THE PRINCIPALSHIP IN ADVANCED TEACHERS' COLLEGES IN NIGERIA

by

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To

My beloved father,

the loving memory of my mother,

and the happiness and progress

of the Olugbemi family:

Olubunmi

Oluronke Adesola

Oluwasanmi Adefolaju

Adetayo Olumuyiwa

Aderemi Adegbolahan

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Chapter I

INTRODUCTION

The central purpose of this study was to develop guidelines for the development of the professional leadership role of principals of Nigerian Advanced Teachers' Colleges (ATCs). Since the training and adequate supply of well-qualified teachers have constituted one of the major problems of educational development programs in Nigeria, there is a pressing need for principals of these key teacher training institutions to be aware of and responsive to the leadership demands of their position.

Over the last two decades the Nigerian Federal and State Governments have invested heavily in the development of the nation's human resources through education at all levels. Between 1960, when the country achieved national independence, and 1973, the last year for which figures are available, the enrollment figures for the country's educational institutions show increases of well over 100 percent at almost every level, as shown in Table 1. Having achieved this degree of success as regards enrollment, particularly at the post-primary school level, attention has been turned to providing free universal primary education for all Nigerian children, a scheme which was put in operation in September 1976.

Table 1

Enrollment Increase in Nigerian Schools

	1960	1973	Percent Increase	Targets 1975-80
Primary Schools	2,800,000	4,700,000	67.86	11,500,000
Secondary Schools	135,000	449,000	232.59	1,555,000
Secondary Technical and Vocational Schools	5,000	23,000	360.00	118,000
Teacher Training Colleges	28,000	47,000	67.86	235,000
Universities	1,400	43,000	1,542.86	53,000

Source: Federal Republic of Nigeria, Third National Development Plan 1975-1980 (Lagos: Ministry of Information, 1975), pp. 238-243.

But the expansion of the system and the rise in student population have not been marked by a corresponding increase in the number and quality of trained teachers available for primary and secondary schools and the elementary teacher training colleges. This problem seems well recognized by the Nigerian Government. In 1970 the government noted:

> One of the major constraints on the desirable development in primary and secondary education in the country is the serious shortage of qualified and competent teaching staff.[1]

Again, in 1975, the government drew attention to the persistence of the problem, expressing how crucial it considered the issue of teacher education to the whole of the country's educational system and development programs:

> . . . having regard to the fact that the quality of the teaching staff is probably the most important determinant of educational standards at all levels.[2]

The first Advanced Teachers' Colleges in the country were established by the mid-1960s. Established by various Nigerian Governments following the Ashby Commission recommendations and the Federal Government White Paper on it,[3]

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[1]Federal Republic of Nigeria, Second National Development Plan, 1970-1974 (Lagos: Ministry of Information, 1970), p. 235.

[2]Federal Republic of Nigeria, Third National Development Plan, 1975-1980 (Lagos: Ministry of Information, 1975), p. 248.

[3]Sir Eric Ashby, Investment in Education: Report of the Commission on Post-School Certificate and Higher Education in Nigeria (Lagos: Ministry of Information, 1960).

the ATCs serve mainly to help meet the teacher needs at the lower grades of secondary schools and elementary teacher training colleges which grew rapidly following implementation of government plans based on the Ashby Report. Graduates of the Advanced Teachers' Colleges are awarded the Nigeria Certificate in Education (NCE), and supplement degree-holding teachers in the post-primary institutions. Recently, the policy of expanding the existing colleges and building new ones marked a broadening of policy regarding the place of NCE teachers in the country's educational system. It shows recognition of the key role which the institutions can play in meeting the demands for more and better quality teachers, particularly for the primary schools. Thus, current government policy favors a rapid increase in the turn-out of NCE teachers and assigning them to teaching and administrative duties in the primary school system, thus making the ATCs the institutions for supplying the country's teacher needs at the most crucial levels.

However, a major point of weakness which has failed to receive any worthwhile attention has been the sad neglect in providing adequate professional training for leaders in administrative positions in the ATCs. The assumption in making most appointments to the principalship of colleges seems to be that a general educational background (perhaps just a degree qualification), plus experience, sufficiently qualifies a person for leadership positions in the country's

educational institutions.

The view taken here is that, considering the importance of the teacher training programs in the national scheme for educational development, it is essential that attempts be made to define the jobs of ATC principals through research undertakings in order to make useful information available for developing training programs for such positions. Furthermore, it is assumed that if there is a clear identification of expectations held for ATC principals, with such expectations taking account of the values held by all concerned, a sound basis for the understanding and carrying out of the principals' professional leadership roles might be available.

Definition of Terms

Grade III teacher--a teacher who holds the Nigerian Grade III Teacher's Certificate, normally obtained after the successful completion of a three-year, post-primary teacher training course.

Grade II teacher--a teacher who holds the Nigerian Grade II Teacher's Certificate, normally obtained after the successful completion of a five-year, post-primary teacher training course, or a one-year, post-secondary school course.

NCE teacher--a teacher who holds the Nigeria Certificate in Education, normally obtained after the successful

completion of a three-year, post-secondary school or post-Grade II teacher training course.

Graduate teacher--a teacher who holds at least one degree from a recognized university.

Graduate degree--a bachelor's degree or higher, obtained from a recognized university.

Graduate staff--all the teaching staff members of an institution who hold at least a bachelor's degree.

Non-degree institution--an institution of learning that is below university level (normally post-secondary), e.g., the Advanced Teachers' Colleges, Colleges of Technology, Technical Schools, and Polytechnics.

College--any institution of learning that is post-primary but below university level (thus, secondary schools and elementary teacher training institutions are also called colleges in Nigeria).

White Paper--a government document, approved by parliament or the highest legislative body, outlining policy and proposed action in respect to any matters within its jurisdiction.

Role expectations--role, as defined by Neal Gross, is a set of expectations or evaluative standards applied to an actor of a particular position;[1] expectation involves an evaluative standard applied to an incumbent of a particular

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[1]Neal Gross and others, Explorations in Role Analysis (New York: John Wiley and Sons, 1958), pp. 67, 74.

position.[1]

Values--"widely shared conceptions of what is desirable," i.e., those "universalistic" cultural ideals held in common by the members of a given society.[2]

Administration--

> a series of superordinate-subordinate relationships within a social system. . . . (It] is the locus for allocating and integrating roles, personnel, and facilities to achieve the goals of the system.[3]

Officials--used in the analysis and tables to refer to members of the Institute of Education and Department of Education, Ahmadu Bello University, as well as Federal and State Ministries of Education officials.

The principal--used to refer to the Advanced Teachers' College principals.

The Role of Principals in Nigerian Colleges

For the Nigerian school principal, either at the secondary, teacher training, or ATC levels, no strong evidence exists to support the existence of any clear-cut definitions of the principal's job expectations based on

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[1]Ibid., p. 67.

[2]Arthur F. Clagett, "Role Adjustment Modes of Public School Teachers," Journal of Educational Research 67 (September 1973):29-33.

[3]Jacob W. Getzels and Egon G. Guba, "Social Behavior and the Administrative Process," School Review 65 (Winter 1957):424.

careful conceptualization, analysis, or definition of the roles, responsibilities, and functions of the professional position which he or she occupies. Further, this is a system where most principals receive no professional training for their job.

As a result, a situation of poor communication, misunderstanding, and conflict exists between principals and those who employ them and to whom they are directly responsible (Ministries of Education, School Boards, Institutes of Education) on the one hand, and between themselves, their staff, and their communities on the other.

Relations with employers or higher authorities are better documented and have tended to attract some attention, though without much success, particularly as regards clarification of roles. Addressing a seminar of school principals and supervisors in the former Western State, one Ministry official had this to say:

> For some time it seems clear that there has been some missing link in the relationship between the principals and the Ministry in a number of ways. It is that, between ourselves, we are not communicating adequately and effectively. Although it is apparent that we have many goals in common and our goals are often identical, our understanding of one another's role seems to be twisted.[1]

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[1]B. O. Rotimi, "Administrative Structures and Their Relationship to Secondary School Supervision," Towards Better Administration and Supervision of Instruction, Proceedings of the First Seminar on School Administration and Supervision (Ile-Ife: Institute of Education, University of Ile-Ife, July 1971), p. 130.

In spite of this admission, however, the seminar discussion failed to clarify the situation or provide any solutions. Instead, the agreement reached was to leave the resolution of conflicts in the hands of higher authorities in the Ministry of Education, with the Commissioner of Education acting as the final arbiter in the case of issues left unresolved by lower officials.[1]

Perhaps of equal if not greater significance was the rejection as being "premature" of the suggestion that powers to supervise instruction at the building level be delegated to principals, on the basis that "very few of such principals are so trained and qualified to do so."[2]

The unenviable position of the Nigerian principal is best described in the words of Professor Fafunwa who, in examining the problems and challenges of school administration in Nigeria, described the principal's position this way:

> Traditionally, the school principal's role is that of a mid-way station between the educational policy makers on [the] one hand and the staff and principals on the other. The principal is by and large an agent who executes or transmits general rules and regulations as laid down by the school authorities. The curriculum, the system of instruction and school discipline are often handed down by a higher authority--that is, the appropriate Ministry of Education or School Board. The modern trend elsewhere, however, is toward the liberalisation of the system.[3] (Italics mine.)

It is interesting to note that in outlining his own definition of the principal's main functions, Fafunwa

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[1]Ibid., p. 140. [2]Ibid. [3]Ibid., p. 3.

defined it partly as "interpreting policy, executing instructional programmes, and selecting, inducting, and retaining personnel."[1] If the principal's task as regards policy is mainly that of interpretation, it is easy to see an area of potential conflict deriving mainly from lack of clarity of stated policies or from the fact that principals may not view their role in this way. Certainly effective administration is questionable if the principal's role as regards policy is limited to interpretation.

Further evidence abounds to support the contention that the role of the Nigerian principal lacks proper definition. A senior Ministry of Education official, in addressing a seminar organized for school administrators in the former Northern States, referred to past neglect in mounting in-service courses to consider the role of the principal:

> . . . maybe because educators have not determined his [the principal's] proper role and he is considered as occupying a place between an administrator and a professional, or does not appear to fit exactly in either.[2]

In his view, the role of the principal is of great importance, and to under-play it is to risk "the very fabric" of the educational system.

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[1] Ibid.

[2] Hafizu Wali, "Qualities of an Effective Principal," in School Administration and Management for Principals, ed. Albert O. Ozigi (Zaria: Institute of Education, Ahmadu Bello University, 1974), p. 9.

Another major concern expressed by the official was the inadequate knowledge base from which training programs for principals could derive. In his opinion, the need for knowledge through research was pressing because though "the principal is a strong influence in the quality and efficiency of educational programmes," the existing situation was far from desirable for various reasons:

> Recruitment of principals is for the most part haphazard and disorganized; no study is available, and no formal course is being run which would enable us to identify and develop the required administrative and professional skills of a principal; . . . no pre-service programmes exist for the training of principals.[1]

A senior university official of the Institute of Education at Ahmadu Bello University described problems relative to the principalship:

> The rapid development of education in this part of the country in recent years has resulted in the tremendous growth of a number of post-primary institutions all over the States. Due to acute shortage of experienced administrative personnel in most of the States, several of these post-primary institutions have to be managed by young graduates, most of whom lack adequate relevant experience in school management.[2]

Though the above review directly concerns and has greater application to secondary school and teacher training college principals in most parts of the country, it nevertheless has relevance in illustrating the kind of situation under which most Nigerian principals function, including

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[1]Ibid., p. 11. [2]Ibid., p. i.

Advanced Teachers' College principals.

With particular reference to the ATCs, this writer did not come across any documents in which carefully conceptualized and defined functions of the ATC principal are presented. Instead, there seems to be over-reliance on principals' professional experience and civil service regulations. This is especially true of government-owned ATCs. Recently, one State Ministry of Education issued a circular to principals of all post-primary institutions in the state, in which the duties of principals were outlined (Appendix A). In spite of this being an improvement on past practice, the document is most sketchy and vague, and of very limited practical use to principals. At the ATC where a similar circular was found, the principal admitted being unaware of the existence of the document. It was discovered filed away with other circulars.

Not even this kind of "guideline" has ever been issued to principals in the non-government-owned ATCs covered by this study, in spite of their longer existence and much higher student and staff population, compared to the other ATCs. Each principal is appointed and designated "the academic and administrative head" of the institution, and assumed to be capable of translating his mandate into appropriate role functions.

In spite of the supervisory power which the ATC principal has over his staff and the instructional program, his

position is not much different from that of the other school principals in Nigeria. The lack of adequate definition of his role does lead to uncertainties and situations of conflict and misunderstanding as the principal relates to his superiors and the staff.

Listed as one of the main recommendations for achieving an adequate supply of secondary level teachers for Nigeria in a recent (1973) report was the need for better personnel policies and managerial support. It refers to the "inadequate attention" that has been given to "training programs that are required for school managers or administrators, members of the inspectorate, or supervisors in teacher education programs." It recommends that "both logistic competence and leadership competence should figure prominently in such programs."[1]

It is necessary, therefore, that some research be directed at clarifying the role of the administrative heads of the ATCs, particularly as viewed by the principals on the one hand, and on the other, by the people they are mostly in contact with--Federal and State Ministries of Education, Institutes of Education, University Faculties of Education, and ATC staff.

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[1]John W. Hanson, ed., "Report on the Supply of Secondary Level Teachers in English-Speaking Africa," in Secondary Level Teachers: Supply and Demand in Nigeria (East Lansing: Institute for International Studies in Education and the African Studies Center, Michigan State University, 1973), p. 228.

The Problem of the Study

One basic problem which exists in Nigeria and on which this study is focused concerns the lack of definition of the role expectations of the principals of the country's Advanced Teachers' Colleges. The problem is threefold:

1. The vagueness of governmental and Institute of Education expectations of principals of ATCs at a time when important educational developments are underway in the country.
2. The absence of emphasis on this role in terms of professional leadership, and the absence of preparation programs for principals.
3. The inevitable differences between teachers and principals, on the one hand, and between principals and the government and Institute of Education, on the other hand, as to the functions and role of the principals.

Most Nigerian ATC principals are either lacking in any professional training or are inadequately trained for their jobs. Most principals are appointed, not on the basis of professional training for the job, but on academic qualifications which often consist only of academic training in particular disciplines, plus professional teacher training and teaching experience. A teacher who demonstrates both academic and professional competence in the classroom and

who has worked within the system for a sufficiently long period of time is deemed to have achieved seniority and is considered suitable for appointment as principal. These considerations are regularly the ones that are described as being taken into account, but as is often the practice in personnel selection and appointment, personal and political considerations may enter into the decision process. Without training and without a proper understanding of what his roles are, the principal is not in a position to function effectively.

The teaching staff in the ATCs have often chosen an academic career because they value acquiring higher academic and professional qualifications, and the social and economic mobility which such achievements help them attain. Failure to attain these objectives is often attributed to failure on the part of the principal to attend to and promote their personal needs and aspirations. It will be interesting to know if anyone else views this to be a function of principals.

Outside agencies (i.e., those to whom the principal is directly and indirectly responsible outside the organization), including the Institute of Education of the university with which the college may be affiliated, State and Federal Ministries of Education, the National Government, and the public at large all appear to have conflicting expectations of the principal. In spite of these

differences, there is a general tendency to view "successful" administrative performance in terms of high passes in final examinations, the absence of student agitation and demonstrations, and a low staff turnover.

There is a serious paucity of information derived from research carried out within the Nigerian socioeconomic and cultural context on which training programs for educational administration could be based. In addition to using available research information in the field of training for educational administration in other countries, such as the United States of America, to train the Nigerian college principal, there is need to ensure that part of the theoretical foundations of such training derive essentially from evidence obtained through research into the existing Nigerian situation. At present there appears to be no attempt to look for solutions within the Nigerian context. The launching and implementation of UPE is bound to run into serious difficulties if the nation's NCE teacher training program, on which the future provision of higher quality teachers for the country's primary schools depends, is not given proper direction.

Purposes of the Study

The central purposes of this study were:

1. To determine the expectations of government and university officials, of teachers in ATCs and of

principals in ATCs regarding the functions and role of ATC principals.

2. To determine discrepancies between these role expectations.
3. To analyze the role expectations in terms of a theoretical concept of the principalship.
4. To make recommendations as to how these discrepancies can be reduced and how the principals' professional leadership role can be better understood, better accepted, and better discharged.

The basic research question to be answered in this study is inherent in the above statement of purpose; that is: What are the governmental, the ATC teachers' and the ATC principals' expectations of the functions and role of ATC principals, and how do these expectations differ? A second research dimension of this study which is not made explicit in the purpose statement is the search of the literature to discover existing instruments which could be modified for use in investigating the role expectations of principals or the use of literature as a basis for devising an appropriate instrument. The instrument is designed to serve as a vehicle for investigating role expectations, and includes tasks related to major aspects of a principal's responsibility and about which sufficient professional literature exists to give an approximation of the emphasis which a principal should devote to each aspect of his job.

Method of Conducting the Study

Following a comprehensive review of documents, related research and literature, a questionnaire was developed and used as the basic data-gathering device in conducting the study. The instrument was administered to teachers and principals in ATCs and to selected Ministry of Education and university officials. A full description of the design of the study, with elaboration on methodology and data analysis, is presented in Chapter IV.

Organization of the Remainder of the Dissertation

In Chapter II the setting of the study is described under three main topics: general background information on Nigeria, movement toward free Universal Primary Education (UPE) in the country, and the staffing of Advanced Teachers' Colleges. Chapter III contains a review of research, literature, and documents relevant to the study. A description is given in Chapter IV of the design of the study, including the sample population, the development of the instrument, and the procedures for collecting and analyzing the data. In Chapter V the data collected and the results obtained from their analysis are presented. Chapter VI contains summaries, conclusions, implications of the study, and recommendations for further research.

Chapter II

SETTING OF THE STUDY

This chapter is aimed at providing some general background information which has bearing on the social, economic, political, and educational setting of this study. The intention is to further highlight the significance of this research within the Nigerian context, and to clarify issues and make them more relevant. Thus, this chapter briefly describes the emergence and development of the country of Nigeria, reviews the historical context of Nigerian education, describes the movement in the country toward universal primary education, and provides a description of the staffing of the country's Advanced Teachers' Colleges.

Nigeria: The Country and Its People

The political entity now known as Nigeria did not come into existence until 1914, when the Colony and Protectorate of Southern Nigeria was amalgamated with the Protectorate of Northern Nigeria and, henceforth, was called the Colony and Protectorate of Nigeria. It achieved sovereign status in 1960 after more than one hundred years of British tutelage, and in 1963 the country adopted a Republican Constitution and became known as the Federal Republic of Nigeria.

The country lies within the tropics between longitudes 3° and 15° east of the Greenwich Meridian, and between 4° and 14° north of the Equator. With a total area of 356,670 square miles, it occupies about one-seventh of the total mainland of West Africa. Except in the south, where it is bordered by the Atlantic Ocean, the country is surrounded by French-speaking African countries--the Republic of Benin (formerly Dahomey) to the west, Niger Republic to the north, and on the east by the Republic of Cameroun.[1]

Both the location of the country and its position in relation to the land and sea around it give it a climate which varies from tropical at the coast to subtropical further inland. Only two seasons are well marked--the dry season, lasting from about November to March, and the rainy season, from about April to October. Temperatures range from about 50 to 110 degrees Fahrenheit.

There are no up-to-date figures on the population of Nigeria. The latest count in 1973, which gave a population of 80 million, was surrounded with great controversy and has been set aside. For planning and other purposes, the 1963 figure of 55.67 million is used. These figures make Nigeria the most populous country in Africa, with a population that is greater than that of all the other West African countries

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[1]N. P. Iloeje, A New Geography of Nigeria (Ikeja: Longman Nigeria Ltd., 1972), p. 14.

combined, seven times the population of Ghana, three times that of the Republic of South Africa, and third only to India and Pakistan in the British Commonwealth. Recent population indicators show that the country now has well over 70 million people--a heterogeneous population of about 250 ethnic and language groups, the main ones including the Hausa, Fulani (Fulbe), Ibo, and Yoruba. This makes for considerable cultural diversity.

Nigeria has been under military rule since January 1966. In May 1967 the country was divided into twelve states, which replaced the existing grouping of the country into the capital territory of Lagos, the Northern, Eastern, and Western Regions. Further division took place in February 1976, and Nigeria now has a nineteen-state structure. Plans are being made for the country to return to civilian administration by 1979.

Nigeria is primarily an agricultural country, with 80 percent of the working population engaged in it, producing food crops and export commodities. In recent years, however, the petroleum industry has assumed a dominant role in the nation's economy, particularly in terms of national revenue. With average daily production of crude oil at about two million barrels per day since 1974, earnings from oil exports account for about 90 percent of the country's total export earnings.[1]

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[1] Nigeria Yearbook 1976 (Lagos: Daily Times Publication, 1976), p. 191.

One major objective of the current national development plan is "to achieve a rapid increase in the standard of living of the average Nigerian."[1] The need for this is best illustrated by the fact that the country's gross domestic product of about ₦14 billion gives a per capita income of about ₦205, compared to a range of about ₦700 to ₦3,000 in developed countries.[2] Thus, during the current plan period, education is one of the items given top priority so that, by the end of the plan period in 1980, "the problem of shortage of high level and intermediate level manpower will be largely resolved."[3]

Educational Development during the Colonial Period

The development of education during the colonial period is described in terms of government efforts and the efforts of missionaries.

Government Efforts

It is only in recent years that priority attention has been accorded educational development in Nigeria. For most of the colonial period, particularly before the 1880s, the

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[1] Federal Republic of Nigeria, Third National Development Plan, p. 29.

[2] Ibid. (₦1, or one Naira, is equivalent to about 1.6 United States dollars.)

[3] Ibid., p. 31.

colonial administration showed little interest in providing education, and more or less abdicated this responsibility to the Christian missions which pioneered Western education in Nigeria. There were several reasons for this. The British Government had no clearly defined policy on education in its African colonies in the period before 1925.[1] Governed by the overriding objectives of establishing and maintaining its suzerainty, as well as the promotion of trade and commerce between "the mother country" and colonial Nigeria, successive British administrations largely neglected the educational needs of the people in the territory.

The first education ordinance was not enacted until 1882, and it was not until 1887 that provisions were first made for grants-in-aid to schools and scholarships for secondary education. Following the 1914 unification, some increased government interest was noticeable, but mainly in the form of providing assistance to missions and voluntary agencies, and setting standards for school curricula and teaching. Some significant changes in government attitude occurred following the publication, in 1922, of the Phelps-Stokes Report on Education in Africa--a report aptly described as "an important educational document which

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[1]A. Babs Fafunwa, History of Education in Nigeria (London: George Allen & Unwin, 1974), p. 93.

constitutes a significant turning-point in African education."[1] Showing particular interest in the religious and educational needs of Africa, especially in the areas already being served by missionary bodies, the Phelps-Stokes Fund was an American philanthropic organization which sponsored the commission to study educational progress and needs in various regions of Africa.[2] The report severely criticized the colonial government's educational policy and recommended changes. It was largely in response to the commission's findings that the British Government adopted a more positive attitude toward education in its African territories, including Nigeria, starting with the issue in 1925 of the "Memorandum on Educational Policy in British Tropical Africa."[3]

Nigeria's educational policies and development in the succeeding two decades was largely guided by this document. In spite of problems of staffing and financing, progress was made in the fields of training Nigerian staff to replace expatriate staff, who were in short supply, and in the development of higher education in the country, with the establishment of the Yaba Higher College. The result was

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[1]Ibid., p. 120.

[2]L. J. Lewis, ed., Phelps-Stokes Reports on Education in Africa (Oxford: University Press, 1962).

[3]"Memorandum on Educational Policy in British Tropical Africa," Cmd 2374 (London: H.M.S.O., 1925).

the laying of

> . . . a firm foundation for an orderly development of education at all levels . . . and this led to the phenomenal growth that took place during the next decade.[1]

In the predominantly Muslim area of Northern Nigeria, the colonial administration placed strong limitations on Christian missionary activities and, therefore, the early development of Western education in that part of the country, resulting in considerable disparity in educational development between the northern and southern parts of the country. This problem of the educational gap between the North and the South has remained a major issue in the country's educational planning and development. As shown in Table 2, though the North had embarked upon school expansion in the period before 1960, the gap was still very wide by the end of the colonial era.

Missionary Efforts

As noted above, the Christian missions were responsible for the introduction and, to a very large extent, the development of Western education in Nigeria. Greatly influenced by early nineteenth-century demands for stamping out the slave trade and the evils associated with it, philanthropists and missionaries alike sought to transform African society through the "civilizing" mission of the

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[1]Fafunwa, History of Education in Nigeria, p. 165.

Table 2

Differential Development of Western Education in Southern and Northern Nigeria[a]

	Southern Nigeria				Northern Nigeria			
	Schools		Pupils in Attendance		Schools		Pupils in Attendance	
Year	Primary	Second.	Primary	Secondary	Primary	Second.	Primary	Secondary
1906	126	1	11,872	20	1	0	nk[b]	0
1912	150	10	35,716	567	34	0	954	0
1926	3,828	18	138,249	518	125	0	5,210	0
1937	3,533	26	218,610	4,285	539	1	20,269	65
1947	4,984	43	538,391	9,657	1,110	3	70,962	251
1957	13,473	176	2,343,317	28,208	2,208	18	185,484	3,643

[a]From Sylvester A. Adesina, "An Analysis of Nigeria's Educational Plans and Actual Educational Development between 1945 and 1970" (Doctoral dissertation, Teachers College, Columbia University, 1973), p. 43.

[b]Not known.

church. What the missionaries sought to achieve was no less than a social revolution. As one writer put it:

> The missionary is a revolutionary and he has to be so, for to preach and plant Christianity means to make a frontal attack on the beliefs, the customs, the apprehensions of life and the world, and by implication (because tribal religions are primarily social realities) on the social structures and bases of primitive society.[1]

Right from the earliest stages of their activities, dating from about 1840 onwards, the educational objectives of the missionaries had been fairly well defined and pursued. Theirs was essentially a "civilizing" mission with emphasis on evangelization and the establishment of schools so as to promote literacy. These ideas and objectives are best expressed in the memorable words of Reverend Thomas Bowen, pioneer of the American Baptist Mission to Nigeria, who wrote in 1857:

> Our designs and hopes in regard to Africa are not simply to bring as many individuals as possible to the knowledge of Christ. We desire to establish the Gospel in the hearts and minds and social life of the people, so that truth and righteousness may remain and flourish among them, without the instrumentality of foreign missionaries. This cannot be done without civilization. To establish the Gospel among any people, they must have Bibles and therefore must have the art to make them or the money to buy them. They must read the Bible and this implies instruction.[2]

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[1] H. Kraemer, The Christian Message in a Non-Christian World (London, 1938).

[2] Thomas J. Bowen, Missionary Labours and Adventures in Central Africa (Charleston, S.C., 1857).

As pointed out by Ajayi, the main aspects of this program included the introduction of literacy, the training of missionary agents, and the promotion through technical education of a class of people "with the art to make Bibles or the money to buy them." Ajayi noted further that though the last two objectives were never free from controversy, there was "complete unanimity" on the great importance of the first.[1]

The first known school in Nigeria was established by the Wesleyan Methodist Missionary Society in 1843, and appropriately referred to as "the nursery of the infant church." This clearly reflects the primary missionary objective of not only converting the local people to Christianity but also turning them into "good" Christians through education, i.e., through knowledge of the Bible, the ability to engage in Christian worship, and to communicate orally and in writing. Also considered important was training to produce local clergy, catechists, and teachers who would serve their own people.[2] Considerable significance was attached to the study of local Nigerian languages and, within a short period of time, progress was made in this field. Beginning with the study of grammar and vocabulary of

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[1]J. F. Ade Ajayi, Christian Missions in Nigeria 1841-1891: The Making of a New Elite (Ibadan: History Series, Longmans, 1965), p. 126.

[2]Fafunwa, History of Education in Nigeria, p. 81.

the major local languages, and in most cases reducing them to writing for the first time, translations of the Bible and portions of it were soon published in these languages, the most notable successes being made with the Yoruba, Hausa, Kanuri, and Efik languages.

By 1912 enrollment in mission schools aided by the government was 11,732 and 20,000 in unassisted schools, as against 3,984 in government schools. Also between 1859 and 1914, the number of missionary secondary schools in Southern Nigeria had grown to ten, compared to one by the government.[1] By 1960 more than 70 percent of the schools in the Eastern and Western Regions and the Federal Territory of Lagos were the responsibility of the missions and other voluntary agencies.[2]

Teacher Education

Since the question of the training and supply of teachers in Nigeria is discussed in some detail later in this report, only highlights of the developments in this area during the colonial period need be mentioned here. Again, it was the missionaries who took the initiative and maintained a lead throughout the period under review. The earliest teacher training institutions developed out of

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[1] Ibid., pp. 97-99.

[2] F. H. Hilliard, A Short History of Education in British West Africa (London: Thomas Nelson and Sons, 1966), p. 123.

missionary attempts to maintain and expand the role of the churches. By 1859 the first training institution was founded by the Church Missionary Society, followed by other missionary and voluntary organizations.[1] Apart from assisting these agencies through grants-in-aid, government effort was limited to laying down provisions for regulating training standards and certification requirements, though it later started to provide training through evening classes and vacation courses. It was not until 1915 that the first government teacher training institution was established.[2]

By 1914 the need for increasing teacher supply and quality could not have been greater, considering that even in the more "educationally advanced" south, the teacher-pupil ratio was estimated at 1 to 91 in voluntary schools on the "assisted list," and in the "unassisted" schools it was put as low as 1 to 800.[3] Out of a total of 97,667 teachers in the country's primary schools in 1959, 61,968 were untrained and uncertificated or probationary.[4]

Though the period following the first world war was one of reorganization and expansion, the problems of quality and supply remained acute, in spite of widespread recognition of the crucial role which a sound teacher education program would provide for the educational structure of the country.

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[1] T. T. Solaru, Teacher Training in Nigeria (Ibadan: University Press, 1964), p. 4.

[2] Ibid., p. 25. [3] Ibid., p. 81. [4] Ibid., p. 102.

The main problems concerned lack of teacher trainers, inadequate financing, and the fact that teacher training problems had tended to receive less attention and support in the country, compared to secondary education, for example. Perhaps the most intractable problem concerned the status and conditions under which teachers worked. These conditions were unattractive and were largely responsible not only for discouraging potential teachers from entering the profession but also in causing many teachers to leave the profession for other jobs, both in the private and public sectors.

Such was the situation in teacher education when the Ashby Commission, appointed by the Federal Government "to conduct an investigation into Nigeria's needs in the field of post-school certificate and Higher Education over the next twenty years,"[1] submitted its report in 1959. The commission drew attention to the serious teacher situation at all levels. It was particularly critical of teacher training, pointing out that "something like nine-tenths of the primary school teachers and over half the secondary school teachers are not adequately or fully trained for their work.[2] As described later in this dissertation, it

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[1]Sir Eric Ashby, Investment in Education: Report of the Commission on Post-School Certificate and Higher Education in Nigeria (Lagos: Ministry of Information, 1960), p. 2.

[2]Ibid., p. 42.

was mainly in response to one of the recommendations of the commission that the Advanced Teachers' Colleges began to be established in 1962.

Movement toward Universal Primary Education in Nigeria

Since an examination of the role expectations of Advanced Teachers' College principals in Nigeria falls into proper perspective only within the context of the country's educational development toward universal free primary education (UPE), this section deals with that development as a means to highlight the major educational and administrative problems which constitute the focus of this study.

The early 1950s marked the beginning of rapid educational development in Nigeria, particularly the tremendous growth in primary school enrollment--a phenomenon that was closely related to the constitutional advances in the country. Beginning from 1951, the country's constitutional arrangements provided for both the Federal and Regional Governments to have "concurrent constitutional and administrative responsibility for educational development."[1] The regions thereby came to possess primary responsibility not only for financing but also for deciding educational policies and their implementation, while the Federal Government aided

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[1]Federal Republic of Nigeria, Second National Development Plan 1970-1974 (Lagos: Ministry of Information, 1970), p. 235.

the various educational development programs. As a result, there was tremendous growth of education at all levels, reflecting a strongly held belief in education as a means to nation-building and economic development. The regions used their powers to great advantage. The Western and Eastern Regions (now broken into various states) introduced free primary education; primary education was already virtually free in most parts of the Northern Region.[1]

For various reasons, however, as documented in a recent research study of the country's educational planning experience, it has been found that "actual educational development was at variance with the intent and the stated quantitative goals of Nigeria's educational plans," with the failure attributed to

> . . . political instability and the persistent tendency to politicize educational plans, overestimation of the nation's financial resources for sustaining the plans and its concomitant over-reliance on uncertain financial expectations, the absence of a formal implementation machinery legally or officially recognized, and the formulation of education plans with hopelessly inaccurate and technically deficient statistics.[2]

The Western State which had introduced free primary education in the mid-50s had an enrollment of under 50 percent

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[1]Adeniji Adaralegbe, "Problems and Issues in Financing Education in Nigeria," West African Journal of Education 16 (February 1972):27-28.

[2]Sylvester A. Adesina, "An Analysis of Nigeria's Educational Plans and Actual Educational Development between 1945 and 1970" (Doctoral dissertation, Teachers College, Columbia University, 1973), p. 267.

as late as 1973.[1]

Yet great progress was made overall at the national level, particularly in the post-independence (post-1960) period, which witnessed an unprecedented increase in primary school enrollment, rising to 2.9 million in 1960, 3.8 million in 1971 (one out of every three children of primary school age), and to about 4.7 million in 1973.[2] Estimated enrollment for 1980 is 11 million.[3]

Nigeria's decision to have free and compulsory six-year primary education for all children of school age fits with the UNESCO goals of 100 percent attendance by 1980 for developing African countries--as contained in its 1961 Report which states, inter alia, that "every country should aim at having every child in school within two decades."[4]

The decision to introduce UPE in Nigeria was thus a logical development in the course of the country's overall educational advancement. So also does it serve political purposes. One major problem concerning primary school

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[1]Otonti A. Nduka, "Problems and Issues in the Organization of Nigerian Education," West African Journal of Education 16 (February 1972):50.

[2]Federal Republic of Nigeria, Third National Development Plan 1975-1980 (Lagos: Ministry of Information, 1975), p. 237.

[3]Ibid., p. 238.

[4]UNESCO, Final Report: Conference of African States on the Development of Education in Africa (Paris: UNESCO, 1961), p. 11.

enrollment concerns the serious imbalances in educational development existing among different areas in the country, with the ratio ranging from a low of 4 percent in some areas to a high of over 70 percent in others.[1]

It was while he was on an official visit to Sokoto, the capital of the former North-Western State, in January 1974, that the former Nigerian Head of State, General Gowon, announced that the Federal Government intended to introduce free primary education throughout the country in 1975. But, although Nigerians welcomed the announcement, it was obvious that necessary conditions for the launching and successful implementation of such a gigantic scheme had not been given adequate consideration and planning.[2]

The intended launching date (September 1975) was most unrealistic considering various problems that have traditionally plagued Nigerian education at the primary, secondary, and teacher training college levels, and which have continued to defy solutions. Apart from the general problem of inadequate planning, there are problems of logistics, administration, finance, and curriculum. Most of these problems are spotlighted in a series of articles in West Africa by Hugh Hawes and Peter Williams from the

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[1]Federal Republic of Nigeria, Second National Development Plan, p. 236.

[2]Segun Adesina, "Conditions for Success in Planning Universal Primary Education in Nigeria," West African Journal of Education 18 (October 1974):293-308.

University of London Institute of Education. The editor of West Africa, in his introduction to the four installments of the articles, referred to the scheme as "one of the greatest social endeavours the world has seen."[1]

The problems notwithstanding, plans were soon drawn up and executed, and the scheme was put into operation in September 1976. The political and social considerations that constitute some of the most fundamental objectives of the scheme are partly responsible for the combined efforts of Nigerians to make the plan a success. As widely recognized, one major problem undermining national unity in Nigeria is the wide gap in educational attainment between the northern and southern parts of the country.

In an address to the National Council on Education in December 1972, the Federal Commissioner for Education put it this way:

> So wide is the gap that, roughly speaking, for every child in a primary school in the northern states there are four in the southern states; for every boy or girl in a secondary school in the north there are five in the south; and for every student in a post-secondary institution in the north there are six in the south.[2]

The objective of "bridging the educational gap" was strongly reflected when General Gowon launched the scheme, expressing his belief in finding a solution to the problem of

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[1] West Africa, no. 2988, September 23, 1974.

[2] Ibid., no. 2990, March 25, 1974.

educational imbalance in the country by starting at the primary level.

Hawes and Williams see UPE objectives as being basically political and social. They argued:

> The overriding objective is to ensure a more stable political future for Nigeria by making the individual states more equal in educational terms and in skilled manpower resources so that each state has a sense of being in control of its own destiny and not dominated by others. All of this is necessary if the states are to work harmoniously in a united Nigeria. . . .[1]

These objectives are well reflected in the country's current educational program as contained in the Third National Development Plan. In the statement of objectives and policies, education is given recognition as "a very powerful instrument for social change in a process of dynamic nation-building." The objectives of the educational program include plans

> . . . to expand facilities for education aimed at equalizing individual access to education throughout the country [and] to reform the content of general education to make it more responsive to the socio-economic needs of the country. . . .[2]

The policy implications at the primary level are a commitment to "equalization" as a major objective through

> . . . the introduction of a free and compulsory primary education (UPE) throughout the Federation.

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[1] Ibid., no. 2988, September 23, 1974.

[2] Federal Republic of Nigeria, Third National Development Plan, p. 245.

> The scheme will start in September 1976. . . . From that date, primary education will be free and universal throughout the country, while from 1979, it will become compulsory.[1]

The shortage of teachers and the inadequate preparation of existing teachers are serious problems both now and in the foreseeable future. The Third National Development Plan refers to teacher training as "the cornerstone" of the UPE scheme on which the success of the whole UPE effort rests.[2] Hawes and Williams argued that the supply of "adequately epared teachers in sufficient numbers is generally recogzed to be the key to the success of UPE."[3] The Permanent Secretary in the Federal Ministry of Education described the problem of teacher shortage as one of the major problems facing the scheme.[4]

The Federal Government itself admitted the failure of past efforts at meeting the teacher needs of the country's educational system, and the implications of this failure for quality education. It admitted that "persistent shortages ave enforced the recruitment of untrained teachers to upplement the pool of trained teachers," and recognized he disturbing truth that unless teachers become available n adequate numbers, accelerated expansion programmes and nticipated enrollment increases will remain unattainable."

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[1] Ibid., p. 246. [2] Ibid.

[3] West Africa, no. 2990, October 7, 1974.

[4] Ibid., no. 2992, October 21, 1974.

The document went on to point to "the alternative, which is inferior choice of poor quality education."[1]

The dimensions of the problem become more apparent when one looks at the enrollment statistics both at the primary and post-primary school levels, as shown in Table 3.

Table 3

Trends in Primary and Post-Primary School Enrollment

	Recent Trends 1973	Targets 1975-80
Primary Schools	4,746,808	11,521,500
Secondary Schools	448,904	1,555,180
Secondary Technical and Vocational Schools	22,585	117,686
Teacher Training Colleges	46,951	234,680

Source: Federal Republic of Nigeria, Third National Development Plan 1975-1980 (Lagos: Ministry of Information, 1975), pp. 238-242.

There has been no improvement in teaching standards to match increased enrollment although the problem is accorded top priority in each development program. It is estimated that an additional 70-80,000 teachers will be needed every year to operate the UPE scheme.[2] In the National Plan the

[1]Federal Republic of Nigeria, Third National Development Plan, pp. 244-245.

[2]West Africa, no. 2990, October 7, 1974.

estimate of the total additional staff required by 1982 is placed at 281,190.[1] Yet, according to Hawes and Williams,

> . . . present levels of output from the training college system are around 12,000 per annum. One can reckon that by 1981, if 18 million Nigerian children (an estimate of some 5.5 million more children than is estimated for 1980 in the Third National Development Plan) were then enrolled in primary schools, about 600,000 teachers would be needed over-all compared with about 150,000 now, of whom 80,000 are qualified.[2]

The problem has another important dimension. With the wide recognition of the need for curriculum changes as one of the major means to achieving better quality education in Nigeria, the demand is not just for teachers in the schools. These teachers have to be well trained. Yet in the area of teacher training, there is a grave shortage of trained manpower.[3]

In both the Second and Third Development Plans a major objective was stated as being to improve the quality of education, having regard for the increased enrollment and for inadequate facilities, textbooks, materials, and staff. According to the Second Plan:

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[1]Federal Republic of Nigeria, Third National Development Plan, p. 251.

[2]West Africa, no. 2990, October 7, 1974.

[3]H. W. R. Hawes, "The Administrative Implications of Curriculum Change: A Case Study from Nigeria," West African Journal of Education 16 (February 1972):71.

> The sharp increase in primary school enrollment over the past two decades has been accompanied by a high drop-out rate. . . . This has been more marked in areas where free primary education schemes have been in operation. This problem has been traced to inadequate facilities and poor quality of teaching. . . .[1]

During the First Plan period (1962-1968), one of the measures taken to improve the quality of teaching was to abolish the lowest level of teacher training colleges (the Grade III Teacher Training Colleges) and provide further training for teachers holding such certificates. The projection was for the majority of primary school teachers to hold at least the Grade II teachers' certificate--a target that is yet to be attained. As indicated above, there have even been resorts to employing untrained teachers to meet the increasing demands. With UPE, the problem will increase rather than diminish, with many unqualified and underqualified teachers having to be employed (at least in the early years of the program).

It was in pursuance of the policy of improving the quality of instruction in the schools through up-grading the professional qualification of primary school teachers that the Federal Government announced in mid-1975 its intention to gradually replace Grade II teachers with Nigeria Certificate in Education (NCE) teachers in all primary schools.

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[1]Federal Republic of Nigeria, Second National Development Plan, p. 236.

The NCE teacher training program in Nigeria was a direct outcome of the Ashby Report. A commission headed by Sir Eric Ashby had been appointed in 1959 to look into Nigeria's needs in the area of post-secondary school certification and higher education.[1] On the basis of the Commission Report, entitled Investment in Education, the Nigerian Government (in 1961) approved a White Paper on education development for a ten-year period (1961-1970). One of the main features was the provision in the White Paper for the enlargement of existing secondary schools and the building of 600 new ones, thus envisaging an annual student intake rising from 12,000 to 45,000.

Among the problems expected to arise from the expected rapid expansion, one of the most urgent was the provision of suitably trained teachers for the secondary schools. It was in trying to meet this need that four Advanced Teacher Training Colleges were proposed and subsequently established in the country. The intention was that NCE teachers would supplement graduate teachers (i.e., teachers who hold university degrees) in both secondary and elementary teacher training colleges by forming between one-half and two-thirds of the total teaching staff at that level throughout the country (teaching in the lower classes). Two were

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[1]Sir Eric Ashby, Investment in Education: Report of the Commission on Post-School Certificate and Higher Education in Nigeria (Lagos: Ministry of Information, 1960).

established in Northern Nigeria--the first at Zaria in 1962, and the other at Kano in 1964. By 1972-73 both colleges had a combined student population of over 1,500, and by the end of the 1975 academic year they had turned out over 2,500 NCE teachers.

The need at the time in Northern Nigeria was great. Serving over half the country's population, less than 38 percent of the staff in the secondary schools and only 43 percent in the elementary teacher training colleges were Nigerians. The situation as regards teachers with university degrees was even more serious--only 6 percent of this category of the staff in the secondary schools and 2 percent in the teacher training colleges were Nigerians.[1]

As was the case with other programs, only limited success was achieved. By 1970 when NCE and other non-degree-holding staff of secondary schools was expected to be about 6,000 out of nearly 12,000, the number actually produced in the whole country was only about 2,400.[2] A program of increased enrollment was vigorously pursued by the Institute of Education, Ahmadu Bello University, Zaria, from 1971. The result was reflected in the number of NCE teachers

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[1]Joseph Y. Bello, "The Establishment of the Advanced Teachers' College, Zaria" (Paper prepared for the Department of Education, Ahmadu Bello University, Zaria, September 1972).

[2]Adesina, "Analysis of Nigeria's Educational Plans," pp. 171-172.

produced by the colleges at Zaria and Kano. The 1975-76 enrollment for both colleges stood at about 2,500, with plans to bring the total up to 4,000 by the 1979-80 academic year. Other ATCs have since been opened--two by the former North Western State Government and three by the Federal Government, which has also promised to establish three others at locations to be determined later. Figure 1 is a map showing the new nineteen states of Nigeria and the location of ATCs in former Northern Nigeria in 1976.

The need for NCE teachers notwithstanding, government policy toward the colleges as contained in the current development plan is rather vague. It promises to carry out the training of secondary school teachers and teacher educators "in specialized post-secondary institutions such as the Advanced Teachers' Colleges and the universities, and [such training] will be given adequate emphasis." It is more specific with regard to teachers for primary schools, where it is intended to achieve

> . . . a minimum ratio of 80 percent grade II teachers in primary schools and 100 percent trained [university] graduate teachers in secondary and teacher training colleges by the end of the fourth plan period.[1]

It will be noted that government intention as contained in the plan is to fully staff post-primary institutions with teachers who have university degrees and staff primary

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[1]Federal Republic of Nigeria, Third National Development Plan, p. 248.



Fig. 1. Map of Nigeria: Location of ATCs in the Northern States

Source: New Nigerian, February 4, 1976.

schools with 80 percent Grade II teachers during the current plan period; nothing is said about the place of NCE teachers. It is this kind of ambiguity (the government had previously announced its intention to place NCE teachers in primary schools) which makes it absolutely necessary that the Nigerian principal keep constantly examining his role, particularly in terms of the expectations held for him by the people he has to work with--his staff, the government, and his employers. Often he has no clear guidelines, and has little or no say in formulating policies. Yet he is required to produce "acceptable" results.

The ATC program will have to change in various important ways in terms of meeting the teacher needs of a vastly expanding national education system that is also calling for improved quality education. Also, it has to be responsive to the needs of new types of students under the UPE scheme. Already, as reported in West Africa, ATC Zaria doubled its intake in the 1975-76 academic year "to produce more teachers for the successful implementation of the UPE scheme."[1]

The Staffing of Advanced Teachers' Colleges

All teaching staff members are expected to be degree holders. In most colleges the teaching staffs are mainly

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[1] West Africa, no. 2992, November 24, 1975.

university graduates (approximately 95 percent), holding degrees in various disciplines. Besides actual teaching experience, preferably before appointment to the ATC, staff members are required to possess professional teacher training qualifications at graduate or post-graduate levels. Thus, several teachers have post-graduate qualifications (diplomas or master's degrees). New recruitment policies and practices tend to limit appointment to candidates possessing both post-graduate teaching qualifications and/or a master's degree. Existing staff members are encouraged, through in-service programs, to up-grade their academic and professional qualifications. By now, about half the staff in the two oldest ATCs (Zaria and Kano) hold master's or higher degrees.

Before the ATCs at Zaria and Kano were transferred (1970) from the Northern Regional Government to the Ahmadu Bello University (ABU), under new administrative arrangements, the staff were appointed by the government through the regular recruitment procedures--advertisement, written applications, screening of applications, and, finally, interview and appointment by the Public Service Commission, the membership of which included a member of the Ministry of Education. Initially, staff members were withdrawn from various teacher training colleges to serve with the UNESCO expatriate staff in the Zaria ATC (Ohio University staff at Kano). Later on, more teachers were transferred

from existing colleges, while others were given their first appointment to serve in the ATCs.

Under the university, recruitment has been through advertisement, followed by application screening and interviews. Membership of the interview panel consists of the Director of the Institute of Education at ABU or his representative, the Secretary of the Institute, a senior member of the Institute, and the principals of the two ATCs or their representatives. All relevant information relating to each candidate found acceptable after interviews is referred to the University Appointments and Promotions Committee (headed by the University Vice Chancellor), which has power to appoint or reject any candidates and to determine their initial salary.

The principals of ATCs are people who have met the academic and professional qualifications which apply to the teaching staff. In all appointments, except perhaps at Zaria and Kano ATCs, the major emphasis seems to have been on seniority in terms of years of service. Administrative positions are not regarded as demanding any special professional training or particularly high academic qualifications. The principalship is often a reward for "meritorious" service--a position of social prestige and power worth looking forward to. The main professional requirements--and often the only ones--seem to be teaching and administrative experience at secondary and/or teacher

training institutions. These criteria and procedures seem to continue to apply to most principals appointed by State and Federal Governments to head the newer ATCs in the northern part of the country.

With the policy of up-grading staff qualifications encouraged by ABU, some attempts have been made to help serving or prospective principals attain higher academic qualifications, up to the doctoral level.

After 1970 responsibility for the appointment of principals for Zaria and Kano ATCs passed to the Vice Chancellor of ABU. There have been no new appointments to substantive posts in recent years. Recommendations for acting appointments are made from among the ATC staff by the Director and forwarded to the Vice Chancellor for approval. (A college organizational and authority structure chart is in Appendix B.)

Chapter III

REVIEW OF LITERATURE RELATED TO THE STUDY

Post-secondary sub-degree teacher training institutions like the Advanced Teachers' Colleges are relatively rare. For this reason there is hardly anything available in the literature on the administrative functions and behavior of ATC principals. It is necessary, therefore, to use existing literature dealing with other local school administrators and draw inferences from it to establish a background and framework for the present study.

The modern concept of the principalship has been through a long evolvement process. The earliest schools were small and had no need for principals. With mounting enrollments and the related problems of size and the diversity of school programs since the eighteenth century, it became necessary to give greater coordination and direction to the various school activities. Thus, from having to appoint a "head teacher" from among the ranks of classroom teachers to perform such activities, the position of the secondary school principalship eventually emerged.[1] Though the duties and responsibilities of the office have expanded

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[1]Lester W. Anderson and Lauren A. Van Dyke, Secondary School Administration (Boston: Houghton Mifflin Co., 1972).

tremendously in the course of time, various studies and publications have come to view the principalship as being by and large a leadership position concerned mainly with promoting, improving, and supervising the instructional program.[1]

Over the years there have been shifts in the theoretical bases of the view and study of organizations and the leadership of organizations. There have been shifts from the early concept of scientific management, as represented by Frederick Taylor,[2] to the human relations approach, of which Elton Mayo[3] was a main source of inspiration, and recently to more modern views such as are reflected in the writings of Herbert Simon,[4] who attempts to develop organizational theory that combines elements of earlier concepts with new ideas under the general label of the behavioral approach.[5]

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[1]Muttaniyie Idiculla, "A Comparative Study of the Expectations of High School Principals in Selected Western States" (Doctoral dissertation, Brigham Young University, 1965).

[2]Frederick Taylor, The Principles of Scientific Management (New York: Harper and Brothers, 1945).

[3]Elton Mayo, The Human Problems of an Industrial Civilization (New York: The Macmillan Co., 1933).

[4]Nicos P. Mouzelis, Organization and Bureaucracy--An Analysis of Modern Trends (Chicago: Aldine Publishing Co., 1973), p. 122.

[5]Robert G. Owens, Organizational Behavior in Schools (Englewood Cliffs, N.J.: Prentice-Hall, 1970).

Early attempts to study leadership, referred to as the trait approach, were focused on the personal attributes of leaders. The assumption was that by identifying certain traits of successful leaders, like the physical, intellectual, or personality traits, it would be possible to determine what traits were necessary to make a "good" leader. The results of such studies were not very promising as they indicate that people with different combinations of traits can be effective leaders, and that there are no set lists of traits which make a leader most effective.[1] Although the trait approach seems inadequate, Stogdill found that effective leadership appears to be consistently related to social skills, language fluency, humor, sociability, diplomacy, tact, and popularity, even if they are altered in different situations. He concluded that these traits, in combination with other dimensions of the followers, could be attributed to a leader.[2]

Since most of the results of the trait approach did not gain widespread acceptance, it gradually led to the situational approach, which is based on the hypothesis that a leader's behavior may and perhaps should vary from one

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[1]Gordon L. Lippitt, "What Do We Know about Leadership?" in The Planning of Change, ed. Warren G. Bennis et al. (New York: Rinehart and Winston, 1966).

[2]Ralph M. Stogdill, "Personal Factors Associated with Leadership: A Survey of the Literature," Journal of Psychology 25 (1948):35-71.

setting to another. A person who proves to be a leader in one group situation may be lacking as a good leader in another. Thus, different situations require different leadership behavior, and effective leadership depends on a combination of leader and group characteristics.[1]

Leadership studies have more recently adopted the behavioral approach. One of the earliest contributors was Andrew Halpin, who identified four distinct leader behavior styles which he combined in two major dimensions of leader behavior--Initiating Structure and Consideration. Leaders could be rated by reference groups as high or low on both dimensions; they could also be rated above average on one dimension but below average on the other.[2] This approach was an outgrowth of the school of thought which favored the concept of "leader behavior" rather than "leadership" as it makes for better investigation and analysis.[3]

A major contribution was made by Getzels, Guba, and others. As represented by the "Getzels-Guba model," the organization is viewed as a social system. Behavior within it is considered as deriving from both the nomothetic and

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[1]Ralph M. Stogdill and others, Leadership and Role Expectations (Columbus: Ohio State University Press, 1956).

[2]Andrew W. Halpin, "The Leadership Behavior of School Superintendents," Studies in School Administration, Monograph no. 6 (Chicago: Midwest Administration Center, University of Chicago, 1959).

[3]Ibid., p. 123.

idiographic dimensions, with interaction between them depending on the individual and the role he occupies, expressed as a function of the interplay between the two dimensions.[1] The school organization as a social system is thus characterized by "an input-output relationship with its environment," which includes "both the school's own subsystem as well as its various suprasystems, including the community."[2] To define the administrative behavior of the principal, therefore, is to relate the personality of the incumbent to both the school's internal and external environments.

Other concepts and definitions of leadership derive from the above. For example, according to Katz and Kahn, there is more to the principal's leadership role than mere interpretation of school policies. In the exercise of leadership the principal is expected not only to supplement existing policy but also to give it an imaginative interpretation.[3]

An action-oriented definition is offered by Hemphill, who sees administration as the initiation of "a structure-

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[1]Jacob W. Getzels and Egon G. Guba, "Social Behavior and the Administrative Process," School Review 65 (Winter 1957):423-441.

[2]Owens, Organizational Behavior in Schools, pp. 52-53.

[3]Daniel Katz and Robert Kahn, The Social Psychology of Organizations (New York: John Wiley, 1966).

in-interaction as part of the process of solving a mutual problem."[1] Modifying this, Lipham differentiated leadership from administration, defining leadership as "the initiation of a new structure or procedure for accomplishing an organization's goals and objectives or for changing an organization's goals and objectives."[2]

This view of the principal as a change-agent seems well favored in recent literature. In his contribution, Onofrio not only suggests that the principal exercise his discretion with regard to policy matters and in dealing with his superiors but also maintain a strong leadership role with regard to the staff, the instructional program, and the management of resources and facilities.[3]

One trend in studying leadership has been the investigation of the climate created by different leadership styles. Lippitt and White conducted studies to determine how different leadership styles affect groups, and came up with three leadership styles--authoritarian, laissez-faire, and democratic.[4] The study seems to indicate that the

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[1]John K. Hemphill, "Administration as Problem Solving," in Administrative Theory in Education, ed. Andrew Halpin (Chicago: Midwest Administration Center, University of Chicago, 1958), pp. 89-118.

[2]Andrew W. Halpin, Theory and Research in Administration (New York: The Macmillan Co., 1966), pp. 81-130.

[3]John E. Onofrio, The Public School Principal in Terms of Today's Leadership Role Expectations (Bethesda, Md.: ERIC Document Reproduction Service, ED 025 024, 1968).

[4]Lippitt, "What Do We Know about Leadership?" p. 431.

democratic leader is the most effective. However, subsequent studies appear to indicate that a leader cannot be categorized as one type since leadership styles vary with situations.[1]

Another approach to leadership study, the functional approach, seeks to identify what actions are required by groups under different circumstances in order to achieve their objectives. It also examines how different members of the group take part in various activities, as leadership is viewed as a shared responsibility among group members in the performance of those acts which are required by the group. The designated leader must, therefore, be sensitive to the needs of the group to see that they are carried out.[2]

In sketching what appears to be the profile of the future executive, Chris Argyris sees him in terms of a leader who mobilizes resources that are necessary for solving particular problems.[3]

It appears, therefore, that considerations of individual and organizational behavior, the environment, and the interaction of all have been stressed as necessary for the understanding and exercise of leadership. But, as Hemphill

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[1]Halpin, "The Leadership Behavior of School Superintendents," p. 77.

[2]Lippitt, "What Do We Know about Leadership?" p. 432.

[3]Chris Argyris, "How Tomorrow's Executives Will Make Decisions," Think 33 (November-December 1967):6-8.

suggests, leadership acts are important mainly in terms of the effectiveness of the leader. As such, leadership could be categorized in terms of attempted leadership, successful leadership, and effective leadership.[1]

In various studies of the school as a social organization and leadership behavior within it, the concept of roles has necessarily received great attention, with attempts directed at identifying, defining, and clarifying the principal's role. Defined by Neal Gross as a set of expectations or evaluative standards applied to an actor of a particular position,[2] role concept also includes the expectations held for himself by the role player. Owens provides some useful clarification of various terms pertaining to this concept. According to Owens: role prescription represents "the idea of what the general norm in the culture is for the role"; role expectation refers to "the expectation that one person has of the role behavior of another," while role perception describes "the perception that one has of the role expectation that another person holds for him."[3]

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[1]Andrew W. Halpin and Carroll L. Shartle, "A Theoretical Framework for the Study of Behavior in Organizations," in Administrative Theory in Education, ed. Andrew W. Halpin (Toronto: The Macmillan Co., 1969), pp. 70-75.

[2]Neal Gross and others, Explorations in Role Analysis (New York: John Wiley and Sons, 1958), p. 5.

[3]Owens, Organizational Behavior in Schools, p. 72.

Considering the various theoretical bases of organizations and concepts of leadership, perhaps it is to be expected that there is no consensus on the role of the principal. In a way, this reflects the growing complexity of the school and the resultant administrative problems, and is partly accounted for by the multidimensional nature of the principal's role and the conflicting expectations held for him by the groups with which he is in contact, both inside and outside the school. Often, the perceptions differ and lead to conflicting expectations between the principal and the staff, on the one hand, as well as groups and bodies outside the school, on the other. Elkins observed that

> . . . how the administrator operates within the limits of the role-set provided by the organization is determined by a complex pattern of influences from within the organization and the suprasystem as well as his own personality make-up.[1]

The need for principals to have an accurate perception of what others hold for them is, therefore, stressed in various studies, as in the study reported by Robert Sweitzer and others.[2]

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[1]Irwin C. Elkins, "The Design and Initial Testing of an Instrument to Gather the Perceptions of Administrative Roles" (Doctoral dissertation, Teachers College, Columbia University, 1972), p. 21.

[2]Robert Sweitzer and others, "Role Expectations and Perceptions of School Principals" (Bethesda, Md.: ERIC Document Reproduction Service, ED 001 210, 1963).

Many of the studies in educational administration date back to the early 1950s. Andrew Halpin conducted a study covering fifty superintendents in the Ohio schools, using the LBDQ instrument. It was designed to measure the relationship between the superintendent's perception of how he behaves and the board and staff's perception of his behavior. Another objective was to ascertain the corresponding relationship between the superintendent's perceptions and those of the board and staff concerning how he should behave as a leader.[1] The results of the study indicate that on each leader behavior dimension the staff and board members tended to agree on the role of superintendents. But the two groups differed in their perceptions of each other's roles. This seems to indicate that superintendents tend to adopt different behavioral roles in dealing with members of the staff and board members.

In a 1956 study aimed at determining attitudes toward the high school principalship, Austin and Collins identified eleven areas of job performance which they further developed to compile a list of thirty-two activities considered essential to the success of high school principals. The results of the study show substantial agreement between the principals and the community as to the activities considered important, and helped in defining the role of

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[1]Halpin, "The Leadership Behavior of School Superintendents."

the modern principal. The high school principal's leadership in developing the instructional program was ranked foremost. It was also considered an important responsibility of the principal to counsel the students and to guide the staff in the solution of their personal and professional problems. When considered necessary in the interests of his other major responsibilities, it was felt the principal could and should delegate some of his managerial duties.[1]

A study in 1967 indicated conflicting views of the role of the principal as held by the principals themselves, on the one hand, and by groups both inside and outside, on the other.[2] In 1967 the American Association of School Administrators expressed the view that the expectations of the principal's role as well as which responsibilities should receive emphasis vary, depending on the time and the referent groups.[3]

Ranniger in 1962, in a review of various studies and publications on the role functions of elementary school

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[1]David B. Austin and James S. Collins, "A Study of Attitudes toward the High School Principalship," NASSP Bulletin 40 (January 1956):104-140.

[2]John M. Foskett, The Normative World of the Elementary School Principal (Eugene: Center for Advanced Study of Educational Administration, University of Oregon, 1967).

[3]American Association of School Administrators, The Right Principal for the Right School (Washington, D.C.: AASA, 1967), p. 13.

principals, found that the tasks were becoming increasingly more complex and that the perceptions of the role of the principal differed, leading to the inescapable finding showing lack of agreement over the ordering of priorities as far as the principal's functions are concerned.[1]

The important place which seems to be accorded the principal's role in the instructional program of the school receives confirmation in a study by Idiculla, who found strong support for the institutional role of the principal among superintendents, high school principals, and professors of educational administration.[2] This is in substantive agreement with the view of the National Association of Secondary School Principals which, while admitting the changing and varied roles of the present-day principal, still views him as being essentially the educational leader of the school he heads.[3]

The principal's job expectations, particularly as related to and as perceived by the staff, have attracted attention in several studies, each with its own focus.

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[1]Billy Ranniger, "A Summary of the Job Responsibilities of the Elementary School Principal" (Doctoral dissertation, University of Oregon, 1962).

[2]Idiculla, "A Comparative Study of the Expectations of High School Principals."

[3]National Association of Secondary School Principals, The Principalship: Job Specifications and Salary Considerations for the 70's (Washington, D.C.: NASSP, 1970).

The major hypothesis of the study conducted by Gross and Herriott was that

> . . . the degree to which a principal attempts to conform to a description of his role that stresses his obligation to provide leadership to his teachers will have important consequences upon the school.[1]

A national study covering about 501 principals in forty-one cities in the United States also focused on the ability of principals to stimulate improvement in the quality of staff performance. Using the Executive Professional Leadership (EPL) behavioral instrument, it was found that principals who got the highest ratings were those considered high on providing for staff involvement in decisions, maintaining interpersonal relationships that derive more from collegial than authority basis, and providing social and managerial support for the staff.[2]

In 1971 Samas found some significant differences in the expectations for the role of the principal as perceived by principals and teachers of senior high schools in Puerto Rico. While no differences were found in the areas of curriculum and instruction, major differences occurred in teaching supervision, the professional growth of the principal, organization, structure, and management, while minor

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[1]Neal Gross and Robert Herriott, Staff Leadership in Public Schools: A Sociological Inquiry (New York: John Wiley and Sons, 1965).

[2]Ibid.

differences concerned staff personnel, pupil personnel, and school-community relations.[1]

More recently, Costanzo studied the perceptions of the roles and functions of Philadelphia's public high school principals by different segments of the school community, in an attempt at clarifying differences. His study was based on the belief that ambiguity and conflicting expectations had been shown to be capable of leading to such problems as low morale and effectiveness of the staff members concerned. In the area of decision making, the researcher found that generally a significant number of school-based and non-school-based respondents felt that "the principal should be responsible for decision-making after having consulted representatives of the total school community."[2] As far as delegating or assigning responsibilities is concerned, the study shows that while an overwhelming percentage agreed to the principal assigning some of his responsibilities to assistants, neither group would have the principal delegate the responsibilities completely nor retain complete authority

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[1]Lillian Samas, "Expectations for the Role of the Principal as Perceived by Principals and Selected Teachers of the Public High Schools of Puerto Rico" (Doctoral dissertation, Fordham University, 1971).

[2]Matthew W. Costanzo, "Perceptions of the Roles and Functions of Philadelphia Public High School Principals as Expressed by the Principals and Other Members of the School Community" (Doctoral dissertation, Teachers College, Columbia University, 1972).

in the areas examined.[1]

In their study Gross and Herriott had found disagreement between principals and presidents of parent associations. The principals were willing to involve parents in planning and development programs but not in staff assignment and evaluation. The parents wanted control of teacher-principal evaluation.[2]

Some studies have emphasized the managerial aspect of the principal's functions. One such study by Vidich and McReynolds considered the principal's role as two-dimensional: as a business head and head teacher.[3] Emphasizing the principal's responsibilities as the procurer of human and material resources for the school, considered in terms of obtaining money, Bumberger and Theimann stress the need for principals not only to obtain these resources through employing the social network, personal attributes and expertise, but also consider the wise allocation of the resources a major determinant of administrative success.[4]

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[1]Ibid., p. 203.

[2]Gross and Herriott, Staff Leadership in Public Schools.

[3]Arthur J. Vidich and Charles McReynolds, High School Principals Study Seminar Final Report (Bethesda, Md.: ERIC Document Reproduction Service, ED 037 831, 1969).

[4]C. S. Bumberger and I. C. Theimann, "Resources Acquisition: A Basic Administrative Task," in The Principal's Role in the 70s: The 1970 Leadership Course for School Principals Lecture Series, ed. J. J. Bergen and N. J. Chamchuk (Bethesda, Md.: ERIC Document Reproduction Service, ED 047 398, 1970).

In an examination by Ellis of the principal in his various roles as educational leader, personnel manager, and business manager, and based on several other studies, the analysis of the findings indicates that the principal's educational leadership role is being eroded as a consequence of the expansion of his other roles. He cites Melton who, in 1968, undertook a replication of an earlier study of the role perception of principals and found that principals were engaged to a greater extent in managerial tasks. Though principals perceived instructional leadership tasks to be ideally a first priority, it rated third in actual performance. Another study cited by Ellis was the one by Cross and Bennett which showed that immediate administrative responsibilities consume most of the principal's time (more than 40 percent) regardless of the socioeconomic setting. It is suggested that a reduction be made in the time spent on such problems if more effective instructional leadership is to be exercised.[1]

Studies on the principal's student personnel role reveal both the increasing complexity of the problem and the higher expectations for the principal in this regard. Students have become more critical of what goes on in the school, seeing it as part of the larger society that needs

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[1]James R. Ellis, "The Man in the Middle: The Role of the Principal" (Bethesda, Md.: ERIC Document Reproduction Service, ED 071 165, 1972).

drastic changes.[1] Pederson found, in a study conducted among high school students in southern California to assess the students' perceptions of the effectiveness of the principal, that the most valued attributes of the principal included warmth, personal relations, friendliness, courtesy, sincerity, and interest. They also considered student advisory boards as useful tools for the effective principal.[2]

An interesting finding by Chung concerned the area of administrative behavior within the organization related to teacher job satisfaction.[3] As earlier posited by Guba and Bidwell, a principal's perception of a teacher's effectiveness is a reflection of how the teacher fits the principal's expectations of the teacher role.[4] Chung's findings indicate a significant relationship between teacher job satisfaction and their perception of a teacher-centered

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[1]J. J. Bergen, ed., Administration for Student Development (Edmonton: Alberta University; Bethesda, Md.: ERIC Document Reproduction Service, ED 044 802, 1969).

[2]Monroe Pederson, "Pupil Expectations of the High School Principal" (Doctoral dissertation, University of Southern California, 1970).

[3]Ki-Suck Chung, Teacher-Centered Management Style of Public School Principals and Job Satisfaction (Bethesda, Md.: ERIC Document Reproduction Service, ED 042 259, 1970).

[4]E. Guba and C. Bidwell, Administrative Relationships: Teacher Effectiveness, Teacher Satisfaction, and Administrative Behavior--A Study of the School as a Social Institution (Chicago: Midwest Administration Center, University of Chicago, 1957).

leadership style by the principal.

Ellis maintained that "the effectiveness of the principal's involvement in high level tasks will depend on the clarity with which his job responsibilities are defined."[1] This is re-echoed in the findings from a survey of 190 high school principals in twenty-three cities throughout Canada as to how they viewed their roles and responsibilities. What emerged most strongly from the study was

> . . . the need for clarifying of the principal's role and, along with this, a vital requirement for a continuing upgrading and retraining program to better prepare principals to adapt to new situations placed upon them.

This was also reemphasized in the summary of the findings, where it is stressed that

> . . . if any message emerges from this report, it is that the secondary principal needs a clarification of his role. More specifically, he seeks reassurance and confirmation that his prime role is that of an educational leader rather than a business manager of sorts.[2]

The above survey would seem to indicate the significance of studies aimed at identifying and clarifying the role of the principal. As Gross and his associates suggest,

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[1]Ellis, "The Man in the Middle."

[2]Harriet Goldsborough et al., The Man in the Middle: How the Urban Secondary School Principal Sees His Role and Responsibilities (Toronto: Canadian Educational Association; Bethesda, Md.: ERIC Document Reproduction Service, ED 077 071, 1971).

further studies would help in analyzing problems at several different levels--at the levels of individual behavior, group behavior, and at a cultural level.[1] In the view of Gross and Herriott, not only can the concept of role as it relates to expectation provide valuable learning experiences, but also these concepts and the necessary skill to utilize them behaviorally should form part of the training for prospective administrators.[2]

In the context of educational development in Nigeria and within which this study was undertaken, the position taken by this researcher is in agreement with that of McCleary and Hencley, who draw additional attention to the role of the institutional leader in the realms of educational policy and goals. Emphasis in leadership trends, they argue, should not be limited to "means and processes" though these are essential features of educational leadership. There must be concern for ends, as "the distinguishing characteristic of educational statesmanship is most clearly evident in the realm of policy and purpose activity. . . ." As they argued, institutional leadership encompasses but

> . . . goes beyond means and processes, routine organizational maintenance, efficiency, and skills needed for interpersonal leadership.

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[1]Gross et al., Explorations in Role Analysis, p. 326.

[2]Gross and Herriott, Staff Leadership in Public Schools, pp. 92-93.

> Most important, the educational leader must have a firm grasp of significant educational goals to be achieved in our time. Only then will research and new social theory be of maximum assistance to him as he chooses among means to attain ends.[1]

The various aspects of the principal's functions contained in the series of literature reviewed above, viewed from both the theoretical and practical bases, show broad divisions within which the tasks fall. Having gone through some substantive and relevant literature, this writer agrees with Lipham and Hoeh that there is still some disagreement over "the nature of boundaries" in the categorization of the principal's tasks. However, as they show, there is widespread support for this approach of grouping tasks as a reasonable way of looking at and developing competencies related to the principalship.[2] This is also in agreement with McCleary and Hencley, who favor this approach as the means of describing educational administration and gathering information about administrative job performance.[3]

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[1]Lloyd E. McCleary and Stephen P. Hencley, Secondary School Administration: Theoretical Bases of Professional Practice (New York: Dodd, Mead and Co., 1973), p. 123.

[2]James M. Lipham and James A. Hoeh, Jr., The Principalship: Foundations and Functions (New York: Harper & Row, Publishers, 1974), p. 10.

[3]McCleary and Hencley, Secondary School Administration: Theoretical Bases of Professional Practice, pp. 10-11.

For this study, therefore, the writer has adopted as a reasonable way of grouping the principal's tasks the seven categories used by McCleary and Hencley:

1. Instructional Leadership and Curriculum Development
2. Staff Personnel Administration
3. Student Personnel Administration
4. Financial Management
5. School-Plant Administration
6. School-Community Relations
7. Organization and Structure[1]

The questionnaire used in the study includes items under each of the seven categories, which correspond to the role tasks which the principal might be expected to perform.

Attention is drawn to the fact that, in the cultural environment within which this study was based, the principal's contact with the community is rather limited. Of greater significance is the relationship with superiors and employers (government and university authorities). As this relationship concerns the central issue of the determination, interpretation, and implementation of the national educational policies, this was given special attention in the various items under the seven broad categories of tasks.

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[1]Ibid., pp. 10-11.

Chapter IV

DESIGN OF THE STUDY

This chapter is developed under four major topics: (1) the sample for the study, (2) instrumentation, (3) data collection, and (4) data analysis.

Sample for the Study

The sample, whose perceptions of the role of the principals of Nigerian Advanced Teachers' Colleges were sought, included the following:

1. The 200 teachers and six principals of the oldest six Advanced Teachers' Colleges in the northern part of the country. These are the ATCs at Zaria and Kano, both of which constitute one of the units of the Institute of Education, Ahmadu Bello University, Zaria, the Sokoto State Government ATC at Sokoto, and the Federal Government ATCs at Okene, Pankshin, and Yola.

2. The Assistant Director of Education in charge of Teacher Training and the Principal Education Officer in charge of Teacher Training, both of the Federal Ministry of Education, Lagos.

3. The Chief Inspector of Education or the Deputy Chief Education Officer, and the Principal Education Officer in charge of Teacher Training in each of the following

states: Kano, Kaduna, Kwara, Jos, and Sokoto. These represent state government officials who have responsibility for the ATCs and who possess considerable experience in matters connected with teacher education, as well as administration.

4. Four senior members of the Institute of Education and four Education Professors and Lecturers in the Department of Education, Ahmadu Bello University, Zaria.

Instrumentation

The instrument employed for this study emerged after a number of tentative instruments were designed, piloted, analyzed, and revised.

An extensive search of the literature, as reflected in Chapter III, was conducted to find instruments or parts of instruments which could be used in developing an instrument for this study. Of particular value in this task were the instruments developed in three studies: (1) "A Comparative Study of the Expectations of High School Principals,"[1] (2) "Expectations for the Role of the Principal,"[2] and (3) "Perceptions of the Roles and Functions of Philadelphia

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[1]Idiculla, "A Comparative Study of the Expectations of High School Principals in Selected Western States."

[2]Samas, "Expectations for the Role of the Principal as Perceived by Principals and Selected Teachers of the Public High Schools of Puerto Rico."

Public High School Principals."[1]

One basic concept underlying the design of the instrument for this study was derived from McCleary and Hencley--that educational administration could be described through gathering data on "what administrators actually do on the job and the aspects of their work which they feel to be most important to providing good schools."[2] Although there were variations in the way administrative tasks have been classified in the literature, the following seven categories which were established by McClearly and Hencley are representative of the several classifications and are the ones used in the questionnaire of the present study, with a series of specific questions formulated related to each task category:

1. Instructional Leadership and Curriculum Development
2. Staff Personnel Administration
3. Student Personnel Administration
4. Organization and Structure
5. School-Community Relations
6. School-Plant Administration
7. Financial Management[3]

Responses to items in the questionnaire were made on a Likert-type scale. This is a scale which, according to Kerlinger, enables subjects to "respond with degrees of

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[1]Costanzo, "Perceptions of the Roles and Functions of Philadelphia Public High School Principals."

[2]McCleary and Hencley, Secondary School Administration: Theoretical Bases of Professional Practice, p. 10.

[3]Ibid., pp. 10-11.

agreement or disagreement (intensity)," the summated scale serving "to place an individual somewhere on an agreement continuum of the attitude in question."[1] This approach made possible determining the expectations which the various groups hold for principals of Nigerian Advanced Teachers' Colleges. In eliciting this kind of information through the "shoulds" and "oughts" of human behavior on approval-disapproval continua, "implying choices among courses of action and thinking," the researcher is enabled to obtain perceptions of administrative roles.[2]

In its first stage of development, the instrument consisted of a number of items related to the seven categories of administrative functions of principals. This first version was presented to and discussed with a class of twenty graduate students of educational administration and three professors at Teachers College, Columbia University. The class discussion and suggestions mainly concerned the design of the instrument, overlapping of items, and methods stating the questions. Based on this preliminary discussion, the instrument was revised into a fifty-two-item questionnaire. Individual follow-up discussions with the three professors and selected students

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[1]Fred N. Kerlinger, Foundations of Behavioral Research (New York: Holt, Rinehart and Winston, 1973), p. 496.

[2]Ibid., p. 499.

from the class resulted in further refinement of many of the items in the questionnaire. But of even greater significance to the instrument, these discussions resulted in a major change in the instrument--instead of respondents ranking administrative tasks in order of importance, the form was changed to ask for responses in terms of perceptions of the percentage of time which principals actually spend performing administrative functions and the percentage of time which principals ideally should spend performing these functions. These "actual" and "should" items were put in separate sections of the questionnaire, replacing the earlier side-by-side placement in two columns. A five-part instrument emerged under the following headings:

I. Personal Information

II. Relative Amount of Time the Principal Himself Actually Devotes to Tasks

III. Relative Amount of Time the Principal Should Personally Devote to Tasks

IV. Percentage of Time the Principal Himself Actually Devotes, and Percentage he Ideally Should Devote to Seven Categories of Tasks

V. Expectations of the ATC Principal's Professional Leadership Role

This version of the instrument was pilot-tested using fifteen Nigerian students at Teachers College. They responded to all items on the questionnaire and provided both verbal and written reactions and suggestions regarding the instrument. The returned questionnaires were analyzed

and discussed with members of the dissertation committee. Based on the results of this pilot test of the instrument, some items were rewritten, some were consolidated, and a few were added. The final instrument was developed in five parts and appears as Appendix C.

Method of Data Collection

Two months before the survey, letters were sent to Ministry, university, and other ATC-related authorities in Nigeria requesting approval of the study and permission to conduct the survey. The letters contained information regarding the time, nature, and purpose of the survey. Specifically, it was emphasized that the study was a research undertaking to determine the perceptions of various groups regarding the importance of administrative tasks performed by Advanced Teachers' College principals, and not an attempt at evaluating the performance of any principal. A promise of strict confidentiality was made, including assurance that the identity of the colleges would not be revealed in the report. It was also made known that the investigator was traveling to Nigeria to facilitate the conduct of the survey. Letters requesting approval were sent to the following officials and copies of them appear as Appendix D.

1. The Director, Institute of Education, Ahmadu Bello University, Zaria

2. The Assistant Director (Teacher Training) and the Deputy Chief or Principal Education Officer (Teacher Training), Federal Ministry of Education, Lagos
3. The Chief Inspector of Education and the Deputy Chief or Principal Education Officer (Teacher Training) in each of these states: Kano, Kaduna, Kwara, Jos, and Sokoto
4. The Principals of the Advanced Teachers' Colleges: Kano, Okene, Pankshin, Sokoto, Yola, and Zaria

The Director of the Institute of Education, Zaria, was first to authorize the survey, and subsequently, with his deputy and staff, gave full cooperation in the course of the investigations. But other than this reply and a reply from one of the states, the usual delay in getting action taken on official correspondence in most government departments was experienced, and no other responses were received before the investigator traveled to Nigeria, two months after the letters were sent out. Permission was granted, however, by all concerned, following personal visits to the Ministries, beginning with the Federal Ministry of Education in Lagos.

At the time of the visits with Ministry, State, Institute of Education, and university officials who were included in the sample, interviews were conducted and questionnaires were distributed with instructions for their

return. Similarly, visits were made to the six colleges, where the principals cooperated by granting interviews with them and their staff, and arranging meetings with them. In some colleges, the principals had already given their staff prior notice of the time and nature of the survey. The responsibility for distribution of questionnaires was assumed by the principals.

Due to a recent move, one of the colleges chose not to participate in the study. It was replaced by one of the more recently established ATCs in the country.

The number of completed questionnaires received ranged from about 30 to 50 percent during the period of the original visits. Arrangements were made for posting the result of the questionnaires to Zaria, which served as the central collection point. After about three weeks, there were follow-ups in the form of either visits, letters, telephone calls, or emissaries, with instructions that responses collected during the following two weeks should be sent to Zaria, and any responses collected after that time should be sent to New York. This resulted in some additional responses being received in both Zaria and New York. Table 4 shows the number of questionnaires distributed to each of the respondent groups, the number of usable returns, and the percentage of the return.

Table 4

Questionnaire Distribution and Returns

Colleges	No. Distributed	No. Received	% Received
	Teachers		
1	21	15	71.4
2	45	32	71.1
3	61	44	72.1
4	30	20	66.7
5	35	24	68.6
6	23	9	39.1
Total	215	144	67.0
	Principals		
1-6	6	6	100.0
	Ministry and University Officials		
	20	16	80.0
Grand total	241	166	68.9

Analysis of Data

This was a study to determine expectations for the professional leadership role of Nigerian Advanced Teachers' College (ATC) principals as perceived by the ATC principals, by teachers, and by Ministry of Education and university officials.

The questionnaire was arranged in five parts. Part I requested personal data. Each of Parts II and III contained fifty-six task items, each of which related to one or more of the seven categories of tasks: Instructional Leadership and Curriculum Development, Staff Personnel Administration, Student Personnel Administration, Organization and Structure, School-Community Relations, School-Plant Administration, and Financial Management. The responses to items were recorded on an intensity scale ranging from 1 to 5. Part IV called for responses allocating the whole of the principal's time (100 percent) by task category for each of the seven task categories, both under perceived actual and ideal situations, without rating a predetermined list of specific tasks within each category. The response to each of the seven tasks in Part V required the choice of one out of six responses indicating respondents' degree of preference for either of two polar statements. These choices were expected to reveal the degree of professionalism respondents desired in the principalship. Respondents indicated whether they agreed

a great deal more, somewhat more, or slightly more with one or the other of the combination of two statements. The score record for each respondent under each task area was the respondent's single choice out of the six possible choices for the task category. Choices selected for each respondent were tabulated in order to determine how professional the principal was expected to be, and they were organized by respondent group in order to make comparisons.

In analyzing the data obtained from Parts II and III of the instrument, a frequency distribution was calculated on each of the fifty-six task items in order to obtain results that might indicate the perceived amount of time which the principal himself actually devotes, and ideally should devote to each task item. Each item was responded to on a scale of 1 to 5, with a score of 1 indicating the highest possible amount of time and a score of 5 indicating that no time was devoted or should be devoted to the task. The results, therefore, included the responses on the 5-point scale for each item for each respondent, responding group, and for all respondents collectively. The mean and standard deviation for each item were calculated. The scores for all the items falling under each of the seven task areas were summed and recoded on a scale of 1 to 5. Appendix E presents the list of questionnaire items falling under each of the seven task categories.

In analyzing the data obtained from the fifty-six items in Parts II and III of the questionnaire for differences in expectations among the responding groups, a one-way analysis of variance (ANOVA) was performed on the summed data obtained from each of the seven task categories in order to determine where significance existed at the .05 level. Where statistically significant differences were found to exist, pairwise multiple comparisons were performed using t-tests. Both the one-way analysis of variance and the Bonferroni T-Method of Multiple Comparisons were the appropriate procedures for comparative analysis because of the small number of principals involved in the study.

The t-tests were also employed to establish statistically significant differences in respondents' perceptions of actual and ideal roles within the seven task categories.

Responses made by the three respondent groups to the seven task categories in Part IV were calculated in numbers and mean percentages to show the perceived distribution among the seven task areas of the total time of the principal. The mean percentage scores for each task category were ranked and Spearman Rank-Order correlations were computed between the rankings for actual and ideal roles to determine relationships between them for the groups combined and for the teachers, principals, and officials as groups.

The number and percentage of responses made to the two polarized statements pertaining to the dimensions of each

of the seven task areas in Part V were calculated for each of the six possible choices. The scores for each of the two statements were summed to form a subtotal, and the two subtotals for every task category compared to obtain respondents' preferences.

Chapter V

PRESENTATION AND ANALYSIS OF DATA

This chapter presents an analysis of the data collected in the survey regarding Nigerian Advanced Teachers' College principals. The data represent perceptions of the professional role of the Advanced Teachers' College principal. The analysis is divided into three main parts.

Part I -- Presentation of all respondents' expectations regarding the role of the principal, as indicated in responses to actual/ideal performance, relative time devoted to tasks, and role priorities: This part is organized into three subsections: (1) attitudes regarding the principal's professional leadership role, (2) actual and ideal percentage of the principal's time distributed by task category for each of the seven categories, and (3) actual and ideal emphasis in terms of time allocation to individual task items within each of the seven task categories.

Part II -- Presentation and analysis of the data for differences among the three groups of respondents regarding actual and ideal role expectations of the principal: This part is organized into four subsections: (1) analysis of group differences in perceptions of actual and ideal role in the seven task categories, (2) analysis of group differences between perceptions of actual and ideal role

based on all fifty-six task items, (3) analysis of group differences in perceptions of actual and ideal role within the seven task categories, and (4) comparison of perceptions of the actual and ideal role of the principal based on responses to all fifty-six items.

Part III--Presentation and analysis of the data for differences within the three groups of respondents as to perceived actual and ideal role of the principal: The analysis is organized in the following three subsections: (1) comparison of actual and ideal roles as perceived by teachers, (2) comparison of actual and ideal roles as perceived by principals, and (3) comparison of actual and ideal roles as perceived by officials.

Various tables show the number and the percentage of responses and, when considered necessary, the means. In interpreting the combined responses of the three groups, it should be noted that the number of responding teachers is far greater than that of principals and officials and, therefore, is the dominating influence on total responses which are reported.

Analyses of data were not made in terms of the personal data of respondents, but personal data are presented in Appendix F to give the reader who may be interested a profile of the respondents in terms of sex, age, degrees, and experience.

Part I: Perceptions of the Principal's Role as Held by Teachers, Principals, and Officials

This part presents the respondents' expectations regarding the functions and role of the ATC principal, as indicated in responses about actual and ideal performance, the relative time devoted to various tasks, and the role priorities of the position. As indicated, the presentation is organized into three subsections: (1) attitudes regarding the principal's professional leadership role, (2) actual and ideal percentage of the principal's time distributed by task category for each of the seven categories, and (3) actual and ideal emphasis in terms of time allocation to individual task items within each of the seven task categories.

Principal's Professional Leadership Role

This section of the questionnaire was designed to obtain information regarding the judgment of respondents as to the principal's professional leadership role in each of the seven task categories--Instructional Leadership and Curriculum Development, Staff Personnel Administration, Student Personnel Administration, Organization and Structure, School-Community Relations, School-Plant Administration, and Financial Management.

Two statements were presented for each task area, with one of the statements reflecting a more professional role

than the other. For each task area, respondents were given a set of forced choices and were required to choose one of two statements, A or B. For each statement preferred, it was indicated whether they agreed a great deal more, somewhat more, or slightly more with that statement as compared with the alternative. The number and percentage of responses to each of the two statements were calculated and constitute subtotals for each statement in that particular task category. Subtotals for one statement can then be compared with the subtotals for the alternative statement within that task area.

Instructional Leadership and Curriculum Development. The two statements dealing with the principal's leadership role in the area of Instruction and Curriculum Development are given below:

A. It is a major responsibility of the ATC Principal to provide staff with direct help in improving the curriculum and instruction.

B. At the ATC level the teaching staff are sufficiently qualified that they do not require the Principal's direct help in improving curriculum and teaching.

The opinion expressed here varied from group to group. The distribution of responses, as presented in Table 5, shows the officials as the only group which agrees, and rather strongly (69 percent), that principals should provide staff with leadership in the area of instruction and curriculum development. The principals were split in equal halves between providing staff with leadership in the area

Table 5

Attitudes of Teachers, Principals, and Officials Regarding the Principal's Professional Leadership Role in Instruction and Curriculum Development

Item:

A. It is a major responsibility of the ATC Principal to provide staff with direct help in improving the curriculum and instruction.

B. At the ATC level the teaching staff are sufficiently qualified that they do not require the Principal's direct help in improving curriculum and instruction.

A 1 (A3) I agree a great deal more with A than B.
2 (A2) I agree somewhat more with A than B.
3 (A1) I agree slightly more with A than B.

B 4 (B1) I agree slightly more with B than A.
5 (B2) I agree somewhat more with B than A.
6 (B3) I agree a great deal more with B than A.

	All Groups		Teachers		Principals		Officials	
	N	%	N	%	N	%	N	%
A 1	29	17.7	22	15.5	1	16.7	6	37.5
2	23	14.0	20	14.1	1	16.7	2	12.5
3	22	13.4	18	12.7	1	16.7	3	18.8
Subtotal	74	45.1	60	42.3	3	50.0	11	68.8
B 4	15	9.1	15	10.6	0	0.0	0	0.0
5	26	15.9	20	14.1	2	33.3	4	25.0
6	49	29.9	47	33.1	1	16.7	1	6.3
Subtotal	90	54.9	82	57.8	3	50.0	5	31.3
Total	164	100.0	142	100.0	6	100.0	16	100.0
No response	2	1.2	2	1.4	-	-	-	-
Mean	3.81		3.93		3.67		2.81	

of instruction and curriculum development or not providing such direct help since the teachers are sufficiently qualified that they do not require the principal's direct help in that area. The teachers, on the other hand, indicated fairly strongly (58 percent) that they were sufficiently qualified so as not to require the principal's direct help in improving the curriculum and instruction, and did not regard it as a major responsibility of the principal to provide them with direct help in that area.

Staff Personnel Administration. The two statements dealing with the principal's leadership role in the area of Staff Personnel Administration are given below:

A. ATC staff depend upon the support and leadership of the Principal in attending to matters pertaining to their welfare and professional growth, like on-the-job training, promotion, personal welfare, and the recruitment and orientation of new staff.

B. Since the individual person is regarded as the architect of his or her own fortune, it is up to the individual ATC staff member working alone or working as a member of a group, rather than in conjunction with the Principal, to promote his or her own interests.

As presented in Table 6, each of the three groups of respondents showed strong preference for the first statement, thereby indicating that the support and leadership of the principal in attending to matters pertaining to their welfare and professional growth are considered important. All the principals were in favor, while many of the teachers (78 percent) and a similar percentage of officials

Table 6

Attitudes of Teachers, Principals, and Officials Regarding the Principal's Professional Leadership Role in Staff Personnel Administration

Item:

A. ATC staff depend upon the support and leadership of the Principal in attending to matters pertaining to their welfare and professional growth, like on-the-job training, promotion, personal welfare, and the recruitment and orientation of new staff.

B. Since the individual person is regarded as the architect of his or her own fortune, it is up to the individual ATC staff member working alone or working as a member of a group, rather than in conjunction with the Principal, to promote his or her own interests.

A 1 (A3) I agree a great deal more with A than B.
2 (A2) I agree somewhat more with A than B.
3 (A1) I agree slightly more with A than B.

B 4 (B1) I agree slightly more with B than A.
5 (B2) I agree somewhat more with B than A.
6 (B3) I agree a great deal more with B than A.

	All Groups		Teachers		Principals		Officials	
	N	%	N	%	N	%	N	%
A 1	61	37.2	53	37.3	3	50.0	5	31.3
2	43	26.2	37	26.1	1	16.7	5	31.3
3	25	15.2	21	14.8	2	33.3	2	12.5
Subtotal	129	78.7	111	78.2	6	100.0	12	75.0
B 4	13	7.9	11	7.7	0	0.0	2	12.5
5	12	7.3	10	7.0	0	0.0	2	12.5
6	10	6.1	10	7.0	0	0.0	0	0.0
Subtotal	35	21.3	31	21.7	0	0.0	4	25.0
Total	164	100.0	142	100.0	6	100.0	16	100.0
No response	2	1.2	2	1.4	-	-	-	-
Mean	2.40		2.42		1.83		2.44	

(75 percent) prefer that the principal provide staff with leadership in attending to matters pertaining to staff welfare and personal growth--not leaving it to the individual staff member working alone or working as a member of a group, rather than in conjunction with the principal, to promote his or her own interests.

Student Personnel Administration. The two statements dealing with the principal's leadership role in the area of Student Personnel Administration are given below:

A. It is essential that ATC students be more actively involved in making decisions about matters pertaining to their welfare and the provision of a more favorable learning environment.

B. More active involvement in decision making is not the main solution to the question of promoting student welfare and providing a more favorable learning environment.

As shown in Table 7, each of the three groups indicated strong support for students being more actively involved in making decisions about matters pertaining to their welfare and the provision of a more favorable learning environment.

Support among officials for statement A was almost unanimous (fifteen out of the sixteen). It is significant, however, that about 25 percent of the teachers and two of the six principals took the position that more active involvement of students in decision making was not the main solution to the question of promoting student welfare and providing a more favorable learning environment.

Table 7

Attitudes of Teachers, Principals, and Officials Regarding the Principal's Professional Leadership Role in Student Personnel Administration

Item:

A. It is essential that ATC students be more actively involved in making decisions about matters pertaining to their welfare and the provision of a more favorable learning environment.

B. More active involvement in decision making is not the main solution to the question of promoting student welfare and providing a more favorable learning environment.

A 1 (A3) I agree a great deal more with A than B.
2 (A2) I agree somewhat more with A than B.
3 (A1) I agree slightly more with A than B.

B 4 (B1) I agree slightly more with B than B?(A)
5 (B2) I agree somewhat more with B than A.
6 (B3) I agree a great deal more with B than A.

	All Groups		Teachers		Principals		Officials	
	N	%	N	%	N	%	N	%
A 1	66	40.5	56	39.7	3	50.0	7	43.8
2	37	22.7	32	22.7	0	0.0	5	31.3
3	21	12.9	17	12.1	1	16.7	3	18.8
Subtotal	124	76.1	105	74.5	4	66.7	15	93.8
B 4	13	8.0	12	8.5	1	16.7	0	0.0
5	14	8.6	13	9.2	0	0.0	1	6.3
6	12	7.4	11	7.8	1	16.7	0	0.0
Subtotal	39	24.0	36	25.5	2	33.3	1	6.3
Total	163	100.0	141	100.0	6	100.0	16	100.0
No response	3	1.8	3	2.1	-	-	-	-
Mean	2.44		2.48		2.67		1.94	

Organization and Structure. The two statements dealing with the principal's leadership role in the area of Organization and Structure are given below:

A. If policy-making bodies are to promote better and quicker determination and clarification of issues, the Principal must have greater access to his superiors engaged in the policy-making processes.

B. The main problem with policy matters is that ATC Principals spend too much time performing routine office jobs and do not communicate sufficiently with the staff.

Principals showed overwhelming support for the first statement (83 percent), which advocates their having greater access to their superiors engaged in the policy-making processes in order to promote better and quicker determination and clarification of issues. This was also the position taken by slightly over two-thirds of the officials (69 percent). The teachers, on the other hand, were almost equally divided between both statements, with 49.6 percent indicating agreement with the majority of principals and officials. It is worth noting that the teachers emphasize that a major problem with policy matters is that principals spend too much time performing routine office jobs and do not communicate sufficiently with the staff. See Table 8 for the summary of responses to this item.

School-Community Relations. The two statements dealing with the principal's leadership role in the area of School-Community Relations are given below:

Table 8

Attitudes of Teachers, Principals, and Officials Regarding the Principal's Professional Leadership Role in Organization and Structure

Item:

A. If policy-making bodies are to promote better and quicker determination and clarification of issues, the Principal must have greater access to his superiors engaged in the policy-making processes.

B. The main problem with policy matters is that ATC Principals spend too much time performing routine office jobs and do not communicate sufficiently with the staff.

A 1 (A3) I agree a great deal more with A than B.
2 (A2) I agree somewhat more with A than B.
3 (A1) I agree slightly more with A than B.

B 4 (B1) I agree slightly more with B than A.
5 (B2) I agree somewhat more with B than A.
6 (B3) I agree a great deal more with B than A.

	All Groups		Teachers		Principals		Officials	
	N	%	N	%	N	%	N	%
A 1	42	26.1	29	20.9	5	83.3	8	50.0
2	32	19.9	30	21.6	0	0.0	2	12.5
3	11	6.8	10	7.2	0	0.0	1	6.3
Subtotal	85	52.8	69	49.6	5	83.3	11	68.8
B 4	18	11.2	16	11.5	0	0.0	2	12.5
5	26	16.1	24	17.3	0	0.0	2	12.5
6	32	19.9	30	21.6	1	16.7	1	6.3
Subtotal	76	47.2	70	50.4	1	16.7	5	31.3
Total	161	100.0	139	3.5	6	100.0	16	100.0
No response	5	3.0	5	3.5	-	-	-	-
Mean	3.31		3.48		1.83		2.44	

A. It is unrealistic to expect the ATC Principal to be involved in community activities and to encourage active community participation in college programs and activities.

B. The ATC is part of the community in which it is located and there should be considerable interaction between the college and the community, particularly through the Principal's initiative and active involvement.

All the three groups expressed strong support for considerable interaction between the college and the community, particularly through the principal's initiative and active involvement (see Table 9).

Support was expressed most strongly by the officials (81 percent), followed by a large majority of teachers (73 percent). Though the principals lent their support too, with four out of the six principals surveyed indicating that it is for the principal to initiate and participate actively in promoting considerable interaction between the college and the community, it is worth noting that two of the six principals supported the view that it was unrealistic to expect the ATC Principal to be involved in community activities and to encourage active community participation in college programs and activities.

School-Plant Administration. The two statements dealing with the principal's leadership role in the area of School-Plant Administration are given below:

A. The ATC Principal has many major responsibilities and he should not be held accountable for the safety, care, and upkeep of college plant and equipment.

Table 9

Attitudes of Teachers, Principals, and Officials Regarding the Principal's Professional Leadership Role in School-Community Relations

Item:

A. It is unrealistic to expect the ATC Principal to be involved in community activities and to encourage active community participation in college programs and activities.

B. The ATC is part of the community in which it is located and there should be considerable interaction between the college and the community, particularly through the Principal's initiative and active involvement.

A 1 (A3) I agree a great deal more with A than B.
2 (A2) I agree somewhat more with A than B.
3 (A1) I agree slightly more with A than B.

B 4 (B1) I agree slightly more with B than A.
5 (B2) I agree somewhat more with B than A.
6 (B3) I agree a great deal more with B than A.

	All Groups		Teachers		Principals		Officials	
	N	%	N	%	N	%	N	%
A 1	11	6.7	9	6.4	0		2	12.5
2	14	8.6	14	9.9	0	0.0	0	0.0
3	18	11.0	15	10.6	2	33.3	1	6.3
Subtotal	43	26.4	38	27.0	2	33.3	3	18.8
B 4	36	22.1	31	22.0	1	16.7	4	25.0
5	36	22.1	30	21.3	2	33.3	4	25.0
6	48	29.4	42	29.8	1	16.7	5	31.3
Subtotal	120	73.6	103	73.0	4	66.7	13	81.3
Total	163	100.0	141	100.0	6	100.0	16	100.0
No response	3	1.8	3	2.1	-	-	-	-
Mean	4.33		4.31		4.33		4.44	

B. Attending to the safety, care, and upkeep of college plant and equipment should be a direct major responsibility of the ATC Principal.

Fifty percent of the principals and 50 percent of the officials indicated that the principal should not be held accountable for the safety, care, and upkeep of college plant and equipment. Almost two-thirds majority of the teachers supported this view. Given the assumption that someone needs to be held accountable, it is difficult to guess whom these respondents may have had in mind, if not the principal. (See Table 10.)

Financial Management. The two statements dealing with the principal's leadership role in the area of financial management are given below:

A. The proper management of school finances should be high up the list of the ATC Principal's administrative responsibilities.

B. Managing school finance is the responsibility of accountants and should not be regarded as a major responsibility of the ATC Principal.

The expressed opinions varied with each of the groups over the issue of the principal's leadership role in the area of financial management, as shown in Table 11.

By a small majority (54 percent), the teachers supported the view that managing school finances is the responsibility of accountants and should not be regarded as a major responsibility of the principal. By a similar majority (56 percent), the officials took the opposite view--that the proper management of school finances should be high up the list of

Table 10

Attitudes of Teachers, Principals, and Officials Regarding the Principal's Professional Leadership Role in School-Plant Administration

Item:

A. The ATC Principal has many major responsibilities and he should not be held accountable for the safety, care, and upkeep of college plant and equipment.

B. Attending to the safety, care, and upkeep of school plant and equipment should be a direct major responsibility of the ATC Principal.

A 1 (A3) I agree a great deal more with A than B.
2 (A2) I agree somewhat more with A than B.
3 (A1) I agree slightly more with A than B.

B 4 (B1) I agree slightly more with B than A.
5 (B2) I agree somewhat more with B than A.
6 (B3) I agree a great deal more with B than A.

	All Groups		Teachers		Principals		Officials	
	N	%	N	%	N	%	N	%
A 1	43	26.4	39	27.7	0	0.0	4	25.0
2	30	18.4	27	19.1	1	16.7	2	12.5
3	31	19.0	27	19.1	2	33.3	2	12.5
Subtotal	104	63.8	93	66.0	3	50.0	8	50.0
B 4	19	11.7	16	11.3	1	16.7	2	12.5
5	21	12.9	17	12.1	1	16.7	3	18.8
6	19	11.7	15	10.6	1	16.7	3	18.8
Subtotal	59	36.2	48	34.0	3	50.0	8	50.0
Total	163	100.0	141	100.0	6	100.0	16	100.0
No response	3	1.8	3	2.1	-	-	-	-
Mean	3.01		2.93		3.83		3.44	

Table 11

Attitudes of Teachers, Principals, and Officials Regarding the Principal's Professional Leadership Role in Financial Management

Item:

A. The proper management of school finances should be high up on the list of the ATC Principal's administrative responsibilities.

B. Managing school finances is the responsibility of accountants and should not be regarded as a major responsibility of the ATC Principal.

A 1 (A3) I agree a great deal more with A than B.
2 (A2) I agree somewhat more with A than B.
3 (A1) I agree slightly more with A than B.

B 4 (B1) I agree slightly more with B than A.
5 (B2) I agree somewhat more with B than A.
6 (B3) I agree a great deal more with B than A.

	All Groups		Teachers		Principals		Officials	
	N	%	N	%	N	%	N	%
A 1	29	17.8	21	14.9	3	50.0	5	31.3
2	31	19.0	29	20.6	0	0.0	2	12.5
3	17	10.4	15	10.6	0	0.0	2	12.5
Subtotal	77	47.2	65	46.1	3	50.0	9	56.3
B 4	33	20.2	28	19.9	1	16.7	4	25.0
5	26	16.0	23	16.3	2	33.3	1	6.3
6	27	16.6	25	17.7	0	0.0	2	12.5
Subtotal	86	52.8	76	53.9	3	50.0	7	43.8
Total	163	100.0	141	100.0	6	100.0	16	100.0
No response	3	1.8	3	2.1	-	-	-	-
Mean	3.47		3.55		2.83		3.00	

the ATC Principal's administrative responsibilities. The principals were split, with three indicating that managing school finances is a priority item among the principal's administrative responsibilities, and three indicating it was the responsibility of accountants.

Summary of Findings Regarding the Principal's Professional Leadership Role

This section has presented an analysis and discussion of the results of the data collected from teachers, principals, and officials regarding their attitudes with regard to the exercise of the principal's professional leadership role in each of the seven broad areas of the principal's administrative responsibilities. The results are summarized below.

I--Instructional Leadership and Curriculum Development: By a modest majority, the teachers preferred the statement that the teaching staff of the ATCs are sufficiently qualified that they do not require the principal's direct help in improving the curriculum. Three of the six principals also took this position, while the officials, by a fair-sized majority, took the position that it is a major responsibility of the ATC principal to provide staff with direct help in improving the curriculum and instruction.

II--Staff Personnel Administration: All principals, 75 percent of the officials, and 78 percent of the teachers expressed an attitude that was in favor of the principal

exercising a strong leadership role in this area by selecting the statement that members depend upon the support and leadership of the principal in attending to their welfare and professional growth, like on-the-job training, promotion, personal welfare, and the recruitment and orientation of new staff.

III--Student Personnel Administration: By a large majority, all groups of respondents considered it essential that ATC students be more actively involved in making decisions about matters pertaining to their welfare and the provision of a more favorable learning environment. It is significant, however, that two of the six principals did not agree with this position.

IV--Organization and Structure: Only the teachers, by a very small majority, preferred the statement that the main problem with policy matters is that ATC principals spend too much time performing routine office jobs and do not communicate sufficiently with the staff. A large majority of the principals and officials selected the statement that principals should have greater access to their superiors engaged in the policy-making processes if policy-making bodies are to promote better and quicker determination and clarification of issues.

V--School-Community Relations: A large majority of each of the groups supported the statement that principals should provide leadership, initiative, and active involvement

in promoting considerable interaction between the college and the community in which it is located. It is significant, however, that two of the six principals did not select this position.

VI--School-Plant Administration: Principals and officials were evenly divided on the question of whether the principal should be accountable in this area, and teachers, by a two-thirds majority, agreed to the statement that the ATC principal had many major responsibilities and should, therefore, not be held accountable for the safety, care, and upkeep of college plant and equipment.

VII--Financial Management: A slight majority of teachers favored the position that the management of school finances be regarded as the responsibility of accountants and not a major responsibility of the ATC principal. Three of the six principals took this position, and a slight majority of officials supported the position that the management of school finances should be high up the list of the ATC principal's administrative responsibilities.

In sum, it appears that there are considerable differences among and within the respondent groups regarding the nature and extent of the professional leadership role of the principal in most of the seven areas of the principal's administrative responsibility.

Principal's Time Distributed among Seven Task Categories under Actual and Ideal Situations

This section of the questionnaire was designed to obtain information on how respondents perceived the principal as distributing the total time available to him (100 percent) in preforming his duties (which have been grouped into seven task areas), and how, ideally, they think the time should be distributed among the seven task categories.

The responses made by the three groups combined, as well as separately, are shown in Table 12. The responses were calculated in numbers and mean percentages, and then ranked in order of priority.

The ranking for actual time distribution indicates that the highest percentage of the principal's time (21 percent) is spent on tasks related to organization and structure, with financial management (18.8 percent) and student personnel administration (17 percent) coming second and third, respectively. The respondents did not see the principal as giving top priority to leadership in the area of instruction and curriculum development since it is ranked fifth (11 percent), after staff personnel administration, which is ranked fourth (14.6 percent). In sixth place is ranked School-Plant Administration (10 percent), while School-Community Relations is ranked lowest, in seventh place (7.6 percent).

Table 12

Actual and Ideal--Perceptions of Percentage Time Distribution by Task Category: All Groups, Teachers, Principals, Officials[a]

	All Groups						Teachers				Principals				Officials			
	Actual			Ideal			Actual		Ideal		Actual		Ideal		Actual		Ideal	
	N	$\bar{X}$%	R[b]	N	$\bar{X}$%	R	N	$\bar{X}$% R	N	$\bar{X}$% R	N	$\bar{X}$% R	N	$\bar{X}$% R	N	$\bar{X}$% R	N	$\bar{X}$% R
I. Instructional Leadership	141	11.0	5	155	17.5	2	120	10.8 5	133	17.0 4	6	12.5 5	6	25.7 1	15	12.5 5	16	19.0 1
II. Staff Pers. Administration	145	14.6	4	155	17.4	3	124	14.0 4	133	17.7 2	6	20.8 1	6	13.4 4	15	16.0 4	16	17.0 2
III. Student Pers. Administration	147	17.0	3	155	17.8	1	126	17.0 3	133	17.9 1	6	17.5 3	6	18.3 2	15	17.7 2	16	16.8 3
IV. Organization & Structure	146	21.0	1	155	17.0	4	125	21.7 1	133	17.4 3	6	19.2 2	6	15.5 3	15	17.0 3	16	15.7 4
V. School-Commun. Relations	129	7.6	7	154	9.3	6	109	7.9 7	132	9.0 6	6	5.2 7	6	6.2 7	14	6.2 7	16	10.0 6
VI. School-Plant Administration	139	10.0	6	149	8.0	7	118	10.0 6	127	8.0 7	6	8.2 6	6	7.7 6	15	9.8 6	16	7.3 7
VII. Financial Management	146	18.8	2	156	13.0	5	125	18.6 2	134	13.0 5	6	16.6 4	6	13.2 5	15	20.8 1	16	14.2 5

[a]Scale for responses:
1. Substantial amount of time
2. Considerable time but less than a substantial amount
3. Moderate amount of time but less than considerable
4. Some time but less than a moderate amount
5. No time

[b]R = ranking

All seven items were ranked differently under ideal as compared to actual situations. Though the difference in percentage of allotted time appears almost equal for each of the four top-ranked items (about 17 percent each), there is a big difference in each case, comparing actual and ideal rankings.

Student Personnel Administration ranked first, at 17.9 percent ideally (compared to third place under actual), followed by Instructional Leadership and Curriculum Development (17.5 percent), which had been ranked only fifth under actual situations. Financial Management (13 percent) occupied a much lower position, in fifth place, under ideal situations, compared to second place under actual. Instead of the fourth place it occupied under actual conditions, Staff Personnel Administration moved up by one position to third place (17.4 percent). Organization and Structure ranked fourth, compared to first place under actual situations. It is worth noting, however, that this item is still highly ranked since, at 17 percent, it is one of the top four items which were allotted about 17 percent each. School-Community Relations (9.3 percent) moved up one step to sixth place, while School-Plant Administration dropped from sixth to seventh place (8 percent).

The mean percentage scores for each task category were ranked and Spearman Rank-Order correlations were computed between the rankings for actual and ideal roles in order to

establish any relationships existing between actual and ideal roles as perceived by all the groups combined, as well as teachers, principals, and officials. The results indicate that there were differences in the relationships between actual and ideal roles as perceived by the entire population or any one of the three groups. While the degree of agreement among all the groups was relatively low ($r = .39$), it was high for the teachers ($r = .57$). The correlation among principals was somewhat lower ($r = .45$), while a low negative correlation ($r = -.18$) was found to exist among the officials.

The results of the correlations computed to determine relationships among the three groups of respondents in their perceptions of the actual role of the principal show that significant relationships, at the .05 level of significance, existed between the teachers and principals ($r = .75$), and between teachers and officials ($r = .89$). It is high and almost statistically significant between principals and officials ($r = .64$). See Table 13.

With regard to respondents' perceptions of the ideal role of the principal, the results show significant relationships, at the .05 level of significance, between teachers and principals ($r = .67$). There was very low correlation between teachers and officials ($r = .11$), and a modest one between principals and officials ($r = .49$). See Table 14.

Table 13

Spearman's Rank-Order Correlations for Determining Agreement among the Three Groups Regarding Their Perceptions of the Actual Role of the Principal

	Teachers	Principals	Officials
Teachers	--	.75*	.89***
Principals		--	.64
Officials			--

Minimum score to be significant at the .05 level, .67.

*Significant at the .05 level.
***Significant at the .005 level.

Table 14

Spearman's Rank-Order Correlations for Determining Agreement among the Three Groups Regarding Their Perceptions of the Ideal Role of the Principal

	Teachers	Principals	Officials
Teachers	--	.67*	.11
Principals		--	.49
Officials			--

Minimum score to be significant at the .05 level, .67.

*Significant at the .05 level.

In both cases, actual and ideal, teachers agree more with principals and officials than the principals and officials agree with each other; furthermore, the teachers seem to agree more with officials than with principals with regard to the perceived actual role of the principal.

Summary of Findings Regarding Perceptions of the Principal's Time Distributed among Seven Task Categories under Actual and Ideal Situations

This section was designed to obtain information from teachers, principals, and officials, indicating their perceptions of the ATC principal's functions and role as observed through how the principal actually allocates the time available to him, and ideally how the time should be distributed among seven task categories. The analyzed data are presented in tabular form in Table 12.

The table shows the order of priorities accorded the various tasks under perceived actual and ideal situations by all the respondents combined, and by each of the three groups of respondents--teachers, principals, and officials. The rank order for tasks under ideal situations represents the respondents' perceptions of the order of importance of those tasks in terms of the relative percentage of time which the principal should devote to each of them.

Major differences were observed between actual and ideal time allocations for each and all of the seven task categories as perceived by the entire population, as well

as by each of the three groups of respondents. This suggests that the respondents did not see the ATC principals as distributing their time among the seven areas of administrative responsibilities the way respondents felt they should.

Though the analysis showed considerable agreement within each group of respondents with regard to the opinions expressed, the level of agreement varied from group to group, with the teachers showing the greatest degree of agreement in their ordering of the tasks.

Actual and Ideal Emphasis in Terms of the Seven Task Categories

As discussed above in Chapter IV, how a principal uses his time is important and is widely accepted in the literature as a useful indicator of the nature and substance of the position of the principalship. Thus, part of the questionnaire for this study (see Appendix C) was designed using fifty-six items to elicit responses indicating how the ATC principal actually uses his time and how, ideally, his time should be used. These items represent the various tasks which principals perform and were grouped into seven broad task categories (see Appendix E). The scores for all the items falling under each of the seven areas were summed and were recoded on a scale of 1-5, conforming to the 1-5 Likert-type scale.

A weight of 1-5 was assigned on the Likert-type scale by each respondent to each item, with 1 indicating the highest possible amount of time actually devoted, or which should be devoted, to the task item, and 5 indicating that no time was devoted, or should be devoted, to the task. A frequency distribution of responses was calculated for the fifty-six items and for each of the seven groups of tasks.

In the preceding section the data presented represented the respondents' distribution of the actual and ideal percentage of the principal's total time by task category for each of the seven task categories, without rating a predetermined list of specific tasks within each category. This constituted the respondents' estimate of the percentage of the principal's time which is actually allotted, and the percentage of time which, ideally, should be alloted to each of the seven task categories.

Though this section is similar to the preceding one, it is different in that, instead of using estimates of the principal's time by total category, this section reports on rated task items within each task category, using a five-point scale to indicate relative emphasis, in terms of time allocation. By averaging responses to items within each task category, it was possible to rank the responses by task category and compare them with the rankings established for categories in the preceding section, where gross

estimates of percentages of time were used.

In this section the number and the percentage of the responses to each item were calculated, and the mean and standard deviation by task item, as well as by task category, were determined for the three groups of respondents combined, and separately for teachers, principals, and officials. Table 45 (Appendix G) presents a summary of all data for all fifty-six items, while Table 46 (Appendix H) presents a summary of all data for each of the seven task categories. Presented in Table 15 are findings showing the number and the mean of the responses to each task category, as well as the rankings. A more detailed comparative analysis of the data is made in Parts II and III of this chapter.

A comparison of the rankings obtained for the two sections is presented in Table 16. Column A shows rankings when estimates of the principal's time using task category titles are used. Column B shows rankings of task categories when emphasis is placed on individual task items within the task categories, using the five-point scale.

It will be noted that there are differences between the two rankings. This is to be expected, however, considering the variety of items to which responses had to be made in this section, where the emphasis was on the relative importance attached to various tasks performed by the principal. For the purposes of this study, the latter seems a better measure, in terms of determining the role of the

Table 15

Actual and Ideal--Perceptions of Amount of Time Devoted to Seven Task Categories: All Groups, Teachers, Principals, Officials[a]

	All Groups						Teachers						Principals						Officials					
	Actual			Ideal			Actual			Ideal			Actual			Ideal			Actual			Ideal		
	N	$\bar{X}$	R[b]	N	$\bar{X}$	R	N	$\bar{X}$	R	N	$\bar{X}$	R	N	$\bar{X}$	R	N	$\bar{X}$	R	N	$\bar{X}$	R	N	$\bar{X}$	R
I. Instructional Leadership	138	3.59	6	149	2.81	5	119	3.69	6	127	2.86	5	5	3.20	5.5	6	2.83	4	14	2.86	4	16	2.44	4
II. Staff Pers. Administration	145	2.99	3.5	147	2.33	3	123	3.05	4	126	2.32	3	6	2.83	4	6	2.50	3	16	2.56	3	15	2.40	3
III. Student Pers. Administration	138	3.09	5	153	2.79	4	118	3.11	5	131	2.79	4	5	3.20	5.5	6	3.00	5	15	2.93	5	16	2.75	5
IV. Organization & Structure	151	2.36	2	160	2.12	1	130	2.42	2	138	2.12	1	5	1.80	2	6	2.17	2	16	2.00	1.5	16	2.13	1
V. School-Commun. Relations	149	3.91	7	155	3.30	7	127	3.95	7	133	3.32	7	6	3.83	7	6	3.33	7	16	3.69	7	16	3.13	7
VI. School-Plant Administration	154	2.99	3.5	160	2.95	6	132	3.01	3	138	2.93	6	6	2.67	3	6	3.17	6	16	2.94	6	16	3.06	6
VII. Financial Management	151	2.13	1	160	2.22	2	129	2.17	1	138	2.23	2	6	1.67	1	6	2.00	1	16	2.00	1.5	16	2.19	2

[a]Scale for responses:
1. Substantial amount of time
2. Considerable time but less than a substantial amount
3. Moderate amount of time but less than considerable
4. Some time but less than a moderate amount
5. No time

[b]R = ranking

Table 16

Actual and Ideal--Comparison of Ratings between Percentage Time Distributed by Task Category (A)[a] and Relative Time Devoted to Seven Categories of Tasks (B)[b]

	All Groups				Teachers				Principals				Officials			
	Actual		Ideal		Actual		Ideal		Actual		Ideal		Actual		Ideal	
	(A)	(B)	(A)	(B)	(A)	(B)	(A)	(B)	(A)	(B)	(A)	(B)	(A)	(B)	(A)	(B)
I. Instructional Leadership	5	6	2	5	5	6	4	5	5	5.5	1	4	5	4	1	4
II. Staff Personnel Administration	4	3.5	3	3	4	4	2	3	1	4	4	3	4	3	2	3
III. Student Personnel Administration	3	5	1	4	3	5	1	4	3	5.5	2	5	2	5	3	5
IV. Organization and Structure	1	2	4	1	1	2	3	1	2	2	3	2	3	1.5	4	1
V. School-Community Relations	7	7	6	7	7	7	6	7	7	7	7	7	7	7	6	7
VI. School-Plant Administration	6	3.5	7	6	6	3	7	6	6	3	6	6	6	6	7	6
VII. Financial Management	2	1	5	2	2	1	5	2	4	1	5	1	1	1.5	5	2

[a](A) Total time distribution by task category, using mean percentage of summed scores (see Table 12).

[b](B) Relative amount of time devoted to tasks, using mean scores based on 1-5 scale (see Table 15).

principal as perceived through the relative time spent or which should be spent performing various administrative duties.

The accuracy of the rankings obtained in this section, using mean scores based on the 1 to 5 scale for all task items under each task category, is confirmed in that the rankings correspond exactly with the rankings obtained, using the means of the total scores obtained by summing all the responses to each scale for every task item falling under each of the seven task categories.

The Principal's Role as Perceived through Relative Time Emphasis on Various Tasks within the Seven Categories of Tasks

As indicated, this section of the questionnaire was designed to obtain information regarding perceptions of the principal's role, in terms of the emphasis on various tasks performed by the principal, by indicating the amount of time which the respondents perceived the principal actually devoted to various task items within each of the seven task categories and the amount of time which the respondents perceived that, ideally, the principal should devote to those tasks.

The responses made by the three groups combined, as well as separately, are shown in Table 15 for the seven task categories. The responses were calculated in numbers and means, and then ranked in order of priority.

The ranking for perceived actual amount of time, as indicated by the three respondents combined, shows Financial Management as the highest ranked item (mean = 2.13), followed by Organization and Structure (mean = 2.36). Both Staff Personnel Administration and School-Plant Administration occupied the same ranking, with a mean of 2.99 each. Student Personnel Administration was ranked fifth (mean = 3.09). The respondents did not see the principal as giving priority emphasis to the role of instructional leadership and curriculum development since it was ranked almost at the bottom of the list, in sixth place (mean = 3.59). School-Community Relations was ranked lowest, in seventh place (mean = 3.91).

Except School-Community Relations, which still ranked in seventh place under perceived ideal amount of time, all other items were ranked differently under ideal as compared to actual amount of time. Organization and Structure is now ranked in first place (mean = 2.12; ranked second under actual), and Financial Management is now ranked second (mean = 2.22; first under actual). The mean scores for both items show that respondents think that, ideally, more time should be devoted to tasks in the category of Organization and Structure, while less time should be spent on Financial Mangement, though it is perceived that a considerable amount of time should be spent performing tasks related to the two items. Staff Personnel Administration

was ranked third (mean = 2.33), while Student Personnel Administration now ranks fourth (mean = 2.79) instead of fifth place under actual. Instructional Leadership and Curriculum Development was still ranked low, at fifth place (mean = 2.81; sixth under actual), while School-Plant Administration was ranked in a much lower position than previously, having moved down from third place under actual to sixth place under ideal (mean = 2.95). School-Community Relations remained in seventh place (mean = 3.30).

Summary of Findings Regarding Perceived Actual and Ideal Emphasis in Terms of the Seven Task Categories

This section was designed to obtain information from the respondents regarding their perceptions of the principal's role in terms of relative time emphasis on various tasks performed by the principal. The various task items were grouped into seven major categories, and the responses were calculated in numbers and means, and then ranked in order of priority for both perceived actual amount of time devoted and the amount of time which, ideally, should be devoted to the tasks. The analyzed data are presented in Tables 15 and 46 (Appendix H), indicating the responses for all the groups combined, and separately for teachers, principals, and officials.

The rank order for tasks under ideal amount of time represents the respondents' perceptions of the order of

priority which the principal should give to those items.

Except School-Community Relations, which was ranked in seventh place for both actual and ideal amounts of time, all other items were ranked differently by all the respondents combined under ideal as compared to actual amounts of time. This suggests that the respondents did not see the principals as according appropriate role emphasis to their administrative responsibilities the way the respondents felt the principals should.

The means of the scores for the top three items under ideal amount of time--Organization and Structure, Financial Management, and Staff Personnel Administration--ranged from 2.12 to 2.33, indicating that the respondents think that the principal should devote a considerable amount of time to performing tasks grouped into those three categories. The next three task categories--Student Personnel Administration, Instructional Leadership and Curriculum Development, and School-Plant Administration--received mean scores ranging from 2.79 to 2.95, indicating that the amount of time to be devoted to those tasks should be moderate (less than considerable). The respondents indicated that only some amount of time should be devoted to School-Community Relations, which received a mean score of 3.30. These scores were on the 1-5 Likert-type scale, with 1 indicating the highest amount of time and 5 indicating the lowest amount of time to be spent performing the tasks concerned.

On the whole, the results show that the respondents perceived the seven categories of tasks into which all the principal's administrative tasks had been grouped as constituting the important areas of administrative responsibility of the position of principalship in Nigerian Advanced Teachers' Colleges.

Part II: Differences among Groups Regarding Perceptions of the Actual and Ideal Role of ATC Principals

Referred to, and partially presented, in the last subsection are the data representing the distribution of all respondents' perceptions of the relative amount of time which the principal actually devotes and ideally should devote to each of the fifty-six task items, as well as the seven task categories into which the fifty-six items were grouped.

One basic assumption underlying this study was the possibility that differences did exist among the three groups of respondents--teachers, principals, and officials --in their perceptions of the actual and ideal role of the ATC principal, and the relative emphasis which the principal actually places or ideally should place on the seven groups of tasks.

In this part of the report, the data obtained through the responses to all the task items are further analyzed for differences among the three groups of respondents. As

indicated in the introduction to this chapter, the analysis for this part is organized into four subsections: (1) analysis of group differences in perceptions of actual and ideal role in the seven task areas, (2) analysis of group differences between perceptions of actual and ideal role based on all fifty-six task items, (3) analysis of group differences in perceptions of actual and ideal role within the seven task categories, and (4) comparison of perceptions of the actual and ideal role of the principal based on responses to all fifty-six items.

In order to discover differences among the groups, a one-way analysis of variance (ANOVA) was performed on the summed data obtained from the seven task areas into which the fifty-six task items had been grouped in terms of perceived actual and ideal roles. Where significant differences were found to exist, pair-wise multiple comparisons were performed, using the t-test method. These methods were deemed appropriate due to the large differences that existed, including the number of respondents within the respondent groups, as well as the uneven distribution of items among the seven task categories.

Differences among Groups Regarding Perceptions of Actual and Ideal Role of the Principal in Terms of the Seven Task Areas

Actual role. The results obtained from the one-way analysis of variance for differences among the groups

regarding actual expectations showed that no statistically significant differences existed among the three groups in their perceptions of the actual role of the principal in five of the seven task areas--Student Personnel Administration, Organization and Structure, School-Community Relations, School-Plant Administration, and Financial Management. Statistically significant differences were found among the three groups in their perceptions of the actual role of the principal in two task areas--Instructional Leadership and Curriculum Development, and Staff Personnel Administration. The means of the total scores of the three groups' perceptions of the actual role of the principal in each of the seven task areas are presented in Table 17. The relevant statistical figures showing the results for the seven task areas are given in Table 18 and Appendix I.

A significant difference, at the .005 level of significance, existed among the groups in their perceptions of the actual role of the principal in the area of Instructional Leadership and Curriculum Development. A Bonferroni T-Method of Multiple Comparisons was performed to locate the precise differences among the three groups. The results showed that the only statistically significant difference was between the teachers and officials, and that it was significant at the .01 level (Table 19).

Table 17

Means of the Three Groups' Perceptions of the Actual Role of the Principal for Seven Task Categories

	Task Categories[a]						
	I	II	III	IV	V	VI	VII
All groups	49.61	41.07	30.54	11.72	19.55	8.90	10.82
Teachers	51.03	42.00	30.85	11.98	19.80	8.92	10.97
Principals	45.60	35.83	29.60	9.60	18.83	8.50	9.00
Officials	39.00	35.93	28.40	10.31	17.81	8.87	10.25

[a]Task Categories:

I. Instructional Leadership

II. Staff Personnel Administration

III. Student Personnel Administration

IV. Organization and Structure

V. School-Community Relations

VI. School-Plant Administration

VII. Financial Management

Table 18

Differences among Groups Regarding Perceptions of the Actual Role of the Principal in Terms of Seven Task Categories

Task Areas	F-Value[a]	P-Value
1. Instructional Leadership	9.22***	0.00
2. Staff Personnel Administration	3.07**	0.05
3. Student Personnel Administration	0.91	0.40
4. Organization and Structure	2.17	0.11
5. School-Community Relations	2.06	0.12
6. School-Plant Administration	0.05	0.39
7. Financial Management	1.30	0.27

[a]Minimum score to be significant at the .05 level, 3.07.

**Significant at the .05 level.

***Significant at the .005 level.

Table 19

Bonferroni T-Method Analysis for Determining Differences among the Groups Regarding Actual Role of the Principal in the Area of Instructional Leadership

	Teachers	Principals	Officials
Teachers	0.00	1.17	4.20**
Principals	----	0.00	1.25
Officials	----	----	0.00

Minimum score to be significant at the .05 level, 2.43.

**Significant at the .01 level.

The results of the analysis also showed that statistically significant differences existed, at the 0.05 level, among the three groups in their perceptions of the actual role of the principal in the area of Staff Personnel Administration. A Bonferroni T-Method of Multiple Comparisons was performed to locate the precise differences among the three groups. The results, using the method which controls for internal variation in numbers, indicate the variation among groups is not statistically significant (see Table 20). It is worth noting that the results indicating differences between principals and officials point in the negative direction.

Table 20

Bonferroni T-Method Analysis for Determining Differences among the Groups Regarding Actual Role of the Principal in the Area of Staff Personnel Administration

	Teachers	Principals	Officials
Teachers	0.00	1.39	2.15
Principals	----	0.00	-0.02
Officials	----	----	0.00

Minimum score to be significant at the .05 level, 2.43.

Ideal role. The results obtained from the one-way analysis of variance for differences among the three groups regarding ideal expectations showed no statistically significant differences at the .05 level in perceptions in any of the seven task categories. The mean of the total scores of the three groups' perceptions of the ideal role of the principal in each of the seven task areas is presented in Table 21, while Table 22 and Appendix J give the results of the one-way analysis of variance for the seven task categories.

Group Differences in Perceptions of Actual and Ideal Role of the Principal Based on All Fifty-six Task Items

In order to establish how respondents viewed the principal's overall performance, a comparison was made

Table 21

Means of the Three Groups' Perceptions of the Ideal **Role of** the Principal for Seven **Task** Categories

	Task Categories[a]						
	I	II	III	IV	V	VI	VII
All groups	39.00	32.29	27.38	10.85	16.55	8.91	11.28
Teachers	39.61	32.07	27.31	10.82	16.67	8.88	11.31
Principals	37.83	35.33	29.33	11.16	17.00	9.83	10.83
Officials	34.62	32.93	27.25	11.00	15.37	8.87	11.25

[a]Task Categories:

I. Instructional Leadership

II. Staff Personnel Administration

III. Student Personnel Administration

IV. Organization and Structure

V. School-Community Relations

VI. School-Plant Administration

VII. Financial Management

Table 22

Differences among Groups Regarding Perceptions of the Ideal Role of the Principal in Terms of Seven Task Categories

Task Areas	F-Value[a]	P-Value
1. Instructional Leadership	1.99	0.13
2. Staff Personnel Administration	0.33	0.67
3. Student Personnel Administration	0.24	0.68
4. Organization and Structure	0.03	0.29
5. School-Community Relations	0.92	0.40
6. School-Plant Administration	0.25	0.08
7. Financial Management	0.03	0.29

[a]Minimum score to be significant at the .05 level, 3.07.

between what the respondents perceived as the actual and ideal role of the principal, based on responses to all fifty-six task items.

A t-test was performed using the mean of the total score for the fifty-six task items for each respondent group on perceptions of both actual and ideal functions and role of the ATC principal. The results of the t-test, presented in Table 23, show that statistically significant differences, at the .005 level, existed between perceived actual and ideal functions and roles.

Table 23

Comparison of Perceptions between the Actual and Ideal Role of the Principal in the Sum of All Fifty-six Task Items: All Groups

	No. of Cases	Mean Summary Score on 56 Items	Difference Mean	SD	df	T-value
Actual		229.95				
	166		49.18	133.91	165	4.73***
Ideal		180.77				

Minimum score to be significant at the .05 level, 1.98.

***Significant at the .005 level.

Group Differences in Perceptions of Actual and Ideal Role of the Principal within the Seven Task Categories

Having obtained results showing that significant differences existed between perceptions of actual and ideal

role in terms of the fifty-six task items for all respondents combined, the data were further examined to locate the differences between actual and ideal roles in terms of the seven task areas, for the entire population.

The results of the t-test comparing actual and ideal role, using the mean of the total score for each of the seven task categories, failed to show any statistically significant differences at the .05 level in two task areas--School-Plant Administration and Financial Management (see Table 24). However, the results show a greater degree of agreement over School-Plant Administration (T = 0.48), compared to Financial Management, for which the result obtained was negative agreement (T = -1.29). Differences were found in the remaining five task areas.

Statistically significant differences existed at the .005 level in the areas of Instructional Leadership and Curriculum Development, Staff Personnel Administration, Student Personnel Administration, and School-Community Relations. For Organization and Structure the significance level was .01.

Comparison of Perceptions of the Actual and Ideal Role of the Principal Based on Responses to All Fifty-six Items

A one-way analysis of variance (ANOVA) was performed on the summed data obtained from all the fifty-six task items to determine whether differences existed among the

Table 24

Comparison of Perceptions between the Actual and Ideal Role **of the Principal** within Seven Task Categories: All Groups

Task Categories		No. of Cases	Mean Summary Score on 56 Items	Difference Mean	SD	df	T-Value[a]
I. Instructional Leadership	Actual	129	41.81	11.02	11.06	128	11.31***
	Ideal		38.79				
II. Staff Personnel Administration	Actual	133	40.99	9.19	11.63	132	9.12***
	Ideal		31.80				
III. Student Personnel Administration	Actual	132	30.31	3.14	5.93	131	6.08***
	Ideal		27.17				
IV. Organization and Structure	Actual	148	11.72	0.81	3.53	147	2.81**
	Ideal		10.91				
V. School-Community Relations	Actual	143	19.52	3.04	3.95	142	9.20***
	Ideal		16.48				
VI. School-Plant Administration	Actual	150	8.88	0.11	2.87	149	0.48
	Ideal		8.77				
VII. Financial Management	Actual	148	10.78	-0.41	3.89	147	-1.29
	Ideal		11.19				

[a]Minimum score to be significant at the .05 level, 1.98.

**Significant at the .01 level.
***Significant at the .005 level.

three respondent groups regarding perceptions of actual principal's role, based on responses to all fifty-six role items in the questionnaire. The same analysis was made regarding perceptions of the ideal role.

As shown in Tables 25 and 26, the results of the tests for variance, using the summed data for all task items, showed no statistically significant differences as existing among the three groups of respondents in their perceptions of the actual or ideal role of the ATC principal. But the data do show that a somewhat greater degree of disagreement exists among the respondents with regard to the actual role, as opposed to the ideal role of the principal.

Summary of Findings Regarding Group Differences in Perception of the Actual and Ideal Role of the Principal

The results of the t-test for differences between respondents' perceptions of the actual and ideal role of the principal, using the summed data on all task items, showed that statistically significant differences existed, at the .005 level of significance, between what respondents perceived as the actual role of the principal and what they perceived as the ideal role. Further analysis, using one-way analysis of variance, did not show any statistically significant differences among the three groups of respondents in respect of either actual or ideal role, thus indicating that all three groups were in agreement in

Table 25

Comparison of Differences among Teachers, Principals, and Officials Regarding Their Perceptions of the Actual Role of the Principal in the Sum of All Role Items

One-Way Analysis of Variance

Source of Variation	SS	df	MS	F[a]
Among groups	93,094.20	2	46,547.10	2.68
Within groups	2,834,930.50	163	17,392.21	
Total	2,928,024.70	165		

[a]Minimum score to be significant at the .05 level, 3.07.

Table 26

Comparison of Differences among Teachers, Principals, and Officials Regarding Their Perceptions of the Ideal Role of the Principal in the Sum of All Role Items

One-Way Analysis of Variance

Source of Variation	SS	df	MS	F[a]
Among groups	28,987.50	2	14,493.75	1.31
Within groups	1,807,206.40	163	11,087.16	
Total	1,836,193.90	165		

[a]Minimum score to be significant at the .05 level, 3.07.

their perceptions of a significant gap between the actual role of the principal and what they thought that, ideally, the principal's role should be.

T-test analysis, using the summed data on each of the seven task categories, showed that the large difference between perceived actual and ideal roles occurred in five of the seven task areas--Instructional Leadership and Curriculum Development, Staff Personnel Administration, Student Personnel Administration, Organization and Structure, and School-Community Relations. No statistically significant differences were found in the two areas of School-Plant Administration and Financial Management.

The one-way analysis of variance which was performed to determine differences among the three groups in their perceptions of the actual role of the principal in terms of the seven task categories showed that statistically significant differences existed among the groups, at the .005 level, in the area of Instructional Leadership and Curriculum Development, and at the .05 level in the area of Staff Personnel Administration.

Using the Bonferroni T-Method of Multiple Comparisons, the major differences in perceptions of the actual role of the principal in the area of Instructional Leadership and Curriculum Development were found to occur between the teachers and officials; there were also significant differences between teachers and principals and between principals

and officials. In terms of Staff Personnel Administration, the differences were more pronounced between the teachers and officials than between other groups.

The results obtained from the one-way analysis of variance for determining differences among the groups in terms of their perceptions of the ideal role of the principal in the seven task areas showed no differences at the .05 level of significance among the three groups of respondents in any of the seven task areas; however, there were substantial differences among the three groups, particularly in the areas of Instructional Leadership and Curriculum Development, Organization and Structure, School-Plant Administration, and Financial Management.

Part III: Differences within Groups of Respondents Regarding Perceived Actual and Ideal Role of the Principal

After t-tests had shown differences as existing between the three groups' perceptions of actual and ideal role in terms of the fifty-six task items as well as the fifty-six items grouped into seven task categories, further tests were conducted to locate the differences in perceptions within the three groups of respondents--teachers, principals, and officials.

In testing for differences between actual and ideal roles for each group of respondents, a t-test was performed using the mean of the total score for the fifty-six task

items, and repeated for the seven task categories. The results are reported in the following three subsections: (1) comparison of actual and ideal roles as perceived by teachers in the sum of all task items and in the seven task categories, (2) comparison of actual and ideal roles as perceived by principals in the sum of all task items and in the seven task categories, and (3) comparison of actual and ideal roles as perceived by officials in the sum of all task items and in the seven task categories.

Teachers

Differences between perceptions of the actual and ideal role of the principal in the sum of all task items. Results of the t-test to determine if any differences existed between what the teachers perceived as the actual and the ideal role of the principal, in the sum of all task items, showed statistically significant differences, at the .005 level, between perceived actual and ideal roles (see Table 27).

Table 27

Comparison between Actual and Ideal Role of the Principal as Perceived by Teachers in the Sum of All Task Items

	No. of Cases	Mean Summary Score on 56 Items	Difference Mean	SD	df	t-Value[a]
Actual	144	239.00	53.09	142.21	143	4.48***
Ideal		185.91				

[a]Minimum score to be significant at the .05 level, 1.98.

***Significant at the .005 level.

Differences between perceptions of the actual and ideal role of the principal in seven task categories. In the t-test conducted to determine any differences in the teachers' perceptions of the actual and ideal role of the principal in each of the seven task categories, significant differences, at the .005 level of significance, were found in five task categories--Instructional Leadership and Curriculum Development, Staff Personnel Administration, Student Personnel Administration, Organization and Structure, and School-Community Relations. In the two task areas of School-Plant Administration and Financial Management, no statistically significant differences were found. The results are presented in Table 28.

Principals

Differences between perceptions of the actual and ideal role of the principal in the sum of all task items. The results of the t-test comparing the principals' perceptions of the actual and ideal roles of the ATC principal in the sum of all task items were dramatic as compared to the results for both the entire population and the teachers, who had shown statistically significant differences as existing at the .005 level, between perceived actual and ideal roles. The results for the principals showed no statistically significant differences between their perceptions of the actual and ideal roles of the principal in the

Table 28

Comparison of Perceptions between the Actual and Ideal Role of the Principal within Seven Task Categories: Teachers

Task Categories		No. of Cases	Mean Summary Score on 56 Items	Difference Mean	SD	df	T-Value[a]
I. Instructional Leadership	Actual	110	51.38	11.81	11.42	109	10.85***
	Ideal		39.56				
II. Staff Personnel Administration	Actual	112	41.94	10.49	11.98	111	9.27***
	Ideal		31.45				
III. Student Personnel Administration	Actual	112	30.59	3.70	5.96	111	6.58***
	Ideal		26.89				
IV. Organization and Structure	Actual	127	11.98	1.14	3.61	126	3.56***
	Ideal		10.84				
V. School-Community Relations	Actual	121	19.78	3.18	4.12	120	8.50***
	Ideal		16.60				
VI. School-Plant Administration	Actual	128	8.89	0.19	2.95	127	0.75
	Ideal		8.70				
VII. Financial Management	Actual	126	10.93	-0.26	4.03	125	-0.75
	Ideal		11.20				

[a]Minimum score to be significant at the .05 level, 1.98.

***Significant at the .005 level.

sum of all task items (Table 29). On the whole, the principals regarded their actual performance as matching what ideally they would be doing.

A significant point to be noted is the great degree of disagreement between the teachers and principals with regard to their perceptions of the actual and ideal roles of the ATC principal in terms of actual and ideal roles in the sum of all task items. Significant differences at the .005 level were reported earlier between the teachers' perceptions of the actual and ideal role of the principal in the sum of all role items.

Table 29

Comparison between the Actual and Ideal Role of the Principal as Perceived by Principals in the Sum of All Task Items

	No. of Cases	Mean Summary Score on 56 Items	Difference Mean	SD	df	T-Value[a]
Actual		192.33				
	6		41.00	30.42	5	1.35
Ideal		151.33				

[a]Minimum score to be significant at the .05 level, 2.57.

Differences between perceptions of the actual and ideal role of the principal in seven task categories. The results of the t-test to determine differences in the principals'

perceptions of the actual and ideal roles of the ATC principal in the seven task categories showed that statistically significant differences existed between the principals' perceived actual and ideal roles in two task areas--Instructional Leadership and Curriculum Development and School-Community Relations (see Table 30). The difference was at the .05 level of significance for both task areas.

No statistically significant differences existed at the .05 level between perceived actual and ideal roles in the other five areas--Staff Personnel Administration, Student Personnel Administration, Organization and Structure, School-Plant Administration, and Financial Management.

From the results obtained for both teachers and principals it appears that the area of agreement between the two groups was limited. While they both do not disagree substantially over two task areas--School-Plant Administration and Financial Management--the two groups differed in their perceptions of the actual and ideal role of the principal in five task areas--Instructional Leadership and Curriculum Development, Staff Personnel Administration, Student Personnel Administration, Organization and Structure, and School-Community Relations.

Officials

Differences between perceptions of the actual and ideal role of the principal in the sum of all task items. The t-test performed to establish if any differences

Table 30

Comparison of Perceptions between the Actual and Ideal Role of **the Principal** within Seven Task Categories: Principals

Task Categories		No. of Cases	Mean Summary Score on 56 Items	Difference Mean	SD	df	T-Value[a]
I. Instructional Leadership	Actual	5	45.60	5.20	3.27	4	3.55**
	Ideal		40.40				
II. Staff Personnel Administration	Actual	6	35.83	0.50	5.58	5	0.22
	Ideal		35.33				
III. Student Personnel Administration	Actual	5	29.60	-1.20	3.90	4	-0.69
	Ideal		30.80				
IV. Organization and Structure	Actual	5	9.60	-2.60	2.61	4	-2.23
	Ideal		12.20				
V. School-Community Relations	Actual	6	18.83	1.83	1.60	5	2.80**
	Ideal		17.00				
VI. School-Plant Administration	Actual	6	8.50	-1.33	2.94	5	-1.11
	Ideal		9.83				
VII. Financial Management	Actual	6	9.00	-1.83	3.19	5	-1.41
	Ideal		10.83				

[a]Minimum score to be significant at the .05 level: T = 2.78, df = 4; T = 2.57, df = 5

**Significant at the .05 level.

existed between what the officials perceived as the actual and ideal role of the principal in the sum of all task items showed that no statistically significant differences existed at the .05 level (see Table 31). The results show agreement with the principals but disagreement with the teachers.

Table 31

Comparison between the Actual and Ideal Role of the Principal as Perceived by Officials in the Sum of All Task Items

	No. of Cases	Mean Summary Score on 56 Items	Difference Mean	SD	df	t-Value[a]
Actual		162.50				
	16		17.06	36.28	15	1.88
Ideal		145.44				

[a]Minimum score to be significant at the .05 level, 2.13.

Differences between perceptions of the actual and ideal role of the principal in seven task categories. The results of the t-test comparing the officials' perceptions of the actual role of the principal with the ideal role in the seven task areas were similar to what was obtained for the principals. No statistically significant differences were found to exist between the officials' perceptions of the actual and ideal role of the principal in five task

areas--Staff Personnel Administration, Student Personnel Administration, Organization and Structure, School-Plant Administration, and Financial Management (see Table 32). These were also the five task areas where no statistically significant differences were found in the results comparing the principals' perceptions of actual and ideal roles.

Significant differences, at the .01 level of significance, were found in two task categories--Instructional Leadership and Curriculum Development and School-Community Relations. It will be noted that these were the two areas where significant differences were found to exist in the results obtained for the principals, the difference being that the level of significance was .05 for principals and .01 for the officials.

As indicated through t-test results using the mean total score obtained for actual and ideal roles in the two task areas--Instructional Leadership and Curriculum Development and School-Community Relations--(see Tables 30 and 32), both principals and officials indicated that, ideally, the principal should devote more time to those two task areas than is actually devoted. The teachers also shared the same opinion, but differed from the principals and officials in the sense that they want substantially more time devoted to the two task areas than that indicated by principals and officials.

Table 32

Comparison of Perceptions between the Actual and Ideal Role of the Principal within Seven Task Categories: Officials

Task Categories		No. of Cases	Mean Summary Score on 56 Items	Difference Mean	SD	df	T-Value[a]
I. Instructional Leadership	Actual	14	39.00	6.84	8.49	13	3.02**
	Ideal		32.14				
II. Staff Personnel Administration	Actual	15	35.93	3.00	6.34	14	1.83
	Ideal		32.93				
III. Student Personnel Administration	Actual	15	28.40	0.40	5.21	14	0.30
	Ideal		28.00				
IV. Organization and Structure	Actual	16	10.31	-0.68	2.06	15	-1.34
	Ideal		11.00				
V. School-Community Relations	Actual	16	17.81	2.44	3.25	15	3.00**
	Ideal		15.37				
VI. School-Plant Administration	Actual	16	8.87	0.00	2.03	15	0.00
	Ideal		8.87				
VII. Financial Management	Actual	16	10.25	-1.00	3.01	15	-1.33
	Ideal		11.25				

[a]Minimum score to be significant at the .05 level: T = 2.16, df = 13
T = 2.15, df = 14
T = 2.13, df = 15

**Significant at the .01 level.

Summary of Findings Regarding Differences between Perceived Actual and Ideal Role of the Principal in the Seven Task Categories: Teachers, Principals, and Officials

In order to determine differences between what each of the three groups of respondents perceived as the amount of time which the principal actually devotes to each of the seven task areas, and what they perceived as the amount of time which, ideally, the principal should devote to performing those seven tasks, t-tests were performed. Means of the total score for each of the seven task categories, for both actual and ideal time allocations, were used. The results obtained differed from group to group, as described below.

Teachers. T-test results showed highly significant differences, at the .005 level, between the teachers' perceptions of the relative amount of time actually spent and the amount of time which, ideally, should be spent by the principal in performing his tasks in five of the seven task areas--Instructional Leadership and Curriculum Development, Staff Personnel Administration, Student Personnel Administration, Organization and Structure, and School-Community Relations. The results showed no statistically significant differences in two areas--School-Plant Administration and Financial Management.

Principals. In two task areas--Instructional Leadership and Curriculum Development and School-Community

Relations--t-test results showed statistically significant differences, at the .05 level, between what the principals perceived as the relative amount of time that was actually devoted to performing those tasks and what they perceived as the relative amount of time which, ideally, should be spent performing those tasks. In the remaining five task areas--Staff Personnel Administration, Student Personnel Administration, Organization and Structure, School-Plant Administration, and Financial Management--the principals did not show that they perceived any significant differences between the amount of time that was spent performing those tasks and the relative amount of time which they thought should be spent performing the tasks.

Officials. The results obtained for the officials were similar to those obtained for the principals. The t-tests performed, using the summed data from each of the seven task areas, showed statistically significant differences, at the .01 level, between what the officials perceived as the relative amount of time which the principal actually devotes and what they regarded as the amount of time which, ideally, should be spent performing tasks in the areas of Instructional Leadership and Curriculum Development and School-Community Relations. No statistically significant differences were found between perceived actual and ideal amounts of time in the remaining five task categories--Staff Personnel Administration, Student Personnel Administration,

Organization and Structure, School-Plant Administration, and Financial Management.

Chapter VI

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Recent educational developments in Nigeria, particularly the launching of universal free primary education (UPE), have focused attention on one of the major problems of the country--the training and adequate supply of well-qualified teachers for the country's educational system.

With the establishment and expansion of Advanced Teachers' Colleges in the country within the last fifteen years or so, there has been increased emphasis on developing the institutions to meet the country's teacher needs at the most crucial levels--primary schools, lower classes of secondary schools, and elementary teacher training colleges. But no serious recognition has been accorded the need to provide professionally prepared administrative leadership for the country's educational institutions. This study focused on one such position--the principalship in the Advanced Teachers' Colleges (ATCs).

The central purposes of this study were (1) to determine the expectations of the functions and role of the Nigerian Advanced Teachers' College principal as perceived by ATC teachers and principals, as well as university and Ministry of Education officials; (2) to determine discrepancies between the expectations; (3) to relate the ATC

principal's functions and role to a theoretical concept of the principalship as available in the relevant literature; and (4) to make recommendations for the development of the principalship so that the discrepancies could be reduced and the principal's professional leadership role could be better understood, better accepted, and better discharged.

The sample population of schools for the study consisted of the six oldest ATCs in what was formerly identified as Northern Nigeria. Data were collected from the six principals and the 200 graduate teaching staff members of the six colleges, from the two most senior officials responsible for teacher training in the Federal Ministry of Education in Lagos and their counterparts in five state Ministries of Education in the region formerly known as Northern Nigeria, from four senior members of the Institute of Education, and from four educational administration professors and lecturers at Ahmadu Bello University, Zaria.

The instrument employed for the study was developed following an extensive search of literature, including a review of instruments used for similar studies. Tentative instruments were designed, based on concepts derived from the literature and from instruments which had been used in similar studies. The tentative instruments were subjected to expert reviews and to pilot-testing for purposes of validating them in terms of the purposes of the study. The final instruments emerged in the form of a five-part

questionnaire (see Appendix C).

These questionnaires were employed to survey the ATC teachers and principals and the university and Ministry of Education officials, to determine their perceptions of the functions and role of the Nigerian Advanced Teachers' College principal, and the importance attached to various administrative tasks performed by the principal. Responses on the questionnaire were in terms of (1) the distribution of the principal's time among seven task categories, under perceived actual and ideal situations; (2) attitudes regarding the professional leadership role of the principal; and (3) the amount of time which the principal actually devoted, and the amount of time which, ideally, the principal should devote to individual tasks within the seven categories of tasks. In addition to administering the survey instrument, interviews were held with many of the principals, teachers, and officials to establish the clarity of questions in the questionnaire and permit elaboration on the questions.

The responses obtained were analyzed and the results presented for the combined group of respondents, as well as for each of the three respondent groups--teachers, principals, and officials. As earlier indicated, the responses of the officials of the various Ministries of Education surveyed, and those of members of the Institute of Education and the Department of Education, Ahmadu Bello University, Zaria, were analyzed and presented as the responses of

officials.

The remainder of this chapter is organized into three sections: summary of the findings, major conclusions from the study, and recommendations.

Summary of Findings

In the preceding chapter, expectations regarding the principalship in Advanced Teachers' Colleges in Nigeria, as measured using a five-part questionnaire, were reported and analyzed. In the data collected from the respondents--Advanced Teachers' College teachers and principals, and university and Ministry of Education officials--perceptions of the principal's role were calculated and reported in terms of: (1) attitudes regarding the principal's professional leadership role; (2) perceived actual and ideal allocation of the principal's time among seven task categories, based only on the labels of the categories; (3) perceived actual and ideal emphasis in terms of the amount of time actually devoted and the amount of time which, ideally, should be devoted by the principal to the seven task categories based on ratings of the individual tasks within the categories; and (4) the principal's role priorities.

The various analyses which have been made showed areas of agreement and/or disagreement among and within the respondent groups. The remainder of this chapter summarizes the findings of the study under the four headings above,

plus a final section which summarizes the perceptions of the total respondent group as to the actual and ideal role of the principal in each of the seven task categories.

Perceptions of the Respondent Groups to the Principal's Professional Leadership Role

The attitudes of teachers, principals, and officials with regard to the principal's professional leadership role in each of the seven broad areas of the principal's administrative responsibilities were presented and analyzed. The findings suggest that, compared to the attitudes expressed by the principals and officials, the teachers were less inclined to allow the principal to exercise strong professional leadership in most of the seven task areas, as shown in the responses to the section of the questionnaire where the respondents were required to choose between two statements in which one of the two indicated a more intense feeling regarding the exercise of the principal's professional leadership in each of the seven task areas.

The Perceived Actual and Ideal Distribution of the Principal's Time Using Only Task Category Labels

The data presented and analyzed in this section represented the respondents' distribution of the actual and ideal percentage of the principal's time by task category for each of the seven task categories, without the

respondents rating a predetermined list of specific task items as a basis for the rating of the task category. The results represent the respondents' estimate of the percentage of the principal's time which was actually allotted, and the percentage of time which, ideally, should be allotted to each of the seven task categories. The various tasks were ranked for both perceived actual and ideal situations. This summary section summarizes where differences existed but does not provide the details that subsequent sections provide regarding the nature of those differences. The differences and areas of agreement follow:

1. Significant differences were found between the perceptions of the actual and ideal distribution of the principal's total time among seven task categories, as perceived by all the respondent groups combined and by each of the respondent groups.

2. All seven task categories were ranked differently under perceived ideal distribution, as compared to perceived actual distribution, by all of the groups combined and by the teachers and officials.

3. Five task categories--Instructional Leadership and Curriculum Development, Staff Personnel Administration, Student Personnel Administration, Organization and Structure, and Financial Management--were ranked differently under ideal time distribution as compared to actual time distribution, as perceived by the principals. School-Community

Relations and School-Plant Administration were not ranked differently for ideal time distribution as compared to actual time distribution.

4. Significant relationships were found between the teachers and principals, and between the teachers and officials, in their perceptions of the actual distribution of the principal's time among the seven task categories. The relationship between principals and officials was high but not statistically significant, in terms of their perceptions of the actual distribution of the principal's time among the seven task areas.

5. Significant relationships were found between the teachers and principals, but the correlation between the teachers and officials was very low, and the correlation between principals and officials was modest, in terms of their perceptions of the ideal distribution of the principal's time among the seven task categories.

6. The teachers group showed the greatest degree of agreement among themselves in their rank ordering of the tasks.

7. In both cases, actual and ideal, teachers agreed more with principals and officials than principals and officials agreed with each other; furthermore, teachers agreed more with officials than with principals with regard to the perceived actual role of the principal.

Perceptions of the Principal's Role in Terms of Actual and Ideal Time Distribution among Seven Task Categories Based on Ratings of Individual Tasks within Categories

The data presented and analyzed in this section represented the respondents' perceptions of the principal's role as perceived through the relative actual and ideal amounts of time emphasis on various tasks performed by the principal. Respondents rated individual task items within the seven task categories, and these ratings were in turn used to arrive at an emphasis score of each of the seven task categories. It is the use of the rankings of individual tasks as the basis for a category score that distinguishes this section from the previous section, where categories were ranked without the respondent having examined and ranked individual tasks. The responses for each of the seven task categories, based on the 1-5 Likert-type rating scale, were calculated in numbers and means, and ranked in order of priority for both perceived actual and ideal amounts of time. The analyzed data were presented in Table 15, page 112. The table shows the order of priorities accorded the seven task categories under perceived actual and ideal amounts of time by all the respondent groups combined, and by each of the three groups of respondents.

The results show several differences between the ideal rankings, which represent the respondents' perceptions of the order of priority which the principal should give the

seven categories of items, and the rankings representing the actual amount of time perceived as being devoted to the task categories. This suggests that the respondents did not see the principals as according appropriate role emphasis to their administrative responsibilities the way the respondents felt the principals should. Compared to the rankings of the seven items by task category in the preceding section, however, there is less difference between actual and ideal rankings for several items in this section.

1. School-Community Relations was ranked last, in seventh place, under actual and ideal rankings by the entire population and by each of the respondent groups, similar to the position it occupied in the previous section.

2. Both Organization and Structure, and Financial Management were ranked either in first or second place by the respondents combined, and by each of the three groups of respondents, under actual and ideal rankings.

3. The teachers ranked six task categories differently under actual as compared to ideal rankings. Only School-Community Relations was not ranked differently.

4. Three task categories--Organization and Structure, School-Community Relations, and Financial Management--were ranked in the same position on both the actual and ideal ranking lists by the principals.

5. Of the three groups of respondents, the officials were the group that indicated the least change between actual

and ideal rankings. The officials ranked five task categories--Instructional Leadership and Curriculum Development, Staff Personnel Administration, Student Personnel Administration, School-Community Relations, and School-Plant Administration--in the same position under actual and ideal rankings.

On the whole, the data obtained and analyzed in this section indicated less differences between the perceived actual and ideal role of the principal than the data obtained and analyzed in the preceding section. This is presumed to be due to the use of ratings of individual task items as the basis for category ratings in this section. Because it was believed that this resulted in a more accurate measure of the perceptions of the respondents, these perceptions have been used in comparisons which have been made. Table 15, page 112, shows the rankings of the seven task categories by respondent group.

Differences among the Groups in Terms of Perceptions of the Actual and Ideal Role of the Principal Based on Responses to All Task Items in the Questionnaire and by Categories of Items

T-tests were performed, using the means of the total score for all fifty-six items in the questionnaire for both perceived actual and ideal amounts of time, in order to determine differences between the two. The results showed highly significant differences, at the .005 level, between

the respondent groups' perceptions of the actual amount of time devoted and the amount of time which, ideally, the principal should devote to performing all his tasks.

Differences among the groups in terms of perceptions of actual and ideal time allocation to all fifty-six task items: A one-way analysis of variance was performed on the summed data obtained from all fifty-six items for all respondents, in terms of perceived amounts of time actually devoted, and on perceived amounts of time which should be devoted to performing all the tasks. The results did not show any statistically significant differences for either perceived actual or perceived ideal amount of time, based on the sum of all scores for all respondents.

When t-tests were performed, however, to obtain the perceptions of each separate group of respondents for all task items, the results showed that it was only the teachers' responses which showed statistically significant differences between perceived amount of time spent and the ideal amount of time which should be spent performing all the tasks. The results for the principals and officials did not show any statistically significant differences between what the two groups perceived as the amount of time which the principal actually devoted to performing all his tasks, and what they perceived as the ideal amount of time which should be devoted to those tasks by the principal. This means that the differences in teachers' responses were sufficient to

offset the lack of difference in the responses of principals and officials and, therefore, produce the difference for total response shown by the t-tests.

Differences among the groups in terms of perceptions of actual and ideal time allocation to seven task categories: T-test analysis, using the summed data obtained from all the respondents in terms of each of the seven task categories showed that the big difference between perceived actual and ideal roles occurred in five of the seven task areas. Further tests also showed various areas of agreement and disagreement among the groups in respect of the seven task areas. These results are reported in sections by respondent group.

Teachers. T-test results showed highly significant differences, at the .005 level, between the teachers' perceptions of the relative amount of time actually spent and the amount of time which, ideally, should be spent by the principal in performing his tasks in five of the seven task categories--Instructional Leadership and Curriculum Development, Staff Personnel Administration, Student Personnel Administration, Organization and Structure, and School-Community Relations. The results showed no statistically significant differences in two areas--School-Plant Administration and Financial Management.

Principals. In two task areas--Instructional Leadership and Curriculum Development and School-Community Relations,

t-test results showed statistically significant differences, at the .05 level of significance, between what the principals perceived as the relative amount of time that is actually devoted to performing those tasks, and what they perceived as the relative amount of time which, ideally, should be spent performing the tasks. In the remaining five task areas--Staff Personnel Administration, Student Personnel Administration, Organization and Structure, School-Plant Administration, and Financial Management, the principals did not show that they perceived any significant differences between the amounts of time actually spent performing those tasks and the relative amount of time which they thought should be spent performing the tasks.

Officials. The results obtained for the officials were similar to those obtained for the principals. The t-tests performed, using the summed data obtained from each of the seven task areas, showed statistically significant differences, at the .01 level, as existing between what the officials perceived as the relative amount of time which the principal actually devotes and what they regarded as the amount of time which, ideally, should be spent performing tasks in the same two areas as the principals perceived differences--Instructional Leadership and Curriculum Development and School-Community Relations. And, as was true of principals, there were no significant differences in the other five categories.

The differences which were found to exist among the groups in perceptions of the actual and ideal role of the Advanced Teachers' College principal, in terms of time allocation to all tasks combined and to the seven task categories, are presented in the following summary statements. An analysis of the substance of these responses by task category follows in the next section.

1. Significant differences were found between the perceptions of the actual and ideal role of the principal, as perceived by all the respondent groups combined, and by the teachers, in the sum of all task items performed by the principal. In the case of teachers, significant differences were found between their perceptions of the actual and ideal role of the principal in five task areas--Instructional Leadership and Curriculum Development, Staff Personnel Administration, Student Personnel Administration, Organization and Structure, and School-Community Relations; but no significant differences were found between their perceptions of the actual and ideal role in the two task areas of School-Plant Administration and Financial Management. No significant differences were perceived between the actual and ideal role of the principal by either the principals or the officials in the sum of all task items; however, significant differences were found between the perceptions of the actual and ideal role of the principal, as perceived by the principals and officials in two of the seven task areas--

Instructional Leadership and Curriculum Development and School-Community Relations.

2. Significant differences were found between the perceptions of the actual and ideal role of the principal, as perceived by all the respondent groups combined, in five task areas--Instructional Leadership and Curriculum Development, Staff Personnel Administration, Student Personnel Administration, Organization and Structure, and School-Community Relations. However, no significant differences were found between the perceptions of the actual and ideal role of the principal, as perceived by all the respondent groups combined, in two task areas--School-Plant Administration and Financial Management.

3. Significant differences were found among the teachers, principals, and officials regarding their perceptions of only the actual role of the principal in two of the seven task areas--Instructional Leadership and Curriculum Development and Staff Personnel Administration; however, no significant differences were found among the teachers, principals, and officials regarding their perceptions of the ideal role of the principal in the sum of all task items.

4. No significant differences were found among the teachers, principals, and officials regarding their perceptions of only the ideal role of the principal in any of the seven task categories.

Summary Analysis and Comparisons of Responses of the Three Respondent Groups to the Actual and Ideal Role of the Principal in Terms of Each of the Seven Task Categories

Instructional Leadership and Curriculum Development. The results for all three groups showed statistically significant differences between perceptions of actual and ideal time allocations in this task area. All three groups indicated that, ideally, the principal should spend more time than at present in providing leadership in the area of instruction and curriculum development.

Staff Personnel Administration. While results for the teachers showed statistically significant differences between perceived actual and ideal time allocation in this area, with the teachers favoring the principal spending a lot more time than at present in attending to tasks in this area, no significant differences were found between perceived actual and ideal time emphasis by the principals and officials. The principals' responses showed that the amount of time currently devoted to this area and the amount of time which should be devoted were essentially the same; the officials' responses showed clearly that the principal should spend more time attending to staff personnel matters, but the difference between current and ideal time was not statistically significant.

Student Personnel Administration. Only the teachers group indicated statistically significant differences between

their perceptions of the actual and ideal time allocations in this area. According to the teachers, the principal should, ideally, spend considerably more time than at present in attending to tasks in the area of Student Personnel Administration. The results obtained from the principals' responses showed that they held a contrary opinion. Though the difference was not statistically significant, the data showed that, ideally, the principal should spend less time than at present in attending to tasks in the area of Student Personnel Administration. The officials' responses did not reveal an appreciable inclination for either more or less time being devoted to this area.

Organization and Structure. The analysis of differences between perceived actual and ideal time emphasis in this area once again revealed that only in the teachers group was the difference statistically significant. The teachers indicated that, ideally, the principal should devote more time to tasks in this area. On the other hand, the principals indicated in results that were almost statistically significant that considerably less time should be spent performing tasks in the category of Organization and Structure. The officials also indicated a slight preference for the principal devoting less time to performing tasks related to Organization and Structure.

School-Community Relations. The results obtained in this task category indicated statistically significant

differences between perceived actual and ideal emphasis for each of the three respondent groups. Each group indicated that, ideally, the principal should spend much more time than at present in performing tasks in this area.

School-Plant Administration. No statistically significant differences between actual and ideal time allocations were found in the responses of any of the three groups in the area of School-Plant Administration. Only in the case of the principals was there an indication that ideally there should be a difference, and in this case it was in the direction of less time being spent.

Financial Management. Though no statistically significant differences were found between perceived actual and ideal time allocation for any of the three groups of respondents, all three groups indicated that, ideally, the principal should spend less time than at present in attending to tasks in the area of Financial Management. Of all the three respondent groups, it was the principals who indicated most strongly that less time should be devoted to performing tasks in the category of Financial Management.

Major Conclusions of the Study

1. The principalship in Nigerian Advanced Teachers' Colleges is perceived in much the same way that the principalship is perceived for other educational institutions.

As discussed in Chapters III and IV, the ideas derived from the literature search for theoretical concepts of the principalship provided the basis for developing the five-part questionnaire which was the main instrument used to measure expectations held for the position of principal in Nigerian Advanced Teachers' Colleges. By grouping the principal's tasks into seven major task categories--Instructional Leadership and Curriculum Development, Staff Personnel Administration, Student Personnel Administration, Organization and Structure, School-Community Relations, School-Plant Administration, and Financial Management--it was possible to determine perceptions of the ATC principal's actual and ideal role in relationship to the relative priority accorded each category of tasks. In addition, the results provided a basis for making comparisons with the role of principalship elsewhere, as reported in the professional literature.

The findings from this study, as reported in the appropriate section summaries in Chapter V, revealed that the seven categories of principals' tasks, as derived from the professional literature, were considered the important components of the ATC principal's administrative responsibilities. For example, the five task areas which were usually reported from research studies and in other relevant professional literature as constituting the top five categories of the principal's administrative responsibility were the same categories which were perceived by the

respondents in this study as constituting the top five areas of responsibility of ATC principals. These are Student Personnel Administration, Instructional Leadership and Curriculum Development, Staff Personnel Administration, Organization and Structure, and Financial Management. Furthermore, the top four items were considered important enough that about 17 percent of the principal's total time was perceived as needing to be allocated to each of them, whereby the four items combined were perceived as deserving about 70 percent of the principal's total time. The last-ranked item--School-Community Relations--which under current practice was perceived as being allotted 7.6 percent of the principal's time, was considered important enough that the respondents suggested that it should be allotted about 10 percent of the principal's time (see Table 12, page 104).

In the findings where the rankings of the task categories were based on scores derived from the rating of individual task items within each task category (see Table 15, page 112), the results were essentially the same as reported in the previous section. Tasks related to Organization and Structure, Financial Management, Staff and Student Personnel Administration, Instructional Leadership and Curriculum Development were considered the priority items. The respondents indicated that the principal should spend considerably more time than at present in attending to the three items ranked at the top--Organization and Structure,

Financial Management, and Staff Personnel Administration, and much more time on Student Personnel Administration and Instructional Leadership and Curriculum Development. Even the lowest ranked item--School-Community Relations--had a mean score of 3.30 on the 1-5 Likert-type rating scale, indicating that the principal should spend much more time than at present in performing tasks in this area.

These ratings closely parallel the findings of similar studies, as discussed in Chapters III and IV, and strongly suggest that, generally, the functions and role of the principal in Nigerian Advanced Teachers' Colleges are basically the same as those associated with the principalship in educational institutions elsewhere.

2. Perceptions regarding the position of principal in Nigerian Advanced Teachers' Colleges varied considerably among referent groups.

The responses to the three main sections of the questionnaire indicated clearly that major differences existed among the three groups of respondents in terms of their expectations of principals in Nigerian ATCs.

The major disagreement, overall, among respondent groups was that the teachers, unlike the principals and officials, did not perceive the principals as devoting sufficient total time to performing their duties. This suggests that teachers either believe that the job is too much for one

person to perform well or that they believe that principals do not work as hard at the job as the teachers feel they should. Principals and officials, on the other hand, felt that the total amount of time which would ideally be devoted to the job was not greater than the amount presently being devoted to it.

When time was assigned to individual task items within task categories, it was only in two task areas--Instructional Leadership and Curriculum Development and School-Community Relations--that the principals and officials did not perceive the principals as devoting sufficient time to the performance of their duties. The principals would prefer to spend less time in the areas of Student Personnel Administration, Organization and Structure, School-Plant Administration, and Financial Management (see Table 30, page 139). The officials also felt that the principal should devote less time to the performance of his duties in the areas of Organization and Structure and Financial Management (see Table 32, page 142). On the other hand, the teachers indicated that the principals should spend considerably more time than at present in attending to tasks in five of the seven task categories (see Table 28, page 136). These are the areas of Instructional Leadership and Curriculum Development, Staff Personnel Administration, Student Personnel Administration, Organization and Structure, and School-Community Relations. It was only in the area of Financial Management that the teachers

felt that less time should be spent than at present.

These basic differences were also revealed in the results comparing the actual and ideal role of the principal in the sum of all fifty-six task items in the questionnaire. While the data for the teachers showed significant differences between actual and ideal role, in favor of the principal spending considerably more time than at present attending to all his duties (see Table 27, page 134), the data from the principals (Table 29, page 137), and officials (Table 31, page 140) do not show any significant differences in favor of the principal devoting more time than at present to the performance of his administrative duties.

Again, unlike the principals and officials, the attitudes expressed by the teachers were less supportive of the principal exercising a strong professional leadership role in most areas of the seven task categories. This was determined from responses to the section of the questionnaire where the respondents were required to choose between two statements, in which one of the two indicated a stronger feeling than the other in favor of a strong principal's professional leadership role for the ATC principal. Selections were made in each of the seven task areas (see Tables 5-11, pages 88-99).

There were some areas of significant agreement among the three respondent groups. Total responses and the responses of each of the three respondent groups showed

agreement in their perceptions of the actual and ideal role of the principal in the area of School-Community Relations. As shown in Table 15, page 112, where the ranking of task categories was based on results obtained from the rating of individual task items within the seven task categories, School-Community Relations was ranked in the same position for both actual and ideal roles by all the groups combined and by each of the three respondent groups. Similarly, both Organization and Structure and Financial Management were ranked in either first or second place by all the groups combined and by each of the three groups. Of special significance is the fact that all three respondent groups agreed that the principal should devote more time to performing tasks in the areas of Instructional Leadership and Curriculum Development and School-Community Relations. This condition creates a favorable climate for working toward the reorganization of the principal's time so as to place greater emphasis on these generally recognized major responsibilities of the principal.

Recommendations

The major recommendation emanating from this study is that the position of the principalship in Nigerian Advanced Teachers' Colleges be reconceptualized and defined so as to make it consistent with modern concepts of the professional leadership which should be provided by people who occupy

this position. The initiative for this task should be taken by the Federal Ministry of Education and should be carried out so as to involve representatives of the Federal and State Ministries of Education, universities, Institutes of Education, principals, and teachers from the ATCs.

The results of the research reported in this dissertation could be useful in this undertaking by providing an organized framework for analyzing the dimensions of the job and by providing information on the agreements and disagreements which exist among professional groups with major concern and responsibility for ATCs. Until the position of the principalship is redefined and a commonly held understanding of the legitimate expectations of the person who occupies the position is reached, there is little likelihood that ATCs will receive the professional leadership that will be required in order for these institutions to discharge well their potential function in the scheme of Nigeria's system of teacher education and overall program for educational development.

Once the position of the principalship is redefined, the next step is to develop programs of in-service and pre-service education that will be provided to all principals currently occupying the position and to people who aspire to the position at some point in their careers. When such programs have been devised, a time should be set by which

current principals would be required to complete the program and after which no person would be appointed to the principalship until he has completed the program.

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Appendix A

Job Description of Principals in One State in Nigeria

Ministry of Education Hqrs.
_____ State

22nd July 1976

To All
Divisional Inspectors of Education
Principals of Post-primary Institutions
_____ State

Outline of Schedule of Duties in
Post-primary Institutions

This is meant to guide Principals and particularly new staff in Post-primary Institutions. It is not intended to be rigidly followed but can be adapted to suit various situations.

Duties of the Principal

1. Administers the academic programme and support services in a school. These included supervision of classroom teaching.
2. Evaluation of the programme of work of each department to ensure conformity to standards laid down by the Ministry of Education.
3. Review of students' performance and progress.
4. Holding regular discussions with staff on school work.
5. Ensuring that teaching facilities and the school premises are well maintained.
6. Ensuring that essential school requirements are provided.
7. Managing the school fund.
8. Ensuring that school meals and hostel facilities (where appropriate) are adequate.
9. Ensuring that students and staff participate in extra-curricular activities, e.g., games, drama, excursions.

10. Administrative responsibility for the teaching and non-teaching staff of the school. Keeping or ensuring the keeping of all school records.

11. Teaching part-time to fill a temporary vacancy or for demonstration purposes.

12. Liaison with Parent-Teacher Association, Board of Governors, or Advisory Board.

13. Communication with the Ministry of Education and its agencies.

14. Providing religious leadership or arranging the provision of leadership to the students.

15. Planning students' intake.

16. Collecting fees where applicable.

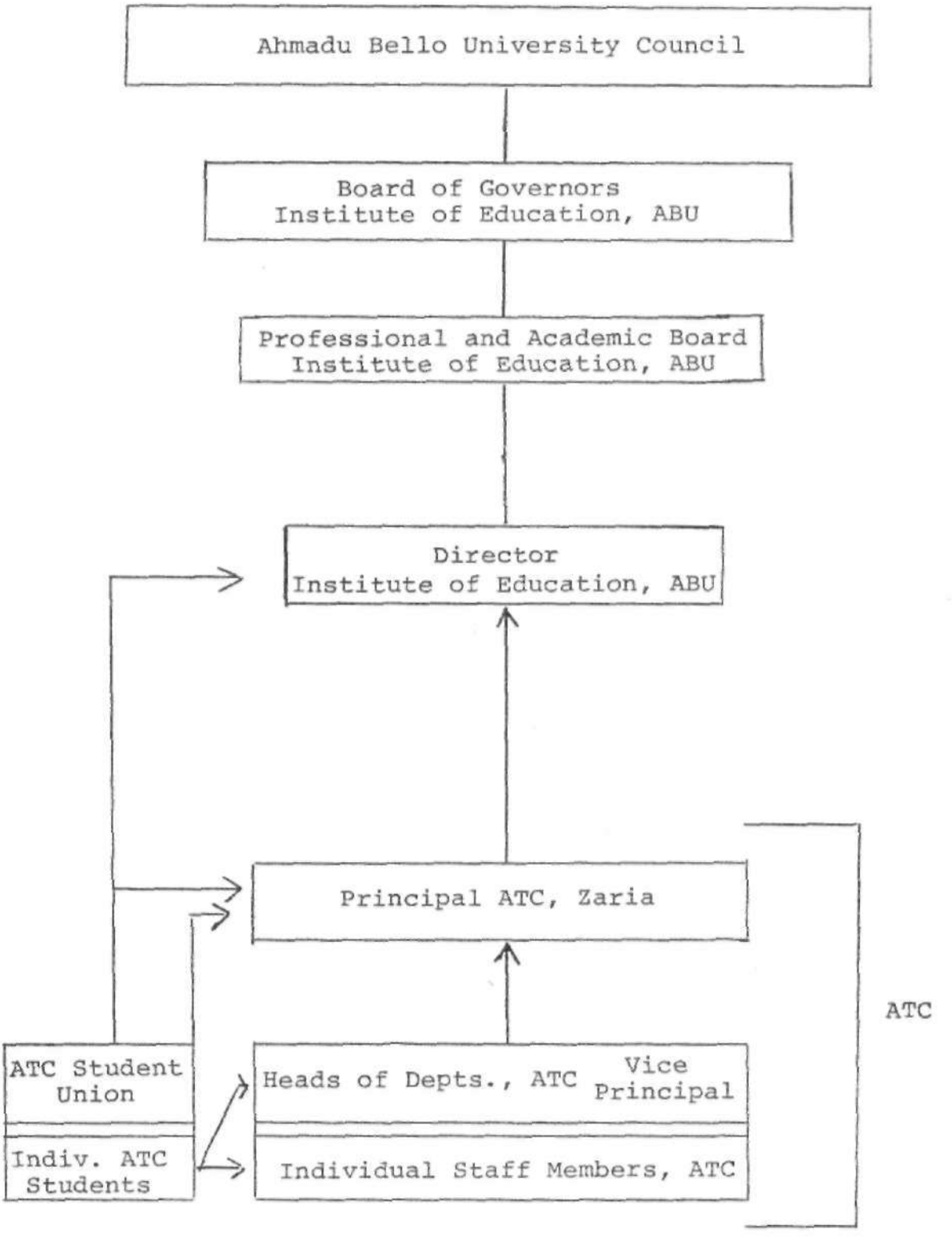
17. Controlling the issuing of things from the store and the movement of vehicles.

18. Other duties assigned by the Ministry of Education.

Appendix B

The Authority Structure of ATC, Zaria

The Authority Structure--ATC, Zaria



Appendix C

Questionnaire

OFFICE OF DOCTORAL STUDIES

TEACHERS COLLEGE
COLUMBIA UNIVERSITY
NEW YORK, NEW YORK 10027

STUDENT WORKROOM

Dear Sir:

As a staff member of the Advanced Teachers' College for the last ten years or so, I have noted differences in perceptions of the A.T.C. principals' responsibilities as expressed by various groups inside and outside the College community. With the recent educational developments taking place in our country, the A.T.C.'s have assumed an increasingly crucial role in terms of providing high quality teachers for the school systems, which increases the importance of the leadership role of principals and the importance of this role being widely understood.

As part of my doctoral dissertation at Teachers College, Columbia University, New York, I am conducting a survey of groups of A.T.C. teachers and principals, Ministry of Education officials, and University officials, in an attempt to ascertain the expectations which the various groups hold for the A.T.C. principal. I am asking if you will be so kind as to assist me by filling out the attached questionnaire. It is hoped that the analysis of the results of the survey will help us to define more clearly the responsibilities attached to the position of the A.T.C. principalship, and consequently make it possible for a person to perform in this position in a way which is better understood and accepted by people responsible for and interested in the Advanced Teacher Training Colleges.

Please remember that the main interest in this study is to determine perceptions regarding the importance of administrative tasks. It is simply a research study and not an attempt at evaluating the performance of any principal. There are no right or wrong answers.

Please do not write your name or disclose your identity on the questionnaire. Your responses will be held strictly confidential; and it will not be possible for anyone to find out how you respond. Even the identity of the College will not be revealed in the report.

If you are interested in a summary of the findings, please give me your name and address on a separate piece of paper (so that you will not be identified with your response), and I will be glad to send you a copy when the study is completed.

Thank you very much for your cooperation.

Sincerely yours,

Samuel A. Clugbemi

SAO:lj
Attachments

OFFICE OF DOCTORAL STUDIES

STUDENT WORKROOM

TEACHERS COLLEGE
COLUMBIA UNIVERSITY
NEW YORK, NEW YORK 10027

Dear Colleague,

As a staff member of the Advanced Teachers' College for the last ten years or so, I have noted differences in perceptions of the A.T.C. principals' responsibilities as expressed by various groups inside and outside the College community. With the recent educational developments taking place in our country, the A.T.C.'s have assumed an increasingly crucial role in terms of providing high quality teachers for the school systems, which increases the importance of the leadership role of principals and the importance of this role being widely understood.

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Thank you very much for your cooperation.

Sincerely yours,

Samuel A. Olugbemi

SAO:lj
Attachments

Questionnaire

On

Perceptions of the Professional Leadership Role of the Nigerian A.T.C. Principal

Directions:

This questionnaire is organized into five parts. Part I requests that you supply some personal background information which is important to this study. Part II consists of tasks which Advanced Teachers' College Principals have a responsibility for performing or seeing that others perform. It is designed to find out your estimate of the relative amount of time the A.T.C. Principal himself actually devotes to these tasks. Part III presents the same tasks and requests that you indicate the amount of time which you think the Principal should personally devote to each of them. Columns are provided opposite each task listed in both Parts II and III. You are requested to indicate your judgements regarding each task in the questionnaire by putting a circle around the appropriate number opposite each task. The following key is to be used to indicate your choices:

KEY

Substantial amount of time	1.
Considerable time but less than a substantial amount	2.
Moderate amount of time but less than considerable	3.
Some time but less than a moderate amount	4.
No time	5.

Part IV of the questionnaire lists seven categories of tasks performed by the Principal and provides two columns opposite each category, in which you are requested to indicate the percentage of time which the Principal himself actually devotes, and ideally should devote to each category.

Part V lists seven pairs of statements expressing attitudes regarding the professional leadership role of the Principal. Here you are requested to consider each of the seven pairs of statements and to indicate in the appropriate place the degree of your agreement in each case.

Please proceed to Part I of the questionnaire and respond to each item in all five parts.

Part I

Personal Information

(Please do not include your name)

Please respond to the following items by putting a check mark (✓) in the appropriate place, and writing out the responses where necessary.

1. Sex: _____ Male _____ Female

2. Age: _____ under 30 years _____ 31 - 40 years

_____ 41 - 50 years _____ Over 50 years

3. Educational background:

		Area of Specialization	Year Obtained
_____	Bachelors degree	_____	_____
_____	Diploma in Educ.	_____	_____
_____	Masters degree	_____	_____
_____	Doctoral degree	_____	_____
_____	Others (Please specify)		
		_____	_____

Are you presently studying for other qualifications?

_____ Yes _____ No

a.) If yes, what area: _____

b.) Year expected to finish: _____

4. Present title or position: _____

5. Professional experience:

			Number of Years
a.) Teaching:	_____	Primary School	_____
	_____	Secondary School	_____
	_____	Teacher Training College	_____
	_____	Advanced Teachers' College	_____
	_____	University	_____
	_____	Other (Please Specify)	_____
		_____	

b.) Administration:

	Second Schl.	T.T.C.	A.T.C.	Others	No. of Years
Head of Dept.					
Vice Principal					
Principal					
School Supvr.					

University

___ Yes ___ No _____

Ministry of Education

___ Yes ___ No _____

Part II

Relative Amount of Time the Principal Himself Actually Devotes to Tasks

Key

Substantial amount of time 1

Considerable time but less than a substantial amount 2

Moderate amount of time but less than considerable 3

Some time but less than a moderate amount 4

No time 5

	Time actually devoted by principal
1. Working with teachers to improve instructional methods in the College.	1 2 3 4 5
2. Keeping accurate and up-to-date staff personnel records.	1 2 3 4 5
3. Evaluating College functions and programmes.	1 2 3 4 5
4. Involving students in decision-making regarding administrative and academic matters connected with the College.	1 2 3 4 5
5. Submitting reports on the state of the College finances to appropriate authorities.	1 2 3 4 5
6. Participating actively in community activities.	1 2 3 4 5
7. Attending professional meetings at the local, state, and national levels.	1 2 3 4 5
8. Participating actively in providing and organizing on-the-job training for staff.	1 2 3 4 5
9. Representing the individual interests of the staff to the appropriate higher authorities.	1 2 3 4 5
10. Actively supervising the maintenance of College grounds and plants.	1 2 3 4 5
11. Allocating staff teaching and administrative responsibilities.	1 2 3 4 5
12. Introducing new and challenging ideas relative to the improvement of teaching methods.	1 2 3 4 5

Key

Substantial amount of time 1

Considerable time but less than a substantial amount .. 2

Moderate amount of time but less than considerable 3

Some time but less than a moderate amount 4

No time 5

	Time actually devoted by principal
13. Interpreting State and/or National curriculum and instructional regulations and guidelines.	1 2 3 4 5
14. Active membership in community-service-minded organizations like the Red Cross and the Scout Movement.	1 2 3 4 5
15. Keeping in his office accurate and up-to-date records on all the students.	1 2 3 4 5
16. Teaching classes in the College on a regular basis.	1 2 3 4 5
17. Participating and having major influence in the process of filling vacant teaching posts in the College.	1 2 3 4 5
18. Formulating policies regarding changing content of A.T.C.'s at the local, state, and national levels.	1 2 3 4 5
19. Providing guidance and counselling services for students.	1 2 3 4 5
20. Assuming responsibility for the safety and proper upkeep of school plant and equipment.	1 2 3 4 5
21. Involving teachers actively in decision-making concerning the curriculum.	1 2 3 4 5
22. Maintaining school discipline by working with individual students.	1 2 3 4 5
23. Planning and holding faculty meetings and head of department meetings regarding administrative arrangements.	1 2 3 4 5
24. Engaging in activities designed to procure adequate human and material resources necessary for programme implementation and growth.	1 2 3 4 5

Key

Substantial amount of time 1

Considerable time but less than a substantial amount 2

Moderate amount of time but less than considerable 3

Some time but less than a moderage amount 4

No time 5

	Time actually devoted by principal
25. Spending time during official working hours on office-based administrative duties.	1 2 3 4 5
26. Involving the staff in the processes of filling vacant teaching posts in the College.	1 2 3 4 5
27. Representing the collective interests of the staff to the appropriate higher authorities.	1 2 3 4 5
28. Stimulating classroom experiments, action research projects, etc.	1 2 3 4 5
29. Attending to staff welfare and personal problems.	1 2 3 4 5
30. Working with teachers in diagnosing student learning difficulties.	1 2 3 4 5
31. Attending to proper use and maintenance of College equipment.	1 2 3 4 5
32. Preparing and administrating the school's annual budget.	1 2 3 4 5
33. Holding consultations with higher authorities in order to clarify policy matters relating to the College.	1 2 3 4 5
34. Supervising student catering services.	1 2 3 4 5
35. Conducting demonstration lessons for teachers.	1 2 3 4 5
36. Maintaining and upgrading staff morale.	1 2 3 4 5
37. Keeping the public regularly informed about what goes on in the College.	1 2 3 4 5

Key

Substantial amount of time 1

Considerable time but less than a substantial amount .. 2

Moderate amount of time but less than considerable 3

Some time but less than a moderate amount 4

No time 5

	Time actually devoted by principal
38. Working with staff in determining school needs for supplies and equipment.	1 2 3 4 5
39. Promoting student health and welfare.	1 2 3 4 5
40. Assuming responsibility for the proper management of school finances.	1 2 3 4 5
41. Reporting to higher authorities on the status of College programmes and activities.	1 2 3 4 5
42. Holding consultations with parents or other citizens for advice on matters pertaining to the College programmes.	1 2 3 4 5
43. Ordering and purchasing supplies and equipment.	1 2 3 4 5
44. Communicating with staff to make individual and group assignments and responsibilities clear.	1 2 3 4 5
45. Inviting curriculum experts and other resource people to work with him and with the school staff in improving the curriculum.	1 2 3 4 5
46. Involving staff in developing staff personnel policies within the College.	1 2 3 4 5
47. Attending to examinations and other activities connected with students assessment and evaluation.	1 2 3 4 5
48. Participating and having major influence in the processes of assessing, recommending, and approving staff for promotion, retention, or dismissal.	1 2 3 4 5

Key

Substantial amount of time 1

Considerable time but less than a substantial amount 2

Moderate amount of time but less than considerable 3

Some time but less than a moderate amount 4

No time 5

	Time actually devoted by principal
49. Supervising various student activities -- publications, games, sports, union and club activities.	1 2 3 4 5
50. Allocating resources wisely to promote successful programme implementation and growth.	1 2 3 4 5
51. Involving parents or other citizens in decision-making concerning administrative and curriculum matters in the College.	1 2 3 4 5
52. Inducting and orienting all newly-appointed staff.	1 2 3 4 5
53. Working with teachers in admitting new students and scheduling incoming students into courses taken in the College.	1 2 3 4 5
54. Supervising classroom teaching for improvement of instruction.	1 2 3 4 5
55. Writing professional research articles and papers.	1 2 3 4 5
56. Working with teachers in revising text-book lists and other materials.	1 2 3 4 5

Part III

Relative Amount of Time the Principal Should Personally Devote to Tasks

Key

Substantial amount of time 1

Considerable time but less than a substantial amount . 2

Moderate amount of time but less than considerable ... 3

Some time but less than a moderate amount 4

No time 5

	Time which should be devoted by principal
1. Working with teachers to improve instructional methods in the College.	1 2 3 4 5
2. Keeping accurate and up-to-date staff personnel records.	1 2 3 4 5
3. Evaluating College functions and programmes.	1 2 3 4 5
4. Involving students in decision-making regarding administrative and academic matters connected with the College.	1 2 3 4 5
5. Submitting reports on the state of the College finances to appropriate authorities.	1 2 3 4 5
6. Participating actively in community activities.	1 2 3 4 5
7. Attending professional meetings at the local, state, and national levels.	1 2 3 4 5
8. Participating actively in providing and organizing on-the-job training for staff.	1 2 3 4 5
9. Representing the individual interests of the staff to the appropriate higher authorities.	1 2 3 4 5
10. Actively supervising the maintenance of College grounds and plants.	1 2 3 4 5
11. Allocating staff teaching and administrative responsibilities.	1 2 3 4 5
12. Introducing new and challenging ideas relative to the improvement of teaching methods.	1 2 3 4 5

Key

Substantial amount of time 1

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	Time which should be devoted by principal
13. Interpreting State and/or National curriculum and instructional regulations and guidelines.	1 2 3 4 5
14. Active membership in community-service-minded organizations like the Red Cross and the Scout Movement.	1 2 3 4 5
15. Keeping in his office accurate and up-to-date records on all the students.	1 2 3 4 5
16. Teaching classes in the College on a regular basis.	1 2 3 4 5
17. Participating and having major influence in the process of filling vacant teaching posts in the College.	1 2 3 4 5
18. Formulating policies regarding changing content of A.T.C.'s at the local, state, and national levels.	1 2 3 4 5
19. Providing guidance and counselling services for students.	1 2 3 4 5
20. Assuming responsibility for the safety and proper upkeep of school plant and equipment.	1 2 3 4 5
21. Involving teachers actively in decision making concerning the curriculum.	1 2 3 4 5
22. Maintaining school discipline by working with individual students.	1 2 3 4 5
23. Planning and holding faculty meetings and head of department meetings regarding administrative arrangements.	1 2 3 4 5
24. Engaging in activities designed to procure adequate human and material resources necessary for programme maintenance and growth.	1 2 3 4 5

Key

Substantial amount of time 1

Considerable time but less than a substantial amount 2

Moderate amount of time but less than considerable 3

Some time but less than a moderate amount 4

No time 5

	Time which should be devoted by principal
25. Spending time during official working hours on office-based administrative duties.	1 2 3 4 5
26. Involving the staff in the processes of filling vacant teaching posts in the College.	1 2 3 4 5
27. Representing the collective interests of the staff to the appropriate higher authorities.	1 2 3 4 5
28. Stimulating classroom experiments, action research projects, etc.	1 2 3 4 5
29. Attending to staff welfare and personal problems.	1 2 3 4 5
30. Working with teachers in diagnosing student learning difficulties.	1 2 3 4 5
31. Attending to proper use and maintenance of College equipment.	1 2 3 4 5
32. Preparing and administrating the school's annual budget.	1 2 3 4 5
33. Holding consultations with higher authorities in order to clarify policy matters relating to the College.	1 2 3 4 5
34. Supervising student catering services.	1 2 3 4 5
35. Conducting demonstration lessons for teachers.	1 2 3 4 5
36. Maintaining and upgrading staff morale.	1 2 3 4 5
37. Keeping the public regularly informed about what goes on in the College.	1 2 3 4 5

Key

Substantial amount of time 1

Considerable time but less than a substantial amount 2

Moderate amount of time but less than considerable 3

Some time but less than a moderate amount 4

No time 5

	Time which should be devoted by principal
38. Working with staff in determining school needs for supplies and equipment.	1 2 3 4 5
39. Promoting student health and welfare.	1 2 3 4 5
40. Assuming responsibility for the proper management of school finances.	1 2 3 4 5
41. Reporting to higher authorities on the status of College programmes and activities.	1 2 3 4 5
42. Holding consultations with parents or other citizens for advice on matters pertaining to the College programmes.	1 2 3 4 5
43. Ordering and purchasing supplies and equipment.	1 2 3 4 5
44. Communicating with staff to make individual and group assignments and responsibilities clear.	1 2 3 4 5
45. Inviting curriculum experts and other resource people to work with him and with the school staff in improving the curriculum.	1 2 3 4 5
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47. Attending to examinations and other activities connected with students assessment and evaluation.	1 2 3 4 5
48. Participating and having major influence in the processes of assessing, recommending, and approving staff for promotion, retention, or dismissal.	1 2 3 4 5

Key

Substantial amount of time 1

Considerable time but less than a substantial amount 2

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No time 5

	Time which should be devoted by principal
49. Supervising various student activities -- publications, games, sports, union and club activities.	1 2 3 4 5
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51. Involving parents or other citizens in decision-making concerning administrative and curriculum matters in the College.	1 2 3 4 5
52. Inducting and orienting all newly-appointed staff.	1 2 3 4 5
53. Working with teachers in admitting new students and scheduling incoming students into courses taken in the College.	1 2 3 4 5
54. Supervising classroom teaching for improvement of instruction.	1 2 3 4 5
55. Writing professional research articles and papers.	1 2 3 4 5
56. Working with teachers in revising text-book lists and other materials.	1 2 3 4 5

Part IV

Percent of Time the Principal Himself Actually Devotes, and Percent he Ideally Should Devote to Seven Categories of Tasks.

Please distribute the time among the seven tasks so as to obtain a total of 100% for all seven tasks under Column A, and 100% for the same set of tasks under Column B.

	Column A	Column B
	Percentage: Actual Time Distribution	Percentage: Ideal Time Distribution
1. Instructional Leadership and Curriculum Development. (Improving curriculum, supervising staff teaching, revising text-book lists, attending professional meetings, etc.)	____%	____%
2. Staff Personnel Administration. (Staff selection, orientation and promotion; staff training, staff welfare, staff records, etc.)	____%	____%
3. Student Personnel Administration. (Keeping student records, attending to student welfare, admission of students, helping with diagnosing student learning difficulties, student evaluation, etc.)	____%	____%
4. Organization and Structure. (Allocation of administrative responsibilities, managerial/office duties, administrative reports, working with staff on administrative questions, problems and policies; structure, etc.)	____%	____%
5. School - Community Relations. (Involvement of the community in College activities and programs, participating in community affairs, keeping the public informed of school activities, etc.)	____%	____%
6. School - Plant Administration. (Safety, care, up-keep of plant and equipment, etc.)	____%	____%
7. Financial Management. (Preparing and administrating budgets, ordering of supplies, attending to records, etc.)	____%	____%
EXPECTED TOTAL	100 %	100 %

Part V

Expectations of the A.T.C. Principal's Professional Leadership Role

Directions:

This section contains seven pairs of statements which reflect attitudes that may be held with regard to what the A.T.C. Principal's professional leadership role should be. Please check whether you agree with the first or the second statement in each pair, and how strongly you agree with one or the other. (There are no "right" or "wrong" answers.)

Key

_____ A3 I agree a great deal more with A than B.

_____ A2 I agree somewhat more with A than B.

_____ A1 I agree slightly more with A than B.

_____ B1 I agree slightly more with B.than A.

_____ B2 I agree somewhat more with B than A.

_____ B3 I agree a great deal more with B than A.

N.B.: Please place a check mark (✓) in only one of the six blanks following each pair of statements so as to indicate the direction and intensity of your feelings.

1. A. It is a major responsibility of the A.T.C. Principal to provide staff with direct help in improving curriculum and classroom instruction.

   B. At the A.T.C. level the teaching staff are sufficiently qualified that they do not require the Principal's direct help in improving curriculum and instruction.

   _____ A3 _____ A2 _____ A1 _____ B1 _____ B2 _____ B3

2. A. A.T.C. staff depend upon the support and leadership of the Principal in attending to matters pertaining to their welfare and professional growth, like on-the-job training, promotion, personal welfare, and the recruitment and orientation of new staff.

   B. Since the individual person is regarded as the architect of his or her own fortune, it is up to the individual A.T.C. staff member working alone or working as a member of a group, rather than in conjunction with the Principal, to promote his or her own interests.

   _____ A3 _____ A2 _____ A1 _____ B1 _____ B2 _____ B3

Key

_____ A3 I agree a great deal more with A than B.

_____ A2 I agree somewhat more with A than B.

_____ A1 I agree slightly more with A than B.

_____ B1 I agree slightly more with B than A.

_____ B2 I agree somewhat more with B than A.

_____ B3 I agree a great deal more with B than A.

3. A. It is essential that A.T.C. students be more actively involved in making decisions about matters pertaining to their welfare and the provision of a more favourable learning environment.

   B. More active involvement in decision making is not the main solution to the question of promoting student welfare and providing a more favourable learning environment.

_____ A3 _____ A2 _____ A1 _____ B1 _____ B2 _____ B3

4. A. If policy-making bodies are to promote better and quicker determination and clarification of issues, the Principal must have greater access to his superiors engaged in the policy-making processes.

   B. The main problem with policy matters is that A.T.C. Principals spend too much time performing routine office jobs and do not communicate sufficiently with the staff.

_____ A3 _____ A2 _____ A1 _____ B1 _____ B2 _____ B3

5. A. The A.T.C. Principal has many major responsibilities and he should not be held accountable for the safety, care, and up-keep of College plant and equipment.

   B. Attending to the safety, care, and up-keep of school plant and equipment should be a direct major responsibility of the A.T.C. Principal.

_____ A3 _____ A2 _____ A1 _____ B1 _____ B2 _____ B3

6. A. The proper management of school finances should be high up the list of the A.T.C. Principal's administrative responsibilities.

   B. Managing school finances is the responsibility of accountants and should not be regarded as a major responsibility of the A.T.C. Principal.

_____ A3 _____ A2 _____ A1 _____ B1 _____ B2 _____ B3

7. A. It is unrealistic to expect the A.T.C. Principal to be involved in community activities and to encourage active community participation in College programmes and activities.

   B. The A.T.C.iis part of the community in which it is located and there should be considerable interaction between the College and the community, particularly through the Principal's initiative and active involvement.

_____ A3 _____ A2 _____ A1 _____ B1 _____ B2 _____ B3

Appendix D

Letters Requesting Permission to Conduct Study

OFFICE OF DOCTORAL STUDIES

STUDENT WORKROOM

TEACHERS COLLEGE
COLUMBIA UNIVERSITY
NEW YORK, NEW YORK 10027

509 West 121st Street
New York, N.Y. 10027
September 15, 1976

The Permanent Secretary
Federal Ministry of Education
Lagos, Nigeria

For the Attention of the Assistant Director, Teacher Training

Dear Sir:

I am a doctoral student in the Department of Educational Administration at Teachers College, Columbia University, New York. As part of my doctoral dissertation, I wish to conduct a survey of a number of Nigerian Advanced Teachers' College teachers and principals, Ministry of Education and University officials, in a study of the importance which the various groups attach to the leadership functions of the position of principalship in A.T.C.'s.

The data collection process for the study will involve the use of a questionnaire, to be administered at the following A.T.C.'s: Zaria, Kano, Sokoto, Okene, Yola, and Pankshin.

I am hereby seeking your cooperation and permission to collect data from: The Assistant Director of Education (Teacher Training), Federal Ministry of Education, Lagos; The Principal and (all teaching) staff, Federal A.T.C.'s: Okene, Yola, and Pankshin.

I intend to come home for about a month to administer the questionnaires personally, beginning from the middle of October, 1976.

May I assure you that complete anonymity of all participants will be guaranteed. The main interest in the study is to determine the perceptions of the various groups (teachers, principals, Ministry of Education, and University officials) regarding the importance of various administrative tasks performed by principals. Responses will be held strictly confidential and it will not be possible for anyone to find out how individual persons or Colleges respond, nor will the identity of the Colleges be revealed in the dissertation. Once the research study is completed, I will share the results with you and all concerned.

If further information is needed, I will be most willing to furnish you with such information.

Thank you for your interest and cooperation.

Sincerely yours,

Samuel A. Olugbemi

SAO:lj

OFFICE OF DOCTORAL STUDIES

TEACHERS COLLEGE
COLUMBIA UNIVERSITY
NEW YORK, NEW YORK 10027
509 West 121st Street
New York, N.Y. 10027
September 13, 1976

The Director
Institute of Education
Ahmadu Bello University
Zaria, Nigeria

Dear Sir:

I am a doctoral student in the Department of Educational Administration at Teachers College, Columbia University, New York. As part of my doctoral dissertation, I wish to conduct a survey of a number of Nigerian Advanced Teachers' Colle; teachers and principals, Ministry of Education and University officials, in a study of the importance which the various groups attach to the leadership functior of the position of principalship in A.T.C.'s.

The data collection process for the study will involve the use of a questionnaire, to be administered at the following A.T.C.'s: Zaria, Kano, Sokoto, Okene, Yola and Pankshin.

I am hereby seeking your cooperation and permission to collect data from the principals and all teaching staff at Kano and Zaria A.T.C.'s.

I intend to come home for about a month to administer the questionnaires personally, beginning from the middle of October, 1976. Tentatively, my travel arrangement is to be at Zaria by the third week of October, 1976.

May I assure you that complete anonymity of all participants will be guaranteed. The main interest in the study is to determine the perceptions of the various groups (teachers, principals, Ministry of Education, and University officials) regarding the importance of various administrative tasks performed by principals. Responses will be held strictly confidential and it will not be possible for anyone to find out how individual persons or Colleges respond, nor will the identity of the Colleges be revealed in the dissertation. Once the research study is completed, I will share the results with you and all concerned.

If further information is needed, I will be most willing to furnish you with such information.

Thank you for your interest and cooperation.

Sincerely yours,

Samuel A. Olugbemi

SAO:lj

OFFICE OF DOCTORAL STUDIES

STUDENT MAILBOX

TEACHERS COLLEGE
COLUMBIA UNIVERSITY
NEW YORK, NEW YORK 10027
509 West 121st Street
New York, N.Y. 10027
September 18, 1976

The Permanent Secretary
Ministry of Education
Ilorin, Nigeria

For the Attention of the Chief Inspector of Education

Dear Sir:

I am a doctoral student in the Department of Educational Administration at Teachers College, Columbia University, New York. As part of my doctoral dissertation, I wish to conduct a survey of a number of Nigerian Advanced Teachers' College teachers and principals, Ministry of Education and University officials, in a study of the importance which the various groups attach to the leadership functions of the position of principalship in A.T.C.'s.

The data collection process for the study will involve the use of a questionnaire, to be administered at the following A.T.C.'s: Zaria, Kano, Sokoto, Okene, Yola and Pankshin.

I am hereby seeking your cooperation and permission to collect data from the following: The Chief Inspector of Education, Ministry of Education, Ilorin; The Chief Education Officer (Teacher Training), Ministry of Education, Ilorin.

I intend to come home for about a month to administer the questionnaires personally, beginning from the middle of October, 1976. Tentatively, my travel arrangement is to arrive at Ilorin by the third week of November, 1976. I will call you by telephone soon after my arrival in Nigeria to discuss the possibility of the arrangement proposed above.

May I assure you that complete anonymity of all participants will be guaranteed. The main interest in the study is to determine the perceptions of the various groups (teachers, principals, Ministry of Education, and University officials) regarding the importance of various administrative tasks performed by principals. Responses will be held strictly confidential and it will not be possible for anyone to find out how individual persons or Colleges respond, nor will the identity of the Colleges be revealed in the dissertation. Once the research study is completed, I will share the results with you and all concerned.

If further information is needed, I will be most willing to furnish you with such information.

Thank you for your interest and cooperation.

Sincerely yours,

Samuel A. Olugbemi

SAO:lj

OFFICE OF DOCTORAL STUDIES

STUDENT WORKROOM

TEACHERS COLLEGE
COLUMBIA UNIVERSITY
NEW YORK, NEW YORK 10027
509 West 121st Street
New York, N.Y. 10027
September 15, 1976

The Principal
Advanced Teachers' College
Sokoto, Nigeria

Dear Sir:

I am a doctoral student in the Department of Educational Administration at Teachers College, Columbia University, New York. As part of my doctoral dissertation, I wish to conduct a survey of a number of Nigerian Advanced Teachers' College teachers and principals, Ministry of Education and University officials, in a study of the importance which the various groups attach to the leadership functions of the position of principalship in A.T.C.'s.

The data collection process for the study will involve the use of a questionnaire, to be administered at the following A.T.C.'s: Zaria, Kano, Sokoto, Okene, Yola and Pankshin.

I am hereby seeking your cooperation and permission to collect data from you and all your teaching staff. The questionnaire would take only about fifteen minutes to complete.

I intend to come home for about a month to administer the questionnaires personally, beginning from the middle of October, 1976. Tentatively, my travel arrangement is to arrive at Sokoto by the last week of October, 1976. I will call you by telephone soon after my arrival in Nigeria to discuss the possibility of the arrangement proposed above.

May I assure you that complete anonymity of all participants will be guaranteed. The main interest in the study is to determine the perceptions of the various groups (teachers, principals, Ministry of Education, and University officials) regarding the importance of various administrative tasks performed by principals. Responses will be held strictly confidential and it will not be possible for anyone to find out how individual persons or Colleges respond, nor will the identity of the Colleges be revealed in the dissertation. Once the research study is completed, I will share the results with you and all concerned.

If further information is needed, I will be most willing to furnish you with such information.

Thank you for your interest and cooperation.

Sincerely yours,

Samuel A. Olugbemi

SAO:lj

Appendix E

List of Seven Task Categories and the Items within Each Category

I. Items in the Category of Instructional Leadership

1. Working with teachers to improve instructional methods in the college.
2. Evaluating college functions and programs.
3. Attending professional meetings at the local, state, and national levels.
4. Introducing new and challenging ideas relative to the improvement of teaching methods.
5. Interpreting State and/or National curriculum and instructional regulations and guidelines.
6. Teaching classes in the college on a regular basis.
7. Formulating policies regarding changing content of ATCs at the local, state, and national levels.
8. Engaging in activities designed to procure adequate human and material resources necessary for program implementation and growth.
9. Stimulating classroom experiments, action research projects, etc.
10. Conducting demonstration lessons for teachers.
11. Inviting curriculum experts and other resource people to work with him and with the school staff in improving the curriculum.
12. Supervising classroom teaching for improvement of instruction.
13. Writing professional research articles and papers.
14. Working with teachers in revising text-book lists and other materials.

II. Items in the Category of Staff Personnel Administration

1. Keeping accurate and up-to-date staff personnel records.
2. Participating actively in providing and organizing on-the-job training for staff.

3. Representing the individual interests of the staff to the appropriate higher authorities.

4. Allocating staff teaching and administrative responsibilities.

5. Participating and having major influence in the process of filling vacant teaching posts in the college.

6. Involving teachers actively in decision making concerning the curriculum.

7. Involving the staff in the processes of filling vacant teaching posts in the college.

8. Representing the collective interests of the staff to the appropriate higher authorities.

9. Attending to staff welfare and personal problems.

10. Maintaining and upgrading staff morale.

11. Working with staff in determining school needs for supplies and equipment.

12. Involving staff in developing staff personnel policies within the college.

13. Participating and having major influence in the processes of assessing, recommending, and approving staff for promotion, retention, or dismissal.

14. Inducting and orienting all newly appointed staff.

II. Items in the Category of Student Personnel Administration

1. Involving students in decision making regarding administrative and academic matters connected with the college.

2. Keeping in his office accurate and up-to-date records on all the students.

3. Providing guidance and counseling services for students.

4. Maintaining school discipline by working with individual students.

5. Working with teachers in diagnosing student learning difficulties.

6. Supervising student catering services.

7. Promoting student health and welfare.

8. Attending to examinations and other activities connected with students' assessment and evaluation.

9. Supervising various student activities--publications, games, sports, union and club activities.

10. Working with teachers in admitting new students and scheduling incoming students into courses taken in the college.

IV. Items in the Category of Organization and Structure

1. Planning and holding faculty meetings and head of department meetings regarding administrative arrangements.

2. Spending time during official working hours on office-based administrative duties.

3. Holding consultations with higher authorities in order to clarify policy matters relating to the college.

4. Reporting to higher authorities on the status of college programs and activities.

5. Communicating with staff to make individual and group assignments and responsibilities clear.

V. Items in the Category of School-Community Relations

1. Participating actively in community activities.

2. Active membership in community-service-minded organizations like the Red Cross and the Scout movement.

3. Keeping the public regularly informed about what goes on in the college.

4. Holding consultations with parents or other citizens for advice on matters pertaining to the college programs.

5. Involving parents or other citizens in decision making concerning administrative and curriculum matters in the college.

VI. Items in the Category of School-Plant Administration

1. Actively supervising the maintenance of college grounds and plants.
2. Assuming responsibility for the safety and proper upkeep of school plant and equipment.
3. Attending to proper use and maintenance of college equipment.

VII. Items in the Category of Financial Management

1. Submitting reports on the state of the college finances to appropriate authorities.
2. Preparing and administering the school's annual budget.
3. Assuming responsibility for the proper management of school finances.
4. Ordering and purchasing supplies and equipment.
5. Allocating resources wisely to promote successful program implementation and growth.

Appendix F

Personal Data of Respondents

Table 33

Distribution of Sex, Age, and Degree of Respondents

	All Groups		Teachers		Principals		Officials	
	N	%	N	%	N	%	N	%
Sex								
Male	137	82.5	115	79.9	6	100.0	16	100.0
Female	29	17.5	29	20.1	0	0.0	0	0.0
Total	166	100.0	144	100.0	6	100.0	16	100.0
No response	0	0.0	0	0.0	0	0.0	0	0.0
Age								
-30	32	19.3	32	22.2	0	0.0	0	0.0
31-40	101	60.8	90	62.5	2	33.3	9	56.3
41-50	27	16.3	18	12.5	0	0.0	5	31.3
51 and over	6	3.6	4	2.8	4	66.7	2	12.5
Total	166	100.0	144	100.0	6	100.0	16	100.0
No response	0	0.0	0	0.0	0	0.0	0	0.0
Degree								
B.A./B.Sc.	68	41.0	62	43.1	0	0.0	6	37.5
B.A./B.Sc. plus Post-Grad. Cert. or Dip. Ed.	43	25.9	38	26.4	2	33.3	3	18.8
M.A./M.Sc./M.Ed.	44	26.5	37	25.7	3	50.0	4	25.0
Ed.D. or Ph.D.	11	6.6	7	4.9	1	16.7	3	18.8
Total	166	100.0	144	100.0	6	100.0	16	100.0
No response	0	0.0	0	0.0	0	0.0	0	0.0

Table 34

Years of Respondents' Experience as Primary School Teachers

	All Groups		Teachers		Principals		Officials	
Years	N	%	N	%	N	%	N	%
1- 5	49	67.1	40	71.4	3	75.0	6	46.2
6-10	21	28.8	13	23.2	1	25.0	7	53.8
11-15	3	4.1	3	5.4	0	0.0	0	0.0
16-20	0	0.0	0	0.0	0	0.0	0	0.0
21 and over	0	0.0	0	0.0	0	0.0	0	0.0
Total	73	100.0	56	100.0	4	100.0	13	100.0
No response	93		88		2		3	

Table 35

Years of Respondents' Experience as Secondary School Teachers

	All Groups		Teachers		Principals		Officials	
Years	N	%	N	%	N	%	N	%
1- 5	93	71.0	80	74.8	4	66.7	6	42.9
6-10	21	16.0	15	14.0	1	16.6	5	35.7
11-15	8	7.0	8	7.5	0	0.0	2	14.3
16-20	5	4.0	2	1.8	1	16.7	1	7.1
21 and over	3	2.0	2	1.9	0	0.0	0	0.0
Total	127	100.0	107	100.0	6	100.0	14	100.0
No response	39		37		0		2	

Table 38

Years of Respondents' Experience as Teacher Training College Teachers

	All Groups		Teachers		Principals		Officials	
Years	N	%	N	%	N	%	N	%
1- 5	61	88.4	50	92.6	4	80.0	7	70.0
6-10	5	7.3	3	5.5	0	0.0	2	20.0
11-15	3	4.3	1	1.9	1	20.0	1	10.0
16-20	0	0.0	0	0.0	0	0.0	0	0.0
21 and over	00	0.0	0	0.0	0	0.0	0	0.0
Total	69	100.0	54	100.0	5	100.0	10	100.0
No response	97		90		1		6	

Table 39

Years of Respondents' Experience as Advanced Teachers' College Teachers

	All Groups		Teachers		Principals		Officials	
Years	N	%	N	%	N	%	N	%
1- 5	124	82.1	17	85.0	1	20.0	3	100.0
6-10	26	17.2	2	10.0	4	80.0	0	0.0
11-15	1	0.7	0	0.0	0	0.0	0	0.0
16-20	0	0.0	1	5.0	0	0.0	0	0.0
21 and over	0	0.0	0	0.0	0	0.0	0	0.0
Total	151	100.0	20	100.0	5	100.0	3	100.0
No response	15		124		1		13	

Table 40

Years of Respondents' Experience as Principal

	All Groups		Teachers		Principals		Officials	
Years	N	%	N	%	N	%	N	%
1- 5	24	75.0	12	100.0	3	50.0	9	64.3
6-10	5	15.6	0	0.0	1	16.7	4	25.6
11-15	2	6.3	0	0.0	1	16.6	1	7.1
16-20	1	3.1	0	0.0	1	16.7	0	0.0
21 and over	0	0.0	0	0.0	0	0.0	0	0.0
Total	32	100.0	12	100.0	6	100.0	14	100.0
No response	134		132		0		2	

Table 41

Years of Respondents' Experience as School Supervisor

	All Groups		Teachers		Principals		Officials	
Years	N	%	N	%	N	%	N	%
1- 5	7	100.0	2	100.0	1	100.0	4	100.0
6-10	0	0.0	0	0.0	0	0.0	0	0.0
11-15	0	0.0	0	0.0	0	0.0	0	0.0
16-20	0	0.0	0	0.0	0	0.0	0	0.0
21 and over	0	0.0	0	0.0	0	0.0	0	0.0
Total	7	100.0	2	100.0	1	100.0	4	100.0
No response	159		142		5		12	

Table 42

Years of Respondents' Experience in Administrative Positions in Ministries of Education

	All Groups		Teachers		Principals		Officials	
Years	N	%	N	%	N	%	N	%
1- 5	17	89.5	5	100.0	1	100.0	11	84.6
6-10	2	10.5	0	0.0	0	0.0	2	15.4
11-15	0	0.0	0	0.0	0	0.0	0	0.0
16-20	0	0.0	0	0.0	0	0.0	0	0.0
21 and over	0	0.0	0	0.0	0	0.0	0	0.0
Total	19	100.0	5	100.0	1	100.0	13	100.0
No response	147		139		5		3	

Table 43

Years of Respondents' Experience in Administrative Positions in Universities

	All Groups		Teachers		Principals		Officials	
Years	N	%	N	%	N	%	N	%
1- 5	10	83.3	4	100.0	1	100.0	5	71.4
6-10	2	16.7	0	0.0	0	0.0	2	28.6
11-15	0	0.0	0	0.0	0	0.0	0	0.0
16-20	0	0.0	0	0.0	0	0.0	0	0.0
21 and over	0	0.0	0	0.0	0	0.0	0	0.0
Total	12	100.0	4	100.0	1	100.0	7	100.0
No response	154		140		5		9	

Table 44

Years of Respondents' Experience as University Teachers

	All Groups		Teachers		Principals		Officials	
Years	N	%	N	%	N	%	N	%
1- 5	22	81.5	17	85.0	2	100.0	3	60.0
6-10	4	14.8	2	10.0	0	0.0	2	40.0
11-15	0	0.0	1	5.0	0	0.0	0	0.0
16-20	1	3.7	0	0.0	0	0.0	0	0.0
21 and over	0	0.0	0	0.0	0	0.0	0	0.0
Total	27	100.0	20	100.0	2	100.0	5	100.0
No response	139		124		4		11	

Appendix G

Table of Responses Indicating Perceptions of the Relative Amount of Time Actually Devoted by the Principal, and Amount of Time Which, Ideally, Should Be Devoted to Each of Fifty-six Task Items

Table 45

Perceptions of the Relative Amount of Time Which the ATC Principal Himself Actually Devotes, and Ideally Should Devote, to Each of Fifty-six Task Items

Item 1. Working with teachers to improve instructional methods in the college.

Amount of Time	All Groups				Teachers				Principals				Officials			
	Actual		Ideal		Actual		Ideal		Actual		Ideal		Actual		Ideal	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1. Substantial	14	8.7	31	18.8	10	7.1	25	17.5	0	0.0	1	16.7	4	26.7	5	31.3
2. Considerable	23	14.3	45	27.3	20	14.3	39	27.3	0	0.0	4	66.7	3	20.0	2	12.5
3. Moderate	35	21.7	57	34.5	26	18.6	50	35.0	4	66.7	1	16.7	5	33.3	6	37.5
4. Some	42	26.1	29	17.6	38	27.1	26	18.2	2	33.3	0	0.0	2	13.3	3	18.8
5. None	47	29.2	3	1.8	46	32.9	3	2.1	0	0.0	0	0.0	1	6.7	0	0.0
Total	161	100.0	165	100.0	140	100.0	143	100.0	6	100.0	6	100.0	15	100.0	16	100.0
No response	5	3.0	1	0.6	4	2.8	1	0.7	0	0.0	0	0.0	1	6.3	0	0.0
Mean	3.53		2.56		3.64		2.60		3.33		2.00		2.53		2.44	
SD	1.29		1.04		1.27		1.04		0.52		0.63		1.25		1.15	

Table 45 (continued)

Item 2. Keeping accurate and up-to-date staff personnel records.

Amount of Time	All Groups				Teachers				Principals				Officials			
	Actual		Ideal		Actual		Ideal		Actual		Ideal		Actual		Ideal	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1. Substantial	33	21.2	53	32.5	27	20.1	45	31.9	1	16.7	2	33.3	5	31.3	6	37.5
2. Considerable	37	23.7	45	27.6	32	23.9	42	29.8	2	33.3	0	0.0	2	18.8	3	18.8
3. Moderate	47	30.1	35	21.5	41	30.6	29	20.6	1	16.7	1	16.7	5	31.3	5	31.3
4. Some	32	20.5	26	16.0	27	20.1	21	14.9	2	33.3	3	50.0	3	18.8	2	12.5
5. None	7	4.5	4	2.5	7	5.2	4	2.8	0	0.0	0	0.0	0	0.0	0	0.0
Total	156	100.0	163	100.0	134	100.0	141	100.0	6	100.0	6	100.0	16	100.0	16	100.0
No response	10	6.0	3	1.8	10	6.9	3	2.1	0	0.0	0	0.0	0	0.0	0	0.0
Mean	2.64		2.28		2.66		2.27		2.67		2.83		2.38		2.19	
SD	1.16		1.15		1.16		1.15		1.21		1.47		1.15		1.11	

Table 45 (continued)

Item 3. Evaluating college functions and programs.

Amount of Time	All Groups				Teachers				Principals				Officials			
	Actual		Ideal		Actual		Ideal		Actual		Ideal		Actual		Ideal	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1. Substantial	43	27.2	49	30.1	33	24.3	41	29.1	4	66.7	4	66.7	6	37.5	4	25.0
2. Considerable	35	22.2	63	38.7	31	22.8	52	36.9	1	16.7	2	33.3	3	18.8	9	56.3
3. Moderate	54	34.2	36	22.1	48	35.3	35	24.8	1	16.7	0	0.0	5	31.3	1	6.3
4. Some	23	14.6	12	7.4	21	15.4	10	7.1	0	0.0	0	0.0	2	12.5	2	12.5
5. None	3	1.9	3	1.8	3	2.2	3	2.1	0	0.0	0	0.0	0	0.0	0	0.0
Total	158	100.0	163	100.0	136	100.0	141	100.0	6	100.0	6	100.0	16	100.0	16	100.0
No response	8	4.8	3	1.8	8	5.6	3	2.1	0	0.0	0	0.0	0	0.0	0	0.0
Mean	2.42		2.12		2.49		2.16		1.50		1.33		2.19		2.06	
SD	1.10		0.99		1.09		1.00		0.84		0.52		1.11		0.93	

Table 45 (continued)

Item 4. Involving students in decision making regarding administrative and academic matters connected with the college

Amount of Time	All Groups				Teachers				Principals				Officials			
	Actual		Ideal		Actual		Ideal		Actual		Ideal		Actual		Ideal	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1. Substantial	19	12.2	18	11.0	19	14.2	17	12.0	0	0.0	0	0.0	0	0.0	1	6.3
2. Considerable	24	15.4	38	23.2	20	14.9	33	23.2	0	0.0	1	16.7	4	25.0	4	25.0
3. Moderate	39	25.0	70	42.7	32	23.9	59	41.5	4	66.7	4	66.7	3	18.8	7	43.8
4. Some	60	38.5	33	20.1	49	36.6	28	19.7	2	33.3	1	16.7	9	56.3	4	25.0
5. None	14	9.0	5	3.0	14	10.4	5	3.5	0	0.0	0	0.0	0	0.0	0	0.0
Total	156	100.0	164	100.0	134	100.0	142	100.0	6	100.0	6	100.0	16	100.0	16	100.0
No response	10	6.0	2	1.2	10	6.9	2	1.4	0	0.0	0	0.0	0	0.0	0	0.0
Mean	3.17		2.81		3.14		2.80		3.33		3.00		3.31		2.88	
SD	1.17		0.99		1.22		1.01		0.52		0.63		0.88		0.89	

Table 45 (continued)

Item 5. Submitting reports on the state of the college finances to appropriate authorities.

Amount of Time	All Groups				Teachers				Principals				Officials			
	Actual		Ideal		Actual		Ideal		Actual		Ideal		Actual		Ideal	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1. Substantial	53	34.2	61	37.2	46	34.6	55	38.7	2	33.3	2	33.3	5	31.3	4	25.0
2. Considerable	42	27.1	38	23.2	33	24.8	30	21.1	2	33.3	1	16.7	7	43.8	7	43.8
3. Moderate	37	23.9	36	22.0	35	26.3	33	23.2	0	0.0	1	16.7	2	12.5	2	12.5
4. Some	14	9.0	24	14.6	10	7.5	20	14.1	2	33.3	2	33.3	2	12.5	2	12.5
5. None	9	5.8	5	3.0	9	6.8	4	2.8	0	0.0	0	0.0	0	0.0	1	6.3
Total	155	100.0	164	100.0	133	100.0	142	100.0	6	100.0	6	100.0	16	100.0	16	100.0
No response	11	6.6	2	1.2	11	7.6	2	1.4	0	0.0	0	0.0	0	0.0	0	0.0
Mean	2.25		2.23		2.27		2.21		2.33		2.50		2.06		2.31	
SD	1.19		1.19		1.21		1.18		1.37		1.38		1.00		1.20	

Table 45 (continued)

Item 6. Participating actively in community activities.

Amount of Time	All Groups				Teachers				Principals				Officials			
	Actual		Ideal		Actual		Ideal		Actual		Ideal		Actual		Ideal	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1. Substantial	12	7.8	8	5.1	10	7.6	7	5.2	0	0.0	0	0.0	2	12.5	1	6.3
2. Considerable	21	13.7	21	13.4	21	16.0	16	11.9	0	0.0	2	33.3	0	0.0	3	18.8
3. Moderate	35	22.9	61	38.9	27	20.6	53	39.3	4	66.7	1	16.7	4	25.0	7	43.8
4. Some	54	35.3	56	35.7	45	34.4	48	35.6	2	33.3	3	50.0	7	43.8	5	31.3
5. None	31	20.3	11	7.0	28	21.4	11	8.1	0	0.0	0	0.0	3	18.8	0	0.0
Total	153	100.0	157	100.0	131	100.0	135	100.0	6	100.0	6	100.0	16	100.0	16	100.0
No response	13	7.8	9	5.4	13	9.0	9	6.3	0	0.0	0	0.0	0	0.0	0	0.0
Mean	3.46		3.26		3.46		3.30		3.33		3.17		3.56		3.00	
SD	1.19		0.96		1.21		0.96		0.52		0.98		1.21		0.89	

Table 45 (continued)

Item 7. Attending professional meetings at the local, state, and national levels.

Amount of Time	All Groups				Teachers				Principals				Officials			
	Actual		Ideal		Actual		Ideal		Actual		Ideal		Actual		Ideal	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1. Substantial	27	16.9	31	19.0	22	15.9	28	19.9	1	16.7	0	0.0	4	25.0	3	18.8
2. Considerable	43	26.9	47	28.8	36	26.1	39	27.7	2	33.3	3	50.0	5	31.3	5	31.3
3. Moderate	53	33.1	55	33.7	47	34.1	48	34.0	2	33.3	2	33.3	4	25.0	5	31.3
4. Some	34	21.3	28	17.2	30	21.7	24	17.0	1	16.7	1	16.7	3	18.8	3	18.8
5. None	3	1.9	2	1.2	3	2.2	2	1.4	0	0.0	0	0.0	0	0.0	0	0.0
Total	160	100.0	163	100.0	138	100.0	141	100.0	6	100.0	6	100.0	16	100.0	16	100.0
No response	6	3.6	3	1.8	6	4.2	3	2.1	0	0.0	0	0.0	0	0.0	0	0.0
Mean	2.64		2.53		2.68		2.53		2.50		2.67		2.38		2.50	
SD	1.05		1.03		1.05		1.04		1:05		0.82		1.09		1.03	

Table 45 (continued)

Item 8. Participating actively in providing and organizing on-the-job training for staff.

Amount of Time	All Groups				Teachers				Principals				Officials			
	Actual		Ideal		Actual		Ideal		Actual		Ideal		Actual		Ideal	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1. Substantial	16	10.2	28	17.4	14	10.4	26	18.7	0	0.0	1	16.7	2	12.5	1	6.3
2. Considerable	17	10.8	43	26.7	12	8.9	36	25.9	2	33.3	2	33.3	3	18.8	5	31.3
3. Moderate	26	16.6	46	28.6	23	17.0	39	28.1	0	0.0	0	0.0	3	18.8	7	43.8
4. Some	48	30.6	29	18.0	42	31.1	25	18.0	1	16.7	3	50.0	5	31.3	1	6.3
5. None	50	31.8	15	9.3	44	32.6	13	9.4	3	50.0	0	0.0	3	18.8	2	12.5
Total	157	100.0	161	100.0	135	100.0	139	100.0	6	100.0	6	100.0	16	100.0	16	100.0
No response	9	5.4	5	3.0	9	6.3	5	3.5	0	0.0	0	0.0	0	0.0	0	0.0
Mean	3.63		2.75		3.67		2.73		3.83		2.83		3.25		2.88	
SD	1.31		1.21		1.30		1.23		1.47		1.33		1.34		1.09	

Table 45 (continued)

Item 9. Representing the individual interests of the staff to the appropriate higher authorities.

Amount of Time	All Groups				Teachers				Principals				Officials			
	Actual		Ideal		Actual		Ideal		Actual		Ideal		Actual		Ideal	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1. Substantial	24	15.4	45	27.6	20	14.9	42	29.8	2	33.3	2	33.3	2	12.5	1	6.3
2. Considerable	30	19.2	50	30.7	27	20.1	43	30.5	1	16.7	2	33.3	2	12.5	5	31.3
3. Moderate	58	37.2	42	25.8	47	35.1	34	24.1	3	50.0	1	16.7	8	50.0	7	43.8
4. Some	36	23.1	26	16.0	32	23.9	22	15.6	0	0.0	1	16.7	4	25.0	3	18.8
5. None	8	5.1	0	0.0	8	6.0	3	2.1	0	0.0	0	0.0	0	0.0	0	0.0
Total	156	100.0	163	100.0	134	100.0	141	100.0	6	100.0	6	100.0	16	100.0	16	100.0
No response	10	6.0	3	1.8	10	6.9	3	2.1	0	0.0	0	0.0	0	0.0	0	0.0
Mean	2.83		2.30		2.86		2.26		2.17		2.17		2.88		2.75	
SD	1.11		1.04		1.13		1.05		0.98		1.17		0.96		0.86	

Table 45 (continued)

Item 10. Actively supervising the maintenance of college grounds and plants.

Amount of Time	All Groups				Teachers				Principals				Officials			
	Actual		Ideal		Actual		Ideal		Actual		Ideal		Actual		Ideal	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1. Substantial	20	12.7	29	17.9	18	13.3	27	19.3	1	16.7	0	0.0	1	6.3	2	12.5
2. Considerable	25	15.9	26	16.0	21	15.6	22	15.7	1	16.7	1	16.7	3	18.8	3	18.8
3. Moderate	47	29.9	42	25.9	36	26.7	34	24.3	3	50.0	2	33.3	8	50.0	6	37.5
4. Some	44	28.0	41	25.3	40	29.6	35	25.0	1	16.7	2	33.3	3	18.8	4	25.0
5. None	21	13.4	24	14.8	20	14.8	22	15.7	0	0.0	1	16.7	1	6.3	1	6.3
Total	157	100.0	162	100.0	135	100.0	140	100.0	6	100.0	6	100.0	16	100.0	16	100.0
No response	9	5.4	4	2.4	9	6.3	4	2.8	0	0.0	0	0.0	0	0.0	0	0.0
Mean	3.13		3.03		3.17		3.02		2.67		3.50		3.00		2.94	
SD	1.22		1.32		1.25		1.35		1.03		1.05		0.97		1.12	

Table 45 (continued)

Item 11. Allocating staff teaching and administrative responsibilities.

	All Groups				Teachers				Principals				Officials			
	Actual		Ideal		Actual		Ideal		Actual		Ideal		Actual		Ideal	
Amount of Time	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1. Substantial	29	18.0	37	22.6	22	15.8	30	21.1	2	33.3	1	16.7	5	31.3	6	37.5
2. Considerable	51	31.7	53	32.3	45	32.4	46	32.4	2	33.3	2	33.3	4	25.0	5	31.3
3. Moderate	47	29.2	43	26.2	40	28.8	38	26.8	1	16.7	2	33.3	6	37.5	3	18.8
4. Some	29	18.0	27	16.5	27	19.4	24	16.9	1	16.7	1	16.7	1	6.3	2	12.5
5. None	5	3.1	4	2.4	5	3.6	4	2.8	0	0.0	0	0.0	0	0.0	0	0.0
Total	161	100.0	164	100.0	139	100.0	142	100.0	6	100.0	6	100.0	16	100.0	16	100.0
No response	5	3.0	2	1.2	5	3.5	2	1.4	0	0.0	0	0.0	0	0.0	0	0.0
Mean	2.57		2.44		2.63		2.48		2.17		2.50		2.19		2.06	
SD	1.08		1.08		1.08		1.09		1.17		1.05		0.98		1.06	

Table 45 (continued)

Item 12. Introducing new and challenging ideas relative to the improvement of teaching methods.

Amount of Time	All Groups				Teachers				Principals				Officials			
	Actual		Ideal		Actual		Ideal		Actual		Ideal		Actual		Ideal	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1. Substantial	14	8.8	29	17.9	11	8.0	24	17.1	1	16.7	1	16.7	2	12.5	4	25.0
2. Considerable	21	13.1	45	27.8	11	8.0	35	25.0	2	33.3	3	50.0	8	50.0	7	43.8
3. Moderate	35	21.9	59	36.4	33	23.9	55	39.3	1	16.7	1	16.7	1	6.3	3	18.8
4. Some	40	25.0	22	13.6	36	26.1	19	13.6	1	16.7	1	16.7	3	18.8	2	12.5
5. None	50	31.3	7	4.3	47	34.1	7	5.0	1	16.7	0	0.0	2	12.5	0	0.0
Total	160	100.0	162	100.0	138	100.0	140	100.0	6	100.0	6	100.0	16	100.0	16	100.0
No response	6	3.6	4	2.4	6	4.2	4	2.8	0	0.0	0	0.0	0	0.0	0	0.0
Mean	3.57		2.59		3.70		2.64		2.83		2.33		2.69		2.19	
SD	1.29		1.07		1.24		1.07		1.47		1.03		1.30		0.98	

Table 45 (continued)

Item 13. Interpreting State and/or National curriculum and instructional regulations and guidelines.

Amount of Time	All Groups				Teachers				Principals				Officials			
	Actual		Ideal		Actual		Ideal		Actual		Ideal		Actual		Ideal	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1. Substantial	19	12.1	21	13.1	16	11.9	18	13.0	1	16.7	0	0.0	2	12.5	3	18.8
2. Considerable	23	14.6	49	30.6	15	11.1	39	28.3	4	66.7	3	50.0	4	25.0	7	62.5
3. Moderate	48	30.6	63	39.4	40	29.6	58	42.0	0	0.0	1	16.7	8	50.0	4	25.0
4. Some	44	28.0	22	13.8	42	31.1	19	13.8	0	0.0	1	16.7	2	12.5	2	12.5
5. None	23	14.6	5	3.1	22	16.3	4	2.8	1	16.7	1	16.7	0	0.0	0	0.0
Total	157	100.0	160	100.0	135	100.0	138	100.0	6	100.0	6	100.0	16	100.0	16	100.0
No response	9	5.4	6	3.6	9	6.3	6	4.2	0	0.0	0	0.0	0	0.0	0	0.0
Mean	3.19		2.63		3.29		2.65		2.33		3.00		2.63		2.31	
SD	1.21		0.98		1.22		0.97		1.37		1.27		0.89		0.95	

Table 45 (continued)

Item 14. Active membership in community-service-minded organizations like the Red Cross and the Scout Movement.

Amount of Time	All Groups				Teachers				Principals				Officials			
	Actual		Ideal		Actual		Ideal		Actual		Ideal		Actual		Ideal	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1. Substantial	2	1.3	3	1.9	2	1.5	3	2.2	0	0.0	0	0.0	0	0.0	0	0.0
2. Considerable	8	5.1	9	5.6	7	5.2	7	5.1	0	0.0	0	0.0	1	6.3	2	12.5
3. Moderate	14	9.0	53	33.1	11	8.2	46	33.3	1	16.7	2	33.3	2	12.5	5	31.3
4. Some	48	30.8	64	40.0	37	27.6	54	39.1	2	33.3	4	66.7	9	56.3	6	37.5
5. None	84	53.8	31	19.4	77	57.5	28	20.3	3	50.0	0	0.0	4	25.0	3	18.8
Total	156	100.0	160	100.0	134	100.0	138	100.0	6	100.0	6	100.0	16	100.0	16	100.0
No response	10	6.0	6	3.6	10	6.9	6	4.2	0	0.0	0	0.0	0	0.0	0	0.0
Mean	4.31		3.69		4.34		3.70		4.33		3.67		4.00		3.63	
SD	0.93		0.91		0.94		0.92		0.82		0.52		0.82		0.96	

Table 45 (continued)

Item 15. Keeping in his office accurate and up-to-date records on all the students.

Amount of Time	All Groups				Teachers				Principals				Officials			
	Actual		Ideal		Actual		Ideal		Actual		Ideal		Actual		Ideal	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1. Substantial	49	31.8	53	32.7	43	32.3	47	33.6	3	50.0	2	33.3	3	20.0	4	25.0
2. Considerable	37	24.0	38	23.5	31	23.3	35	25.0	1	16.7	0	0.0	5	33.3	3	18.8
3. Moderate	30	19.5	33	20.4	25	18.8	27	19.3	0	0.0	2	33.3	5	33.3	4	18.8
4. Some	31	20.1	28	17.3	27	20.3	23	16.4	2	33.3	1	16.7	2	13.3	4	25.0
5. None	7	4.5	10	6.2	7	5.3	8	5.7	0	0.0	1	16.7	0	0.0	1	6.3
Total	154	100.0	162	100.0	133	100.0	140	100.0	6	100.0	6	100.0	15	100.0	16	100.0
No response	12	7.2	4	2.4	11	7.6	4	2.8	0	0.0	0	0.0	1	6.3	0	0.0
Mean	2.42		2.41		2.43		2.36		2.17		2.83		2.40		2.69	
SD	1.25		1.27		1.28		1.26		1.47		1.60		0.99		1.30	

Table 45 (continued)

Item 16. Teaching classes in the college on a regular basis.

Amount of Time	All Groups				Teachers				Principals				Officials			
	Actual		Ideal		Actual		Ideal		Actual		Ideal		Actual		Ideal	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1. Substantial	6	3.8	3	1.9	5	3.6	3	2.2	1	16.7	0	0.0	0	0.0	0	0.0
2. Considerable	14	8.8	12	7.5	13	9.5	9	6.6	0	0.0	0	0.0	1	6.3	3	18.8
3. Moderate	18	11.3	32	20.1	14	10.2	24	17.5	1	16.7	2	33.3	3	18.8	6	37.5
4. Some	49	30.8	71	44.7	39	28.5	65	47.4	2	33.3	3	50.0	8	50.0	3	18.8
5. None	72	45.3	41	25.8	66	48.2	36	26.3	2	33.3	1	16.7	4	25.0	4	25.0
Total	159	100.0	159	100.0	137	100.0	137	100.0	6	100.0	6	100.0	16	100.0	16	100.0
No response	7	4.2	7	4.2	7	4.9	7	4.9	0	0.0	0	0.0	0	0.0	0	0.0
Mean	4.05		3.85		4.08		3.89		3.67		3.83		3.94		3.50	
SD	1.12		0.96		1.14		0.95		1.51		0.75		0.85		1.10	

Table 45 (continued)

Item 17. Participating and having major influence in the process of filling vacant teaching posts in the college.

Amount of Time	All Groups				Teachers				Principals				Officials			
	Actual		Ideal		Actual		Ideal		Actual		Ideal		Actual		Ideal	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1. Substantial	30	18.8	58	35.8	26	18.8	50	35.7	2	33.3	2	33.3	2	12.5	6	37.5
2. Considerable	53	33.1	46	28.4	42	30.4	38	27.1	3	50.0	2	33.3	8	50.0	6	37.5
3. Moderate	37	23.1	35	21.6	35	25.4	31	22.1	0	0.0	1	16.7	2	12.5	3	18.8
4. Some	26	16.3	21	13.0	23	16.7	19	13.6	0	0.0	1	16.7	3	18.8	1	6.3
5. None	14	8.8	2	1.2	12	8.7	2	1.4	1	16.7	0	0.0	1	6.3	0	0.0
Total	160	100.0	162	100.0	138	100.0	140	100.0	6	100.0	6	100.0	16	100.0	16	100.0
No response	6	3.6	4	2.4	6	4.2	4	2.8	0	0.0	0	0.0	0	0.0	0	0.0
Mean	2.63		2.15		2.66		2.18		2.17		2.17		2.56		1.94	
SD	1.21		1.09		1.21		1.11		1.47		1.17		1.15		0.93	

Table 45 (continued)

Item 18. Formulating policies regarding changing content of ATCs at the local, state, and national levels.

Amount of Time	All Groups				Teachers				Principals				Officials			
	Actual		Ideal		Actual		Ideal		Actual		Ideal		Actual		Ideal	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1. Substantial	16	10.6	45	28.1	12	9.2	39	28.3	1	16.7	1	16.7	3	20.0	5	31.3
2. Considerable	29	19.2	56	35.0	24	18.5	46	33.3	1	16.7	2	33.3	4	26.7	8	50.0
3. Moderate	47	31.1	37	23.1	41	31.5	33	23.9	3	50.0	2	33.3	3	20.0	2	12.5
4. Some	40	26.5	19	11.9	36	27.7	17	12.3	0	0.0	1	16.7	4	26.7	1	6.3
5. None	19	12.6	3	1.9	17	13.1	3	2.2	1	16.7	0	0.0	1	6.7	0	0.0
Total	151	100.0	160	100.0	130	100.0	138	100.0	6	100.0	6	100.0	15	100.0	16	100.0
No response	15	9.0	6	3.6	14	9.7	6	4.2	0	0.0	0	0.0	1	6.3	0	0.0
Mean	3.11		2.24		3.17		2.27		2.83		2.50		2.73		1.94	
SD	1.18		1.05		1.16		1.07		1.33		1.05		1.28		0.85	

Table 45 (continued)

Item 19. Providing guidance and counseling services for students.

Amount of Time	All Groups				Teachers				Principals				Officials			
	Actual		Ideal		Actual		Ideal		Actual		Ideal		Actual		Ideal	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1. Substantial	13	8.2	24	14.9	11	8.0	21	15.1	1	16.7	1	16.7	1	6.3	2	12.5
2. Considerable	24	15.1	37	23.0	22	16.1	32	23.0	1	16.7	1	16.7	1	6.3	4	25.0
3. Moderate	43	27.0	60	37.3	35	25.5	52	37.4	1	16.7	2	33.3	7	43.8	6	37.5
4. Some	52	32.7	32	19.9	42	30.7	27	19.4	3	50.0	2	33.3	7	43.8	3	18.8
5. None	27	17.0	8	5.0	27	19.7	7	5.0	0	0.0	0	0.0	0	0.0	1	6.3
Total	159	100.0	161	100.0	137	100.0	139	100.0	6	100.0	6	100.0	16	100.0	16	100.0
No response	7	4.2	5	3.0	7	4.9	5	3.5	0	0.0	0	0.0	0	0.0	0	0.0
Mean	3.35		2.77		3.38		2.76		3.00		2.83		3.25		2.81	
SD	1.17		1.09		1.20		1.09		1.27		1.17		0.86		1.11	

Table 45 (continued)

Item 20. Assuming responsibility for the safety and proper upkeep of school plant and equipment.

	All Groups				Teachers				Principals				Officials			
	Actual		Ideal		Actual		Ideal		Actual		Ideal		Actual		Ideal	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1. Substantial	24	15.3	24	14.9	22	16.3	21	15.1	0	0.0	1	16.7	2	12.5	2	12.5
2. Considerable	44	28.0	30	18.6	36	26.7	25	18.0	3	50.0	1	16.7	5	31.3	4	25.0
3. Moderate	37	23.6	47	29.2	34	25.2	40	28.8	1	16.7	2	33.3	2	12.5	5	31.3
4. Some	40	25.5	43	26.7	32	23.7	39	28.1	2	33.3	1	16.7	6	37.5	3	18.8
5. None	12	7.6	17	10.6	11	8.1	14	10.1	0	0.0	1	16.7	1	6.3	2	12.5
Total	157	100.0	161	100.0	135	100.0	139	100.0	6	100.0	6	100.0	16	100.0	16	100.0
No response	9	5.4	5	3.0	9	6.3	5	3.5	0	0.0	0	0.0	0	0.0	0	0.0
Mean	2.82		2.99		2.81		3.00		2.83		3.00		2.94		2.94	
SD	1.20		1.22		1.21		1.22		0.98		1.41		1.24		1.24	

Table 45 (continued)

Item 21. Involving teachers actively in **decision making** concerning the curriculum.

Amount of Time	All Groups				Teachers				Principals				Officials			
	Actual		Ideal		Actual		Ideal		Actual		Ideal		Actual		Ideal	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1. Substantial	25	15.8	63	38.7	19	14.0	54	38.3	2	33.3	2	33.3	4	25.0	7	43.8
2. Considerable	51	32.3	51	31.3	44	32.4	43	30.5	1	16.7	2	33.3	6	37.5	6	37.5
3. Moderate	41	25.9	34	20.9	34	25.0	31	22.0	2	33.3	1	16.7	5	31.3	2	12.5
4. Some	30	19.0	14	8.6	28	20.6	12	8.5	1	16.7	1	16.7	1	6.3	1	6.3
5. None	11	7.0	1	0.6	11	8.1	1	0.7	0	0.0	0	0.0	0	0.0	0	0.0
Total	158	100.0	163	100.0	136	100.0	141	100.0	6	100.0	6	100.0	16	100.0	16	100.0
No response	8	4.8	3	1.8	8	5.6	3	2.1	0	0.0	0	0.0	0	0.0	0	0.0
Mean	2.69		2.01		2.77		2.03		2.33		2.17		2.19		1.81	
SD	1.16		1.00		1.17		1.01		1.21		1.17		0.91		0.91	

Table 45 (continued)

Item 22. Maintaining school discipline by working with individual students.

Amount of Time	All Groups				Teachers				Principals				Officials			
	Actual		Ideal		Actual		Ideal		Actual		Ideal		Actual		Ideal	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1. Substantial	15	9.7	16	9.9	10	7.6	13	9.4	1	16.7	1	16.7	4	25.0	2	12.5
2. Considerable	25	16.2	31	19.3	21	15.9	27	19.4	2	33.3	1	16.7	2	12.5	3	18.8
3. Moderate	43	27.9	61	37.9	38	28.8	51	36.7	0	0.0	2	33.3	5	31.3	8	50.0
4. Some	56	36.4	47	29.2	48	36.4	43	30.9	3	50.0	2	33.3	5	31.3	2	12.5
5. None	15	9.7	6	3.7	15	11.4	5	3.6	0	0.0	0	0.0	0	0.0	1	6.3
Total	154	100.0	161	100.0	132	100.0	139	100.0	6	100.0	6	100.0	16	100.0	16	100.0
No response	12	7.2	5	3.0	12	8.3	5	3.5	0	0.0	0	0.0	0	0.0	0	0.0
Mean	3.20		2.98		3.28		3.00		2.83		2.83		2.69		2.81	
SD	1.13		1.02		1.10		1.01		1.33		1.17		1.20		1.05	

Table 45 (continued)

Item 23. Planning and holding faculty meetings and head of department meetings regarding administrative arrangements.

Amount of Time	All Groups				Teachers				Principals				Officials			
	Actual		Ideal		Actual		Ideal		Actual		Ideal		Actual		Ideal	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1. Substantial	48	29.6	60	36.6	39	27.7	53	37.3	3	50.0	2	33.3	6	37.5	5	31.3
2. Considerable	38	23.5	48	29.3	32	22.7	40	28.2	1	20.0	3	50.0	5	31.3	5	31.3
3. Moderate	43	26.5	42	25.6	38	27.0	37	26.1	1	20.0	1	16.7	4	25.0	4	25.0
4. Some	26	16.0	14	8.5	25	17.7	12	8.5	0	0.0	0	0.0	1	6.3	2	12.5
5. None	7	4.3	0	0.0	7	5.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Total	162	100.0	164	100.0	141	100.0	142	100.0	5	100.0	6	100.0	16	100.0	16	100.0
No response	4	2.4	2	1.2	3	2.1	2	1.4	1	16.7	0	0.0	0	0.0	0	0.0
Mean	2.42		2.06		2.50		2.06		1.60		1.83		2.00		2.19	
SD	1.19		0.98		1.21		0.99		0.89		0.75		0.97		1.05	

Table 45 (continued)

Item 24. Engaging in activities designed to procure adequate human and material resources necessary for program implementation and growth.

	All Groups				Teachers				Principals				Officials			
	Actual		Ideal		Actual		Ideal		Actual		Ideal		Actual		Ideal	
Amount of Time	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1. Substantial	23	14.8	41	25.5	16	11.9	32	23.0	2	40.0	3	50.0	5	31.3	6	37.5
2. Considerable	26	16.8	51	31.7	22	16.4	44	31.7	1	20.0	1	16.7	3	18.8	6	37.5
3. Moderate	48	31.0	45	28.0	41	30.6	41	29.5	2	40.0	1	16.7	5	31.3	3	18.8
4. Some	42	27.1	20	12.4	39	29.1	18	12.9	0	0.0	1	16.7	3	18.8	1	6.3
5. None	16	10.3	4	2.5	16	11.9	4	2.9	0	0.0	0	0.0	0	0.0	0	0.0
Total	155	100.0	161	100.0	134	100.0	139	100.0	5	100.0	6	100.0	16	100.0	16	100.0
No response	11	6.6	5	3.0	10	6.9	5	3.5	1	16.7	0	0.0	0	0.0	0	0.0
Mean	3.01		2.35		3.13		2.41		2.00		2.00		2.38		1.94	
SD	1.21		1.07		1.19		1.07		1.00		1.27		1.15		0.93	

Table 45 (continued)

Item 25. Spending time during official working hours on office-based administrative duties.

	All Groups				Teachers				Principals				Officials			
	Actual		Ideal		Actual		Ideal		Actual		Ideal		Actual		Ideal	
Amount of Time	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1. Substantial	76	48.1	49	30.1	68	50.0	43	30.5	4	66.7	2	33.3	4	25.0	4	25.0
2. Considerable	51	32.3	50	30.7	40	29.4	47	33.3	2	33.3	1	16.7	9	56.3	2	12.5
3. Moderate	18	11.4	44	27.0	16	11.8	36	25.5	0	0.0	2	33.3	2	12.5	6	37.5
4. Some	13	8.2	19	11.7	12	8.8	14	9.9	0	0.0	1	16.7	1	6.3	4	25.0
5. None	0	0.0	1	0.6	0	0.0	1	0.7	0	0.0	0	0.0	0	0.0	0	0.0
Total	158	100.0	163	100.0	136	100.0	141	100.0	6	100.0	6	100.0	16	100.0	16	100.0
No response	8	4.8	3	1.8	8	5.6	3	2.1	0	0.0	0	0.0	0	0.0	0	0.0
Mean	1.80		2.22		1.79		2.17		1.33		2.33		2.00		2.63	
SD	0.94		1.03		0.97		1.00		0.52		1.21		0.82		1.15	

Table 45 (continued)

Item 26. Involving the staff in the processes of filling vacant teaching posts in the college.

Amount of Time	All Groups				Teachers				Principals				Officials			
	Actual		Ideal		Actual		Ideal		Actual		Ideal		Actual		Ideal	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1. Substantial	9	5.7	21	13.0	9	6.7	20	14.3	0	0.0	0	0.0	0	0.0	1	6.3
2. Considerable	22	14.0	44	27.2	18	33.3	41	29.3	1	16.7	0	0.0	3	18.8	3	18.8
3. Moderate	40	25.5	52	32.1	32	23.7	42	30.0	3	50.0	4	66.7	5	31.3	6	37.5
4. Some	43	27.4	34	21.0	37	27.4	29	20.7	0	0.0	1	16.7	6	37.5	4	25.0
5. None	43	27.4	11	6.8	39	28.9	8	5.7	2	33.3	1	16.7	2	12.5	2	12.5
Total	157	100.0	162	100.0	135	100.0	140	100.0	6	100.0	6	100.0	16	100.0	16	100.0
No response	9	5.4	4	2.4	9	6.3	4	2.8	0	0.0	0	0.0	0	0.0	0	0.0
Mean	3.57		2.82		3.59		2.74		3.50		3.50		3.44		3.19	
SD	1.19		1.12		1.22		1.12		1.23		0.84		0.96		1.11	

Table 45 (continued)

Item 27. Representing the collective interests of the staff to the appropriate higher authorities.

	All Groups				Teachers				Principals				Officials			
	Actual		Ideal		Actual		Ideal		Actual		Ideal		Actual		Ideal	
Amount of Time	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1. Substantial	34	21.5	71	44.4	30	22.1	64	46.4	2	33.3	1	16.7	2	12.5	6	37.5
2. Considerable	40	25.3	41	25.6	30	22.1	36	26.1	3	50.0	3	50.0	7	43.8	2	12.5
3. Moderate	47	29.7	34	21.3	42	30.9	29	21.0	0	0.0	1	16.7	5	31.3	4	25.0
4. Some	28	17.7	13	8.1	25	18.4	9	6.5	1	16.7	1	16.7	2	12.5	3	18.8
5. None	9	5.7	1	0.6	9	6.3	0	0.0	0	0.0	0	0.0	0	0.0	1	6.3
Total	158	100.0	160	100.0	136	100.0	138	100.0	6	100.0	6	100.0	16	100.0	16	100.0
No response	8	4.8	6	3.6	8	5.6	6	4.2	0	0.0	0	0.0	0	0.0	0	0.0
Mean	2.61		1.95		2.65		1.88		2.00		2.33		2.44		2.44	
SD	1.17		1.02		1.20		0.96		1.10		1.03		0.89		1.37	

Table 45 (continued)

Item 28. Stimulating classroom experiments, action research projects, etc.

Amount of Time	All Groups				Teachers				Principals				Officials			
	Actual		Ideal		Actual		Ideal		Actual		Ideal		Actual		Ideal	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1. Substantial	12	7.8	29	18.4	7	5.3	20	14.7	0	0.0	3	50.0	5	31.3	6	37.5
2. Considerable	16	10.5	43	27.2	13	9.9	37	27.2	0	0.0	1	16.7	3	18.8	5	31.3
3. Moderate	34	22.2	37	23.4	26	19.8	35	25.7	4	66.7	0	0.0	4	25.0	2	12.5
4. Some	44	28.8	39	24.7	38	29.0	34	25.0	2	33.3	2	33.3	4	25.0	3	18.8
5. None	47	30.7	10	6.3	47	35.9	10	7.4	0	0.0	0	0.0	0	0.0	0	0.0
Total	153	100.0	158	100.0	131	100.0	136	100.0	6	100.0	6	100.0	16	100.0	16	100.0
No response	13	7.8	8	4.8	13	9.0	8	5.6	0	0.0	0	0.0	0	0.0	0	0.0
Mean	3.64		2.73		3.80		2.83		3.33		2.17		2.44		2.13	
SD	1.24		1.20		1.19		1.18		0.52		1.47		1.21		1.15	

Table 45 (continued)

Item 29. Attending to staff welfare and personal problems.

Amount of Time	All Groups				Teachers				Principals				Officials			
	Actual		Ideal		Actual		Ideal		Actual		Ideal		Actual		Ideal	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1. Substantial	27	16.7	50	31.1	22	15.7	45	32.1	2	33.3	1	16.7	3	18.8	4	26.7
2. Considerable	36	22.2	43	26.7	31	22.1	38	27.1	2	33.3	2	33.3	3	18.8	3	20.0
3. Moderate	55	34.0	48	29.8	46	32.9	42	30.0	1	16.7	1	16.7	8	50.0	5	33.3
4. Some	33	20.4	19	11.8	30	21.4	14	10.0	1	16.7	2	33.3	2	12.5	3	20.0
5. None	11	6.8	1	0.6	11	7.9	1	0.7	0	0.0	0	0.0	0	0.0	0	0.0
Total	162	100.0	161	100.0	140	100.0	140	100.0	6	100.0	6	100.0	16	100.0	15	100.0
No response	4	2.4	5	3.0	4	2.8	4	2.8	0	0.0	0	0.0	0	0.0	1	6.3
Mean	2.78		2.24		2.84		2.20		2.17		2.67		2.56		2.47	
SD	1.15		1.04		1.17		1.03		1.17		1.21		0.96		1.13	

Table 45 (continued)

Item 30. Working with teachers in diagnosing student learning difficulties.

Amount of Time	All Groups				Teachers				Principals				Officials			
	Actual		Ideal		Actual		Ideal		Actual		Ideal		Actual		Ideal	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1. Substantial	10	6.3	26	16.3	7	5.1	23	16.7	0	0.0	0	0.0	3	18.8	3	18.8
2. Considerable	21	13.3	46	28.8	19	14.0	37	26.8	0	0.0	3	50.0	2	12.5	6	37.5
3. Moderate	35	22.2	46	28.8	28	20.6	41	29.7	2	33.3	1	16.7	5	31.3	4	25.0
4. Some	45	28.5	35	21.9	37	27.2	30	21.7	3	50.1	2	33.3	5	31.3	3	18.8
5. None	47	29.7	7	4.4	45	33.1	7	5.1	1	16.7	0	0.0	1	6.3	0	0.0
Total	158	100.0	160	100.0	136	100.0	138	100.0	6	100.0	6	100.0	16	100.0	16	100.0
No response	8	4.8	6	3.6	8	5.6	6	4.2	0	0.0	0	0.0	0	0.0	0	0.0
Mean	3.62		2.69		3.69		2.72		3.83		2.83		2.94		2.44	
SD	1.22		1.12		1.21		1.13		0.75		0.98		1.24		1.03	

Table 45 (continued)

Item 31. Attending to proper use and maintenance of college equipment.

Amount of Time	All Groups				Teachers				Principals				Officials			
	Actual		Ideal		Actual		Ideal		Actual		Ideal		Actual		Ideal	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1. Substantial	18	11.3	23	14.0	16	11.7	21	14.8	0	0.0	0	0.0	2	12.5	2	12.5
2. Considerable	37	23.3	38	23.2	30	21.9	34	23.9	3	50.0	1	16.7	4	25.0	3	18.8
3. Moderate	52	32.7	52	31.7	47	34.3	44	31.0	1	16.7	2	33.3	4	25.0	6	37.5
4. Some	38	23.9	41	25.0	32	23.4	35	24.6	1	16.7	3	50.0	5	31.3	3	18.8
5. None	14	8.8	10	6.1	12	8.8	8	5.6	1	16.7	0	0.0	1	6.3	2	12.5
Total	159	100.0	164	100.0	137	100.0	142	100.0	6	100.0	6	100.0	16	100.0	16	100.0
No response	7	4.2	2	1.2	7	4.9	2	1.4	0	0.0	0	0.0	0	0.0	0	0.0
Mean	2.96		2.86		2.96		2.82		3.00		3.33		2.94		3.00	
SD	1.13		1.13		1.13		1.13		1.27		0.82		1.18		1.21	

Table 45 (continued)

Item 32. Preparing and administering the school's annual budget.

Amount of Time	All Groups				Teachers				Principals				Officials			
	Actual		Ideal		Actual		Ideal		Actual		Ideal		Actual		Ideal	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1. Substantial	63	41.2	74	45.7	51	38.9	63	45.0	4	66.7	4	66.7	8	50.0	7	43.8
2. Considerable	51	33.3	47	29.0	45	34.4	43	30.7	1	16.7	0	0.0	5	31.3	4	25.0
3. Moderate	27	17.6	27	16.7	23	17.6	21	15.0	1	16.7	2	33.3	3	18.8	4	25.0
4. Some	10	6.5	9	5.6	10	7.6	8	5.7	0	0.0	0	0.0	0	0.0	1	6.3
5. None	2	1.3	5	3.1	2	1.5	5	3.6	0	0.0	0	0.0	0	0.0	0	0.0
Total	153	100.0	162	100.0	131	100.0	140	100.0	6	100.0	6	100.0	16	100.0	16	100.0
No response	13	7.8	4	2.4	13	9.0	4	2.8	0	0.0	0	0.0	0	0.0	0	0.0
Mean	1.94		1.91		1.99		1.92		1.50		1.67		1.69		1.94	
SD	0.99		1.06		1.01		1.07		0.84		1.03		0.79		0.10	

Table 45 (continued)

Item 34. Supervising student catering services.

Amount of Time	All Groups				Teachers				Principals				Officials			
	Actual		Ideal		Actual		Ideal		Actual		Ideal		Actual		Ideal	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1. Substantial	11	7.4	15	9.5	8	6.3	14	10.3	2	40.0	0	0.0	1	6.3	1	6.3
2. Considerable	30	20.1	33	20.9	26	20.3	30	22.1	0	0.0	0	0.0	4	25.0	3	18.8
3. Moderate	51	34.2	42	26.6	46	35.9	36	26.5	0	0.0	1	16.7	5	31.3	5	31.3
4. Some	44	29.5	46	29.1	39	30.5	38	27.9	2	40.0	4	66.7	3	18.8	4	25.0
5. None	13	8.7	22	13.9	9	7.0	18	13.2	1	20.0	1	16.7	3	18.8	3	18.8
Total	149	100.0	158	100.0	128	100.0	136	100.0	5	100.0	6	100.0	16	100.0	16	100.0
No response	17	10.2	8	4.8	16	11.1	8	5.6	1	16.7	0	0.0	0	0.0	0	0.0
Mean	3.12		3.17		3.12		3.12		3.00		4.00		3.19		3.31	
SD	1.07		1.19		1.02		1.20		1.87		0.63		1.22		1.20	

Table 45 (continued)

Item 35. Conducting demonstration lessons for teachers.

Amount of Time	All Groups				Teachers				Principals				Officials			
	Actual		Ideal		Actual		Ideal		Actual		Ideal		Actual		Ideal	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1. Substantial	3	1.9	8	5.0	3	2.2	7	5.1	0	0.0	0	0.0	0	0.0	1	6.3
2. Considerable	5	3.2	17	10.7	4	3.0	13	9.5	0	0.0	1	16.7	1	6.3	3	18.8
3. Moderate	9	5.7	41	25.8	6	4.4	34	24.8	0	0.0	2	33.3	3	18.8	5	31.3
4. Some	35	22.3	46	28.9	26	19.3	42	30.7	3	50.0	2	33.3	6	37.5	2	12.5
5. None	105	66.9	47	29.6	96	71.1	41	29.9	3	50.0	1	16.7	6	37.5	5	31.3
Total	157	100.0	159	100.0	135	100.0	137	100.0	6	100.0	6	100.0	16	100.0	16	100.0
No response	9	5.4	7	4.2	9	6.3	7	4.9	0	0.0	0	0.0	0	0.0	0	0.0
Mean	4.49		3.67		4.54		3.71		4.50		3.50		4.06		3.44	
SD	0.89		1.16		0.89		1.15		0.55		1.05		0.93		1.32	

Table 45 (continued)

Item 36. Maintaining and upholding staff morale.

Amount of Time	All Groups				Teachers				Principals				Officials			
	Actual		Ideal		Actual		Ideal		Actual		Ideal		Actual		Ideal	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1. Substantial	18	11.3	45	27.8	12	8.8	38	27.1	2	33.3	2	33.3	4	25.0	5	31.3
2. Considerable	19	11.9	53	32.7	13	9.5	47	33.6	1	16.7	1	16.7	5	31.3	5	31.3
3. Moderate	55	34.6	41	25.3	46	33.6	34	24.3	3	50.0	2	33.3	6	37.5	5	31.3
4. Some	41	25.8	22	13.6	40	29.2	20	14.3	0	0.0	1	16.7	1	6.3	1	6.3
5. None	26	16.4	1	0.6	26	19.0	1	0.7	0	0.0	0	0.0	0	0.0	0	0.0
Total	159	100.0	162	100.0	137	100.0	140	100.0	6	100.0	6	100.0	16	100.0	16	100.0
No response	7	4.2	4	2.4	7	4.9	4	2.8	0	0.0	0	0.0	0	0.0	0	0.0
Mean	3.24		2.27		3.40		2.28		2.17		2.33		2.25		2.13	
SD	1.20		1.03		1.16		1.04		0.98		1.21		0.93		0.96	

Table 45 (continued)

Item 37. Keeping the public regularly **informed about what** goes on in the college.

Amount of Time	All Groups				Teachers				Principals				Officials			
	Actual		Ideal		Actual		Ideal		Actual		Ideal		Actual		Ideal	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1. Substantial	12	7.5	22	13.7	9	6.6	17	12.2	0	0.0	1	16.7	3	18.8	4	25.0
2. Considerable	23	14.5	30	18.6	19	13.9	26	18.7	2	33.3	1	16.7	2	12.5	3	18.8
3. Moderate	27	17.0	64	39.8	23	16.8	58	41.7	2	33.3	2	33.3	2	12.5	4	25.0
4. Some	63	39.6	40	24.8	55	40.1	33	23.7	1	16.7	2	33.3	7	43.8	5	31.3
5. None	34	21.4	5	3.1	31	22.6	5	3.6	1	16.7	0	0.0	2	12.5	0	0.0
Total	159	100.0	161	100.0	137	100.0	139	100.0	6	100.0	6	100.0	16	100.0	16	100.0
No response	7	4.2	5	3.0	7	4.9	5	3.5	0	0.0	0	0.0	0	0.0	0	0.0
Mean	3.53		2.85		3.58		2.88		3.17		2.83		3.19		2.63	
SD	1.20		1.04		1.17		1.03		1.17		1.17		1.38		0.30	

Table 45 (continued)

Item 38. Working with staff in determining **school needs for** supplies and equipment.

Amount of Time	All Groups				Teachers				Principals				Officials			
	Actual		Ideal		Actual		Ideal		Actual		Ideal		Actual		Ideal	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1. Substantial	30	18.6	44	27.0	24	17.3	40	28.4	1	16.7	1	16.7	5	31.3	3	18.8
2. Considerable	42	26.1	63	38.7	33	23.7	51	36.2	3	50.0	4	66.7	6	37.5	8	50.0
3. Moderate	55	34.2	40	24.5	48	34.5	38	27.0	2	33.3	0	0.0	5	31.3	2	12.5
4. Some	26	16.1	16	9.8	26	18.7	12	8.5	0	0.0	1	16.7	0	0.0	3	18.8
5. None	8	5.0	0	0.0	8	5.8	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Total	161	100.0	163	100.0	139	100.0	141	100.0	6	100.0	6	100.0	16	100.0	16	100.0
No response	5	3.0	3	1.8	5	3.5	3	2.1	0	0.0	0	0.0	0	0.0	0	0.0
Mean	2.63		2.17		2.72		2.16		2.17		2.17		2.00		2.31	
SD	1.11		0.94		1.13		0.94		0.75		0.98		0.82		1.01	

Table 45 (continued)

Item 39. Promoting student health and welfare.

	All Groups				Teachers				Principals				Officials			
	Actual		Ideal		Actual		Ideal		Actual		Ideal		Actual		Ideal	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1. Substantial	17	10.8	31	19.1	13	9.6	27	19.3	0	0.0	0	0.0	4	25.0	4	25.0
2. Considerable	46	29.1	61	37.7	37	27.2	52	37.1	2	33.3	2	33.3	7	43.8	7	43.8
3. Moderate	56	35.4	49	30.2	50	36.8	43	30.7	3	50.0	3	50.0	3	18.8	3	18.8
4. Some	32	20.3	20	12.3	29	21.3	17	12.1	1	16.7	1	16.7	2	12.5	2	12.5
5. None	7	4.4	1	0.6	7	5.1	1	0.7	0	0.0	0	0.0	0	0.0	0	0.0
Total	158	100.0	162	100.0	136	100.0	140	100.0	6	100.0	6	100.0	16	100.0	16	100.0
No response	8	4.8	4	2.4	8	5.6	4	2.8	0	0.0	0	0.0	0	0.0	0	0.0
Mean	2.79		2.38		2.85		2.38		2.83		2.83		2.19		2.19	
SD	1.03		0.95		1.03		0.96		0.75		0.75		0.98		0.98	

Table 45 (continued)

Item 40. Assuming responsibility for the proper management of school finances.

Amount of Time	All Groups				Teachers				Principals				Officials			
	Actual		Ideal		Actual		Ideal		Actual		Ideal		Actual		Ideal	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1. Substantial	59	38.1	70	43.2	48	36.1	57	40.7	5	83.3	4	66.7	6	37.5	9	56.3
2. Considerable	47	30.3	50	30.9	37	27.8	46	32.9	1	16.7	1	16.7	9	56.3	3	18.8
3. Moderate	34	21.9	23	14.2	34	25.6	21	15.0	0	0.0	0	0.0	0	0.0	2	12.5
4. Some	10	6.5	13	8.0	9	6.8	11	7.9	0	0.0	1	16.7	1	6.3	1	6.3
5. None	5	3.2	6	3.7	5	3.8	5	3.6	0	0.0	0	0.0	0	0.0	1	6.3
Total	155	100.0	162	100.0	133	100.0	140	100.0	6	100.0	6	100.0	16	100.0	16	100.0
No response	11	6.6	4	2.4	11	7.6	4	2.8	0	0.0	0	0.0	0	0.0	0	0.0
Mean	2.07		1.98		2.14		2.01		1.17		1.67		1.75		1.88	
SD	1.07		1.11		1.10		1.10		0.41		1.21		0.78		1.26	

Table 45 (continued)

Item 41. Reporting to higher authorities on the status of college programs and activities.

Amount of Time	All Groups				Teachers				Principals				Officials			
	Actual		Ideal		Actual		Ideal		Actual		Ideal		Actual		Ideal	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1. Substantial	32	20.5	52	32.1	24	17.9	44	31.4	3	50.0	2	33.3	5	31.3	6	37.5
2. Considerable	56	35.9	52	32.1	49	36.6	46	32.9	1	16.7	1	16.7	6	37.5	5	31.3
3. Moderate	44	28.2	39	24.1	39	29.1	36	25.7	1	16.7	1	16.7	4	25.0	2	12.5
4. Some	21	13.5	19	11.7	19	14.2	14	10.0	1	16.7	2	33.3	1	6.3	3	18.8
5. None	3	1.9	0	0.0	3	2.2	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Total	156	100.0	162	100.0	134	100.0	140	100.0	6	100.0	6	100.0	16	100.0	16	100.0
No response	10	6.0	4	2.4	10	6.9	4	2.8	0	0.0	0	0.0	0	0.0	0	0.0
Mean	2.40		2.15		2.46		2.14		2.00		2.50		2.06		2.13	
SD	1.02		1.01		1.02		0.98		1.27		1.38		0.93		1.15	

Table 45 (continued)

Item 42. Holding consultations with parents or other citizens for advice on matters pertaining to the college programs.

Amount of Time	All Groups				Teachers				Principals				Officials			
	Actual		Ideal		Actual		Ideal		Actual		Ideal		Actual		Ideal	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1. Substantial	5	3.2	6	3.7	4	3.0	4	2.9	0	0.0	0	0.0	1	6.3	2	12.5
2. Considerable	11	7.1	26	16.1	8	6.0	22	15.8	1	16.7	1	16.7	2	12.5	3	18.8
3. Moderate	22	14.2	56	34.8	17	12.8	49	35.3	1	16.7	1	16.7	4	25.0	6	37.5
4. Some	60	38.7	52	32.3	51	38.3	45	32.4	2	33.3	3	50.0	7	43.8	4	25.0
5. None	57	36.8	21	13.0	53	39.8	19	13.7	2	33.3	1	16.7	2	12.5	1	6.3
Total	155	100.0	161	100.0	133	100.0	139	100.0	6	100.0	6	100.0	16	100.0	16	100.0
No response	11	6.6	5	3.0	11	7.6	5	3.5	0	0.0	0	0.0	0	0.0	0	0.0
Mean	3.99		3.35		4.06		3.38		3.83		3.67		3.44		2.94	
SD	1.04		1.02		1.02		1.00		1.17		1.03		1.09		1.12	

Table 45 (continued)

Item 43. Ordering and purchasing supplies and equipment.

Amount of Time	All Groups				Teachers				Principals				Officials			
	Actual		Ideal		Actual		Ideal		Actual		Ideal		Actual		Ideal	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1. Substantial	35	21.7	28	17.2	33	23.7	26	18.4	1	16.7	0	0.0	1	6.3	2	12.5
2. Considerable	42	26.1	31	19.0	33	23.7	24	17.0	4	66.7	3	50.0	5	31.3	4	25.0
3. Moderate	53	32.9	50	30.7	44	31.7	46	32.6	1	16.7	1	16.7	8	50.0	3	18.8
4. Some	23	14.3	37	22.7	22	15.8	30	21.3	0	0.0	2	33.3	1	6.3	5	31.3
5. None	8	5.0	17	10.4	7	5.0	15	10.6	0	0.0	0	0.0	1	6.3	2	12.5
Total	161	100.0	163	100.0	139	100.0	141	100.0	6	100.0	6	100.0	16	100.0	16	100.0
No response	5	3.0	3	1.8	5	3.5	3	2.1	0	0.0	0	0.0	0	0.0	0	0.0
Mean	2.55		2.90		2.55		2.89		2.00		2.83		2.75		3.06	
SD	1.13		1.23		1.16		1.24		0.63		0.98		0.93		1.29	

Table 45 (continued)

Item 44. Communicating with staff to make individual and group assignments and responsibilities clear.

	All Groups				Teachers				Principals				Officials			
	Actual		Ideal		Actual		Ideal		Actual		Ideal		Actual		Ideal	
Amount of Time	N															
1. Substantial	24	14.9	35	21.5	20	14.4	29	20.6	0	0.0	2	33.3	4	25.0	4	25.0
2. Considerable	33	20.5	46	28.2	26	18.7	38	27.0	4	66.7	1	16.7	3	18.8	7	43.8
3. Moderate	56	34.8	61	37.4	49	35.3	55	39.0	0	0.0	2	33.3	7	43.8	4	25.0
4. Some	31	19.3	18	11.0	27	19.4	16	11.3	2	33.3	1	16.7	2	12.5	1	6.3
5. None	17	10.6	3	1.8	17	12.2	3	2.1	0	0.0	0	0.0	0	0.0	0	0.0
Total	161	100.0	163	100.0	139	100.0	141	100.0	6	100.0	6	100.0	16	100.0	16	100.0
No response	5	3.0	3	1.8	5	3.5	3	2.1	0	0.0	0	0.0	0	0.0	0	0.0
Mean	2.90		2.44		2.96		2.48		2.67		2.33		2.44		2.13	
SD	1.19		1.01		1.21		1.01		1.03		1.21		1.03		0.89	

Table 45 (continued)

Item 45. Involving curriculum experts and other resource people to work with him and with the school staff in improving the curriculum.

	All Groups				Teachers				Principals				Officials			
	Actual		Ideal		Actual		Ideal		Actual		Ideal		Actual		Ideal	
Amount of Time	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1. Substantial	7	4.5	30	18.8	5	3.8	25	18.1	0	0.0	0	0.0	2	12.5	5	31.3
2. Considerable	20	12.9	51	31.9	16	12.0	42	30.4	1	16.7	3	50.0	3	18.8	6	37.5
3. Moderate	31	20.0	41	25.6	23	17.3	37	26.8	2	33.3	1	16.7	6	37.5	3	18.8
4. Some	46	29.7	31	19.4	40	30.1	28	20.3	2	33.3	2	33.3	4	25.0	1	66.3
5. None	51	32.9	7	4.4	49	36.8	6	4.3	1	16.7	0	0.0	1	6.3	1	6.3
Total	155	100.0	160	100.0	133	100.0	138	100.0	6	100.0	6	100.0	16	100.0	16	100.0
No response	11	6.6	6	3.6	11	7.6	6	4.2	0	0.0	0	0.0	0	0.0	0	0.0
Mean	3.74		2.59		3.84		2.62		3.50		2.83		2.94		2.19	
SD	1.18		1.13		1.16		1.13		1.05		0.98		1.12		1.17	

Table 45 (continued)

Item 46. Involving staff in developing staff personnel policies within the college.

Amount of Time	All Groups				Teachers				Principals				Officials			
	Actual		Ideal		Actual		Ideal		Actual		Ideal		Actual		Ideal	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1. Substantial	6	3.9	25	15.5	4	3.0	22	15.8	0	0.0	1	16.7	2	12.5	2	12.5
2. Considerable	26	16.8	54	33.5	20	15.0	47	33.8	1	16.7	1	16.7	5	31.3	6	37.5
3. Moderate	44	28.4	48	29.8	40	30.1	42	30.2	2	33.3	2	33.3	2	12.5	4	25.0
4. Some	47	30.3	30	18.6	39	29.3	25	18.0	2	33.3	1	16.7	6	37.5	4	25.0
5. None	32	20.6	4	2.5	30	22.6	3	2.2	1	16.7	1	16.7	1	6.3	0	0.0
Total	155	100.0	161	100.0	133	100.0	139	100.0	6	100.0	6	100.0	16	100.0	16	100.0
No response	11	6.6	5	3.0	11	7.6	5	3.5	0	0.0	0	0.0	0	0.0	0	0.0
Mean	3.47		2.59		3.53		2.57		3.50		3.00		2.94		2.63	
SD	1.11		1.04		1.09		1.03		1.05		1.41		1.24		1.03	

Table 45 (continued)

Item 47. Attending to examinations and other activities connected with students' assessment and evaluation.

Amount of Time	All Groups				Teachers				Principals				Officials			
	Actual		Ideal		Actual		Ideal		Actual		Ideal		Actual		Ideal	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1. Substantial	23	14.5	31	18.8	17	12.4	26	18.2	3	50.0	1	16.7	3	18.8	4	25.0
2. Considerable	55	34.6	49	29.7	45	32.8	39	27.3	2	33.3	2	33.3	8	50.0	8	50.0
3. Moderate	43	27.0	52	31.5	38	27.7	49	34.3	1	16.7	2	33.3	4	25.0	1	6.3
4. Some	32	20.1	28	17.0	31	22.6	24	16.8	0	0.0	1	16.7	1	6.3	3	18.8
5. None	6	3.8	5	3.0	6	4.4	5	3.5	0	0.0	0	0.0	0	0.0	0	0.0
Total	159	100.0	165	100.0	137	100.0	143	100.0	6	100.0	6	100.0	16	100.0	16	100.0
No response	7	4.2	1	0.6	7	4.9	1	0.7	0	0.0	0	0.0	0	0.0	0	0.0
Mean	2.64		2.56		2.74		2.60		1.67		2.50		2.19		2.19	
SD	1.08		1.07		1.08		1.08		0.82		1.05		0.83		1.05	

Table 45 (continued)

Item 48. Participating and having major influence in the processes of assessing, recommending, and approving staff for promotion, retention, or dismissal.

	All Groups				Teachers				Principals				Officials			
	Actual		Ideal		Actual		Ideal		Actual		Ideal		Actual		Ideal	
Amount of Time	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1. Substantial	58	37.2	78	48.1	52	38.8	69	49.3	1	16.7	3	50.0	5	31.3	6	37.5
2. Considerable	38	24.4	37	22.8	26	19.4	27	19.3	4	66.7	1	16.7	8	50.0	9	56.3
3. Moderate	37	23.7	33	20.4	35	26.1	32	22.9	0	0.0	1	16.7	2	12.5	0	0.0
4. Some	20	12.8	14	8.6	18	13.4	12	8.6	1	16.7	1	16.7	1	6.3	1	6.3
5. None	3	1.9	0	0.0	3	2.2	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Total	156	100.0	162	100.0	134	100.0	140	100.0	6	100.0	6	100.0	16	100.0	16	100.0
No response	10	6.0	4	2.4	10	6.9	4	2.8	0	0.0	0	0.0	0	0.0	0	0.0
Mean	2.18		1.90		2.21		1.91		2.17		2.00		1.94		1.75	
SD	1.13		1.01		1.16		1.03		0.98		1.27		0.85		0.78	

Table 45 (continued)

Item 49. Supervising various student activities--**publications** games, sports, union and club activities.

Amount of Time	All Groups				Teachers				Principals				Officials			
	Actual		Ideal		Actual		Ideal		Actual		Ideal		Actual		Ideal	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1. Substantial	8	5.0	8	4.9	8	5.8	8	5.7	0	0.0	0	0.0	0	0.0	0	0.0
2. Considerable	21	13.2	21	13.0	19	13.9	20	14.3	1	16.7	0	0.0	1	6.3	1	6.3
3. Moderate	49	30.8	47	29.0	41	29.9	38	27.1	1	16.7	2	33.3	7	43.8	7	43.8
4. Some	60	37.7	64	39.5	49	35.8	55	39.3	0	0.0	4	66.7	7	43.8	5	31.3
5. None	21	13.2	22	13.6	20	14.6	19	13.6	4	66.7	0	0.0	1	6.3	3	18.8
Total	159	100.0	162	100.0	137	100.0	140	100.0	6	100.0	6	100.0	16	100.0	16	100.0
No response	7	4.2	4	2.4	7	4.9	4	2.8	0	0.0	0	0.0	0	0.0	0	0.0
Mean	3.41		3.44		3.39		3.41		3.50		3.67		3.50		3.63	
SD	1.04		1.04		1.08		1.07		0.84		0.52		0.73		0.89	

Table 45 (continued)

Item 50. Allocating resources wisely to promote successful program implementation and growth.

	All Groups				Teachers				Principals				Officials			
	Actual		Ideal		Actual		Ideal		Actual		Ideal		Actual		Ideal	
Amount of Time	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1. Substantial	18	11.6	47	28.7	13	9.8	41	28.9	2	33.3	2	33.3	3	18.8	4	25.0
2. Considerable	39	25.2	54	32.9	31	23.3	44	31.0	2	33.3	2	33.3	6	37.5	8	50.0
3. Moderate	63	40.6	44	26.8	56	42.1	40	28.2	2	33.3	1	16.7	5	31.3	3	18.8
4. Some	30	19.4	19	11.6	28	21.1	17	12.0	0	0.0	1	16.7	2	12.5	1	6.3
5. None	5	3.2	0	0.0	5	3.8	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Total	155	100.0	164	100.0	133	100.0	142	100.0	6	100.0	6	100.0	16	100.0	16	100.0
No response	11	6.6	2	1.2	11	7.6	2	1.4	0	0.0	0	0.0	0	0.0	0	0.0
Mean	2.77		2.21		2.86		2.23		2.00		2.17		2.38		2.06	
SD	1.00		1.00		1.00		1.00		0.89		1.17		0.96		0.85	

Table 45 (continued)

Item 51. Involving parents or other citizens in decision making concerning administrative and curriculum matters in the college.

Amount of Time	All Groups				Teachers				Principals				Officials			
	Actual		Ideal		Actual		Ideal		Actual		Ideal		Actual		Ideal	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1. Substantial	2	1.3	5	3.1	1	0.8	2	1.4	0	0.0	1	16.7	1	6.3	2	12.5
2. Considerable	9	5.8	22	13.8	6	4.5	20	14.5	1	16.2	0	0.0	2	12.5	2	12.5
3. Moderate	23	14.8	51	31.9	21	15.8	44	31.9	0	0.0	1	16.7	2	12.5	6	37.5
4. Some	45	29.0	56	35.0	35	26.3	51	37.0	2	33.3	2	33.3	8	50.0	3	18.8
5. None	76	49.0	26	16.3	70	52.6	21	15.2	3	50.0	2	33.3	3	18.8	3	18.8
Total	155	100.0	160	100.0	133	100.0	138	100.0	6	100.0	6	100.0	16	100.0	16	100.0
No response	11	6.6	6	3.6	11	7.6	6	4.2	0	0.0	0	0.0	0	0.0	0	0.0
Mean	4.19		3.48		4.26		3.50		4.17		3.67		3.63		3.19	
SD	0.98		1.02		0.94		0.97		1.17		1.51		1.15		1.28	

Table 45 (continued)

Item 52. Inducting and orienting all newly appointed staff.

	All Groups				Teachers				Principals				Officials			
	Actual		Ideal		Actual		Ideal		Actual		Ideal		Actual		Ideal	
Amount of Time	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1. Substantial	12	7.6	33	20.4	9	6.7	26	18.6	1	16.7	2	33.3	2	12.5	5	31.3
2. Considerable	19	12.1	46	28.4	13	9.6	43	30.7	1	16.7	1	16.7	5	31.3	2	12.5
3. Moderate	27	17.2	36	22.2	24	17.8	32	22.9	2	33.3	0	0.0	1	6.3	4	25.0
4. Some	61	38.9	41	25.3	51	37.8	33	23.6	2	33.3	3	50.0	8	50.0	5	31.3
5. None	38	24.2	6	3.7	38	28.1	6	4.3	0	0.0	0	0.0	0	0.0	0	0.0
Total	157	100.0	162	100.0	135	100.0	140	100.0	6	100.0	6	100.0	16	100.0	16	100.0
No response	9	5.4	4	2.4	9	6.3	4	2.8	0	0.0	0	0.0	0	0.0	0	0.0
Mean	3.60		2.64		3.71		2.64		2.83		2.67		2.94		2.56	
SD	1.20		1.17		1.17		1.16		1.17		1.51		1.18		1.26	

Table 45 (continued)

Item 53. Working with teachers in admitting new students and scheduling incoming students into courses taken in the college.

Amount of Time	All Groups				Teachers				Principals				Officials			
	Actual		Ideal		Actual		Ideal		Actual		Ideal		Actual		Ideal	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1. Substantial	38	24.2	51	31.3	32	23.7	43	30.5	2	33.3	3	50.0	4	25.0	5	31.3
2. Considerable	44	28.0	46	28.2	33	24.4	40	28.4	3	50.0	1	16.7	8	50.0	5	31.3
3. Moderate	42	26.8	41	25.2	39	28.9	37	26.2	0	0.0	1	16.7	3	18.8	3	18.8
4. Some	25	15.9	24	14.7	23	17.0	21	14.9	1	16.7	1	16.7	1	6.3	2	12.5
5. None	8	5.1	1	0.6	8	5.9	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Total	157	100.0	163	100.0	135	100.0	141	100.0	6	100.0	6	100.0	16	100.0	16	100.0
No response	9	5.4	3	1.8	9	6.3	3	2.1	0	0.0	0	0.0	0	0.0	0	0.0
Mean	2.50		2.52		2.57		2.26		2.00		2.00		2.06		2.31	
SD	1.17		1.07		1.19		1.05		1.10		1.27		0.85		1.25	

Table 45 (continued)

Item 54. Supervising classroom teaching for improvement of instruction.

Amount of Time	All Groups				Teachers				Principals				Officials			
	Actual		Ideal		Actual		Ideal		Actual		Ideal		Actual		Ideal	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1. Substantial	6	3.8	13	8.0	5	3.7	9	6.4	0	0.0	1	16.7	1	6.3	3	18.8
2. Considerable	14	8.9	24	14.7	11	8.1	21	14.9	0	0.0	0	0.0	3	18.8	3	18.8
3. Moderate	32	20.3	53	32.5	22	16.2	43	30.5	3	50.0	4	66.7	7	43.8	6	37.5
4. Some	45	28.5	54	33.1	40	29.4	51	36.2	2	33.3	1	16.7	3	18.8	2	12.5
5. None	61	38.6	19	11.7	58	42.6	17	12.1	1	16.7	0	0.0	2	12.5	2	12.5
Total	158	100.0	163	100.0	136	100.0	141	100.0	6	100.0	6	100.0	16	100.0	16	100.0
No response	8	4.8	3	1.8	8	5.6	3	2.1	0	0.0	0	0.0	0	0.0	0	0.0
Mean	3.89		3.26		3.99		3.33		3.67		2.83		3.13		2.81	
SD	1.13		1.10		1.12		1.07		0.82		0.98		1.09		1.28	

Table 45 (continued)

Item 55. Writing professional research articles and papers.

Amount of Time	All Groups				Teachers				Principals				Officials			
	Actual		Ideal		Actual		Ideal		Actual		Ideal		Actual		Ideal	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1. Substantial	7	4.5	19	11.7	4	3.0	15	10.7	0	0.0	0	0.0	3	18.8	4	25.0
2. Considerable	17	11.0	41	25.3	13	9.8	35	25.0	0	0.0	1	16.7	4	25.0	5	31.3
3. Moderate	25	16.2	51	31.5	22	16.7	46	32.9	0	0.0	2	33.3	3	18.8	3	18.8
4. Some	52	33.8	34	21.0	45	34.1	27	19.3	3	50.0	3	50.0	4	25.0	4	25.0
5. None	53	34.4	17	10.5	48	36.4	17	12.1	3	50.0	0	0.0	2	12.5	0	0.0
Total	154	100.0	162	100.0	132	100.0	140	100.0	6	100.0	6	100.0	16	100.0	16	100.0
No response	12	7.2	4	2.4	12	8.3	4	2.8	0	0.0	0	0.0	0	0.0	0	0.0
Mean	3.83		2.93		3.91		2.97		4.50		3.33		2.88		2.44	
SD	1.16		1.16		1.09		1.17		0.55		0.82		1.36		1.15	

Table 45 (continued)

Item 56. Working with teachers in revising textbook lists and other materials.

Amount of Time	All Groups				Teachers				Principals				Officials			
	Actual		Ideal		Actual		Ideal		Actual		Ideal		Actual		Ideal	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1. Substantial	6	3.8	11	6.7	5	3.7	10	7.1	0	0.0	0	0.0	1	6.3	1	6.3
2. Considerable	19	12.0	37	22.7	15	11.0	29	20.6	1	16.7	1	16.7	3	18.8	7	43.8
3. Moderate	25	15.8	51	31.3	17	12.5	46	32.6	1	16.7	1	16.7	7	43.8	4	25.0
4. Some	50	31.6	47	28.8	42	30.9	40	28.4	4	66.7	4	66.7	4	25.0	3	18.8
5. None	58	36.7	17	10.4	57	41.9	16	11.3	0	0.0	0	0.0	1	6.3	1	6.3
Total	158	100.0	163	100.0	136	100.0	141	100.0	6	100.0	6	100.0	16	100.0	16	100.0
No response	8	4.8	3	1.8	8	5.6	3	2.1	0	0.0	0	0.0	0	0.0	0	0.0
Mean	3.85		3.14		3.96		3.16		3.50		3.50		3.06		2.75	
SD	1.16		1.09		1.15		1.10		0.84		0.84		0.10		1.07	

Appendix H

Table of Responses Indicating Perceptions of the Relative Amount of Time Actually Devoted by the Principal, and Amount of Time Which, Ideally, Should Be Devoted to Seven Task Categories

Table 46

Perceptions of the Relative Amount of Time Which the ATC Principal Himself Actually Devotes, and Ideally Should Devote, to Seven Task Categories

Category I. Instructional Leadership and Curriculum Development

Items 1, 3, 7, 12, 13, 16, 18, 24, 28, 35, 45, 54, 55, 56

	All Groups				Teachers				Principals				Officials			
	Actual		Ideal		Actual		Ideal		Actual		Ideal		Actual		Ideal	
Amount of Time	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1. Substantial	1	0.7	3	2.0	1	0.8	2	1.6	0	0.0	0	0.0	0	0.0	1	6.3
2. Considerable	13	9.4	49	32.9	9	7.6	38	29.9	0	0.0	2	33.3	4	28.6	9	56.3
3. Moderate	42	30.4	71	47.7	30	25.2	64	50.4	4	80.0	3	50.0	8	57.1	4	25.0
4. Some	68	49.3	25	16.8	65	54.6	22	17.3	1	20.0	1	16.7	2	14.3	2	12.5
5. None	14	10.1	1	0.7	14	11.8	1	0.8	0	0.0	0	0.0	0	0.0	0	0.0
Total	138	100.0	149	100.0	119	100.0	127	100.0	5	100.0	6	100.0	14	100.0	16	100.0
No response	28	16.9	17	10.2	25	17.4	17	11.8	1	16.7	0	0.0	2	12.5	0	0.0
Mean	3.59		2.81		3.69		2.86		3.20		2.83		2.86		2.44	
SD	0.83		0.76		0.81		0.74		0.45		0.75		0.66		0.81	

Table 46 (continued)

Category II. Staff Personnel Administration

Items 2, 8, 9, 11, 17, 21, 26, 27, 29, 36, 38, 46, 48, 52

	All Groups				Teachers				Principals				Officials			
	Actual		Ideal		Actual		Ideal		Actual		Ideal		Actual		Ideal	
Amount of Time	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1. Substantial	5	3.4	17	11.6	4	3.3	14	11.1	0	0.0	1	16.7	1	6.3	2	13.3
2. Considerable	33	22.8	75	51.0	24	19.5	66	52.4	2	33.3	2	33.3	7	43.8	7	46.7
3. Moderate	69	47.6	44	29.9	60	48.8	38	30.2	3	50.0	2	33.3	6	37.5	4	26.7
4. Some	35	24.1	11	7.5	32	26.0	8	6.3	1	16.7	1	16.7	2	12.5	2	13.3
5. None	3	2.1	0	0.0	3	2.4	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Total	145	100.0	147	100.0	123	100.0	126	100.0	6	100.0	6	100.0	16	100.0	15	100.0
No response	21	12.7	19	11.4	21	14.6	18	12.5	0	0.0	0	0.0	0	0.0	0	0.0
Mean	2.99		2.33		3.05		2.32		2.83		2.50		2.56		2.40	
SD	0.83		0.78		0.83		0.76		0.75		1.05		0.81		0.91	

Table 46 (continued)

Category III. Student Personnel Administration

Items 4, 15, 19, 22, 30, 34, 39, 47, 49, 53

	All Groups				Teachers				Principals				Officials			
	Actual		Ideal		Actual		Ideal		Actual		Ideal		Actual		Ideal	
Amount of Time	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1. Substantial	3	2.2	5	3.3	3	2.5	4	3.1	0	0.0	0	0.0	0	0.0	1	6.3
2. Considerable	22	15.9	47	30.7	17	14.4	41	31.3	1	20.0	1	16.7	4	26.7	5	31.3
3. Moderate	75	54.3	76	49.7	65	55.1	65	49.6	2	40.0	4	66.7	8	53.3	7	43.8
4. Some	35	25.4	25	16.3	30	25.4	21	16.0	2	40.0	1	16.7	3	20.0	3	18.8
5. None	3	2.2	0	0.0	3	2.5	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Total	138	100.0	153	100.0	118	100.0	131	100.0	5	100.0	6	100.0	15	100.0	16	100.0
No response	28	16.9	13	7.8	26	18.1	13	9.0	1	16.7	0	0.0	1	6.3	0	0.0
Mean	3.09		2.79		3.11		2.79		3.20		3.00		2.93		2.75	
SD	0.76		0.75		0.77		0.74		0.84		0.63		0.70		0.86	

Table 46 (continued)

Category IV. Organization and Structure

Items 23, 25, 33, 41, 44

Amount of Time	All Groups				Teachers				Principals				Officials			
	Actual		Ideal		Actual		Ideal		Actual		Ideal		Actual		Ideal	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1. Substantial	21	13.9	35	21.9	15	11.5	29	21.0	2	40.0	2	33.3	4	25.0	4	25.0
2. Considerable	69	45.7	78	48.8	59	45.4	69	50.0	2	40.0	2	33.3	8	50.0	7	43.8
3. Moderate	47	31.1	40	25.0	42	32.3	35	25.4	1	20.0	1	16.7	4	25.0	4	25.0
4. Some	14	9.3	7	4.4	14	10.8	5	3.6	0	0.0	1	16.7	0	0.0	1	6.3
5. None	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Total	151	100.0	160	100.0	130	100.0	138	100.0	5	100.0	6	100.0	16	100.0	16	100.0
No response	15	9.0	6	3.6	14	9.7	6	4.2	1	16.7	0	0.0	0	0.0	0	0.0
Mean	2.36		2.12		2.42		2.12		1.80		2.17		2.00		2.13	
SD	0.84		0.80		0.83		0.77		0.84		1.17		0.73		0.89	

Table 46 (continued)

Category V. School-Community Relations

Items 6, 14, 37, 42, 51

Amount of Time	All Groups				Teachers				Principals				Officials			
	Actual		Ideal		Actual		Ideal		Actual		Ideal		Actual		Ideal	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1. Substantial	1	0.7	2	1.3	1	0.8	1	0.8	0	0.0	0	0.0	0	0.0	1	6.3
2. Considerable	8	5.4	18	11.6	6	4.7	15	11.3	1	16.7	1	16.7	1	6.3	2	12.5
3. Moderate	27	18.1	72	46.5	22	17.3	62	46.6	0	0.0	2	33.3	5	31.3	8	50.0
4. Some	80	53.7	57	36.8	68	53.5	50	37.6	4	66.7	3	50.0	8	50.0	4	25.0
5. None	33	22.1	6	3.9	30	23.6	5	3.8	1	16.7	0	0.0	2	12.5	1	6.3
Total	149	100.0	155	100.0	127	100.0	133	100.0	6	100.0	6	100.0	16	100.0	16	100.0
No response	17	10.2	11	6.6	17	11.8	11	7.6	0	0.0	0	0.0	0	0.0	0	0.0
Mean	3.91		3.30		3.95		3.32		3.83		3.33		3.69		3.13	
SD	0.82		0.78		0.82		0.75		0.98		0.82		0.79		0.96	

Table 46 (continued)

Category VI. School-Plant Administration

Items 10, 20, 31

Amount of Time	All Groups				Teachers				Principals				Officials			
	Actual		Ideal		Actual		Ideal		Actual		Ideal		Actual		Ideal	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1. Substantial	11	7.1	20	12.5	10	7.6	19	13.8	0	0.0	0	0.0	1	6.3	1	6.3
2. Considerable	36	23.4	33	20.6	29	22.0	29	21.0	3	50.0	1	16.7	4	25.0	3	18.8
3. Moderate	60	39.0	53	33.1	51	38.6	42	30.4	2	33.3	3	50.0	7	43.8	8	50.0
4. Some	38	24.7	43	26.9	34	25.8	39	28.3	1	16.7	2	33.3	3	18.8	2	12.5
5. None	9	5.8	11	6.9	8	6.1	9	6.5	0	0.0	0	0.0	1	6.3	2	12.5
Total	154	100.0	160	100.0	132	100.0	138	100.0	6	100.0	6	100.0	16	100.0	16	100.0
No response	12	7.2	6	3.6	12	8.3	6	4.2	0	0.0	0	0.0	0	0.0	0	0.0
Mean	2.99		2.95		3.01		2.93		2.67		3.17		2.94		3.06	
SD	1.00		1.12		1.02		1.14		0.82		0.75		1.00		1.06	

Table 46 (continued)

Category VII. Financial Management

Items 5, 32, 40, 43, 50

Amount of Time	All Groups				Teachers				Principals				Officials			
	Actual		Ideal		Actual		Ideal		Actual		Ideal		Actual		Ideal	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1. Substantial	24	15.9	33	20.6	19	14.7	27	19.6	2	33.3	3	50.0	3	18.8	3	18.8
2. Considerable	87	57.6	72	45.0	73	56.6	63	45.7	4	66.7	1	16.7	10	62.5	8	50.0
3. Moderate	36	23.8	42	26.3	33	25.6	37	26.8	0	0.0	1	16.7	3	18.8	4	25.0
4. Some	4	2.6	13	8.1	4	3.1	4	8.0	0	0.0	1	16.7	0	0.0	1	6.3
5. None	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Total	151	100.0	160	100.0	129	100.0	138	100.0	6	100.0	6	100.0	16	100.0	16	100.0
No response	15	9.0	6	3.6	15	10.4	6	4.2	0	0.0	0	0.0	0	0.0	0	0.0
Mean	2.13		2.22		2.17		2.23		1.67		2.00		2.00		2.19	
SD	0.70		0.87		0.71		0.86		0.52		1.27		0.63		0.83	

Appendix I

One-Way Analysis of Variance Tables Showing Differences among Groups Regarding Perceptions of the Actual Role of the Principal in Seven Task Categories

Table 47

Comparison of Differences among Teachers, Principals, and Officials regarding Their Perceptions of the Actual Role of the ATC Principal in Task Category I--Instructional Leadership

One-Way Analysis of Variance

Source of Variation	SS	df	MS	F*
Among groups	1897.5800	(2)	948.7900	9.2195***
Within groups	13893.0700	(135)	102.9116	
Total	15790.6500	(137)		

*Minimum score to be significant at the .05 level, 3.07.

***Significant at the .005 level.

Table 48

Comparison of Differences among Teachers, Principals, and Officials regarding Their Perceptions of the Actual Role of the ATC Principal in Task Category II--Staff Personnel Administration

One-Way Analysis of Variance

Source of Variation	SS	df	MS	F*
Among groups	692.3990	(2)	346.1995	3.0726*
Within groups	15999.7710	(142)	112.6744	
Total	16692.1700	(144)		

*Minimum score to be significant at the .05 level, 3.07.

*Significant at the .05 level.

Table 49

Comparison of Differences among Teachers, Principals, and Officials regarding Their Perceptions of the Actual Role of the ATC Principal in Task Category III--Student Personnel Administration

One-Way Analysis of Variance

Source of Variation	SS	df	MS	F*
Among groups	84.8900	(2)	42.4450	0.9184
Within groups	6239.3600	(135)	46.2175	
Total	6324.2500	(137)		

*Minimum score to be significant at the .05 level, 3.07.

Table 50

Comparison of Differences among Teachers, Principals, and Officials regarding Their Perceptions of the Actual Role of the ATC Principal in Task Category IV--Organization and Structure

One-Way Analysis of Variance

Source of Variation	SS	df	MS	F*
Among groups	63.2625	(2)	31.6313	2.1768
Within groups	2150.6075	(148)	14.5311	
Total	2213.8700	(150)		

*Minimum score to be significant at the .05 level, 3.07.

Table 51

Comparison of Differences among Teachers, Principals, and Officials regarding Their Perceptions of the Actual Role of the ATC Principal in Task Category V--School-Community Relations

One-Way Analysis of Variance

Source of Variation	SS	df	MS	F*
Among groups	59.5231	(2)	29.7616	2.0600
Within groups	2109.3519	(146)	14.4476	
Total	2168.8750	(148)		

*Minimum score to be significant at the .05 level, 3.07.

Table 52

Comparison of Differences among Teachers, Principals, and Officials regarding Their Perceptions of the Actual Role of the ATC Principal in Task Category VI--School-Plant Administration

One-Way Analysis of Variance

Source of Variation	SS	df	MS	F*
Among groups	1.0460	(2)	0.5230	0.0595
Within groups	1326.4930	(151)	8.7847	
Total	1327.5390	(153)		

*Minimum score to be significant at the .05 level, 3.07.

Table 53

Comparison of Differences among Teachers, Principals, and Officials regarding Their Perceptions of the Actual Role of the ATC Principal in Task Category VII--Financial Management

One-Way Analysis of Variance

Source of Variation	SS	df	MS	F*
Among groups	28.2420	(2)	14.1210	1.3062
Within groups	1599.9310	(148)	10.8103	
Total	1628.1730	(150)		

*Minimum score to be significant at the .05 level, 3.07.

Appendix J

One-Way Analysis of Variance Tables Showing Differences among Groups Regarding Perceptions of the Ideal Role of the Principal in Seven Task Categories

Table 54

Comparison of Differences among Teachers, Principals, and Officials regarding Their Perceptions of the Ideal Role of the ATC Principal in Task Category I--Instructional Leadership

One-Way Analysis of Variance

Source of Variation	SS	df	MS	F*
Among groups	362.3170	(2)	181.1585	1.9958
Within groups	13252.6830	(146)	90.7718	
Total	13615.0000	(148)		

*Minimum score to be significant at the .05 level, 3.07.

Table 55

Comparison of Differences among Teachers, Principals, and Officials regarding Their Perceptions of the Ideal Role of the ATC Principal in Task Category II--Staff Personnel Administration

One-Way Analysis of Variance

Source of Variation	SS	df	MS	F*
Among groups	67.8030	(2)	33.9015	0.3331
Within groups	14656.6270	(144)	101.7821	
Total	14724.4300	(146)		

*Minimum score to be significant at the .05 level, 3.07.

Table 56

Comparison of Differences among Teachers, Principals, and Officials regarding Their Perceptions of the Ideal Role of the ATC Principal in Task Category III--Student Personnel Administration

One-Way Analysis of Variance

Source of Variation	SS	df	MS	F*
Among groups	23.7576	(2)	11.8788	0.2428
Within groups	7168.5024	(150)	47.7900	
Total	7192.2600	(152)		

*Minimum score to be significant at the .05 level, 3.07.

Table 57

Comparison of Differences among Teachers, Principals, and Officials regarding Their Perceptions of the Ideal Role of the ATC Principal in Task Category IV--Organization and Structure

One-Way Analysis of Variance

Source of Variation	SS	df	MS	F*
Among groups	1.0327	(2)	0.5164	0.0373
Within groups	2170.6613	(157)	13.8259	
Total	2171.6940	(159)		

*Minimum score to be significant at the .05 level, 3.07.

Table 58

Comparison of Differences among Teachers, Principals, and Officials regarding Their Perceptions of the Ideal Role of the ATC Principal in Task Category V--School-Community Relations

One-Way Analysis of Variance

Source of Variation	SS	df	MS	F*
Among groups	25.4360	(2)	12.7180	0.9263
Within groups	2086.8500	(152)	13.7293	
Total	2112.2860	(154)		

*Minimum score to be significant at the .05 level, 3.07.

Table 59

Comparison of Differences among Teachers, Principals, and Officials regarding Their Perceptions of the Ideal Role of the ATC Principal in Task Category VI-- School-Plant Administration

One-Way Analysis of Variance

Source of Variation	SS	df	MS	F*
Among groups	5.2147	(2)	2.6074*	0.2529
Within groups	1618,7293	(157)	10.3104	
Total	1623.9440	(159)		

*Minimum score to be significant at the .05 level, 3.07.

Table 60

Comparison of Differences among Teachers, Principals, and Officials regarding Their Perceptions of the Ideal Role of the ATC Principal in Task Category VII--Financial Management

One-Way Analysis of Variance

Source of Variation	SS	df	MS	F*
Among groups	1.3397	(2)	0.6699	0.0370
Within groups	2843.4353	(157)	18.1111	
Total	2844.7750	(159)		

*Minimum score to be significant at the .05 level, 3.07.