculum	5	4	3	2	1	5	4	3	2	1

TASK	Column 1 TIME SPENT by you performing the task					Column 2 IMPORTANCE of task to you personally				
	5 A great deal	3 A moderate amount	1 Very little, if any			5 Very important	3 Somewhat important	1 Not important		
23. Initiating curricular innovations	5	4	3	2	1	5	4	3	2	1
24. Other (Please specify)										
	5	4	3	2	1	5	4	3	2	1
25.										
	5	4	3	2	1	5	4	3	2	1
26.										
	5	4	3	2	1	5	4	3	2	1
27.										
	5	4	3	2	1	5	4	3	2	1
28.										
	5	4	3	2	1	5	4	3	2	1

Section 2.

This section attempts to measure the extent to which you personally agree with the present goals of your school system.

Below is a list of school division goals that have come out of the preliminary questionnaire sent to some of your fellow principals regarding their perceptions of the goals of their school division.

Please circle the numbers which best represent: (1) how important you think each goal is in your school division (Column 1), and (2) how important you think each goal should be in your school division (Column 2).

<u>GOAL</u>	<u>Column 1</u> How important the goal <u>IS</u> in your school division					<u>Column 2</u> How important the goal <u>SHOULD BE</u> in your school division				
	5	4	3	2	1	5	4	3	2	1
1. To develop in students excellence in the skills of reading, writing, speaking and listening	5	4	3	2	1	5	4	3	2	1
2. To foster in students a desire for learning	5	4	3	2	1	5	4	3	2	1
3. To teach students how to examine and use information, and to put their learning to the most effective use	5	4	3	2	1	5	4	3	2	1
4. To facilitate the development of students as aware and concerned citizens	5	4	3	2	1	5	4	3	2	1

<u>GOAL</u>	<u>Column 1</u> How important the goal <u>IS</u> in your school division					<u>Column 2</u> How important the goal <u>SHOULD BE</u> in your school division				
	5 Very important	3 Somewhat important	1 Not important	5 Very important	3 Somewhat important	1 Not important				
5. To develop in students the acceptance of education as a life-long process in a changing society	5	4	3	2	1	5	4	3	2	1
6. To develop in students sound personal habits including a moral and ethical sense of values	5	4	3	2	1	5	4	3	2	1
7. To develop in students an understanding of the need for law and respect for authority	5	4	3	2	1	5	4	3	2	1
8. To develop a positive rapport with parents and community	5	4	3	2	1	5	4	3	2	1
	5	4	3	2	1	5	4	3	2	1
	5	4	3	2	1	5	4	3	2	1

Section 3.

This section attempts to identify the reasons which have influenced your decision to become a principal.

Please circle the number which best represents the extent to which your decision to become a principal was influenced by each of these reasons:

	5 Influenced me a great deal	3 Influenced me somewhat	1 Did not influence me at all
1. Encouragement of your peers	5	4	3 2 1
2. Encouragement of your superiors	5	4	3 2 1
3. Encouragement of your family	5	4	3 2 1
4. Financial gains	5	4	3 2 1
5. Your skills as they relate to the role of principal	5	4	3 2 1
6. Your values and interests as they relate to the role of principal	5	4	3 2 1
7. A means to "get ahead"	5	4	3 2 1
8. A way to get out of the classroom	5	4	3 2 1
9. Other (Please specify)			
	5	4	3 2 1
	5	4	3 2 1

Section 4.

This section seeks information about your interpersonal relationships.

Please picture yourself in a school staff meeting. Keeping in mind this type of meeting, please respond to the following continuums dealing with various interpersonal relations by circling the appropriate number.

1. In a school staff meeting, you tend to:

5	4	3	2	1
involve the staff in making most of the important decisions				make most of the important decisions yourself

2. When disagreements erupt into personal antagonisms and hostile feelings, you tend to:

5	4	3	2	1
confront the issue, bring it to the open				avoid the issue, try to discourage such conflict situations

3. In your opinion, how much members trust each other is usually shown by:

5	4	3	2	1
being frank and open with their criticisms of each other				being careful with their criticisms of each other so that they are considerate of each other's feelings

	5	4	3	2	1
	5 4 Great deal				
	3 4 moderate amount				
	1 Very little, if any				
13. Amount of responsibility in your work	5	4	3	2	1
14. Opportunity to express ideas	5	4	3	2	1
15. willingness of your superior(s) to accept your ideas	5	4	3	2	1
16. Feeling of contributing to decision-making at the school system level	5	4	3	2	1
17. Amount of discussion of your work with your superior(s)	5	4	3	2	1
18. Feeling of being treated as an equal by your superior(s)	5	4	3	2	1
19. Discussion of things other than work with your superior(s)	5	4	3	2	1
20 Opportunity to exercise initiative	5	4	3	2	1
21. Encouragement from your superior(s) to exercise initiative	5	4	3	2	1

Section 6.

This section attempts to measure the extent to which you feel you are using your personal and administrative skills in your work.

Please identify some of your important personal and administrative skills. In the column beside each skill you have identified, circle the number which best describes the extent to which you are using that skill in your work.

<u>Skill</u>	5 Using it a great deal 3 Using it somewhat 1 Not using it				
1.	5	4	3	2	1
2.	5	4	3	2	1
3.	5	4	3	2	1
4.	5	4	3	2	1
5.	5	4	3	2	1
6.	5	4	3	2	1

Section 7.

This section seeks information on your personal reactions to your work experiences as a principal.

You are asked to respond to a list of words which are used to describe a person's work. In the column, beside each word, circle the number which best represents the extent to which each particular word describes your work.

	<div>5 Describes my work a great deal</div> <div>3 Describes my work somewhat</div> <div>1 Does not describe my work</div>				
1. Fascinating	5	4	3	2	1
2. Satisfying	5	4	3	2	1
3. Good	5	4	3	2	1
4. Creative	5	4	3	2	1
5. Respected	5	4	3	2	1
6. Pleasant	5	4	3	2	1
7. Useful	5	4	3	2	1
8. Healthful	5	4	3	2	1
9. Challenging	5	4	3	2	1
10. Rewarding	5	4	3	2	1
11. Boring	5	4	3	2	1
12. Tiresome	5	4	3	2	1
13. Simple	5	4	3	2	1
14. Frustrating	5	4	3	2	1
15. Endless	5	4	3	2	1

Section 8.

In this section, you are asked to indicate the level of your work motivation which can be attributed to the personal satisfaction and growth you experience in your work.

Please circle the appropriate number:

5 4 3 2 1
Very high
level of work
motivation
because of
considerable
personal satis-
faction and growth

Very low level
of work motivation
because of
limited per-
sonal satisfaction
and growth

Section 9.

This section seeks information on how you perceive yourself as a person.

The following descriptors have been found to be used by many people to describe themselves. Each descriptor is represented graphically by a scale. The scale runs continuously from one labelled extreme to the other with varying degrees in between being indicated by lines. For each descriptor, please check (✓) the location on the scale where you picture yourself as a person. Please place your check marks over the lines.

confident	—	—	—	—	—	not confident
relaxed	—	—	—	—	—	nervous
extroverted	—	—	—	—	—	introverted
unconventional	—	—	—	—	—	conventional
independent	—	—	—	—	—	dependent
adventuresome	—	—	—	—	—	non adventuresome
self assured	—	—	—	—	—	not self assured
sincere	—	—	—	—	—	insincere
kind	—	—	—	—	—	unkind
informal	—	—	—	—	—	formal
helpful	—	—	—	—	—	unhelpful
trusting	—	—	—	—	—	not trusting
friendly	—	—	—	—	—	unfriendly
cooperative	—	—	—	—	—	uncooperative
approachable	—	—	—	—	—	unapproachable
considerate	—	—	—	—	—	inconsiderate
available	—	—	—	—	—	unavailable
enthusiastic	—	—	—	—	—	not enthusiastic
creative	—	—	—	—	—	uncreative
intellectual	—	—	—	—	—	unintellectual
industrious	—	—	—	—	—	unindustrious
active	—	—	—	—	—	inactive
sensitive	—	—	—	—	—	insensitive
involved	—	—	—	—	—	uninvolved
committed	—	—	—	—	—	uncommitted

Section 10.

Do you care to make any general observations or suggestions about principals' reactions to their work experiences, or to elaborate on your responses to any of the previous questions? If so, please use this space.

Thank you for taking the time to complete this questionnaire. Your cooperation and assistance are greatly appreciated.

APPENDIX C

LETTERS OF REMINDER



THE UNIVERSITY OF MANITOBA

FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL
ADMINISTRATION AND FOUNDATIONS

WINNIPEG, CANADA
TELEPHONE: 474-9019

Dear Principal:

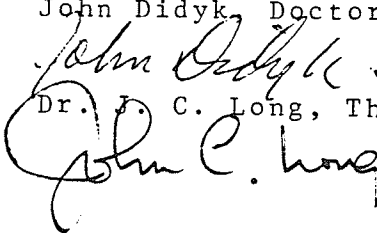
January 19, 1981

You were recently invited to complete a questionnaire regarding principals' reactions to their career experiences. Since complete anonymity of respondents was ensured, we do not know who has or has not completed and returned the questionnaire. If you have already completed and returned the questionnaire, we sincerely thank you. If you have not yet completed the questionnaire, would you please complete it and send it on or before the deadline of January 23. If you have lost or misplaced the questionnaire, please contact us at (474-9010) and we will gladly send you another copy.

Again, thank you for taking the time to help us in the study. We will send you an abstract of the study as soon as it is completed.

Sincerely

John Didyk, Doctoral Student

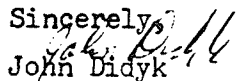

Dr. J. C. Long, Thesis Supervisor

Dear Principal:

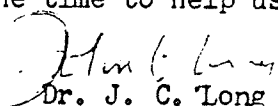
January 27, 1981

You were recently invited to complete a questionnaire regarding principals' reactions to their work experiences. If you have already completed and returned the questionnaire, we sincerely thank you. If you have not yet completed it, we ask you to reconsider our invitation by completing it now. Your response is important to the success of the study. Again, thank you for taking the time to help us.

Sincerely,


John Didyk

Doctoral Student


Dr. J. C. Long

Thesis Supervisor

Department of Educational Administration & Foundations
University of Manitoba

APPENDIX D

DESCRIPTIVE STATISTICS

APPENDIX D: TABLE 1 (cont'd)

Task	Importance of Task					Amount of Time Spent Performing the Task										Mean	S.D.
	(Very Important) (Not Important)					(A Great Deal) (Very Little)											
	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1		
	Frequency of Responses					Mean	S.D.	Frequency of Responses									
9. Managing student attendance	10	23	21	22	18	2.84	1.29	7	8	14	28	7			2.14	1.24	
10. Dealing with student behavior and discipline	23	40	19	7	5	3.73	1.08	12	17	45	11	9			3.12	1.09	
11. Facilitating informal communications between staff and students	10	23	31	15	15	2.98	1.22	0	11	30	29	24			2.29	0.98	
12. Determining and implementing policies regarding student evaluation	24	35	28	6	1	3.80	0.93	8	28	33	16	9			3.10	1.09	
13. Monitoring extra-curricular student activities	7	16	40	17	14	2.84	1.11	1	8	36	29	20			2.37	0.95	
14. Promoting a positive image of the school to the community	1	54	32	6	1	4.49	0.67	23	33	28	10	0			3.73	0.95	
15. Involving the community in school matters	25	38	20	8	3	3.79	1.04	8	27	34	19	6			3.12	1.04	
16. Monitoring and controlling school visitors	5	11	30	27	21	2.49	1.12	3	14	18	23	36			2.20	1.20	
17. Supervising the school custodial services	1	19	26	20	28	2.41	1.11	1	4	24	31	34			2.01	0.94	

APPENDIX D: TABLE 1 (cont'd)

Task	Importance of Task					Amount of Time Spent Performing the Task							Mean	S.D.
	(Very Important)					(A Great Deal)								
	5	4	3	2	1	5	4	3	2	1				
	Frequency of Responses					Mean	S.D.	Frequency of Responses						
18. Supervising and monitoring the use of school physical facilities	2	18	28	27	19	2.54	1.08	1	11	23	32	27	2.22	1.02
19. Setting and working toward the attainment of educational goals and objectives of the school	48	32	12	1	1	3.85	0.82	28	33	25	7	1	3.85	0.97
20. Supervising the organization and coordination of instructional materials	10	28	29	19	8	3.13	1.12	6	16	43	19	10	2.88	1.02
21. Supervising special education programs	13	33	29	7	12	3.29	1.19	8	18	32	15	21	2.75	1.24
22. Planning and evaluating the school curriculum	39	32	16	6	1	4.08	0.96	9	35	32	15	3	3.34	0.96
23. Initiating curricular innovations	25	49	16	3	1	4.00	0.81	8	24	43	18	1	3.21	0.89

APPENDIX D: TABLE 2
Acceptance of Organizational Goals

Organizational Goal	How Important the Goal <u>Is</u>					How Important the Goal <u>Should be</u>										Mean S.D. Difference		
	(Very Important)					(Very Important)					(Not Important)							
	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1			
	Frequency of Responses					Mean	S.D.					Frequency of Responses					Mean	
1. To develop in students excellence in the skills of reading, writing, speaking and listening	52	25	14	2	1	4.33	0.88				68	17	9	0	0	4.62	0.65	-0.29
2. To foster in students a desire for learning	45	24	20	5	0	4.16	0.94				68	20	6	0	0	4.66	0.59	-0.50
3. To teach students how to examine and use information, and to put their learning to the most effective use	35	22	33	3	1	3.92	0.97				52	32	10	0	0	4.44	0.68	-0.52
4. To facilitate the development of students as aware and concerned citizens	34	24	26	7	3	3.84	1.10				48	37	7	2	0	4.39	0.72	-0.55
5. To develop in students the acceptance of education as a life-long process in a changing society	21	24	39	8	2	3.57	1.00				33	40	15	4	2	4.04	0.93	-0.46

APPENDIX D: TABLE 2 (cont'd)

Organizational Goal	How Important the Goal <u>Is</u>					How Important the Goal <u>Should be</u>					Mean Difference				
	(Very Important)					(Very Important)									
	(Not Important)					(Not Important)									
	5	4	3	2	1	5	4	3	2	1					
	Frequency of Responses					Mean	S.D.	Frequency of Responses					Mean	S.D.	
6. To develop in students sound personal habits including a moral and ethical sense of values	17	30	26	17	4	3.41	1.11	42	33	15	4	0	4.20	0.86	-0.78
7. To develop in students an understanding of the need for law and respect for authority	22	24	34	10	4	3.53	1.09	34	30	25	5	0	3.98	0.92	-0.45
8. To develop a positive rapport with parents and community	35	28	24	5	2	3.94	1.02	45	25	17	6	1	4.13	1.00	-0.19

APPENDIX D: TABLE 3

Career Maturity

Reasons Influencing Decision to become Principal	(Influenced a great deal)		(Did not influence)			Mean	S.D.
	5	4	3	2	1		
	Frequency of Responses						
1. Encouragement of peers	9	9	31	21	24	2.55	1.24
2. Encouragement of superiors	36	20	21	9	8	3.71	1.30
3. Encouragement of family	10	20	29	12	23	2.80	1.31
4. Financial gains	7	19	26	20	20	2.70	1.23
5. Skills as they relate to the role of principal	34	34	19	5	2	3.98	0.98
6. Values as they relate to the role of principal	41	32	16	3	2	4.13	0.95
7. A means to "get ahead"	9	15	23	19	28	2.55	1.32
8. Get out of teaching	1	1	13	26	53	1.62	0.84

APPENDIX D: TABLE 4

Interpersonal Orientation

Frequency () of Responses					Mean	S.D.
1. In a school staff meeting, you tend to:						
5 (31)	4 (39)	3 (16)	2 (5)	1 (3)	3.95	1.00
involve the staff in making most of the important decisions				make most of the important decisions yourself		
2. When disagreements erupt into personal antagonisms and hostile feelings, you tend to:						
5 (27)	4 (39)	3 (20)	2 (7)	1 (1)	3.89	0.94
confront the issue, bring it to the open				avoid the issue, try to discourage such conflict situations		
3. In your opinion, how much members trust each other is usually shown by:						
5 (18)	4 (27)	3 (23)	2 (18)	1 (8)	3.30	1.22
being frank and open with their criticisms of each other				being careful with their criticisms of each other so that they are considerate of each other's feelings		

APPENDIX D: TABLE 5

Superior Effectiveness

Descriptor of Superior Effectiveness	(A great deal) (Very little)					Mean	S.D.
	5	4	3	2	1		
	Frequency of Responses						
1. Amount of guidance provided by superior(s)	3	5	30	29	27	2.23	1.03
2. Amount of direction provided by superior(s)	1	17	35	22	18	2.58	1.03
3. Administrative effectiveness of superior(s)	11	28	31	16	6	3.21	1.10
4. Amount of constructive criticisms from superior(s)	2	8	20	32	32	2.10	1.04
5. Respect for superior(s)	21	34	28	4	7	3.61	1.10
6. Recognition of one's accomplishments by superior(s)	4	29	29	19	13	2.91	1.11

APPENDIX E: TABLE 6

Personal Acceptance

Descriptor of Personal Acceptance	(A great deal) (Very little)					Mean	S.D.
	5	4	3	2	1		
	Frequency of Responses						
1. Feeling of being accepted as a principal by superior(s)	28	37	22	6	1	3.904	1.05
2. Feeling of being accepted as a principal by the staff	48	34	11	1	0	4.372	.92
3. Feeling of being accepted as a principal by the principals in the school division	38	39	15	2	0	4.202	.84
4. Amount of assistance provided by the principals in the school division	13	27	31	16	7	3.245	.90

APPENDIX D: TABLE 7

Work Challenge

Descriptor of Work Challenge	(A great deal) (Very little)					Mean	S.D.
	5	4	3	2	1		
	Frequency of Responses						
1. Amount of initiative actually exercised in work	31	48	10	2	3	4.08	0.90
2. Amount of challenge in work	52	25	12	3	2	4.29	0.96
3. Amount of responsibility in work	60	25	7	2	0	4.52	0.72

APPENDIX D: TABLE 8

Supportive Autonomy

Descriptor of Supportive Autonomy	(A great deal) (Very little)					Mean	S.D.
	5	4	3	2	1		
	Frequency of Responses						
1. Opportunity to express ideas	38	32	21	3	0	4.11	0.86
2. Willingness of superior(s) to accept ideas	21	36	26	7	4	3.67	1.04
3. Feeling of contributing to decision making at the school system's level	13	26	36	11	8	3.26	1.10
4. Amount of discussion about one's work	13	35	30	9	7	2.59	1.08
5. Feeling of being treated as an equal by superior(s)	18	33	28	10	5	3.52	1.08
6. Discussion of things other than work with superior(s)	5	21	19	23	26	2.53	1.25
7. Opportunity to exercise initiative	33	41	18	2	0	4.11	0.78
8. Encouragement from superior(s) to exercise initiative	15	34	21	15	8	3.36	1.18

APPENDIX D: TABLE 9

Use of Skills

Frequency () of Responses					Mean	S.D.
Using the skill a great deal		Not using the skill				
5 (40)	4 (35)	3 (17)	2 (2)	1 (0)	4.12	0.69
Skills Identified					Frequency	
Organization skills					45	
Skills in supervising/evaluating teachers					26	
Public relation skills					24	
Interpersonal skills					18	
Decision making/problem solving skills					16	
Communication skills					16	
Leadership skills					14	
Curriculum development skills					12	
Human relation skills					11	
Skills in being flexible					10	
Good listening skills					10	
Skills in being initiative					10	
Skills in setting a school climate					9	
Skills in resolving conflict situations					8	
Research skills					7	
Skills in counselling students					7	
Skills in defining school goals					7	
Skills in motivating staff/students					6	
Skills in disciplining students					6	
Teaching skills					4	
Skills in initiating professional development of teachers					3	
Timetabling skills					2	
Good reading and writing skills					2	
Skills in being fair, democratic					2	
Skills in budgeting					1	
Creative and intellectual skills					1	

APPENDIX D: TABLE 10

Work Satisfaction

Descriptor of Work Satisfaction	(Describes my work a great deal)					(Does not describe my work)					Mean	S.D.
	5	4	3	2	1							
1. Fascinating	13	23	48	8	2						3.39	0.90
2. Satisfying	34	38	15	7	0						4.05	0.90
3. Good	4	7	26	35	22						3.68	1.04
4. Creative	2	5	31	42	14						3.64	0.87
5. Respected	22	52	17	2	1						3.97	0.77
6. Pleasant	15	44	25	10	0						3.68	0.87
7. Useful	39	42	9	3	1						4.22	0.83
8. Healthful	7	16	36	24	10						2.85	1.07
9. Challenging	51	28	8	5	1						4.33	0.92
10. Rewarding	38	28	24	4	0						4.06	0.91
11. Boring	2	5	7	16	64						4.43	0.99
12. Tiresome	4	10	16	21	43						3.94	1.20
13. Simple	3	5	6	23	57						3.34	1.03
14. Frustrating	7	17	29	20	21						3.33	1.22
15. Endless	21	15	20	18	20						3.01	1.45

APPENDIX D: TABLE 11

Work Commitment

Frequency () of Responses					Mean	S.D.
5 (29)	4 (48)	3 (13)	2 (4)	1 (0)	4.08	0.78
Very high level of work motivation because of considerable personal satis- faction and growth						
Very low level of work motiva- tion because of limited personal satisfaction and growth						

APPENDIX D: TABLE 12

Self-Image

	5	4	3	2	1		Mean	S.D.
Frequency of Responses								
confident	27	52	13	2	0	not confident	4.10	0.71
relaxed	21	40	29	4	0	nervous	3.83	0.82
extroverted	6	36	42	10	0	introverted	3.40	0.76
unconventional	7	16	43	23	5	conventional	2.96	0.96
independent	24	46	21	2	1	dependent	3.95	0.81
adventuresome	10	44	33	6	1	non adventuresome	3.59	0.80
self assured	23	50	18	3	0	not self assured	3.98	0.75
sincere	65	25	4	0	0	insincere	4.64	0.56
kind	47	42	2	3	0	unkind	4.41	0.69
informal	33	42	18	1	0	formal	4.13	0.75
helpful	43	42	8	1	0	unhelpful	4.35	0.68
trusting	42	41	10	1	0	not trusting	4.30	0.74
friendly	46	37	9	2	0	unfriendly	4.35	0.74
cooperative	53	28	2	1	0	uncooperative	4.52	0.60
approachable	59	25	9	1	0	unapproachable	4.50	0.75
considerate	47	41	5	1	0	inconsiderate	4.41	0.69
available	55	29	8	1	0	unavailable	4.49	0.70
enthusiastic	33	43	12	6	0	not enthusiastic	4.09	0.85
creative	17	33	38	6	0	uncreative	3.64	0.85
intellectual	20	33	33	8	0	unintellectual	3.69	0.90
industrious	32	44	15	2	1	unindustrious	4.10	0.82
active	35	42	16	1	0	inactive	4.18	0.74
sensitive	46	38	8	2	0	insensitive	4.36	0.73

APPENDIX D: TABLE 12 (cont'd)

	5	4	3	2	1			
	Frequency of Responses						Mean	S.D.
involved	45	35	12	2	0	uninvolved	4.30	0.77
committed	51	33	6	2	0	uncommitted	4.54	0.71

APPENDIX E

DESCRIPTIVE ANALYSIS OF THE PREDICTOR AND
CRITERION VARIABLES ACCORDING TO
BIOGRAPHICAL CHARACTERISTICS

APPENDIX E: TABLE 1

Means and Standard Deviations of Sub Groups According to School Division					
Variable	N*	School Division A (58)	School Division B (13)	School Division C (10)	School Division D (13)
Task Performance	Mean S.D.	11.45 2.81	11.48 3.08	11.64 2.50	9.88 2.88
Acceptance of Organizational Goals	Mean S.D.	0.77 0.67	0.44 0.45	0.49 0.72	0.76 0.50
Career Maturity	Mean S.D.	3.96 0.92	4.42 0.73	4.40 0.57	3.92 0.93
Interpersonal Orientation	Mean S.D.	3.73 0.72	3.87 0.80	3.80 0.45	3.46 0.40
Superior Effectiveness	Mean S.D.	2.57 0.71	3.21 0.61	3.35 0.86	2.85 0.85
Personal Acceptance	Mean S.D.	3.90 0.70	4.13 0.40	3.98 0.52	3.83 0.66
Work Challenge	Mean S.D.	4.18 0.77	4.46 0.32	4.70 0.37	4.36 0.73
Supportive Autonomy	Mean S.D.	3.25 0.73	3.65 0.62	3.69 0.46	3.57 0.86
Use of Skills	Mean S.D.	4.10 0.68	4.32 0.55	4.08 0.63	4.03 0.96
Work Satisfaction	Mean S.D.	3.60 0.51	3.63 0.51	3.77 0.21	3.53 0.61
Work Commitment	Mean S.D.	4.03 0.84	4.39 0.51	4.20 0.42	3.92 0.95
Self-image	Mean S.D.	4.07 0.50	4.19 0.39	4.28 0.38	4.06 0.41

*N refers to the number of respondents in each group

Means and Standard Deviations of Sub Groups According to Age

Variable	N	31-35 years (13)	36-40 years (15)	41-45 years (24)	46-50 years (19)	51-55 years (17)	56 years or more (6)
Task Performance	Mean S.D.	11.44 2.23	11.23 1.94	11.17 3.07	10.70 3.40	11.70 3.23	11.70 2.44
Acceptance of Organizational Goals	Mean S.D.	0.62 0.52	0.74 0.60	0.71 0.72	0.70 0.66	0.65 0.60	0.79 0.86
Career Maturity	Mean S.D.	4.42 0.57	3.90 0.99	3.95 0.95	4.11 0.97	4.06 0.90	4.00 0.45
Interpersonal Orientation	Mean S.D.	3.72 0.49	4.00 0.67	3.44 0.76	3.88 0.66	3.57 0.59	4.06 0.57
Superior Effectiveness	Mean S.D.	2.76 0.47	2.90 0.90	2.87 0.94	2.67 0.77	2.66 0.62	2.83 0.94
Personal Acceptance	Mean S.D.	4.13 0.47	3.78 0.88	3.74 0.65	4.06 0.53	3.96 0.63	4.08 0.61
Work Challenge	Mean S.D.	4.21 0.50	4.40 0.93	4.07 0.78	4.50 0.49	4.31 0.78	4.50 0.28
Supportive Autonomy	Mean S.D.	3.56 0.56	3.48 0.64	3.42 0.81	3.41 0.70	3.20 0.81	3.27 0.95
Use of Skills	Mean S.D.	4.28 0.50	4.03 0.63	4.00 0.84	4.46 0.52	3.91 0.83	4.00 0.38
Work Satisfaction	Mean S.D.	3.52 0.31	3.56 0.52	3.62 0.55	3.67 0.49	3.66 0.58	3.56 0.46
Work Commitment	Mean S.D.	4.15 0.55	3.73 0.88	4.25 0.68	4.16 0.76	4.18 0.95	3.67 0.82
Self-Image	Mean S.D.	4.15 0.33	3.87 0.57	4.10 0.49	4.23 0.43	4.12 0.45	4.27 0.32

APPENDIX E: TABLE 3

Means and Standard Deviations of Sub-Groups According to Grades Taught								
Variable	N	K-6 (53)	K-8 (3)	K-9 (11)	7-8 (8)	7-9 (7)	9-12 (5)	10-12 (6)
Task Performance	Mean	11.26	11.33	10.13	12.22	10.89	11.77	11.08
	S.D.	2.92	0.76	2.44	3.13	2.72	3.40	2.51
Acceptance of Organizational Goals	Mean	0.64	0.58	0.85	1.02	0.54	0.75	0.69
	S.D.	0.58	0.19	0.75	0.82	0.34	1.00	0.84
Career Maturity	Mean	4.10	4.67	3.91	3.61	3.71	4.80	3.92
	S.D.	0.86	0.29	1.00	0.94	0.99	0.27	0.86
Interpersonal Orientation	Mean	3.85	3.78	3.61	2.91	3.95	3.40	3.72
	S.D.	0.63	0.77	0.42	0.78	0.76	0.28	0.74
Superior Effectiveness	Mean	2.56	2.83	2.89	3.48	3.00	3.20	2.97
	S.D.	0.78	0.17	0.59	0.88	0.62	0.67	0.89
Personal Acceptance	Mean	4.05	4.08	3.77	3.07	3.36	3.95	3.71
	S.D.	0.62	0.14	0.44	0.81	0.50	0.41	0.56
Work Challenge	Mean	4.35	4.55	4.45	3.31	4.52	4.53	4.17
	S.D.	0.60	0.39	0.56	1.15	0.42	0.38	0.78
Supportive Autonomy	Mean	3.16	4.08	3.70	3.71	3.64	3.73	3.60
	S.D.	0.72	0.19	0.53	0.81	0.60	0.53	0.97
Use of Skills	Mean	4.15	4.60	4.17	3.83	4.26	3.88	3.88
	S.D.	0.59	0.53	0.67	1.24	0.56	0.38	1.61
Work Satisfaction	Mean	3.67	3.64	3.53	3.44	3.44	3.75	3.52
	S.D.	0.42	0.32	0.46	0.89	0.52	0.24	0.81
Work Commitment	Mean	4.21	4.33	3.73	3.38	3.86	4.40	4.33
	S.D.	0.69	0.58	0.90	0.74	0.69	0.55	1.21
Self-image	Mean	4.15	4.09	4.01	3.59	3.31	4.54	4.03
	S.D.	0.37	0.51	0.35	0.88	0.36	0.28	0.31

APPENDIX E: TABLE 4

Means and Standard Deviations of Sub-Groups According to Sex			
Variable	N	Female (14)	Male (80)
Task Performance	Mean S.D.	12.05 2.43	11.12 2.89
Acceptance of Organizational Goals	Mean S.D.	0.87 0.79	0.66 0.60
Career Maturity	Mean S.D.	3.89 0.78	4.09 0.89
Interpersonal Orientation	Mean S.D.	3.64 0.54	3.73 0.69
Superior Effectiveness	Mean S.D.	2.98 0.80	2.74 0.78
Personal Acceptance	Mean S.D.	3.98 0.73	3.92 0.63
Work Challenge	Mean S.D.	4.25 0.64	4.31 0.72
Supportive Autonomy	Mean S.D.	3.67 0.75	3.35 0.72
Use of Skills	Mean S.D.	4.46 0.65	4.06 0.69
Work Satisfaction	Mean S.D.	3.64 0.52	3.61 0.50
Work Commitment	Mean S.D.	4.43 0.65	4.03 0.80
Self-image	Mean S.D.	4.11 0.43	4.11 0.47

APPENDIX E: TABLE 5

Means and Standard Deviations of Sub Groups
According to Length of Experience as Principal

Variable	N	Less than 1 year (11)	1-3 years (11)	4-6 years (21)	7-9 years (18)	10 years or more (32)
Task Performance	Mean S.D.	11.52 3.18	11.08 3.22	11.73 2.51	11.47 3.25	10.80 2.69
Acceptance of Organizational Goals	Mean S.D.	0.53 0.53	0.64 0.53	0.85 0.68	0.54 0.56	0.79 0.71
Career Maturity	Mean S.D.	4.55 0.65	4.50 0.45	3.81 0.94	3.88 1.02	4.03 0.86
Interpersonal Orientation	Mean S.D.	3.94 0.55	3.48 0.48	3.70 0.87	3.75 0.76	3.74 0.56
Superior Effectiveness	Mean S.D.	2.37 0.88	2.83 0.79	2.79 0.55	3.05 0.93	2.74 0.77
Personal Acceptance	Mean S.D.	4.22 0.47	3.95 0.56	3.74 0.82	3.87 0.65	4.00 0.56
Work Challenge	Mean S.D.	4.54 0.40	4.27 0.61	4.04 0.99	4.50 0.45	4.33 0.63
Supportive Autonomy	Mean S.D.	3.15 0.57	3.40 0.79	3.52 0.60	3.70 0.76	3.26 0.78
Use of Skills	Mean S.D.	4.05 0.72	4.40 0.51	3.90 0.76	4.45 0.62	4.05 0.67
Work Satisfaction	Mean S.D.	3.61 0.29	3.50 0.37	3.46 0.63	3.81 0.47	3.63 0.50
Work Commitment	Mean S.D.	4.36 0.67	4.09 0.30	3.90 1.04	4.44 0.51	3.91 0.82
Self-image	Mean S.D.	4.40 0.37	4.08 0.22	3.89 0.66	4.14 0.40	4.16 0.37

APPENDIX E: TABLE 6

Means and Standard Deviations of Sub Groups According to Length of Experience as Principal in the Present School

Variable		Less than 1 year (23)	1-3 years (28)	4-6 years (23)	7-9 years (14)	10 years or more (5)
N						
Task Performance	Mean	11.98	11.01	11.10	10.62	11.92
	S.D.	2.69	2.58	3.29	3.25	1.64
Acceptance of Organizational Goals	Mean	0.53	0.81	0.83	0.60	0.60
	S.D.	0.60	0.63	0.68	0.62	0.63
Career Maturity	Mean	4.33	4.00	3.87	4.21	3.80
	S.D.	0.91	0.88	0.92	0.72	0.91
Interpersonal Orientation	Mean	3.84	3.75	3.68	3.52	3.87
	S.D.	0.53	0.61	0.89	0.63	0.65
Superior Effectiveness	Mean	2.59	2.68	2.82	3.28	2.63
	S.D.	0.89	0.72	0.66	0.83	0.64
Personal Acceptance	Mean	4.02	3.93	3.92	3.92	3.75
	S.D.	0.57	0.60	0.82	0.48	0.81
Work Challenge	Mean	4.57	4.35	4.11	4.25	4.13
	S.D.	0.37	0.64	0.95	0.53	0.84
Supportive Autonomy	Mean	3.22	3.33	3.47	3.85	3.15
	S.D.	0.62	0.68	0.78	0.81	0.68
Use of Skills	Mean	4.10	4.04	4.14	4.40	4.04
	S.D.	0.56	0.62	0.79	0.66	1.24
Work Satisfaction	Mean	3.72	3.56	3.49	3.80	3.37
	S.D.	0.33	0.45	0.62	0.40	0.87
Work Commitment	Mean	4.43	4.00	3.87	4.14	3.80
	S.D.	0.59	0.77	0.92	0.66	1.10
Self-image	Mean	4.26	4.09	3.99	4.10	4.16
	S.D.	0.39	0.38	0.64	0.36	0.41

Means and Standard Deviations of Sub Groups According to Length of Experience as a Vice Principal

Variable	N	No Experience (25)	Less than 1 year (6)	1-3 years (37)	4-6 years (21)	7-9 years (4)	10 years or more (1)
Task Performance	Mean S.D.	10.90 2.40	9.95 1.35	11.75 2.92	11.43 3.14	11.82 2.24	3.70 0.0
Acceptance of Organizational Goals	Mean S.D.	0.87 0.72	0.69 0.36	0.73 0.69	0.39 0.36	0.93 0.59	0.75 0.0
Career Maturity	Mean S.D.	4.06 0.87	3.33 1.03	3.92 0.90	4.42 0.71	4.63 0.47	4.00 0.0
Interpersonal Orientation	Mean S.D.	3.89 0.56	3.33 0.84	3.61 0.71	3.73 0.63	4.25 0.68	3.33 0.0
Superior Effectiveness	Mean S.D.	2.46 0.71	2.91 0.29	2.78 0.70	3.21 0.87	2.71 0.63	1.00 0.0
Personal Acceptance	Mean S.D.	3.97 0.66	3.83 0.63	3.88 0.71	3.94 0.49	4.44 0.52	3.00 0.0
Work Challenge	Mean S.D.	4.40 0.62	4.00 0.79	4.16 0.83	4.41 0.55	4.83 0.19	4.33 0.00
Supportive Autonomy	Mean S.D.	3.21 0.67	3.88 0.25	3.30 0.77	3.69 0.65	3.59 0.65	1.75 0.00
Use of Skills	Mean S.D.	4.26 0.70	3.91 0.55	4.04 1.02	4.17 0.69	3.90 0.82	4.20 0.55
Work Satisfaction	Mean S.D.	3.58 0.45	3.26 0.48	3.63 0.51	3.69 0.54	3.71 0.59	3.80 0.0
Work Commitment	Mean S.D.	4.12 0.60	4.00 0.89	4.05 0.91	4.09 0.77	4.25 0.96	4.00 0.0
Self-image	Mean S.D.	4.19 0.42	3.61 0.43	4.03 0.51	4.27 0.33	4.26 0.33	4.12 0.0

APPENDIX E: TABLE 8

Means and Standard Deviations of Sub Groups According to Length of Teaching Experience					
Variable	N	1-3 years (2)	4-6 years (10)	7-9 years (16)	10 years or more (66)
Task Performance	Mean	9.76	10.11	11.38	11.44
	S.D.	0.71	1.89	2.64	3.01
Acceptance of Organizational Goals	Mean	2.18	0.48	0.95	0.62
	S.D.	0.44	0.35	0.63	0.61
Career Maturity	Mean	3.50	3.95	4.00	4.11
	S.D.	1.41	1.11	0.77	0.86
Interpersonal Orientation	Mean	2.83	3.53	3.73	3.77
	S.D.	0.71	0.82	0.66	0.64
Superior Effectiveness	Mean	3.25	3.00	2.84	2.71
	S.D.	1.30	0.55	0.48	0.85
Personal Acceptance	Mean	2.75	3.78	3.99	3.97
	S.D.	1.06	0.48	0.77	0.60
Work Challenge	Mean	3.17	4.30	3.95	4.42
	S.D.	2.60	0.70	0.72	0.58
Supportive Autonomy	Mean	3.06	3.76	3.46	3.34
	S.D.	0.97	0.37	0.53	0.80
Use of Skills	Mean	3.00	3.92	4.10	4.19
	S.D.	0.28	0.86	0.69	0.66
Work Satisfaction	Mean	2.90	3.50	3.55	3.66
	S.D.	1.08	0.44	0.54	0.47
Work Commitment	Mean	3.00	4.10	4.00	4.14
	S.D.	1.41	0.74	0.63	0.80
Self-image	Mean	3.42	4.01	4.03	4.17
	S.D.	1.73	0.56	0.58	0.34

APPENDIX E: TABLE 9

Means and Standard Deviations of Sub Groups According to Length of Training						
Variable	N	4 years	5 years	6 years	7 years	8 years or more
Task Performance	Mean	10.78	11.29	11.09	11.38	12.23
	S.D.	2.19	2.79	2.88	3.15	4.77
Acceptance of Organizational Goals	Mean	0.64	0.77	0.70	0.67	0.17
	S.D.	0.75	0.65	0.58	0.69	0.19
Career Maturity	Mean	3.89	4.13	4.17	3.71	4.17
	S.D.	0.68	0.84	0.82	1.23	1.04
Interpersonal Orientation	Mean	3.64	3.75	3.67	3.83	3.44
	S.D.	0.66	0.74	0.63	0.69	0.19
Superior Effectiveness	Mean	3.11	2.76	2.61	2.86	2.67
	S.D.	0.70	0.68	1.00	0.59	0.88
Personal Acceptance	Mean	4.09	4.01	3.76	3.83	4.00
	S.D.	0.59	0.71	0.62	0.57	0.66
Work Challenge	Mean	4.43	4.25	4.32	4.19	4.33
	S.D.	0.62	0.86	0.57	0.58	0.58
Supportive Autonomy	Mean	3.71	3.38	3.21	3.55	3.21
	S.D.	0.53	0.66	0.95	0.62	0.36
Use of Skills	Mean	4.05	4.05	4.14	4.33	4.27
	S.D.	0.64	0.78	0.68	0.65	0.29
Work Satisfaction	Mean	3.65	3.49	3.77	3.66	3.36
	S.D.	0.47	0.54	0.39	0.58	0.40
Work Commitment	Mean	4.21	3.87	4.19	4.25	4.33
	S.D.	0.58	0.91	0.69	0.75	0.58
Self-image	Mean	4.09	4.14	4.11	3.96	4.39
	S.D.	0.53	0.54	0.31	0.38	0.52

APPENDIX F

INFERENTIAL ANALYSIS OF THE PREDICTOR AND
CRITERION VARIABLES ACCORDING TO
BIOGRAPHICAL CHARACTERISTICS

APPENDIX F: TABLE 1

ONE-WAY ANALYSIS OF VARIANCE OF PREDICTOR AND CRITERION VARIABLES ACCORDING TO BIOGRAPHICAL CHARACTERISTICS									
F Values and () Degrees of Freedom									
	School Division	Age	Grades Taught	Sex	Experience as Principal	Principal in Present School	Experience as Vice- Principal	Teaching Experience	Training
Task Performance	1.20 (3,90)	.26 (5,88)	.49 (6,86)	1.31 (1,92)	.40 (4,88)	.67 (4,88)	2.15 (5,88)	.83 (3,90)	.20 (4,88)
Acceptance of Organizational Goals	1.39 (3,90)	.09 (5,88)	.59 (6,86)	1.30 (1,92)	.93 (4,88)	1.01 (4,88)	1.52 (5,88)	6.01* (3,90)	.66 (4,88)
Career Maturity	1.66 (3,90)	.62 (5,88)	1.51 (6,86)	.67 (1,92)	2.26 (4,88)	1.03 (4,88)	2.20 (5,88)	.42 (3,90)	.77 (4,88)
Interpersonal Orientation	.912 (3,90)	2.16 (5,88)	2.82* (6,86)	.25 (1,92)	.64 (4,88)	.59 (4,88)	1.53 (5,88)	1.58 (3,90)	.32 (4,88)
Superior Effectiveness	5.12 (3,90)	.30 (5,88)	2.06 (6,86)	1.05 (1,92)	1.33 (4,88)	2.03 (4,88)	3.69* (5,88)	.69 (3,90)	.95 (4,88)
Personal Acceptance	.60 (3,90)	1.08 (5,88)	3.10* (6,86)	.08 (1,92)	1.17 (4,88)	.21 (4,88)	1.00 (5,88)	2.52 (3,90)	.90 (4,88)
Work Challenge	.96 (3,90)	.98 (5,88)	1.65 (6,86)	.06 (1,92)	1.49 (4,88)	1.40 (4,88)	1.19 (5,88)	.75 (3,90)	.22 (4,88)
Supportive Autonomy	2.16 (3,90)	.44 (5,88)	2.02 (6,86)	2.37 (1,92)	1.58 (4,88)	2.06 (4,88)	2.90* (5,88)	1.18 (3,90)	1.26 (4,88)
Use of Skills	.44 (3,90)	1.6 (5,88)	.75 (6,86)	3.67 (1,92)	2.24 (4,88)	1.69 (4,88)	.47 (5,88)	2.31 (3,90)	.43 (4,88)
Work Satisfaction	.49 (3,90)	.22 (5,88)	.55 (6,86)	.06 (1,92)	1.38 (4,88)	1.44 (4,88)	.77 (5,88)	1.92 (3,90)	1.42 (4,88)
Work Commitment	.97 (3,90)	1.27 (5,88)	2.04 (6,86)	3.22 (1,92)	2.05 (4,88)	1.89 (4,88)	.07 (5,88)	1.45 (3,90)	1.16 (4,88)
Self-image	.73 (3,90)	1.2 (5,88)	2.90* (6,86)	.00 (1,92)	2.46 (4,88)	1.05 (4,88)	2.62* (5,88)	2.22 (3,90)	.62 (4,88)

*p < .05

APPENDIX G

CORRESPONDENCE AND LETTERS
OF PERMISSION



THE UNIVERSITY OF MANITOBA

FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL
ADMINISTRATION AND FOUNDATIONS

WINNIPEG, CANADA
TELEPHONE 474-9019

February 10, 1981

Dr. D. T. Hall
Earl Dean Howard Professor of Organizational Behavior
J. L. Kellogg Graduate School of Management
Northwestern University
Evanston Illinois, 60201

Dear Dr. Hall

I request your permission to use a questionnaire I have developed which is based heavily on your study of the priestly career, Organizational Climate and Careers: The Work Lives of Priests, by Douglas T. Hall and Benjamin Schneider, 1973. The purpose of my questionnaire is to examine the influence of personal characteristics and organizational conditions on the career experiences of school principals. The study is part of my doctoral studies at the Department of Educational Administration and Foundations, University of Manitoba, Canada.

The conceptual framework of my study is based on your model of career development as well as your revised model based on your findings of the priestly career. The position which I take in my study is that your model of career development serves as a useful conceptual framework for examining the influence of personal characteristics and organizational conditions on school principals' career experiences of psychological success - an aspect of the principal's work life which has been neglected by most researchers in education.

Enclosed, please find a copy of the questionnaire I have developed as well as a part of my first tentative chapter of the study which presents the purpose and the theoretical foundations of the study.

Thank you for your considerations.

Sincerely

John Didyk



147.

THE UNIVERSITY OF MANITOBA

FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL
ADMINISTRATION AND FOUNDATIONS

WINNIPEG, CANADA
TELEPHONE: 474-9019

March 25, 1981

Dr. B. Schneider
Department of Management
College of Business
Michigan State University
East Lansing, MI 48824

Dear Dr. Schneider:

I request your permission to use a questionnaire I have developed which is based heavily on your study of the priestly career, Organizational Climate and Careers: The Work Lives of Priests, by Douglas T. Hall and Benjamin Schneider, 1973. The purpose of my questionnaire is to examine the influence of personal characteristics and organizational conditions on the career experiences of school principals. The study is part of my doctoral studies at the Department of Educational Administration and Foundations, University of Manitoba, Canada.

The conceptual framework of my study is based on your model of career development as well as your revised model based on your findings of the priestly career. The position which I take in my study is that your model of career development serves as a useful conceptual framework for examining the influence of personal characteristics and organizational conditions on school principals' career experiences of psychological success--an aspect of the principal's work life which has been neglected by most researchers in education.

Enclosed, please find a copy of the questionnaire I have developed as well as a part of my first tentative chapter of the study which presents the purpose and the theoretical foundations of the study.

I have also written Dr. D. Hall for permission to use the questionnaire which was developed for the study of the priestly career.

Thank you for your considerations. I look forward to hearing from you.

Sincerely yours,

7
John Didyk

JD/mlg
Enc.



Boston University

School of Management
212 Bay State Road
Boston, Massachusetts 02215

Faculty Offices

March 16, 1981

Mr. John Didyk
Faculty of Education
Department of Educational Administration
and Foundations
The University of Manitoba
Winnipeg, Manitoba
CANADA

Dear Mr. Didyk:

Thanks for your letter of February 10, which was forwarded to me from Northwestern.

You certainly have my permission to use our questionnaire if you send me and Dr. Schneider each a copy of your final report or paper. You should also write to Dr. Schneider for permission, if you haven't already. (Department of Management, College of Business, Michigan State University, East Lansing, MI, 48824.)

I've enclosed some materials which may be of use.

I would also suggest the use of interviews, in addition to the questionnaire. Much of our best data came from our interviews, as well as information to help interpret the questionnaire results.

Sincerely,

✓ Douglas T. Hall
Professor of
Organizational Behavior

dml
Enclosure

MICHIGAN STATE UNIVERSITY

GRADUATE SCHOOL OF BUSINESS ADMINISTRATION
DEPARTMENT OF MANAGEMENT

EAST LANSING • MICHIGAN • 48824

April 13, 1981

Mr. John Didyk
Department of Educational
Administration and Foundations
The University of Manitoba
Winnipeg, CANADA

Dear Mr. Didyk:

You have my permission to use any and all materials from the Hall and Schneider book. Your effort looks very interesting and, of course, I hope you are successful.

Cordially,

Benjamin Schneider, Ph.D.
John A. Hannah Professor of
Organizational Behavior

BS/ckr