

A STUDY OF THE ROLE OF THE ELEMENTARY  
SCHOOL PRINCIPAL IN SCHOOLS WITH  
DIFFERENTIATED STAFFING

by

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## TABLE OF CONTENTS

Chapter		Page
1.	INTRODUCTION TO THE STUDY . . . . .	1
	PURPOSE OF THE STUDY . . . . .	5
	LIMITATIONS OF THE STUDY . . . . .	5
	HYPOTHESES . . . . .	6
	DEFINITIONS . . . . .	7
	NEED FOR THIS STUDY . . . . .	13
	PROCEDURE . . . . .	18
	SUMMARY . . . . .	20
2.	REVIEW OF THE LITERATURE . . . . .	21
	THEORETICAL BASIS OF DIFFERENTIATED STAFFING . . . . .	21
	HISTORICAL BACKGROUND OF DIFFERENTIATED STAFFING. . . . .	26
	FEDERAL ROLE IN DIFFERENTIATED STAFFING . . . . .	28
	ROLE OF THE PRINCIPAL IN DIFFERENTIATED STAFFING. . . . .	29
	SUMMARY . . . . .	46
3.	RESEARCH PROCEDURES . . . . .	48
	RESEARCH SUBJECTS . . . . .	48
	THE INSTRUMENT . . . . .	49
	PILOT TEST . . . . .	54
	ADMINISTRATION OF THE INSTRUMENT . . . . .	57
	COLLECTION OF DATA . . . . .	57
	TREATMENT OF DATA . . . . .	58

	Page
SUMMARY . . . . .	59
<b>Chapter</b>	
4. PRESENTATION, ANALYSIS AND DISCUSSION OF DATA . . . . .	61
GENERAL DATA . . . . .	61
DATA ANALYSIS . . . . .	62
Hypothesis #1 . . . . .	64
Hypothesis #2 . . . . .	66
Hypothesis #3 . . . . .	67
Hypothesis #4 . . . . .	69
DISCUSSION OF FINDINGS . . . . .	71
5. SUMMARY, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS .	73
SUMMARY . . . . .	73
CONCLUSIONS . . . . .	76
IMPLICATIONS . . . . .	80
RECOMMENDATIONS . . . . .	83
BIBLIOGRAPHY . . . . .	84
APPENDIXES . . . . .	91
A. Schools Participating in Study . . . . .	92
B. Cover Letters to Research Subjects . . . . .	94
C. Administrative Inventory of Role Descriptors . . . . .	98
D. Statistical Analysis for 32 Variables Subjected to t-Tests for Independent Samples . . . . .	105

## Chapter 1

### INTRODUCTION

The American educational system has been confronted, during the past decade, by concerned groups of professional educators attempting to introduce more and more instruction of an individualized nature into public elementary and secondary schools. While more educators are accepting student learning differences, they are neglecting instructor learning and teaching differences. In fact school boards and administrators have found themselves in the philosophically indefensible position of introducing individualized classroom instruction for students while ignoring individual teacher instructional differences.<sup>1</sup>

Present organizational attempts proposing to maximize the utilization of individual teacher talents and competencies and to revitalize individual professionalism in education, have been categorically, and at times arbitrarily, classified as differentiated staffing projects. In fact, differentiated staffing, as an organizational practice and theory, assumes that teachers as well as students possess unique individual characteristics and differences.

Philip W. Jackson addresses this point, stating:

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<sup>1</sup> William Hedges, "Differentiated Teaching Responsibilities in the Elementary School," The National Elementary Principal, 1967. p. 1.

If we have advanced our educational thought to a position where we view children as individuals, each calling for a slightly different educational action, we continue, nonetheless, to think of teachers as teachers,<sup>2</sup> each the intellectual and philosophical equivalent of the other.

Teachers differ in such variables as knowledge of their subject and interest, success at large group instruction, success at small group instruction, experience, training, teaching strategies, handling responsibility, and the ability to relate to different types of students. We know the class of professional teachers represents an enormous diversity of personality characteristics and individual competencies that are somehow related to student learning in various instructional situations. Many school systems are turning to differentiated staffing as a way of dealing with this problem.

While there appears to be no precise definition of differentiated staffing, an article in Nation's Schools describes it as a:

...restructuring and redeployment of teaching personnel in a way that makes optimum use of their talents, interest and commitments, and affords them greater autonomy in determining their own professional development. A fully differentiated staff includes classroom teachers at various responsibility levels and pay--assigned on the basis of training, competence, educational goals, and difficulty of task--subject specialists, special service personnel, administrative and/or curriculum development personnel (who may also teach a percentage of their time), and a greater number of sub-professionals, such as teaching interns and teacher aides.<sup>3</sup>

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<sup>2</sup>Philip W. Jackson, "The Teacher and Individual Differences," Individualizing Instruction, Sixty-first Yearbook, Part I, National Society for the Study of Education (Chicago: University of Chicago Press, 1962), p. 76.

<sup>3</sup>"Differentiated Staffing," Nation's Schools, Vol. 85, No. 6, June 1970, p. 43.

Fiorino, in his book on differentiated staffing, discusses four characteristics inherent in differentiated staffing and theory regarding instructional staff utilization. These characteristics are:

1. Differentiation by functions and responsibilities.
2. A hierarchy of several salary levels.
3. Type and/or degree of responsibility determining placement in the hierarchy.
4. Involvement of all positions in the instructional process.<sup>4</sup>

The philosophical foundation for the development of differentiated staffing according to Birecree is based on the following premises:

1. The magnitude of social and technological pressures now bearing on education demands that we develop innovations in our staffing scheme to replace current traditional and obsolescent patterns.
2. Professional staff members are possessed of varying strengths and weaknesses, talents and capabilities.
3. The roles of teachers and administrators are currently based in tradition. Staffing patterns must be developed which will revise professional roles with an eye to emphasizing the centrality of the teacher-learning process. Such patterns would<sup>5</sup> expedite more productive use of all staff competencies.

Attempts at implementing differentiated staffing result in changes in the roles and responsibilities of various personnel within

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<sup>4</sup>A. John Fiorino, Differentiated Staffing: A Flexible Instructional Organization (New York: Harper and Row, Publishers, 1972), p. 13.

<sup>5</sup>Birecree and others, "Report of the Research Committee on Differentiated Staffing," (Greece Central Teachers' Association and Greece Central School District No. 1, November 1968), p. 3.

the educational organization. Wilkins, 1971, reports the first roles to be affected by the implementation of differentiated staffing are those of the principals, directors, coordinators and supervisors.<sup>6</sup>

English, also, sees changes in the organizational structure and the administrative hierarchy (principalship in particular) for public education today. The updating and sophistication of teacher training has impelled teachers to question their lack of professional impact on the organizational decision-making process in the areas of their specialization. This challenge to the administrative leadership can be witnessed by nationwide strikes and resignations which, in part, are a manifestation of teachers' inability to alter the line-staff relationships.<sup>7</sup>

Because teachers are becoming more militant, and thus forcing changes in the role of the principal, English believes two things must occur to prevent the total neutralization of the principalship:

First, principals must work for new organizational relationships with teachers in the decision-making process at the school level. Teachers must become partners; they must be involved with their principals in the shaping of school policies, curriculum decisions, and mutual evaluation of colleagues...Second, differentiated staffing must be employed to release teachers to serve in varying capacities within the organization. Until the organization can hold much of its talented personnel, it will find them continuing to leave education for better salaries and more freedom, or else they will be diverted onto the administrative

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<sup>6</sup>P. Wilkins, "The Effects of Differentiated Staffing on the Role of the School Principal," (paper presented to the Arizona-Mesa Staffing Consortium, May, 1971, Mesa, Arizona, p.3.

<sup>7</sup>Fenwick English, "The Ailing Principalship," The Secondary School Principal in Action, Leonard E. Kraft, (U.S.A.: William C. Brown Company, 1971,) pp. 45-46.

ladder. The basic motivation inherent in differentiated staffing is the creation of the collegial relationship between students and teachers, and between teachers and administrators. Differentiated staffing can dissolve much of the authoritarian superstructure of the educational bureaucracy and provide the means for democratic participation of teachers in the decision-making machinery.<sup>8</sup>

#### Purpose of the Study

The purpose of this study was to examine and analyze the role of the elementary school building principal (K-6) in schools utilizing differentiated staffing. The principal's role was investigated through analysis of the response by educators to an instrument designed to measure the time spent on various tasks the administrator reportedly performs.

The groups surveyed and compared were:

1. Building principals in elementary schools who have and continue to work in schools utilizing differentiated staffing.
2. Teachers in elementary schools who have and continue to work in schools utilizing differentiated staffing.

The role perceptions identified by use of the Administrative Inventory of Role Descriptors constituted the basis for analysis and comparison.

#### Limitations of the Study

The following limitations were imposed on this study:

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<sup>8</sup>Ibid. pp. 46-47.

1. The study was limited to those schools, grades K-6, accepted and funded continuously, from 1969-1973, by the United States Office of Education as differentiated staffing projects.
2. The study was limited to those principals and teachers in those schools, grades K-6, accepted and funded continuously, from 1969-1973, by the United States Office of Education, as differentiated staffing projects, and who are still in those schools.
3. The study was limited to the respondents' perceptions of the selected role descriptors.
4. The study was limited to the perceptions of the respondents who returned the instruments. The views of the non-respondents are unknown and may have altered the data of the study had they been included.

#### Hypotheses

1. There will be no difference between the perceptions elementary school principals and teachers have of the time the principal spends on tasks related to Instructional Leadership.
2. There will be no difference between the perceptions elementary school principals and teachers have of the time the principal spends on tasks related to Participative Management.
3. There will be no difference between the perceptions elementary school principals and teachers have of the time the principal

spends on tasks related to Non-Instructional tasks.

4. There will be no difference between the perceptions elementary school principals and teachers have of the time the principal spends on tasks related to Community Relations.

These hypotheses were developed as a result of a review of the literature related to the role of the principal in a differentiated staff. Proponents and practitioners of the concept proposed these four role descriptors were the most significant tasks the principal needed to perform in order for the concept to be successfully implemented. It was also stated that a key to the success of differentiated staffing was a clear understanding and awareness by each of the participants of the roles and responsibilities of all personnel involved, especially the role of the principal. A more comprehensive description of the derivation of these hypotheses may be found in chapters two and five.

#### Definitions

Differentiated staffing. According to Froese, and for purposes of this study, differentiated staffing may be defined:

...as a planned method of induction, preparation, and deployment of staff by distinguishing individual differences in teachers' responsibilities according to their professional needs, interests, abilities, and aptitudes which will improve the educational opportunity for students.<sup>9</sup>

For purposes of selecting the parameters of this study, the

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<sup>9</sup>

Elmer Froese, "A Study of the Role of the Principal in Schools with Differentiated Staffing" (unpublished Doctor's dissertation, University of Houston, 1972). p. 9.

term differentiated staffing was applied only to schools, grades K-6, accepted and continuously funded by the United States Office of Education as differentiated staffing projects from 1969-1973.

Differentiated staffing: Elementary school building principal.

According to Froese, and for purposes of this study, this term applied to "...the individual building administrator who assumes responsibility for the direction and management of the public school as building principal."<sup>10</sup>

In this study, the term applied only to the principals of schools, grades K-6, with differentiated staffing accepted and funded continuously by the United States Office of Education as differentiated staffing projects, and who are still in those schools. For purposes of this study, it includes those tasks performed to direct and manage the public school.

Responsibility. A task or group of tasks specifically chargeable to the building principal.

Role. This study assumed the perceived task performance was representative of the principal's perception of his role--as he reported it, and the teacher's perception of his role--as the teachers reported it. The term role was used by the researcher to represent both the description of individual principals' reports of their own task performance and, also, the teachers' reports of their perception

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<sup>10</sup>Ibid., p. 9.

of the principal's task performance.

According to Froese, this interpretation is consistent with the term role description which Owens says, "...refers to the actual behavior of an individual performing a role, or more accurately, to a report stemming from one individual's perception of that behavior."<sup>11</sup>

Task. An action or set of actions performed to accomplish a specific purpose. For purposes of this study, a task or series of tasks was designated as components of a role. The terms task and duty will be used synonymously.

Differentiated staffing: Elementary school teacher. In this study, the term was defined as "...a person employed in the official capacity for the purpose of guiding and directing the learning experience of pupils."<sup>12</sup> For the purpose of this study, the term included those teachers in schools, grades K-6, who participated in the differentiated staffing projects accepted and funded by the United States Office of Education, continuously from 1969-1973, and who are still teaching in those schools.

Instructional leadership. In this study, instructional leadership was defined as those tasks performed by the elementary school building principal that: (1) encourage educational innovation;

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<sup>11</sup>Ibid., pp. 8-9.

<sup>12</sup>Carter V. Good (ed.), Dictionary of Education (New York: McGraw-Hill, 1959), p. 550.

(2) emphasize the development of an instructional program responsive to the needs of the school and; (3) demonstrate leadership in the development of curriculum.

Non-instructional tasks. In this study, non-instructional tasks was defined as those tasks performed by the elementary school building principal that relate to: (1) routine tasks associated with operational administration; (2) tasks not directly related to instruction and; (3) maintenance of building facilities.

Participative management (shared decision-making). In this study, participative management was defined as those tasks performed by the elementary school building principal that: (1) encourage participation of staff and students in the development of school programs and policies; (2) stress shared decision-making and; (3) emphasize administration interaction with staff and students.

Perception. For purposes of this study, perception applied to the teachers' and principals' interpretations and understanding of the time spent on selected role tasks performed by the principal. Perception is expressed through the individual's designated response to items on the Administrative Inventory of Role Descriptors. It is the respondent's understanding of each principal's behavioral patterns related to the tasks under investigation.

Perception, as indicated by the individual's response to items on the research instrument, is actually a cumulation of the methods by which the individual views the role performance of the principal.

Renato Tagiuri describes the process by which an individual arrives at a perception of another's role. He states that role perception is the result of the various judgments an individual makes concerning another individual's behavior. This perception of another's role may be based on a number of factors such as fear, intelligence, or intention to help.<sup>13</sup>

Tagiuri adds that perceptions may be based on such variables as appearance, gestures and actions or the "...physical dimensions of another person and of his behavior, such as his facial features or movement in space...."<sup>14</sup>

John Logan examined the relationship of teachers' attitudes towards their supervisors on selected variables. He found age, amount of professional training, duration of professional teaching experience, recency of college attendance and former relationships with supervisors all affected the teachers' attitudes toward their supervisors.<sup>15</sup>

Gogan studied the relationship between the number of times supervisors visited teachers' classrooms and the perceptions teachers have of their supervisors' role. He found that inadequate contact

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<sup>13</sup> Renato Tagiuri, "Person Perception," International Encyclopedia of the Social Sciences, ed. David L. Sills (Vol II; U.S.A.: The MacMillan Company and the Free Press, 1968), p. 561.

<sup>14</sup> Ibid.

<sup>15</sup> John P. Logan, "The Relationship Between Teachers' Attitudes Toward Supervisors and Certain Selected Variables that Might Affect Their Attitude." Dissertation Abstracts, LXIII (April, 1963), p. 3690-A.

between the two resulted in negative teacher perceptions toward the supervisor's role.<sup>16</sup>

The relationship among the perceptions of supervisory behavior as stated by teachers, principals and supervisors was examined by Stewart. He found "...there is congruence in the role expectations for supervisor behavior as perceived by these groups."<sup>17</sup> He also found:

If, as these findings suggest, the major difference is in the perception of the supervisory role is in the degree of effectiveness in the performance of tasks rather than in the types of activities performed, it is evident that supervisors have the support of teachers and principals.<sup>18</sup>

Perception, as it relates to role analysis, is an individual's interpretation and understanding of another's behavioral patterns. It is influenced by a number of factors, such as age, experience, and training. Perception, as utilized in this study, is the respondent's understanding of the time the principal spends on selected role tasks, as indicated by his response to items on the Administrative Inventory or Role Descriptors.

Community relations. In this study, community relations was defined as those tasks performed by the elementary school building

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<sup>16</sup> William L. Gogan, "A Study of Supervisory Services and Activities for the Improvement of Instruction," Dissertation Abstracts, XXIV (July, 1964), p. 229-30-A.

<sup>17</sup> Bob R. Stewart, "Supervisory Behavior," Educational Leadership, XXVII (February, 1970), p. 523.

<sup>18</sup> Ibid. p. 525.

principal that: (1) keep the community well informed concerning the school's activities, needs and opportunities; (2) encourages community involvement in the school and; (3) maintain liaison with other schools and professional organizations.

#### Need For This Study

The researcher found no research dealing specifically with the hypotheses for this study, although some research had been conducted on the advocated role of the school building principal. According to Froese, no study had been reported which attempted to consolidate and analyze the role of the elementary school building principal in a differentiated staff.

Prior to Froese's research, recommendations by researchers McKay,<sup>19</sup> Olson,<sup>20</sup> Evans,<sup>21</sup> Franklin,<sup>22</sup> Sharpes,<sup>23</sup>

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<sup>19</sup> George Warner McKay, "Selected Indiana School Principals' Perceptions of Differentiated Staffing as a Viable Method of School Personnel Utilization" (Doctoral dissertation) Ann Arbor, Michigan: University Microfilms, 1971, No. 7-29, p. 700.

<sup>20</sup> William Olson, "Differentiated Staffing: The Team Leader in Elementary School Team Teaching" (Doctoral dissertation, University of Utah) Ann Arbor, Michigan: University Microfilms, No. 71-25, 1966.

<sup>21</sup> George Evans, "An Analysis of Factors Related to the Acceptance or Rejection of Staff Differentiation" (Doctoral dissertation University of Tennessee) Ann Arbor, Michigan: University Microfilms, 1970, No. 71-17, p. 730.

<sup>22</sup> Robert Franklin, "A Differentiated Staff Paradigm for a New Senior High School" (Unpublished Doctoral dissertation, Ball State University, 1971) Dissertation Abstracts. 32/08A, p. 4486.

<sup>23</sup> Donald K. Sharpes, "Differentiated Teaching Personnel: A Model for the Secondary School" (Unpublished Doctoral dissertation, Arizona State University, 1969) p. 108.

and Weller,<sup>24</sup> had suggested that inquiry into the role of the principal in a differentiated staff was justified.

Data and material relating to differentiated staffing is relatively scarce and the majority of the available material describes various models and designs for implementing the concept. Sharpes,<sup>25</sup> Franklin,<sup>26</sup> Chamberlain,<sup>27</sup> Sadler,<sup>28</sup> and Pillot,<sup>29</sup> in their research, deal with the issues. As a result of its recent arrival on the educational scene, a limited number of studies deal with the achievement of students in schools with differentiated staffing. Most of the literature is similar to the study by Rottier; it is descriptive and

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<sup>24</sup> Darrel Weller, "Differentiated Staffing in the Secondary School Administrative Courses of Action" (Doctoral dissertation, Michigan State University, 1972) Doctoral Dissertations. 33/05A, 72,30064, p. 2056.

<sup>25</sup> Sharpes, "Differentiated Teaching Personnel: A Model for the Secondary School", loc. cit., p. 108.

<sup>26</sup> Franklin. loc. cit.

<sup>27</sup> John Chamberlain, "A Rationale for the Establishment of Differentiated Staffing in the Public Schools of Learning, Michigan," (Unpublished Doctoral dissertation, Michigan State University, 1971), p. 1214-A.

<sup>28</sup> William Sadler, "A Study to Examine Differentiated Staffing as a Means of Improving the Utilization of the Instructional Personnel" (Unpublished Doctoral dissertation, University of Tennessee, 1971).

<sup>29</sup> Gene Pillot, "A Design of a System Model of Differentiated Staffing" (Unpublished Doctoral dissertation, University of Florida, 1970), p. 1803 a.

relates primarily to varying instructional roles performed by the teaching staff.<sup>30</sup>

George Warner McKay investigated selected Indiana public school principals' perceptions of differentiated staffing as a viable means of school personnel organization. McKay found differentiated staffing would create the necessity for developing skills in group process, organization management, human relations and he discovered the concept would permit principals to be the instructional leaders in the school. He concluded that the role of the principal in a differentiated staffing school needs to be studied.<sup>31</sup>

In his investigation of the role of the master teacher in elementary schools with differentiated staffing, William Olson, found the projected results of the success of differentiated staffing were the views of change-oriented administrators. He recommended further study be conducted into the role of the principal in a differentiated staff.<sup>32</sup>

George Evans recommended that a study be conducted which would analyze the role of the principal in schools with differentiated staffing in contrast to the role of the principal in a traditional school.<sup>33</sup>

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<sup>30</sup> John Rottier, Analysis of Teacher Satisfaction with the Organizational Expectations of Differentiated Staffing (Unpublished Doctoral dissertation, University of Wisconsin, 1971).

<sup>31</sup> McKay, loc. cit.

<sup>32</sup> Olson, loc. cit.      <sup>33</sup> Evans, loc. cit.

Robert Franklin recommended the role of a principal in a school with differentiated staffing be analyzed and reported.<sup>34</sup>

Sharpes suggested research be conducted to create a model for administrative personnel, designing levels of responsibility.<sup>35</sup>

The appropriate administrative methods to be undertaken when a secondary school wishes to change from a traditional staffing pattern to a differentiated staffing pattern were investigated by Darrel Weller. Weller found, through his questionnaire, differentiated staffing mandates new roles for the administrator. As teachers are allowed to participate more in the decision-making process, the principal will need a diversity of administrative skills. Weller suggests further study be conducted on the transitional role of the administrator to discover what duties will be removed from his role and what tasks will be added because of differentiated staffing. He also encourages investigation of the administrator's role in the decision-making process and his position on the salary schedule as compared to teachers.<sup>36</sup>

Froese reviewed the literature concerning the role of the differentiated staffing principal and examined the principal's perceived role as illustrated by tasks he reportedly performed and the subsequent importance he attributes to these tasks. Froese reached

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<sup>34</sup> Franklin, loc. cit.

<sup>35</sup> Sharpes, loc. cit.

<sup>36</sup> Weller, loc. cit.

the following conclusions:

1. On the basis of item content, twelve of the thirteen factors in each of the three ATI forms showed no evidence to indicate that the role of the differentiated staffing principal was perceived or reported as significantly different ( $p = .01$ ) from the role of the non-differentiated staffing principal.
2. The item content of one factor in each of the three forms suggested that the differentiated staffing principal was characterized by an open perspective regarding research, consulting and liaison with other institutions, and that he emphasized the formulation of objectives, the selection of instructional content and the evaluation of instructional planning.
3. The prominence in all three forms of role behaviors associated with instruction, human relations, and conferring with staff regarding personnel requirements and instructional planning, suggested that promotion of the differentiated staffing concept and dissemination of its salient attributes had influenced the administration behavior of both differentiated staffing and non-differentiated staffing principals.
4. Professional growth and development of principals was viewed as important by the entire research community, yet there was evidence of a lack of effective provision for or engagement in such endeavors.
5. Differentiated staffing schools tended to be somewhat smaller, were administered by principals with less experience, and had a much higher proportion of supportive staff than non-differentiated staffing principals.
6. The overall approach used in this study appeared to have promise as a model for producing more definitive descriptions of administrative role in settings where divergence from traditional patterns of behavior is purported.

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<sup>37</sup> Froese, "A Study of the Role of the Principal in Schools With Differentiated Staffing" p. 9.

Froese recommended that further study of the administrator's role within differentiated staffing structures be conducted, emphasizing the perceptions of teachers concerning the allocation of the principal's time on administrative functions be investigated.

The need for this investigation is evident when one considers the lack of empirical data and available literature regarding the role of the principal in schools utilizing differentiated staffing.

#### Procedure

This study involved teachers and building principals in public schools, grades K-6. Elementary school personnel, who have had experience with differentiated staffing, were asked to participate in a descriptive survey which attempted to determine their perceptions of the role of the elementary school building principal in a differentiated staff.

After reviewing the literature related to differentiated staffing, an instrument was developed by the researcher which attempted to measure four role descriptors: instructional leadership, non-instructional tasks, participative management (shared decision-making) and community relations.

The instrument was pilot tested with 18 elementary school teachers and 3 elementary school principals (K-6) who participated in the School Personnel Utilization programs funded under the same criteria as the research sample utilized in this study. The primary purpose of the pilot test was to estimate the reliability and validity of the instrument. Complete details and results of the pilot study

are discussed in chapter three.

The study attempted to address the following questions, as reflected in the hypotheses:

1. What is the role of the elementary school building principal in differentiated staffing as advocated by the literature?
2. What is the role of the elementary school building principal in differentiated staffing as perceived by the elementary school teachers in schools utilizing differentiated staffing?
3. What is the role of the elementary school building principal in a differentiated staffing school as perceived by differentiated staffing elementary school building principals?
4. What is the difference, if any, between the perceived role of the differentiated staffing elementary school building principal as viewed by elementary school teachers in schools utilizing differentiated staffing and the perceived role of the differentiated staffing elementary school building principal as viewed by differentiated staffing elementary school building principals?

#### SUMMARY

The concept of differentiated staffing infers a process or a means by which schools may attempt to make optimum usage of their educational personnel. Inherent in the theory is the need to redefine

teaching roles and tasks and to allocate responsibilities based upon these definitions. Included in the restructuring of roles and responsibilities is the administrator. Advocates of differentiated staffing imply, with the increased involvement of the teacher in the decision-making process, the role of the administrator will have to be changed.

The purpose of this study is to examine the role of the elementary school building principal in schools with differentiated staffing as reported by elementary school teachers and elementary school building principals who have participated and continue to participate in schools utilizing differentiated staffing. The perceptions of the task performances, indicated by the time attributed to each task, were interpreted as representative of the respondent's perception of the principal's role.

## Chapter 2

### REVIEW OF LITERATURE

The purpose of this chapter is to present information related to the theoretical basis and historical background of differentiated staffing and to describe the federal involvement in its growth and development. The primary objective is to describe the role of the principal, as discussed in the literature and proposed by the practitioners.

#### Theoretical Basis of Differentiated Staffing

Differentiated staffing is an organizational theory and process, rather than a specific design. Basically, it is a theory which advocates responsibilities within a school be defined and differentiated and individuals within the school be assigned to perform these various responsibilities.

Differentiated staffing is a result of the educational systems' inability to achieve maximum utilization of its human and material resources. It also grew as a synthesis of innovations in education such as team teaching, flexible scheduling, and individualized instruction. A primary force in its development was the transitional role of the teacher demanding more and more authority and input to the decision-making process of the school. This, along with the knowledge explosion and the need for specialization, contributed to the growth of the concept in the late 1960's and early 1970's.

The argument for differentiated staffing is, in fact, an argument against present staffing patterns and the system of paying teachers. Sharpe's comments on this issue:

the present educational system is characterized by the inability of professional teachers to express themselves in different kinds of roles. There is an absence of a systematic institutional process for change, a lack of carefully prescribed job descriptions and role differentiation.<sup>1</sup>

Differentiated staffing is an attempt to permit teachers to utilize their strongest assets in assisting students to learn through a specialization of teaching functions or a division of labor. It is a restructuring of the way schools' utilize time, space and personnel. It is an effort to change the assumption that there must be X number of students per class, equal amounts of time for all learning tasks, and teachers must be all things to all students. Mann, in his essay, defines differentiated staffing as:

...a division of teacher labor to fit student requirements; a restructuring of school time, space and staffing patterns so that the focus is no longer on teaching but on learning, no longer on the teacher but on the student, no longer on the group but on the individual.<sup>2</sup>

Allen acknowledges that a large number of the most talented teachers leave teaching or are promoted in order to receive more money. He, too, believes a great deal of talent in teachers is inefficiently

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<sup>1</sup>D. K. Sharpe, "Differentiated Teaching Personnel: A Model for the Secondary School," p. 1.

<sup>2</sup>Peter P. Mann, "Differentiated Staffing: The Second Generation," p. 5. (Mimeographed.)

utilized by having them monitor lunchrooms, take class roll, and other related non-professional duties.<sup>3</sup>

To deal with these problems he suggests we abandon the present system of staffing schools, because it is inefficient and ineffective and has no logical rationale. He proposes a four level structure where teaching responsibilities are delegated and rewarded based upon known educational functions and professional needs and teaching responsibilities are included that reflect the present and future needs of the school.

Rand and English conclude, as teachers become more specialized and technically competent, their position at the bottom of the decision-making ladder is unacceptable. Teachers will no longer be satisfied to be enforcers of administrative policy; they will demand a representative voice in the making of decisions that affect them.<sup>4</sup>

Eve and Peck believe the skills of administrative and classroom personnel are not utilized properly in schools today. They find the basis for this problem is the misconception that educators are interchangeable parts, equally adept at fulfilling all student needs. Some educators, according to Eve and Peck, spend as much as forty percent of their working day engaged in secretarial, clerical or custodial

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<sup>3</sup> Dwight A. Allen, "A Differentiated Staff: Putting Teacher Talent to Work," (University of Massachusetts, 1969), p. 1. (Mimeo graphed.)

<sup>4</sup> M. John Rand and Fenwick W. English, "Toward a Differentiated Teaching Staff," Phi Delta Kappan, XLIX (January, 1969), p. 268.

tasks.<sup>5</sup>

The emergence of the differentiated staffing concept as a possible answer to the problems posed can be attributed to several factors. Bartwell, Perry and Lundgren cite Cooper as asserting that these reasons can be divided into six basic categories. The first four categories relate to teaching tasks, instructional activities, organizational reform and shared decision-making. Cooper states:

1. First is the growing recognition that individual teachers simply cannot adequately perform all the necessary tasks now demanded of them. Differentiated staffing offers alternative ways in which to divide tasks and to assign professionals to roles. These roles, which have a defined performance base, are allocated to individuals who have required skills and expertise.

2. Second is the increasing concern of the inadequacies of the traditional classroom instruction and curriculum. Differentiated staffing encourages teachers to consider new means for reaching instructional objectives, and fosters team approaches to planning and implementing significant innovations.

3. Third is the increasing demand of professional organizations for participation in the decision-making process in schools. The concept of shared decision-making, found in most differentiated staffing models, maximizes participation of teachers in decision-making on all matters concerning the operation of the school budget, curriculum instruction, in-service, and the like.

4. Fourth are the new curricular and organizational reforms which call for new teacher competencies as well as for upgraded skills and practices among the professional staff. Differentiated staffing, with its emphasis on collegial decision-making, its emphasis on self-renewal, and its built-in means for in-service training, helps teachers make smoother transitions to new programs and practices. And, by distributing different aspects of the instructional program to teachers with special interests and

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<sup>5</sup> Arthur W. Eve and Roger W. Peck, "Differentiated Administrative Staffing," Differentiated Staffing, (Philadelphia: W.B. Saunders Company, 1972), p. 92.

talents for specific tasks, differentiated staffing manages to gain a better match between the tasks that need to be performed and the expert who is to perform them.<sup>6</sup>

The other reasons that Cooper discusses for the growth of differentiated staffing relate to economic problems. Cooper remarks:

5. The financial crises that have given impetus to criticism of the traditional single salary schedule which pay teachers equally, regardless of differences in the amount of responsibility assumed. Differentiated staffing proposes that teachers should be compensated on the basis of predetermined levels of performance and difficulty of task.

6. Finally, the financial problem faced by all educational agencies today calls for new ways of allocating resources. Differentiated staffing, though definitely not a scheme for underpaying teachers, emphasizes that compensation for services should be tied to the level of difficulty and expertise of the performance. In this way, those teachers who assume responsibility for such tasks as teacher training or curriculum development, in addition to classroom instruction, receive more compensation than those teachers who are not interested in additional responsibilities. Differentiated salary schedules do not reward a professional simply for time spent on the job.<sup>7</sup>

Although Cooper's list is by no means complete, it does represent a composite of the reasons most frequently cited for the growth of differentiated staffing. The emergence of the teacher as a professional demanding input into the decisions that affect the school and the mounting challenges to the assumptions staffing patterns are based upon are frequently listed as catalysts to the movement. Continued opposition to the systems' inability to change and meet the

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<sup>6</sup>C. E. Boutwell, D. R. Berry, and R. E. Lundgren, "Differentiated Staffing: Problems and Prospects," Differentiated Staffing, ed. M. M. Scobey and A. J. Fiorino (Washington, D. C.: Association for Supervision and Curriculum Development, 1973), pp. 10-11.

<sup>7</sup>Ibid.

needs of its clientele has resulted in the development of differentiated staffing as a viable and promising concept.

Historical Background of Differentiated Staffing

Differentiated staffing is actually a form of work specialization. The concept began to grow in the late sixties, although its historical precedent can be traced to the Lancastrial School or Bell-Lancaster monitorial program of 1791. The Lancastrial School's differentiated staff "...included both adults and students in a hierarchy in which authority was matched with responsibility."<sup>8</sup> Duties were delegated on the basis of instruction and discipline responsibilities.

According to Melton the "...Quincy Graded School emerged around 1840 and replaced the differentiated Monitorial School."<sup>9</sup> It kept the curriculum model of the Lancastrian school, but abolished the staffing hierarchy. The definition of the role of the teacher as we know it today originated with the advent of the Lancastrian school:

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<sup>8</sup> The Education Professions 1971-72, Part II, "Differentiated Staffing: A State of the Art Report," U.S. Department of Health, Education, and Welfare Publication No. (OE) 72-112 (Washington: Government Printing Office, 1973), p. 2.

<sup>9</sup> Raymond G. Melton, "Differentiated Staffing A Short Historical Precis and Model Analysis: A Tentative National Overview," (Mesa, Arizona: National Cluster Coordination Center-SPU, 1972), p. 4. (Mimeo graphed.)

At Quincy, students were moved from the large Lancastrian lecture hall to permanent class residence in the accompanying recitation rooms. Here they were grouped on the basis of age: no other criterion were available then. At this point the single teacher-per class concept was born. Teachers were separated physically, and the personnel hierarchy of the Lancastrian school was abolished. The base was altered from a task-centered structure involving 20-30 pupils to a time-based, non-task centered division of labor.<sup>10</sup>

The next major step toward differentiated staffing came in the late 1950's when Trump proposed the need for a new differentiated teaching and instructional staff. He recommended the instructional staff of secondary schools be based upon three types of learning activities: small group instruction, large group instruction, and individual study. Personnel should be organized to contain two types of teachers, specialists and generalists, instructional assistants, clerks, general aides, staff specilists, and community consultants. He states that through these changes "...teachers' individual differences in abilities, interest, physical energy, and available time will be recognized in ways that are impossible today when uniformity characterized staff assignments."<sup>11</sup>

Sharpes notes that Bush and Allen added to Trump's model of staff utilization in 1964. Sharpes quotes Bush and Allen when they declare that:

<sup>10</sup> The Education Professions 1971-72, Part II, op. cit., p. 2.

<sup>11</sup> J. Lloyd Trump (ed.), Images of the Future, Commission on the Experimental Study of the Utilization of the Staff in the Secondary School, National Association of the Secondary School Principals (Washington: National Education Association, 1959), p. 16.

...the implementation of a new design for high school education requires changes in the present concept of high school staff. Three principal categories of staff are needed: professional, supporting, and resource personnel.<sup>12</sup>

The professional staff is divided into senior teacher, staff teacher, first-year teacher, and intern teacher and the supporting staff into teaching assistants, technical assistants, and clerical assistants.

Staff specialization and differentiation had its first modern application in 1965 when Allen, English and Rand conceptualized and began to design its implementation at Temple City, California. The Temple City model was implemented in 1967.

#### Federal Role in Differentiated Staffing

The Federal government illustrated its support for differentiated staffing when under the Congressional legislation of the Education Professions Development Act in 1968. The School Personnel Utilization Program was developed to provide funds to local and state education agencies and institutions of higher education to develop alternative staffing patterns in schools. Not only did it propose to train and re-train personnel to prepare them for differentiated staffing programs in elementary and secondary schools; it also proposed to train personnel from the community in flexible staff organization.

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<sup>12</sup>Donald K. Sharpes. "Differentiated Teaching Personnel: A Model for the Secondary School", loc. cit., pp. 10-11.

Sharpes, former program manager for the School Personnel Utilization Program, states all funded projects agreed in writing they would conform to the following funding criteria:

1. No unit will be differentiated smaller than an entire school.
2. The maximum salary of the highest paid teacher is at least double the maximum salary of the lowest category of professional personnel.
3. All of the instructional staff spend at least 25 per cent of their time in direct contact with students.
4. All instructional staff in the unit designated as operationally differentiated is on the differentiated salary schedule.
5. The differentiation of roles of the instructional staff as well as the selection criteria for those roles is clearly delineated.<sup>13</sup>

Of the more than one hundred proposals submitted in 1969, only twenty-four met the rigid standards of the School Personnel Utilization Program. The projects were categorized as planning, development, or implementation projects. The majority of the projects were re-funded in 1971, but in 1972 only a limited number received money. A small number of projects obtained some funds for 1973; however, the program was being phased out because of budget cuts. The program is, at the present, completing follow-up activities to determine the status of the projects after federal funding ceases.<sup>14</sup>

#### Role of the Principal in Differentiated Staffing

One of the most important members of a differentiated staff

<sup>13</sup> Donald K. Sharpes, "Differentiated Salaries for Teachers: An Economic Analysis and Survey" (study supported by the American Federation of Teachers, 1974, Reston, Virginia), p. 2. (Mimeo graphed.)

<sup>14</sup> "The Education Professions 1971-72", Part II. op. cit., p. 17.

is the principal. The role of the elementary school building principal has generally been described as that of middle management, because he has usually been in the position of negotiating the needs of the central office and the teachers. He has also been called upon to reflect the demands of the community. Saxe described the situation stating it is the responsibility of the principal to "...reconcile the general needs of the larger society with the particular needs of the individual."<sup>15</sup>

Halpin shows agreement with Saxe in his statement, "... leaders must contribute to both, goal achievement and group maintenance."<sup>16</sup>

Certainly, as differentiated staffing is analyzed, the issue of how it will affect the role of the principal is discussed. As cited in the literature, the first roles that change when differentiated staffing is implemented are those of supervisory and management level. This study attempted to add data to the previous research by examining the role of the elementary school principal in differentiated staffing.

English and Zaharis, commenting on the pressures for reexamination of the roles and responsibilities of the principal state:

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<sup>15</sup> Richard W. Saxe, Perspectives on the Changing Role of the Principal, (Springfield: Charles C. Thomas, 1968), p. 14.

<sup>16</sup> Andrew W. Halpin, The Leadership Behavior of School Superintendents, (Chicago: Midwest Administration Center, 1959), p. 6.

...the present role of the principal is largely falling into an effete cluster of responsibilities. We believe that in order to regenerate the potential of the principal's role, the entire role hierarchy needs to be reshaped. To refuse to recognize the need for change is to invite the creation of an alternative in which there is no place at all for the principal. Schools can run without principals. They will not run very well without leadership.<sup>17</sup>

They further depict the role of the principal as necessitating change and this change is possible within the confines of differentiated staffing. They remark:

1. That the present role definition of the principalship is changing, both by a shifting base of teacher expertise and through militant teacher action in bypassing the middle management levels in negotiation agreements with the Superintendent and the Board.
2. That the present or traditional role of the principal as kind of Jack-of-all-trades, Keeper of the Keys, master teacher and evaluator is obsolete because it rests on an assumed validity of the teacher's role at the base of the pyramidal organizational structure; teacher need for self-governing challenges the authority base of a structure which was founded on an unprofessional view of the teachers.<sup>18</sup>

In addition, English and Zaharis find the position of the principal is not advanced by streamlining "...but by adjusting all the roles to encompass new competencies and redefining internal relationships so that specialization can occur at the lowest possible levels."<sup>19</sup>

Commenting upon the need for shared decision-making in schools, English and Zaharis note:

<sup>17</sup> F. W. English and J. Zaharis, "The Crisis in Middle Management: Pressure for Change in the Principalship," (Kansas City: National Academy of School Executives - American Association of School Administrators, 1970), p. 14. (Mimeo graphed.)

<sup>18</sup> Ibid. p. 11.    <sup>19</sup> Ibid.

...the authority base of the principalship move from a legitimized line position, to one based upon competence and expertise in a more collegial setting where teachers are recognized as peers rather than subordinates.<sup>20</sup>

Much of the recent literature concerning the role of the principal observes the trend has been to widen the role of the principal by adding more responsibilities and more authority. Proponents of differentiated staffing would argue it is this increased demand on the principal that has made the job unmanageable. Wilkins, in studying the role of the principal in two differentiated staffing projects, Temple City, California and Mesa, Arizona, notes:

...differentiated staffing patterns have had profound effect with the greatest change coming in the loss of direct power and responsibility. In both Temple City and Mesa much of the power and responsibility has been delegated to faculty senates with the principal being a member of the senate.<sup>21</sup>

Boston remarks that in a differentiated staff the principal must be an educational leader skilled in human relations and sensitive to the needs of individuals. The principal can "...no longer demand the respect of others by virtue of his position."<sup>22</sup> He must demonstrate leadership. Boston states that the "...effective social engineer commands his colleagues' respect through his performance and his effectiveness in dealing with their problems on a collegial

<sup>20</sup>Ibid. p. 12.

<sup>21</sup>P. Wilkins, "The Effects of Differentiated Staffing on the Role of the School Principal," (Mesa: Arizona-Mesa Differentiated Staffing Consortium, 1971), pp. 22-23. (Mimeo graphed.)

<sup>22</sup>Wesley A. Boston, "The Differentiated Staffing Principal." (University of Massachusetts, 1971), p. 1. (Mimeo graphed.)

basis."<sup>23</sup>

With the increased involvement of teachers in the decision-making process that differentiated staffing advocates, the role of the principal must be examined and redefined. If schools are to actively involve teachers in the decision-making process in the past authorized by principals, then the role of the principal must be changed or modified. What then becomes the role of the differentiated staff principal? Fiorino, contends the differentiated staffing principal would:

1. Participate in, but not be responsible for, supervision and evaluation of teachers.
2. Assign and supervise work schedules of non-instructional personnel.
3. Prepare budget and disburse funds and supplies.
4. Communicate and interpret programs to the public.
5. Interpret and administer district policy at the building level.
6. Interpret and communicate building needs to the central administration and facilitate procedures to meet these needs.
7. Communicate with students and act upon their requests and suggestions within district policies.<sup>24</sup>

Fiorino believes these are the fundamental responsibilities of the building principal. The principal exerts his knowledge as a member of committees which act upon curriculum and instructional decisions. The degree of influence he holds in this capacity is determined by the structure of the organization's decision-making process. This shared responsibility in curriculum and instructional decisions is a departure from traditional systems. Although decision-making is

<sup>23</sup>Ibid.

<sup>24</sup>A. John Fiorino, Differentiated Staffing: A Flexible Instructional Organization, op. cit., p. 30.

shared, in most instances the legal responsibility for these activities still remains with the principal. It is in the final outcome, the mandate of the local system to determine where the responsibility lies. The level of responsibility may differ from school to school or vary as to the degree of transition or implementation of differentiated staffing.

Fiorino states:

In a differentiated staffing model with shared decision-making, the principal will have the primary responsibility for causing the decision of the faculty board to be carried out. He is responsible for seeing that the environment of the school is maximum for the instructional program. He is responsible for providing to the teachers who are engaged in direct instruction the facilities, equipment, materials, and organization necessary for instruction. The principal-teacher, as he would be called in a differentiated staff model, will be assigned to the direct instruction of students in proportion to the time demands of the administrative job specifications determined by the size and type of school to which he is assigned.<sup>25</sup>

The role of the principal changes through the introduction of a more democratic form of decision-making. The principal becomes a teacher, responsible for a portion of the instructional process, to the degree that time permits. The important factor to note is through the sharing of administrative responsibilities, the principal is able to spend a certain amount of time teaching and working directly with students. According to Fiorino's concept of differentiated staffing, all members of the educational personnel participate in the teaching process, including the principal.

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<sup>25</sup>Ibid. p. 84.

Dempsey and Smith assert that although the role of the principal in a differentiated staff situation will remain, it will change. They view the principal as a facilitator and a group teacher, although it may still be necessary for him to make immediate decisions.

Discussing the transitional role of the principal in a differentiated staff, Dempsey and Smith state that:

...the principal will turn more and more to administer facilitation of the professional decisions of a corps of teachers. Somewhat like a symphony conductor, teachers could be analogous to violinists as well as other orchestral players. Or, in another way, teachers could be analogous with medical doctors and principals with hospital administrators. However, here again, as always, the man himself will shape the job. It is a common game periodically to talk of administrivia and downgrade the principal, but even John Dewey, for one example, was the principal of his laboratory school. Just as the teacher is not a teacher, is not a teacher, so a principal is not a principal, is not a principal.<sup>26</sup>

The principal becomes a key figure in the implementation and success of differentiated staffing. He is actually the pivotal figure between the superintendent and school board, and the teachers and support staff. It may, in fact, be the ease with which he is able to adapt to the transitions of his role that will insure effective communications between all involved parties; henceforth, insuring effective system transition. Thus, he becomes more of a facilitator and less of an authoritarian.

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<sup>26</sup>Richard A. Dempsey & Rodney Smith, Differentiated Staffing, (New Jersey: Prentice-Hall, Incorporated, 1972), p. 214.

Caldwell, in his discussion, refers to the leadership role of the differentiated staff principal and calls for a "...new role capable of enabling the principal to lead and yet not dictate."<sup>27</sup> Caldwell sees differentiated staffing as enabling the principal to delegate and share his diverse powers with teachers. The teachers who become involved with these various decision-making powers, formerly held by principals, thereupon, become equal to the principal in terms of power, status, income and accountability.

Caldwell views the differentiated staff principal as a colleague in the various decision-making processes of the school. He becomes a participating leader whose function it is to lead, rather than dominate. Because this type of staffing involves a more democratic process, the principal does not have the power to veto the group, but rather serves to interject his expertise when needed. Inversely, he should respect the knowledge of others when it exceeds his own.

This new role, however, does not reduce or supersede the importance of the principal. Caldwell discusses this issue:

differentiated staffing does not reduce the role of principal to that of a maintenance man. Healthy schools scarcely need a highly paid automation responding to the commands of others or a champion-like leader who possesses not true color of his own. Principals are expected to exercise leadership, albeit in a collegial and cooperative manner.<sup>28</sup>

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<sup>27</sup> Bruce Caldwell, Differentiated Staffing - The Key to Effective School Organization, (New York: The Center for Applied Research in Education, Inc., 1973), p. 49.

<sup>28</sup> Ibid. p. 50.

Caldwell does not view the principal's role as a leader being weakened by the willingness to share decision-making powers. The principal does not reject his responsibility as a leader, but rather allows selected teachers the opportunity to participate.

Caldwell cautions readers on viewing shared decision-making as the answer for developing administrative leadership. The advent of differentiated staffing does not automatically make the administrator a more effective leader. The influence of differentiated staffing on the administrator's leadership role can be condensed to the following:

It should be clearly understood that if the principal was not a good leader before differentiated staffing, the presence of a differentiated staff will not solve his problems, although it may make being a teacher more tolerable. Differentiated staffing creates few difficulties for effective leaders and creates havoc for ineffective leaders. Ineffective leaders would be characterized by behaviors such as being autocratic and fearful of change, possessive of power, unwilling to follow, and uninformed professionally.

The responsibilities of an effective leader include being well read professionally, aware of the latest research, ready to be open to new ideas and prepared to take a stand on an issue based upon his best thinking up to that time. He should have a clear understanding of group process, learning theories, motivational theories, and other ideas related to human interaction. He must be a good listener and be willing to follow others.<sup>29</sup>

With shared decision-making and new role changes within differentiated staffing, new avenues of communication are opened. Caldwell sees an endless potential of communication channels from principals to students. This he states, is in opposition to traditional staffing patterns, which reduced the opportunity for an idea to start anywhere

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<sup>29</sup> Ibid. pp. 50-51.

other than the top. The potential for increased input, and thus new ideas, from all sources rises rapidly with differentiated staffing.

He states:

...differentiated staffing is a full-flow communications model, thus increasing interaction considerably. Academic senates, team meetings, curriculum committees, peer-led, in-service education, and teacher-student advisory groups, all are vehicles which intensify communications in differentiated staffing.<sup>30</sup>

Differentiated staffing attempts to utilize the talents of all individuals within a school environment by allowing them to participate in the making of decisions that affect them. The right of the individual to have an input into the composition of his roles and responsibilities is inherent in the concept of differentiated staffing..

It becomes the duty of the principal who agrees with this premise, to insure those affected, namely teachers and students, are allowed to contribute to this process. As a result, the principal becomes a guardian of the rights of the individual.

Caldwell discusses the multi-faceted role of the principal, stating that much of what he presently does could be done by a clerk. He emphasizes that much of the principal's expertise is wasted on insignificant tasks, such as ordering forms, checking out keys to staff, sorting mail.

Caldwell believes these, and other related tasks, could be performed by a school manager; thus freeing the principal to function as an educational leader with such responsibilities as:

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<sup>30</sup>Ibid. p. 52.

1. Systematic study of the behavioral sciences.
2. Meeting with curriculum specialists regarding logistical decisions.
3. Assisting curriculum specialists with personnel problems.
4. Chairing the school's decision-making body and being responsible for the administration of policy.
5. Coordinating public, board of education, and interschool relations.
6. Working for the improvement of student-staff relations.
7. Providing information about the state laws (keeping the school legal).<sup>31</sup>

Caldwell views differentiated staffing principals as members of a team whose task it is to satisfy the objectives of the system. The principals can be regarded as equals who exert power, in terms of knowledge, rather than authority. They become leaders and facilitators rather than managers. Caldwell observes:

...this new leadership style requires that (a) power be shared, (b) non-normative behavior be permitted, (c) penalties and rewards as a power-based motivational device be eliminated, (d) participants assume greater degrees of responsibility and accountability for the accomplishment of personal and organizational goals, (e) the maximum growth of each participant (self-actualization) be legitimate goal of the schools, and (f) leadership be viewed as a service function rather than one of exercising control.<sup>32</sup>

Boutwell, Perry and Lundgren discuss the implications of differentiated staffing in terms of the flexible use of human resources. They agree with Caldwell on the diverse roles the differentiated staff principal must occupy.

They assert:

Typically, the central office staff is diminished since many of the curricular and instructional functions normally performed at that level are taken on by teacher leaders. The principal becomes much more of a coordinator, manager, and facilitator;

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<sup>31</sup>Ibid. p. 58

<sup>32</sup>Ibid. p. 61.

lending his executive skills to the operation of school programs. The aim is to maximize the use of the various talents and skills<sup>33</sup> among the most directly engaged in the instruction of children.

Noskowski conducted a study to determine the attitudes of teachers and administrators toward differentiated staffing and its acceptance at the secondary level. He found those individuals who had participated in a differentiated staff differed from those who had not, in terms of how they viewed the principal's role in curriculum development. The non-differentiated staff viewed the principal as an authoritarian in change and innovation, while the differentiated staffing personnel viewed the principal as a colleague in a decision-making team.

Noskowski found the principal does not have a great deal of time to spend on instructional issues, due to the complex and expanding responsibilities his job demands. He spends a majority of his time on discipline, transportation, office supervision, attendance, operation of the cafeteria and other operational management tasks, and this leaves little time for instructional leadership. Those who have participated in differentiated staffing advocate a revision of the principal's role and job description to allow him more time to deal with the instructional program and less time with routine business functions.

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<sup>33</sup> Clinton E. Boutwell, Dean R. Perry, Robert E. Lundgren, "Differentiated Staffing: Problems and Prospects", Differentiated Staffing, Mary-Margaret Scobey & A. John Fiorino (Washington, D.C.: Association for Supervision & Curriculum Development, 1973), pp. 17-18.

Both groups, however, agree the administrator should provide systematic planning time for teachers; administrators are not instructional experts; and the role of administration is that of a support system to the instructional program.<sup>34</sup>

Franklin in his research on the issue of the changing role of the principal in a differentiated staffing situation concluded that the principal cannot remain in a position of autonomy. For the concept to be employed, he must become an actual participant rather than functioning independently. Franklin found the administrative and decision-making processes of the organization are affected by the concept, hence, altering the role of the principal. With teachers exerting a greater force in the decisions that influence the operation of the school, the principal becomes more of a colleague than a superior.<sup>35</sup>

The realignment of the organizational structure that differentiated staffing advocates, precludes the alteration of the role of the principal. The expanded authority of the teacher promotes changes in the formal structure of the principalsip. English & Zaharis comment on this change:

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<sup>34</sup> A. Nick Noskowski, "An Attitudinal Study Related to Differentiated Staffing in Secondary Schools", (unpublished Doctor's dissertation, University of the Pacific, 1973), pp. 91-92.

<sup>35</sup> Robert Putterfield Franklin, "A Differentiated Staff Paradigm for a New Senior High School, (unpublished Doctor's dissertation, Ball State University, 1971), Dissertation Abstracts, p. 4486-A.

1. That the present role definition of the principalship is changing, both by a shifting base of teacher expertise and through militant teacher action by bypassing middle management levels in negotiating agreements with the Superintendent and the Board.

2. That the present or traditional role of the principal is obsolete because it rests on the assumed validity of the teacher's role at the base of the pyramidal organizational structure; teacher need for self-governance, challenges the authority base of a structure which was founded on an unprofessional view of the teacher.<sup>36</sup>

The Association of Classroom Teachers also addresses the importance of the principal in differentiated staffing:

Classroom teachers feel that if a staffing pattern of differentiated teaching assignments is to create new roles for classroom teachers, it will change just as drastically the roles and responsibilities of principals and supervisors. Hence, classroom teachers feel that proponents of differentiated staffing must address themselves in their writings to this later issue with equal or greater candor and vigor if they hope to bring about effective implementation of the plan. In fact, classroom teachers are convinced that unless administrators change also, there is no hope of success for a school organization structure based on differentiated teaching assignments.<sup>37</sup>

It is clear from this statement that teachers feel if new roles are created for them, then new roles and responsibilities will likewise be created for administrators. The importance attached to the principal by the teachers for the successful implementation of the concept cannot be over-emphasized. Teachers view the principal as the

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<sup>36</sup> Elmer E. Froese, "The Role of the Principal in Schools with Differentiated Staffing", p. 49.

<sup>37</sup> Association of Classroom Teachers, Classroom Teachers Speak on Differentiated Teaching Assignments. Report of the Classroom Teachers National Study Conference on Differentiated Teaching Assignments for Classroom Teachers (Washington, D.C., 1969), p. 18.

crucial linkage to determining the degree of success of the theory.

English states that administration is the only area in education with status and prestige. He discusses the increasing gap between administrators and teachers and attributes it to administrative negativism and a return to policies of authority and leadership of the past. He states:

Administrators are failing to grasp the significance of the new teacher militancy and drive for new positions in the schools. They make the classic mistake of labeling such activity the work of the union and they wash their hands of all responsibility. They are unable to ascertain that it is an automatic organization, run solely on authority, with the implied assumption that the teacher must remain subservient, that is the cause of so much friction and resentment. So many administrators are so afraid of actually involving teachers, so fearful of losing their own positions or some power, that they are gravitating towards isolationism and actual abdication of leadership.<sup>38</sup>

English proposes the future could be enhanced if administrators would recognize the real meanings of these actions. Teachers are able and willing to accept more responsibility and in fact, this behavior is a natural sign of professional growth. English sees the function of the administrator as supportive to teaching personnel:

Administration, correctly conceived is a support system for the teacher specialist, not a system of authority which seeks to constrain and handicap the teacher in finding new solutions to improved instruction. By opening up the decision-making machinery

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<sup>38</sup> Fenwick W. English, "Differentiated Staffing: Giving Teaching a Chance to Improve Learning", (Tallahassee, Florida: Florida State Department of Education, 1968), p. 3. (Mimeoographed.)

to active teacher participation, leadership is supported and augmented by the best combined professional expertise available in solving problems in the school or county. Differentiated staffing brings into being a structural incentive system that rewards teaching, not at the expense of administration but in addition to administration.<sup>39</sup>

Weller discusses one of the most formidable tasks required for differentiated staffing: administrative courses of action to be taken when a school wishes to change from a traditional to a differentiated staffing pattern. He found, upon examination, that differentiated staffing mandates new roles for the principals. He states, "...with more teachers assuming leadership roles in the school, the role of the administrator will change. He will be in charge of a more complex operation requiring a wide variety of skills to administer."<sup>40</sup>

Weller outlines the strategies for establishing a rationale, organizational patterns, new roles, economic considerations, negotiations, change process, leadership, resistance and evaluation of differentiated staffing. He emphasizes the key role played by administration in making the concept work in a secondary school.

In discussing the leadership role of the principal in a secondary school, Weller enumerates several functions:

1. The principal will still be the leader in a high school utilizing differentiated staffing.
2. The principal will be responsible for setting the time table for change.
3. The principal must manage change.

<sup>39</sup> Ibid. pp. 3-4.

<sup>40</sup> Weller, "Differentiated Staffing in the Secondary School-Administrative Courses of Action", p. 164.

4. The principal's role must change.
5. There must be an increase in mutual consent procedures.
6. The leader must be capable of sustaining energy on more than one front at a time.
7. The leader must have a high level of tolerance for ambiguity.
8. The reality of his job is action.<sup>41</sup>

Weller concludes the principal will have to change, if he is to remain the school leader. He will have to be astutely perceptive of individual and group needs. He will have to adopt a fluid and effective communication system. He will have to be a manager of change. He will have to be willing to share in the making of decisions. He will have to be knowledgeable in multiple situations such as "...staff deployment, resource allocation, scheduling procedures, conflict resolutions, and public relations."<sup>42</sup> Finally, he will have to be flexible and tolerant, during the transitional period, and willing to adopt to the changing needs of the organization when they arise.

Rand and English argue for the importance of the differentiated staff building principal in creating the climate for change, openness and greater teacher autonomy. They state:

A key role is played by the principal. If he sees this reinforcement as a personal threat, he elicits blocking behavior which impedes the movement of teachers toward autonomy. The principal has a crucial role in changing organizational relations. Non-defensive behavior is promoted by cooperation and trust between administrators and teachers.<sup>43</sup>

<sup>41</sup>Ibid. pp. 154-156.      <sup>42</sup>Ibid.

<sup>43</sup>M. John Rand and Fenwick English, "Differentiated Staffing: Trying on Seven League Boots." Differentiated Staffing, ed. James Cooper, (Philadelphia: W. B. Saunders Company, 1972), p. 111.

Summary

Proponents of differentiated staffing assert it may provide the mechanism through which the school structure can be made responsive to the individual needs of its students and staff. The program proposes to provide students with improved instruction through better and more efficient use of school personnel, and to provide staff with greater professional opportunities.

The concept of differentiated staffing is not new. Evidence of historical precedents can be traced to the Lancastrial school of 1791, where professional duties were assigned on the basis of instructional and disciplinary responsibilities.

In 1840, the Quincy Graded School organized itself on time-based and non-task centered division of labor. In the late 1950's Trump proposed a differentiated teaching and instructional staff based on learning activities and teacher specialization. He was followed by the efforts, in the 1960's of Allen, English, and Rand, and finally, in 1968, congressional legislation of the Education Profession Development Act which provided funds to local and state education agencies and institutions of higher education to develop alternative staffing patterns in schools.

Inherent in the concept of staff differentiation is the assumption that roles and responsibilities within the structure of the school need to be reexamined and redefined. Among the roles to be redefined are those of school building principals. Proponents of differentiated staffing feel the role of the differentiated staff building principal is one of the first roles to be altered and the

success or failure of implementing the concept rests largely upon the principal's ability to function productively in his new role.

The literature implies that an effective principal in a differentiated staff places emphasis on being an instructional leader, encourages staff participation in the decision-making process, stresses community involvement in the school, and spends little time on routine administrative tasks. Principals in a differentiated staff are leaders and facilitators in a collegial relationship, rather than administrative trivia managers.

Differentiated staffing is not a panacea for all the ills in education. Rather, it is a theory and process which offers new techniques for providing improved instruction to students and increased educational opportunities to professional staff.

## Chapter 3

### PROCEDURES

The purpose of this chapter is to present information about the following: development of the instrument; reliability and validity tests; research population; pilot study; administration of the instrument; collection of data and data treatment.

#### Research Subjects

The population for this study consisted of elementary school teachers and elementary school building principals (K-6). The research sample was taken from school districts or systems that cooperated with the School Personnel Utilization (SPU) projects of the United States Office of Education, Bureau of Educational Personnel Development, continuously from 1969-1973.

The same criteria utilized by the United States Office of Education were used by the researcher for this study for selecting the participating schools.

The lists of participating schools were obtained from Dr. Robert Poppendeick, U.S.O.E. and Dr. Jerry Melton, Florida State Department of Education. From these individuals, a complete listing of the project directors and a partial listing of elementary building principals and teachers was obtained. A listing of elementary school building principals and teachers was secured from the project directors.

The sample consisted of 333 teachers and 20 principals who had participated in schools utilizing differentiated staffing and who are

currently in schools as defined. All those individuals identified in schools, that met the criteria of the study, were included. Briefly, the research sample consisted of two groups.

1. Elementary school building principals who have, and continue to participate in schools, grades K-6, utilizing differentiated staffing.
2. Elementary school teachers who have, and continue to participate in schools, grades K-6, utilizing differentiated staffing.

#### The Instrument

The instrument used in this study was developed to identify the respondents' perceptions of the role of the elementary school building principal in a differentiated staff. Personnel, both building principals and teachers, who had had experience with differentiated staffing were asked to respond to a questionnaire which attempted to determine their perceptions of the role of the building principal in an elementary school using differentiated staffing.

A review of the literature related to differentiated staffing showed no instrument had been developed to examine the questions raised by this study. Thus, to complete this phase of the study, it was necessary that a research instrument be developed to obtain data regarding the principal's function on four role descriptors: Instructional Leadership, Participative Management (shared decision-making), Non-instructional Tasks, and Community Relations.

As a result of this study's focus on the role of the elem-

tary school building principal in a differentiated staff, it was found that instruments utilized in general role studies were not applicable for this specific purpose. Investigation revealed that several people were studying differentiated staffing, but their instruments were either related to the general scope of the concept or concentrated primarily upon the role of the teacher, rather than the administrator.

An instrument approximating the researcher's major areas of inquiry was developed by Froese in 1972. Froese explains that the Administrative Task Inventory was developed by combining sub-test task items taken from the Ohio questionnaire, called Educational Task Inventory, with a limited number of items written especially for his study. The purpose of Froese's study was to examine the perceived role of the principal in a differentiated staff compared to the perceived role of the principal in a non-differentiated staff.

The Educational Task Inventory from which Froese worked, was developed over a period of three years in conjunction with the Human Resources Laboratory at Lackland Air Force Base in San Antonio, Texas. Its reliability was reported by Pratzner in 1971:

Workers who have completed the inventories on two occasions gave essentially the same information both times, and a split-half correlation on the inventories of .95 to .99 have been obtained for Air Force personnel.<sup>1</sup>

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<sup>1</sup>Elmer Froese, "A Study of the Role of the Principal in Schools with Differentiated Staffing", p. 65.

The items for the instrument utilized in this study were selected from a variety of sources. The literature search indicated the most effective principal of a school utilizing differentiated staffing was characterized by his leadership in the instructional program, his de-emphasis of performing non-instructional tasks, his encouragement of shared decision-making by the staff and students, and his willingness to work with the community to encourage its participation in the school. As a result of these findings four role descriptors were selected by the researcher as recommended behavior for the differentiated staffing principal and were labeled: Instructional Leadership, Non-instructional Tasks, Participative Management (shared decision-making), and Community Relations. Appropriate items were then selected from the Administrative Task Inventory, the Educational Task Inventory, and from the literature on the role of the principal. Certain items were written by the researcher based on tasks discussed in the literature as tasks advocated for the differentiated staff principal. The result was a thirty-two item instrument with eight role tasks listed under each of the four role descriptors.

To check for content validity, these role tasks were given to thirty-seven graduate students in administrative courses at Virginia Polytechnic Institute and State University at Reston to estimate whether or not the tasks represented sufficiently the roles and responsibilities of the elementary school principal. Of the thirty-seven students, seven were elementary school administrators, six were secondary school administrators and the remainder were either

elementary or secondary school teachers. Students were asked to indicate their response to the representativeness of each item by marking yes or no in the appropriate space. They were also asked to list any task or tasks under individual role descriptors they felt should be included. It was found, upon examination of the responses, no task received more than three no responses. In analyzing the administrator's responses separately, no item received more than two no markings. The researcher concluded the role tasks were sufficiently representative of the roles and responsibilities of the role descriptors selected. Hence, no items were omitted from the proposed instrument.

The instrument in this study utilized the summated scale developed and used in the Administrative Task Inventory. This scale was designed to produce data of a higher order than the ordinal data provided by the Educational Task Inventory. Froese cites Guilford's warning that cues utilized in any instrument "...must provide anchorages least susceptible to inconsistent interpretation."<sup>2</sup> Utilizing this warning, Froese developed a single uninterrupted scale with the extreme points labeled by cues None and All.<sup>3</sup>

Principals were asked to respond on the scale with the amount of time they spent on a designated task. Teachers were asked to respond on the scale with the amount of time they thought the principal

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<sup>2</sup>Elmer Froese, "A Study of the Role of the Principal in Schools with Differentiated Staffing", p. 71.

<sup>3</sup>Ibid., p. 76.

spent on each designated task. Participants were asked to consider each item independently and not to consider the cumulative totals of a certain amount of time.

Responses of the participants were then converted to numerical data by measuring the center of the point where the mark is indicated between None (0.00) and All (1.00). Each line was 100 millimeters in length. It was assumed that values between 0.00 and 1.00 represent two-place decimal numbers and provide internal level data. Froese cites Guilford as stating such a decision is admissible if we accept the assumption "...that a respondent can keep his intervals psychologically equal. Therefore, we accept the category values as interval-scale values and treat them statistically as such."<sup>4</sup>

For the basis of scoring the responses of the participants, 0.00 was assumed the lowest point and 1.00 the highest on three of the four factors. Those factors are: Instructional Leadership, Participative Management, and Community Relations. A high score on these role descriptors indicated favorable behavior by the elementary school differentiated staffing building principal. On the role descriptor labeled Non-instructional Tasks, scores were reversed. To be consistent in scoring, a low score on these items was actually a high score on favorable behavior for the elementary school differentiated staffing building principal. Therefore, responses were reversed

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<sup>4</sup>Ibid., p. 77.

as such: (e.g., a score of .32 on a role descriptor was converted to a .68, a .40 to a .60, etc.). This provided for consistent scoring and interpretation of the data. For the purpose of presenting data, scores were grouped according to role descriptors and discussed as such.

#### Pilot Test

The development of a new research instrument required pilot testing. A primary concern was to estimate the reliability and validity of the instrument. The content validity for this study was obtained through the presentation of the instrument's items to graduate students in administrative courses at Virginia Polytechnic Institute and State University.

Another purpose of the pilot study was to answer the following questions: Will there be any problems with the directions given on the instrument? Will there be any problems understanding the items? Will the respondents treat each item individually or will the cumulative effect of indicating that they spent time on items effect lower ratings on subsequent items?

According to Borg and Gall, content validity "...is the degree to which the sample of test items represents the content that the test is designed to measure."<sup>5</sup> Cronbach and Meehl state that content validity "...is established by showing that the test items

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<sup>5</sup> W. R. Borg and M.P. Gall, Educational Research, An Introduction (New York: David McKay Company, Inc., 1973), p. 136.

are a sampling of a universe in which the investigator is interested."<sup>6</sup> They add that "...content validity is ordinarily to be established deductively, by defining a universe of items and sampling systematically within this universe to establish the test."<sup>7</sup>

After examining a number of techniques for estimating the reliability of an instrument, it was decided that a technique to estimate internal consistency would be the most appropriate. The method used most often to estimate internal consistency is the split-half correlation discussed by Borg and Gall:

In this method the test for which reliability is to be calculated is administered to an appropriate sample. It is then split into two subtests, usually by placing all odd-numbered items in one subtest and all even-numbered items in another subtest. The scores of the two subtests are correlated. The correlation obtained, however, represents the reliability coefficient of only half the test, so that a correction must be applied in order to obtain the reliability of the entire test. The Spearman-Brown prophesy formula is used to make this correction.<sup>8</sup>

Ary, Jacobs & Razavieh find the advantages of the split-half procedure are that it "...requires only one form of a test, there is no time lag involved, and the same physical and mental influences will be operating on the subjects as they take the two sections."<sup>9</sup>

<sup>6</sup> L. J. Cronbach and P. E. Meehl, "Construct Validity in Psychological Tests", Psychological Bulletin, Vol. 52 (May, 1955), p. 282.

<sup>7</sup> Ibid., p. 282.    <sup>8</sup> Borg and Gall, op. cit., p. 144.

<sup>9</sup> Donald Ary, Lucy Cheser Jacobs, and Asghar Razavieh, Introduction to Research in Education (New York: Holt, Rinehart and Winston, Inc., 1972), p. 206.

The items were divided into two subtests by splitting the eight items under each role descriptor and placing four into one subtest and four into another. The result was two subtests of sixteen items.

The pilot study was administered to eighteen elementary school teachers and three elementary school principals, K-6, who participated in the School Personnel Utilization Programs funded under the same criteria as the research sample utilized in this study. As a result of comments by the respondents, a few minor changes were made in the format of the instrument. No changes in the items were deemed necessary.

The data were processed using a BMD03D: Correlation with Item Deletion, from the Biomedical Computer Programs, computer package. The BMD03D calculates a simple correlation matrix. A correlation coefficient of .66 was estimated. Applying the Spearman Brown prophesy formula the estimated split-half measure of internal consistency was as follows:<sup>10</sup>

$$\frac{r_{++}}{2} = \frac{2r_{oe}}{1 + r_{oe}}$$

Where

$$\frac{r_{++}}{2} = \frac{2(.66)}{1+.66} = \frac{1.32}{.66} + .80$$

Hence, the estimated reliability of the Administrative Inventory of Role Descriptors, using a test of internal consistency was a correlation coefficient of .80.

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<sup>10</sup> N.M. Downie and R. W. Heath, Basic Statistical Methods (New York: Harper and Row, 1965), p. 244.

Administration of the Instrument

A letter to introduce the study was sent to superintendents, project directors, or administrative heads in participating schools by Dr. Donald Sharpes. This letter asked for participative support of the study and described the procedures involved. A second letter was forwarded by the researcher to each superintendent, project director or administrative head describing the study and requesting help in the selection of schools to be used.

A questionnaire was mailed to each of the participants accompanied by a return self-addressed envelope. Participants were informed in a cover letter that the purpose of the study was to analyze the role of the elementary school building principal in schools with differentiated staffs. They were assured that data would be pooled for each subtest item and that no attempt would be made to identify or report information related directly to individual schools or systems. The participants were asked to evaluate individually each item on the questionnaire and were required to mark the appropriate position on the line which represents their perception of the time spent on each task.

Collection of Data

The research instruments were sent by first class mail to each participant. To insure a high rate of return, a follow-up letter, with a copy of the research instrument, was sent to all the participants, twelve days after the initial mailing. Only those instruments received thirty days after the initial mailing were accepted for processing.

The responses from the participants were categorized. Then each questionnaire was converted to numerical data by measuring the mark across the scale utilizing the None (0.00 to All (1.00) interval level.

#### Treatment of Data

The t-test, which allows for comparison of the difference between means, was used to determine if differences existed between the groups under examination. The significance was established at the .05 level.

The t-test allows teachers and principals to be placed in two independent samples and a test of the mean differences between the variables to be executed.

Popham and Sirotnik also discuss use of the t-test:

The t test is used to determine just how great the difference between two means must be for it to be judged significant, that is, a significant departure from differences, which might be expected by chance alone. Another way of stating the function of the t test is to assert that, through its use, we test the null hypothesis that the two group means are not significantly different, that is, the means are so similar that the sample groups can be considered to have been drawn from the same population.<sup>11</sup>

To determine whether or not there was homogeneity of variance, a series of F tests were administered. The formula for

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<sup>11</sup>W. J. Popham and K. A. Sirotnik, Educational Statistics: Use and Interpretation, (New York: Harper and Row, 1973), p. 124.

an F test is as follows:

$$F = \frac{s_1^2}{s_2^2}$$

Where  $s_1^2$  = the larger of the two sample variances

$s_2^2$  = the smaller of the two sample variances.<sup>12</sup>

If it was determined the probability for F was greater than the .05 level of significance, then the t-value based on the pooled variance estimate was used to ascertain significance. If it was determined the probability for F was equal to, or less than, the .05 level of significance, then the t-value based on the separate variance estimate was used to ascertain significance.<sup>13</sup>

For purposes of this study, the .05 level of significance was selected. For purposes of reporting the data, comparisons were made between role descriptors. Comparisons were made to see whether or not there was significant difference between the perceptions elementary school teachers and principals have of the role of the elementary school building principal participating in a differentiated staff.

### Summary

Chapter 3 describes the procedures of the study. The sample consisted of elementary school teachers and building principals, who

<sup>12</sup> Downie & Heath. op. cit., p. 183.

<sup>13</sup> Norman H. Nie & Others, Statistical Package for the Social Sciences. (New York: McGraw & Hill Book Company, 1975), p. 270.

met the criteria for participation, in schools with differentiated staffs.

An instrument regarding the role of the elementary school building principal on four descriptors (Instructional Leadership, Participative Management (shared decision-making), Non-instructional Tasks and Community Relations was described. Also discussed were the procedures for estimating reliability and validity, pilot study, administration of the instrument, collection of data, and data treatment.

## Chapter 4

### PRESENTATION, ANALYSIS, AND DISCUSSION OF DATA

The purpose of this chapter is to present data concerning the analysis of the research findings. Included within the chapter is information related to the administration and collection of data, statistical program utilized in processing the data, methods for interpreting the variables, an analysis of each role task, and an examination of the four hypotheses.

#### General Data

The Administrative Inventory of Role Descriptors was administered by mail to principals and teachers within the differentiated staffing groups. The study utilized twenty elementary schools K-6 throughout the United States selected on the basis of experience with staff differentiation. All those individuals identified that met the criteria of the study were used. Included in the study were twenty principals and three hundred and thirty three teachers. Of the three hundred and fifty three instruments that were mailed, nineteen principals responded, or ninety-five percent, and, two hundred and thirty four teachers responded or seventy percent. Incomplete questionnaires were not discarded. If a participant failed to respond to an item, the item was treated as a blank and not figured into the data. The numbers of instruments distributed, the number returned and the corresponding percentages, are shown in these results:

	<u>Number Distributed</u>	<u>Returned Number</u>	<u>Questionnaire Percentage</u>
Differentiated Staffing Principals	20	19	95
Differentiated Staffing Teachers	333	234	70

To insure participant confidentiality, no attempts were made to identify schools or individuals. The researcher recognizes that the views of the non-respondents are unknown and may have altered the data of the study had they been included.

#### Data Analysis

The data were processed using a Subprogram T-Test: Comparison of Sample Means, from the Statistical Package for the Social Sciences, (SPSS) computer programs. The SPSS is a compilation of computer programs set up to analyze social science data. According to the manual, the subprogram T-Test, "...provides the capability for computing student's 't' and probability levels for testing whether or not the difference between the two sample means is significant."<sup>1</sup> A primary reason for using the SSPS package was the fact it did not treat blanks as zeros, thus altering the data. It was necessary to utilize a program that differentiated between blanks and zeros. The test for independent samples was utilized, whereby teachers and principals were placed into separate classes and a test for the mean difference of the four variables was executed.

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<sup>1</sup>Nie and others, Statistical Package for the Social Sciences, Ibid., p. 267.

After obtaining the 't' value, the table of 't' values was used to determine whether this value was statistically significant. The .05 level of significance for two-tailed tests was used. Based on the review of the research the researcher made no prediction as to the type of relationship that would exist, assuming no difference in perceptions would, in fact, result. Ferguson states that a "...non-directional test is appropriate if concern is with the absolute magnitude of the difference, that is, with the difference regardless of sign."<sup>2</sup> Use of the .05 level of significance means when the probability of the difference between the two groups occurring by chance is 5 or less instances in 100 instances, it is statistically significant at the .05 level. If the difference between the two groups' perceptions is so great that it cannot be statistically attributed to chance it is statistically significant and the null hypothesis is rejected. On the other hand, if the difference between the two groups' perceptions is so small that it can reasonably be attributed to chance, then it is not statistically significant and the null hypothesis is accepted.

Popham addresses this issue:

...if it is found, on the basis of a statistical test, that there is a significant mean difference, the null hypothesis is rejected. If, on the other hand, it is found that whatever mean difference exists may occur frequently because of mere chance, the

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George A. Ferguson, Statistical Analysis in Psychology and Education (New York: McGraw-Hill, Inc., 1971), p. 150.

null hypothesis is accepted.<sup>3</sup>

For the purpose of presenting the findings, data were grouped and discussed under each of the four hypotheses. Discussion will be based on the determination of significance between the group means.

Hypothesis 1. The first hypothesis stated there would be no difference between the perceptions that elementary school principals and teachers have of the time the principal spends on tasks related to instructional leadership.

This hypothesis focuses on those tasks performed by the elementary school principal that: (1) encourage educational innovation; (2) emphasize the development of an instructional program responsive to the needs of the school; (3) demonstrate leadership in the development of curriculum. Variables or items, one through eight, of the Administrative Inventory of Role Descriptors are related to this hypothesis. Those variables are: (1) develop plans for establishing a new educational program; (2) assist in innovative curriculum development based on current research; (3) formulate objectives and select instructional content; (4) review course priorities and total school program effectiveness; (5) develop instructional materials and aids; (6) conduct a lesson; (7) advise staff in the use of instructional materials; (8) provide individual instructional assistance to students.

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<sup>3</sup>E. James Popham. Educational Statistics: Use and Interpretation, op. cit., p. 51.

The variable which tests the first hypothesis was derived in the following manner:

1. The perceptions teachers have on variables, one through eight, were combined in one variable ( $Vo1 + Vo2 + Vo3 + Vo4 + Vo5 + Vo6 + Vo7 + Vo8 = \text{Hypothesis 1}$ ).
2. The perceptions principals have on variables, one through eight, were combined in one variable ( $Vo1 + Vo2 + Vo3 + Vo4 + Vo5 + Vo6 + Vo7 + Vo8 = \text{Hypothesis 1}$ ).
3. These two scores were then subjected to a t-test to determine whether or not the difference between the two means was statistically significant.

Hypothesis 1. There will be no difference between the perceptions that elementary school principals and teachers have of the time the principal spends on tasks related to instructional leadership. The data for the first hypothesis is presented in these results:

	<u>Number of Cases</u>	<u>Mean</u>	<u>t-value</u>	<u>Degrees of Freedom</u>
Principals	18	284.44		
Teachers	223	271.43	.42	239

With 239 degrees of freedom, a t-value equal to or greater than 1.960 is needed at the .05 level of significance for two-tailed tests, for the difference between the two groups to be statistically significant. A t-value of only 0.42 leads to the conclusion that the difference between the perceptions elementary school principals and teachers have of the time the principal spends on tasks related to instructional leadership is not statistically significant. It may be

stated the null hypothesis failed to be rejected.

Hypothesis 2. The second hypothesis stated there would be no difference between the perceptions elementary school principals and teachers have of the time the principal spends on tasks related to Participative Management.

The second hypothesis relates to those tasks performed by the elementary school principal that: (1) encourage participation of staff and students in the development of school programs and policies; (2) stress shared decision-making and; (3) emphasize administration interaction with staff and students. Variables 9-16 on the Administrative Inventory of Role Descriptors are related to this hypothesis. Those variables are: (9) participate in team teaching; (10) participate in meetings initiated and chaired by staff; (11) confer with staff to plan instructional program; (12) confer with staff to determine needs and interests; (14) confer with staff to determine personnel requirement; (15) perform tasks in response to requests by staff and; (16) participate in in-service training programs.

The variable which tests the second hypothesis was derived in the following manner:

1. The perceptions teachers have on variables, nine through sixteen, were combined in one variable ( $V_{o9} + V_{o10} + V_{o11} + V_{o12} + V_{o13} + V_{o14} + V_{o15} + V_{o16}$ ) = Hypothesis 2.
2. The perceptions principals have on variables, nine through sixteen were combined in one variable ( $V_{o9} + V_{o10} + V_{o11} + V_{o12} + V_{o13} + V_{o14} + V_{o15} + V_{o16}$ ) = Hypothesis 2.

3. These two scores were then subjected to a t-test to determine whether or not the difference between the two means was statistically significant.

Hypothesis 2. There will be no difference between the perceptions elementary school principals and teachers have of the time the principal spends on tasks related to Participative Management.

The data for the second hypothesis is presented:

	<u>Number of Cases</u>	<u>Mean</u>	<u>t-value</u>	<u>Degrees of Freedom</u>
Principals	16	401.18		
Teachers	223	399.13	.05	237

With 237 degrees of freedom, a t-value equal to or greater than 1.960 is needed at the .05 level of significance for two-tailed tests, for the difference between the two groups to be statistically significant. Having a t-value of .05 signifies the difference between the perceptions elementary school principals and teachers have of the time the principal spends on tasks related to Participative Management is not statistically significant. It may be stated the null hypothesis failed to be rejected.

Hypothesis 3. The third hypothesis stated there would be no difference between the perceptions elementary school principals and teachers have of the time the principal spends on tasks related to Non-instructional Tasks.

This hypothesis is directed to those tasks performed by the elementary school principal that relate to: (1) routine tasks

associated with operational administration; (2) tasks not directly related to instruction, and; (3) maintenance of building facilities. Variables, seventeen through twenty-four, of the Administrative Inventory of Role Descriptors are related to this hypothesis. Those variables are: (17) maintain administrative files; (18) arrange for repair of instructional equipment; (19) maintain records of supplies or equipment; (20) requisition supplies or equipment; (21) prepare work requests (e.g.: maintenance and repair); (22) write correspondence, records, reports; (24) control physical environment (e.g.: light, ventilation, and heat).

The variable which tests the third hypothesis was derived in the following manner:

1. The perceptions teachers have on variables, seventeen through twenty-four, were combined in one variable (Vo17 + Vo18 + Vo19 + Vo20 + Vo21 +Vo22 +Vo23 +Vo24 = Hypothesis 3.
2. The perceptions principals have on variables, seventeen through twenty-four, were combined in one variable (Vo17 + Vo18 + Vo19 + Vo20 + Vo21 +Vo22 +Vo23 +Vo24 = Hypothesis 3.
3. These two scores were then subjected to a t-test to determine whether or not the difference between the two means was statistically significant.

Hypothesis 3. There will be no difference between

the perceptions elementary school principals and teachers have of the time the principal spends on tasks related to Non-instructional Tasks.

The data for the third hypothesis is presented in these results:

	<u>Number of Cases</u>	<u>Mean</u>	<u>t-value</u>	<u>Degrees of Freedom</u>
Principals	18	610.72		
Teachers	213	553.28	1.63	27.44

With 27.44 degrees of freedom, a t-value equal to or greater than 2.052 is needed at the .05 level of significance for two-tailed tests, for the difference between the two groups to be statistically significant. Having a t-value of 1.63 signifies the difference between the perceptions elementary school principals and teachers have of the time the principal spends on tasks related to Non-Instructional Tasks is not statistically significant. It may be stated the null hypothesis failed to be rejected.

Hypothesis 4. The fourth hypothesis stated there would be no difference between the perceptions elementary school principals and teachers have of the time the principal spends on tasks related to Community Relations.

This hypothesis is related to those tasks performed by the elementary school principal that: (1) keep the community well informed concerning the school's activities, needs and opportunities; (2) encourage community involvement in the school and; (3) maintain liaison with other schools and professional organizations. Variables, twenty-five to thirty-two, of the Administrative Inventory of Role Descriptors

are related to this hypothesis. Those variables are: (25) organize community advisory committees; (26) inform community of new developments and trends in education; (27) utilize community of new developments and trends in education; (28) promote school programs and policy in the community; (29) maintain liaison with other schools, colleges, and universities; (30) develop proposals for external financial aid; (31) perform consultant services to schools and professional educational organizations and; (32) visit other schools to present information on the school's program.

The variable which tests the fourth hypothesis was derived in the following manner:

1. The perceptions teachers have on variables, twenty-five through thirty-two, were combined in one variable (Vo25 +Vo26 +Vo27 +Vo28 +Vo29 +Vo30 +Vo31 +Vo32 = Hypothesis 4).
2. The perceptions principals have on variables, twenty-five through thirty-two, were combined in one variable (Vo25 +Vo26 +Vo27 +Vo28 +Vo29 +Vo30 +Vo31 +Vo32 = Hypothesis 4).
3. These two scores were then subjected to a t-test to determine whether or not the difference between the two means was statistically significant.

Hypothesis 4. There will be no difference between the perceptions elementary school principals and teachers have of the time the principal spends on tasks related to Community Relations. The data for the fourth hypothesis is presented in these results:

	<u>Number of Cases</u>	<u>Mean</u>	<u>t-value</u>	<u>Degrees of Freedom</u>
Principals	19	342.42		
Teachers	224	387.70	-1.08	241

With 241 degrees of freedom, a 't' value equal to or greater than 1.960 is needed at the .05 level of significance for two-tailed tests, for the difference between the two groups to be statistically significant. Having a 't' value of -1.08 shows the difference between the perceptions elementary school principals and teachers have of the time the principal spends on tasks related to Community Relations is not statistically significant. It may be said the null hypothesis failed to be rejected.

#### Discussion of the Findings

This chapter presented information analyzing the data from the survey instrument, the administration and collection of data, processing of the data, interpretation of results, and an examination of the four hypotheses were discussed.

In all four of the hypotheses it was found there was no significant statistical differences between the perceptions elementary school principals and teachers have on the time the principal spends on tasks related to Instructional Leadership, Participative Management, Community Relations, and Non-Instructional Tasks. In each instance the null hypotheses failed to be rejected.

The results of the study seem to support the role of the principal in a differentiated staff as defined by the literature and

examined through the hypotheses. The effective principal must emphasize tasks related to instructional leadership, participative management and community relations, and de-emphasize tasks related to non-instructional duties. The results also support the contention that all personnel in a differentiated staff clearly understand the roles and responsibilities of each participant, especially the principals.

## Chapter Five

### SUMMARY, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

Review of the literature indicated there are increasing pressures placed on the elementary school principal, from various sources within the community, to provide educational leadership. Differentiated staffing attempts to approach this problem through alternative utilization of the principal. Proponents of differentiated staffing stress when the concept is implemented, the first roles to change are those of management. Thus, the principal becomes a key figure, by virtue of his position, in the success of the implementation of differentiated staffing. This study has attempted to examine and analyze the role of the elementary school building principal (K-6) in differentiated staffing by comparing the perceptions principals and teachers have of the time the principal spends on selected role tasks.

#### Summary

This study was based on the assumption there would be no significant differences between the perceptions teachers and principals have of the principal's role in a differentiated staff. After extensive review of the literature, four major role tasks were identified as

necessary for the principal to perform, if the concept was to be successfully implemented.

The literature emphasized that the principal assume an expanded role as an educational leader by encouraging innovation, emphasizing the development of an instructional program responsive to the needs of the school, and demonstrating leadership in the development of curriculum.

A key component to success is the principal's ability and willingness to allow teachers and other personnel to become involved in the decision-making process. The principal should encourage the participation of staff and students in the development of school programs and policies, stress shared decision-making and emphasize administrative interaction with staff and students.

Another proposed function of the differentiated staffing principal is involving and utilizing the resources of the community within the school. The principal should keep the community well informed concerning the school's activities, needs and opportunities; he should encourage community involvement in the school, and maintain liaisons with other schools and professional organizations. The community is viewed as a valuable resource for the school and the principal is delegated the responsibility for insuring its usage.

Finally, proponents of differentiated staffing assert the principal should spend considerably less time on routine business functions. To allow the principal more time to spend on the instructional programs, routine tasks associated with operational procedures,

tasks not directly related to instruction, and tasks related to maintenance of building facilities should not be performed by the principal.

This study attempted to analyze and examine the role of the elementary school principal using these four role descriptors: Instructional Leadership, Participative Management, Non-instructional Tasks, and Community Relations.

A research instrument, the Administrative Inventory of Role Descriptors, was developed to survey the perceptions of elementary school principals and teachers who cooperated with the School Personnel Utilization Program, United States Office of Education, Bureau of Educational Personnel Development, continuously from 1969-1973 and who are still on the staff in these schools. It was also assumed that the t-test for independent samples could serve to determine whether the differences between the perceptions of the two groups were statistically significant.

The study was conducted in two phases. Phase one consisted of a comprehensive review of the literature related to the concept of differentiated staffing and the role, advocated by the literature, of the principal in schools with differentiated staffs. Phase two comprised the processing, analysis, and interpretation of the data in relation to a comparison of the two groups perceptions.

A majority of the information examined by the researcher was unpublished documents of the School Personnel Utilization Program as submitted to the United States Office of Education. Many of the

original reports were inspected with special emphasis placed on procuring data related to the principal's role. It was discovered that the concept of differentiated staffing infers a process of collegial decision-making and optimum usage of educational personnel. The theory advocates responsibilities within a school be defined and differentiated and individuals within the school be assigned to perform at these various levels of responsibility.

A national search had to be undertaken to determine which schools met the criteria of the study. All the schools contacted and still participating in differentiated staffing agreed to participate.

The research instrument was administered to twenty elementary schools, comprising twenty principals and three hundred and thirty three teachers. Responses were received from nineteen (95%) of the principals and two hundred and thirty-four (70%) of the teachers.

Data from the instruments were scored and then processed using a Subprogram T-test: Comparison of Sample Means, from the Statistical Package for the Social Sciences computer programs. The results of the statistical analysis led to the four null hypotheses failing to be rejected.

#### Conclusions

The following conclusions from the study relate to the differences between the perceptions elementary school principals and teachers have of the time the principal spends on tasks related to Instructional Leadership, Participative Management, Non-instructional Tasks, and Community Relations.

1. Hypothesis number one stated:

There is no difference between the perceptions elementary school principals and teachers have of the time the principal spends on tasks related to Instructional Leadership.

The null hypothesis failed to be rejected, thus, lending support to the proposition that all personnel within a differentiated staff understand the role and responsibilities of the principal. It would appear from the data, the roles and responsibilities of the principal in a differentiated staff as an instructional leader, are well defined and understood, based on the perceptions of the two groups.

Although it was not a purpose of this study to examine variables one through eight independently, to determine whether or not there was a statistically significant difference between the means of the two groups on each of the variables, the researcher did so for personal interest. Presentation of the data related to variables one through eight may be found in the appendix D.

2. Hypothesis number two stated:

There is no difference between the perceptions elementary school principals and teachers have of the time the principal spends on tasks related to Participative Management.

The second hypothesis also failed to be rejected. This finding may also support the contention, inherent in the concept of

differentiated staffing, that all personnel clearly understand the roles and responsibilities of the principal. It would appear from the data, the roles and responsibilities of the principal related to his ability and willingness to allow teachers to become involved in the decision-making process, was well-defined and understood, based on the perceptions of the two groups.

Although it was not a purpose of this study to examine variables nine through sixteen independently, to determine whether or not there was a statistically significant difference between the means of the two groups on each of the variables, the researcher did so for personal interest. Presentation of the data related to variables nine through sixteen may be found in appendix D.

3. Hypothesis number three stated:

There is no difference between the perceptions elementary school principals and teachers have of the time the principal spends on tasks related to Non-instructional Tasks.

The third hypothesis failed to be rejected. This finding seems to support the contention that all members within a differentiated staff clearly understand the roles and responsibilities of the principal. It would appear from the data, the roles and responsibilities of the principal with regard to the amount of time he spends on Non-instructional tasks is well defined and understood, based on the perceptions of the two groups.

Although it was not a purpose of this study to examine

variables seventeen through twenty-four independently, to determine whether or not there was a statistically significant difference between the two groups perceptions, for personal interest, the researcher undertook such a task. Each of the variables was subjected to a t-test. Presentation of the data related to variables seventeen through twenty-four may be found in appendix D.

4. Hypothesis number four stated:

There is no difference between the perceptions elementary school principals and teachers have of the time the principal spends on tasks related to Community Relations.

The fourth hypothesis failed to be rejected, supporting the contention all personnel within differentiated staffing clearly understand the roles and responsibilities of the principal. The data indicates that the roles and responsibilities of the principal, related to involving and utilizing the resources of the community within the school, are well defined and understood, based on the perceptions of the two groups.

Although it was not a purpose of this study to examine the differences between the two groups perceptions on variables twenty-five through thirty-two independently, for personal interest, the researcher undertook such a task. Each of the variables was subjected to a t-test to determine whether or not there was a statistically significant difference between the means of the two groups.

Presentation of the data related to variables twenty-five to thirty-two

may be found in appendix D.

In each of the four instances the null hypotheses failed to be rejected. In all the hypotheses, the data seemed to indicate there were no statistically significant differences between the perceptions of the two groups. Therefore, we may conclude the teachers and principals have similar perceptions related to the role of the elementary school principal on a differentiated staff.

In arriving at the preceding conclusions, no attempts were made to distinguish between schools or participants, only between principals and teachers. The conclusions drawn from this study may be related only to those schools and participants accepted for funding by the United States Office of Education as differentiated staffing projects, K-6, and similar populations. Further, no attempts were made to conclude cause and effect relationships.

#### Implications

This study appeared to support the assumption, by the researcher, that there would be no significant differences between the perceptions of the two groups. This perceptual agreement, viewed by the literature as important to the success of differentiated staffing principals, was actually in existence in schools with differentiated staffs.

This study seemed to demonstrate the emphasis on shared decision-making and the increased involvement of the teacher in this process, as proposed by the literature, was being implemented in these schools. The teachers seemed to indicate the presence of participative

management. There did not appear to be evidence of authoritarian leadership on the part of the principal. The results of this study would, also, encourage an investigation into the decision-making process within differentiated staffing to determine the degree of participation by teachers, and in what areas.

The study seemed to indicate that, compared to the other role descriptors analyzed, the principals placed less emphasis on performing routine business functions. This was also perceived by the teachers. This is in accordance with the literature search conducted to determine the advocated role of the differentiated staffing principal.

This study may have implications for the educational system relative to the need for defining roles and responsibilities of the personnel within the organization. It would appear that a prerequisite for an efficient and effective organization would be all personnel clearly understand the responsibilities and duties of other members within the system. It would seem, if principals are accountable for the total activities within their schools, then they should be responsible for insuring that each member comprehends his role and the role of others. This knowledge should be conveyed during the initial appointment of all personnel. It would appear from this study, the roles and responsibilities of the elementary school principal in schools with differentiated staffs are clearly defined and understood by both principals and teachers.

This study, while adding to the scarcity of literature

related to the analysis of the principal's role in a differentiated staff, also, points to the need for additional research in this area. Given the changing role of the principal in today's schools, further investigation of administrative roles is necessary.

Another implication of the study may be the need to investigate, more thoroughly, the differences in perceptions between the two groups examined in this study. Although there appeared to be no statistically significant difference between the two groups' perceptions, it may be important to examine, in detail, what those differences, or lack of differences, mean.

The instrument utilized in this study seems to have promise as an instrument to measure differences in perceptions. The instrument, although designed specifically for differentiated staffing principals, could be used by non-differentiated staffing principals. The results of such an inquiry may serve to improve communications between personnel and, also, to develop clearly defined areas of responsibility.

Finally, the results of this study may have implications for all those in education who attempt to innovate or implement new or revised practices in educational systems. The lesson to be learned may be that all those involved in the change process must be knowledgeable of the process and the part each individual plays. Misperceptions, as to objectives and roles, rather than opposition to the idea, may, in fact, be the cause of many educational failures. The need for those

who are affected by changes to be involved in, and understand those changes, cannot be overemphasized. This study has attempted to address this important issue.

Recommendations for Further Research

This researcher recommends that:

1. A similar study be conducted involving secondary school teachers and administrators in schools with differentiated staffs.
2. A study of the decision-making process within differentiated staffing be undertaken.
3. A study dealing with community attitudes toward differentiated staffing should be explored.
4. A study focusing on administrative personnel in a differentiated staff, other than the building principal, should be examined.
5. A study comparing the roles of elementary and secondary school building principals in schools with differentiated staffs should be investigated.
6. Further analysis of the administrator's role in a differentiated staff, investigating other role tasks which might be performed, should be studied.
7. A study analyzing the nature of the differences between the perceptions teachers and principals have of the principal's role in a differentiated staff, should be conducted.

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## APPENDIX

Appendix A. SCHOOLS PARTICIPATING IN STUDY

## SCHOOLS PARTICIPATING IN STUDY

1. LaRosa Elementary - Temple City, California
2. Anthony G. Bacich - Kentfield, California
3. West Marin Elementary - Tomales, California
4. Top of the World Elementary - Laguna Beach, California
5. El Morro Elementary - Laguna Beach, California
6. Aliso Elementary - South Laguna, California
7. Stevenson Elementary - Mesa, Arizona
8. Beaverton School - Beaverton, Oregon
9. Dry Creek Elementary - Englewood, Colorado
10. Greenwood Elementary - Englewood, Colorado
11. Holly Hills Elementary - Englewood, Colorado
12. Walnut Hills Elementary - Englewood, Colorado
13. Holly Ridge Elementary - Denver, Colorado
14. Village East Community - Aurora, Colorado
15. Polton Elementary - Denver, Colorado
16. Mission Viejo School - Denver, Colorado
17. Bellevue Elementary - Englewood, Colorado
18. East Ridge Elementary - Denver, Colorado
19. Cherry Hills Elementary - Englewood Colorado
20. Cunningham Year-Round Elementary - Denver, Colorado

Appendix B. COVER LETTERS TO RESEARCH SUBJECTS

Dear

The purpose of this letter is to formally request your participation and assistance in the study of the principal's role in schools with differentiated staffs. I appreciate your indicating earlier that you would be willing to help.

This research, as I previously stated, seeks to analyze the role of the elementary school principal by comparing the perceptions teachers and principals have of the principal's role. Your perception of the role, as indicated by completion of the enclosed instrument, will contribute valuable data, as you are one of a very limited number of principals selected for this study.

The information you provide will be treated in fullest confidence. Identification is required and maintained only for the collection of data. Individual teachers, principals or schools will not be identified in the study.

Would you please assist me by completing the questionnaire and returning it by April 28, 1975, in the enclosed envelope? It requires approximately 5 minutes of your time. May I also ask that you distribute the instrument to the teachers that you indicated would participate and encourage them to return it, also by April 28, 1975.

I appreciate your taking this time from your busy schedule to assist in this study. Thank you again for your cooperation.

Sincerely,

J. Capelluti

Dear Colleague:

The purpose of this letter is to request your participation and assistance in the study of the principal's role in schools with differentiated staffs. The principal of your school, who is also participating indicated that you would be willing to assist me.

This research seeks to analyze the role of the elementary school principal by comparing the perceptions teachers and principals have of the principal's role. Your perception of the role, as indicated by completion of the enclosed instrument, will contribute valuable data, as you are one of a very limited number of teachers selected for this study.

The information you provide will be treated in confidence. Identification is required and maintained only for the collection of data. Individual teachers, principals or schools will not be identified in the study.

Would you please assist me by completing the questionnaire and returning it by April 28, 1975, in the enclosed envelope? It requires approximately 5 minutes of your time.

I appreciate your taking this time from your busy schedule to assist in this study.

Thank you again for your cooperation.

Sincerely,

J. Capelluti

Dear

Please excuse my imposing upon your busy schedule again. Some two weeks ago a research instrument was mailed to you. If you have already completed the questionnaire, you may be interested in having this extra copy for your files. In the event that the mailing did not reach you or if the questionnaire is not readily at hand, I would appreciate your taking time to complete this copy.

This research, as I previously stated, seeks to analyze the role of the elementary school principal by comparing the perceptions teachers and principals have of the principal's role. Your perception of the role, as indicated by completion of the enclosed instrument, will contribute valuable data, as you are one of a very limited number of principals selected for this study.

The information you provide will be treated in fullest confidence. Identification is required and maintained only for the collection of data. Individual teachers, principals or schools will not be identified in the study. This follow-up letter is sent, in fact, because I have no way of knowing who in my sample has responded.

Would you please assist me by completing the questionnaire and returning it by May 9, 1975 in the enclosed envelope? It requires approximately 5 minutes of your time.

May I also ask that you once again encourage your teachers to return their questionnaire, also by May 9, 1975.

In the event that you and your teachers have completed the task, let me extend my appreciation. As stated previously, I am willing to provide a copy of the results of the study upon request.

Sincerely,

J. Capelluti

Appendix C. ADMINISTRATIVE INVENTORY OF ROLE DESCRIPTORS

## DIRECTIONS

This instrument consists of 32 tasks which elementary school building principals may perform as part of their duties and responsibilities. It requires approximately 5 minutes for completion.

In completing the questionnaire, please follow these directions.

1. Carefully read each task.
2. Rate each task for time spent.
3. Make ratings by placing a slash mark across the continuum at the appropriate place between None (of your time) and All (of your time)

Note the example on the following page.

4. Consider each item independently.  
More steadily from item to item.
5. Refold the questionnaire and insert it in the self-addressed envelope.  
Please return it by \_\_\_\_\_.

THANK YOU

## GENERAL DATA

Responses will be treated in fullest confidence  
No identifying reference regarding individual persons or schools will be made in the study.

The following information will assist in the interpretation of the data:

1. Years of administrative experience as a principal \_\_\_\_\_.
2. Years of experience as a classroom teacher \_\_\_\_\_.
3. Years of experience in schools with differentiated staffing \_\_\_\_\_.
4. Number of instructional staff (teachers) in your school \_\_\_\_\_.
5. Approximate student enrollment \_\_\_\_\_.
6. The grade levels included in your school (Circle)  
K 1 2 3  
4 5 6

## DIRECTIONS

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More steadily from item to item.
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THANK YOU

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2. Years of experience as a classroom teacher \_\_\_\_\_.
3. Years of experience in schools with differentiated staffing \_\_\_\_\_.
4. Number of instructional staff (teachers) in your school \_\_\_\_\_.
5. Approximate student enrollment \_\_\_\_\_.
6. The grade levels included in your school (Circle)  
K 1 2 3  
4 5 6

ADMINISTRATIVE INVENTORY OF ROLE DESCRIPTORS

EXAMPLE

Listed below are various tasks which might be performed by elementary school building principals. Rate each task by placing a slash mark ( / ) across the line at the point which best represents the proportion of time you wish to indicate. Consider each task independently.

TIME SPENT

NONE

ALL



1. Prepare Budget.

The respondent to this sample item spends a considerable proportion of his time on this task.

101

NONE

ALL



2. Participate in research studies.

The respondent to this sample item spends none of his time on this task.

Please proceed with completion of the inventory when you have completed the data sheet on the right side of the front page.

### ADMINISTRATIVE INVENTORY OF ROLE DESCRIPTORS

Listed below are various tasks which might be performed by elementary school building principals. Rate each task by placing a slash mark ( / ) across the line at the point which best represents the proportion of time you wish to indicate. Consider each task independently.

NONE

ALL

- |    |       |   |
|----|-------|---|
| 1. | ————— | 1. Develop plans for establishing a new educational program.              |
| 2. | ————— | 2. Assist in innovative curriculum development based on current research. |
| 3. | ————— | 3. Formulate objectives and select instructional content.                 |
| 4. | ————— | 4. Review course priorities and total school program effectiveness.       |
| 5. | ————— | 5. Develop instructional materials and aids.                              |
| 6. | ————— | 6. Conduct a lesson.  |
| 7. | ————— | 7. Advise staff in the use of instructional materials.                    |
| 8. | ————— | 8. Provide individual instructional assistance to students.               |
| 9. | ————— | 9. Participate in team teaching.  |

10. | 10. Participate in meetings initiated and chaired by staff.
11. | 11. Confer with staff to plan instructional program.
12. | 12. Confer with staff to determine policy and the operational procedures.
13. | 13. Confer with students to determine needs and interests.
14. | 14. Confer with staff to determine personnel requirements.
15. | 15. Perform tasks in response to requests by staff.
16. | 16. Participate in in-service training programs.
17. | 17. Maintain administrative files.
18. | 18. Arrange for repair of instructional equipment.
19. | 19. Maintain records of supplies or materials.
20. | 20. Requisition supplies or equipment.
21. | 21. Prepare work requests (e.g.; maintenance and repair.

22. | 22. Write correspondence, records, reports.
23. | 23. Maintain accounts and records of financial transactions.
24. | 24. Control physical environment (e.g.; light, ventilation and heat).
25. | 25. Organize community advisory committees.
26. | 26. Inform community of new developments and trends in education.
27. | 27. Utilize community resource persons.
28. | 28. Promote school program and policy in the community.
29. | 29. Maintain liaison with other schools, colleges, and universities. 104
30. | 30. Develop proposals for external financial aid.
31. | 31. Perform consultant services to schools and professional educational organizations.
32. | 32. Visit other schools to present information on the school's program.

Appendix D. STATISTICAL ANALYSIS FOR 32 VARIABLES  
SUBJECTED TO t-TESTS FOR INDEPENDENT SAMPLES

STATISTICAL ANALYSIS FOR 32 VARIABLES SUBJECTED  
TO T-TESTS FOR INDEPENDENT SAMPLES

	Number of Cases	Mean	t-value	Degrees of Freedom
VO. 1 Develop plans for establishing a new educational program.				
Principals	19	57.47		
Teachers	233	48.82	1.48	250
VO. 2 Assist in innovative curriculum development based on current research.				
Principals	19	53.05		
Teachers	233	48.13	0.85	250
VO. 3 Formulate objectives and select instructional content.				
Principals	19	35.84		
Teachers	234	35.83	0.00	251
VO. 4 Review course priorities and total school program effectiveness.				
Principals	19	50.94		
Teachers	234	53.36	-0.43	251
VO. 5 Develop instructional materials and aids.				
Principals	19	18.89		
Teachers	233	20.44	-0.36	22.08
VO. 6 Conduct a lesson.				
Principals	19	17.00		
Teachers	233	21.69	-.90	250
VO. 7 Advise staff in the use of instructional materials.				
Principals	19	31.15		
Teachers	233	23.29	1.50	250
VO. 8	18	15.66		
Teachers	227	18.97	-0.91	23.82

Continuation:

	Number of Cases	Mean	t-value	Degrees of Freedom
VO. 9 Participate in team teaching.				
Principals	19	15.84		
Teachers	232	23.79	-2.48	31.89
VO. 10 Participate in meetings initiated and chaired by staff.				
Principals	18	49.55		
Teachers	230	51.63	-0.30	246
VO. 11 Confer with staff to plan instructional program.				
Principals	18	65.55		
Teachers	234	54.39	1.84	250
VO. 12 Confer with staff to determine policy and operational procedures.				
Principals	19	66.84		
Teachers	231	63.12	0.62	248
VO. 13 Confer with students to determine needs and interests.				
Principals	18	30.94		
Teachers	233	35.20	-0.62	249
VO. 14 Confer with staff to determine personnel requirements.				
Principals	18	56.44		
Teachers	233	59.82	-0.45	249
VO. 15 Perform tasks in response to requests by staff.				
Principals	19	48.57		
Teachers	234	58.32	-1.49	251
VO. 16 Participate in in-service training programs.				
Principals	19	47.36		
Teachers	232	50.23	-0.39	33.73

Continuation:

	<u>Number of Cases</u>	<u>Mean</u>	<u>t-value</u>	<u>Degrees of Freedom</u>
<b>VO. 17 Maintain administrative files.</b>				
Principals	19	67.42		
Teachers	230	56.37	1.47	247
<b>VO. 18 Arrange for repair of instructional equipment.</b>				
Principals	19	81.47		
Teachers	231	78.83	0.38	34.12
<b>VO. 19 Maintain records of supplies or materials.</b>				
Principals	19	88.36		
Teachers	228	77.14	2.00	54.32
<b>VO. 20 Requisition supplies or equipment.</b>				
Principals	19	86.05		
Teachers	233	78.98	1.50	86.59
<b>VO. 21 Prepare work requests (e.g.; maintenance and repairs).</b>				
Principals	19	64.15		
Teachers	233	59.74	0.65	250
<b>VO. 22 Write correspondence, records, reports.</b>				
Principals	19	64.15		
Teachers	233	59.74	0.65	250
<b>VO. 23 Maintain accounts and records of financial transactions.</b>				
Principals	18	61.33		
Teachers	230	61.49	-0.02	246
<b>VO. 24 Control physical environment (e.g.; light, ventilation, and heat).</b>				
Principals	19	85.10		
Teachers	231	71.35	3.38	28.47

Continuation:

	Number of Cases	Mean	t-value	Degrees of Freedom
VO. 25 Organize community advisory committees.				
Principals	19	47.52		
Teachers	234	52.56	-0.75	251
VO. 26 Inform community of new developments and trends in education.				
Principals	19	52.94		
Teachers	233	56.97	-0.60	250
VO. 27 Utilize community resource persons.				
Principals	19	42.78		
Teachers	232	53.27	-1.61	249
VO. 28 Promote school program and policy in the community.				
Principals	19	59.31		
Teachers	232	61.45	-0.34	249
VO. 29 Maintain liaison with other schools, colleges, and universities.				
Principals	19	44.31		
Teachers	233	51.24	-0.98	250
VO. 30 Develop proposals for external financial aid.				
Principals	19	37.21		
Teachers	232	46.05	-1.16	249
VO. 31 Perform consultant services to schools and professional educational organizations.				
Principals	19	31.15		
Teachers	231	36.32	-0.78	248
VO. 32 Visit other schools to present information on the school's program.				
Principals	19	27.15		
Teachers	232	34.60	-1.12	249

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A STUDY OF THE ROLE OF THE ELEMENTARY  
SCHOOL PRINCIPAL IN SCHOOLS WITH  
DIFFERENTIATED STAFFING

by

Joseph Hincks Capelluti

(ABSTRACT)

The purpose of this study was to examine and analyze the role of the elementary school building principal (K-6) in schools utilizing differentiated staffing. The principal's role was investigated through analysis of the response by teachers and building principals in public schools, K-6, who have had experience with differentiated staffing, to an instrument designed to measure the time spent on various tasks the administrator reportedly performs.

After reviewing the literature related to differentiated staffing, an instrument (Administrative Inventory of Role Descriptors) was developed by the researcher which attempted to measure four role descriptors: instructional leadership, non-instructional tasks, participative management (shared decision-making) and community relations. The role perceptions identified by use of the Administrative Inventory of Role Descriptors constituted the basis for analysis and comparison.

Conclusions reached were that there was no significant difference between the perceptions elementary school principals and teachers

have of the time the principal spends on tasks related to:

1. Instructional Leadership
2. Participative Management
3. Non-Instructional Tasks
4. Community Relations

A prerequisite for an effective school would be that all personnel clearly understand the responsibilities of others in the school. Thus, principals would insure that teachers understand their role as well as his. From this study, it would appear the roles and responsibilities of the elementary school building principal in schools K-6 with differentiated staffs are clearly defined and understood.