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ABSTRACT

A national sample of school principals was administered the Job Functions Inventory for School Principals (JFI). This instrument consisted of 180 items or descriptions of functions a principal might have to perform on some regular basis. The principals surveyed rated the importance of each item. This report contains material on the background of the study, the pilot test, development of the instrument, selection of the sample, a copy of the instrument, and a comprehensive statistical analysis of the data. (MLF)

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A NATIONAL OCCUPATIONAL ANALYSIS OF THE SCHOOL PRINCIPALSHIP

A Cooperative Research Project

Consortium for Educational Leadership

Industrial Relations Center
The University of Chicago

F I N A L R E P O R T

by

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EA 007 822

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A NATIONAL OCCUPATIONAL ANALYSIS OF THE SCHOOL PRINCIPALSHIP

Section One

BACKGROUND OF THE STUDY

This study, carried out in cooperation with the Consortium for Educational Leadership, is, we hope, an important milestone in a series of studies directed to the improvement of selection, training, and promotion procedures for high-level personnel in school systems. It is the third in this series, which was initiated almost three years ago.

HISTORICAL BACKGROUND

These studies had their origin in the Civil Rights Act of 1972, which, for the first time, brought state and local governments and public and private schools under the provisions of Title VII of the 1964 Act. Occupations in these institutions thus became subject to the requirements of the EEOC Guidelines (1966,1970) on employee selection and promotion. At that time, too, laws dealing with civil rights in public-sector employment were being tested more frequently in the courts.

Of particular significance for our research, selection procedures for school principals were newly coming under fire, as evidenced by a suit (Chance v. Board of Examiners) brought by the NAACP in a federal court to block the use of tests in the hiring process for principals in the New York City elementary schools. The claim was that the tests discriminated against black and Puerto

Rican candidates and that the written part of these tests was not "job related." Defendants in such suits are vulnerable for three major reasons:

1. The clear underrepresentation of blacks and other minorities in supervisory positions in most of the country's large schools, including those in New York ("Discriminatory Merit Systems," 1970)
2. The lack of empirical evidence for the validity of the selection devices whose use has led to this underrepresentation
3. Research findings reported in the literature (Erickson et al., 1970; Gross and Herriott, 1965; Hemphill et al., 1962; Lipham, 1960; Preble, 1962; Schutz, 1966) and generally attesting to the lack of "fit" between academic preparation and on-the-job performance as a school principal.

In response to the situation outlined above, The University of Chicago submitted a two-phase proposal to the U.S. Commissioner of Education for a study to validate selection procedures for school principals. According to the Guidelines, such a validation would require an empirical demonstration of the extent to which tests or assessments of a person's skills and attributes (predictors) used in the hiring process were related to or predicted measures of on-the-job performance (criteria). The first phase of this proposed study consisted of an occupational analysis of the school principalship designed to identify the major functions performed by the principal and their relative importance under varying conditions of operation. This phase of the occupational analysis was eventually begun under two successive annual grants from the Office of Education to the Midwest Administration

Center (MAC) of The University of Chicago. It was conducted in cooperation with the MAC, which also contributed the participation of three of its Directors, several staff members, and four of its graduate students.

RESULTS OF MAC STUDIES

During the designing stage of the occupational analysis, it soon became evident that the development of measures of principal performance would be a considerable challenge. In industrial organizations, programs for job description and job clarification--followed by individual objective-setting and periodic review as to the achievement of these objectives--are commonplace. However, such programs are comparatively rare in educational institutions. It was clear that we would have to start from "square one."

The usual procedures for occupational analysis were used. These included library research into the content of the principal's job and the effects on this job of environmental constraints such as type and size of school, student-teacher ratio, geographic location, and ethnic composition of student body and staff. We also utilized interviews with persons familiar with the principal's responsibilities, such as the principals themselves, teachers, and superintendents. In the course of these interviews, a limited amount of observation of on-the-job behavior was possible. However, the major effort--based on this research--was directed toward the development of a standardized and quantified instrument for describing the major dimensions of the principal's job and determining their relative importance for effective performance.

The two projects carried out jointly with MAC produced the following results:

1. The rationale for developing the quantified instrument, which rested on twin assumptions: that generic items could be written to describe the behavior underlying the day-to-day activities of principals and that the functions performed by principals would be generally similar but would vary in their importance according to the type of school and other operational variables
2. A data bank of items describing a wide variety of activities
3. A technique for rating the importance of these activities, based on a forced-normal-distribution card-sort
4. An instrument--the Job Functions Inventory for School Principals--incorporating selected items from the data bank and utilizing the card-sort technique
5. Data from an administration of the Inventory to over 200 principals, mainly in the Chicago School District
6. A factor analysis of responses from this group of principals, revealing an underlying structure of 19 dimensions of principal performance which were interpreted and defined in cooperation with school administrators
7. A multivariate analysis of variance, revealing that the Inventory was sensitive enough both to differentiate between the demands of the principal's job under different conditions of operation and to reflect differing concepts of the job held by individual principals.

These results were considered encouraging, with potential for a variety of practical applications in educational settings. However, the study could be regarded only as a "pilot," since its findings and the conclusions based

on these were largely limited to operating conditions in the Chicago School District. It was at this point that the Consortium for Educational Leadership funded an extension of the occupational analysis to a national sample of school principals. The first step in this new stage of the project was a substantial revision of the original Job Functions Inventory for School Principals.

Section Two

CONSTRUCTION OF REVISED JOB FUNCTIONS INVENTORY FOR SCHOOL PRINCIPALS

This substantial revision covered all three of the essential elements of the quantified procedure for job description. These were:

1. The Job Functions Inventory (JFI) item content
2. The measurement technique used by respondents to express their judgments
3. The separate "Data Summary Sheet," which provides relevant information about the responding principal and about the environmental constraints or operating conditions of his school.

THE JFI ITEM CONTENT

Analysis of data from the Chicago study provided at least two important sources of empirical, quantitative information about the behavior of the items in the original Inventory which could serve as input for item revision.

The first of these was a listing of the importance-scale mean, standard deviation, and percentage frequency of response for each scale category (0-5) for each item for the combined group of 212 respondents. Items most closely examined for possible revision or deletion fell into two categories. First were those (18 out of the 180) with a mean scale value of 3.5 or more, indicating that the respondents almost unanimously regarded them as important. Such items might actually be of universal importance but, on the other

hand, might be so general and inclusive as to be useless in defining the job or in differentiating among various types of principalship. The second category of items (14 out of 180) were those with a mean scale value of less than 1, indicating that most respondents regarded them as unimportant or irrelevant. Here care had to be exercised. Such items might, indeed, be largely irrelevant, but they might include unusual activities characteristic of unique types of principalship, and therefore they were not automatically deleted.

The second important source of information from the Chicago data was the factor-item structure of the final oblique factor solution. A total of 18 items did not contribute to (have significant loadings on) any of the identified dimensions of principal behavior. Of these, eight overlapped with the two categories of items for possible deletion described above. Items rejected by the factor structure could very well be irrelevant. On the other hand, they could be important and rejected only because a particular dimension of behavior had been underrepresented in the Inventory. In other words, they would be "factors" represented by only one item. The same reasoning could apply to factors which had been identified but were represented by only two or three items.

All of this information was reviewed in a two-day meeting called by the Directors of the Consortium for Educational Leadership and attended by members of their Board of Directors, other participants in the project, and project staff from the Industrial Relations Center. In addition to reviewing the quantitative evidence of item behavior, the educational personnel present provided another important source of information for item revision--

a close knowledge of operating conditions in a wide variety of principalships in various parts of the country. This input aided in the revision or generalization of items which seemed specific to the Chicago School District and in decisions as to the need to represent new dimensions of behavior in the Inventory.

As a result of these contributions, 46 items from the original Inventory were deleted, 31 revised, and 46 new items added. Three new dimensions of behavior were postulated and represented among the revised or new items. On the basis of these changes, an interim or "intuitive" factor structure was developed for the new instrument, starting from the Chicago-study factoring and incorporating new or revised items where they seemed to belong and listing the items for the three new factors which had been postulated. This factor structure is presented in detail on pages 13 through 35 at the end of this Section. The numbers in parentheses on the first page refer to similar factors identified in the Chicago study. In the item listing for each interim factor, the "Categorized Item Number" refers to one of the developmental stages of the intuitive structure.

THE MEASUREMENT TECHNIQUE

In the Chicago study, a forced-normal distribution was chosen as the means by which principals would respond to the Inventory items. This technique minimized the conscious and unconscious distortions and the constant errors of judgment which beset the use of rating scales. It was implemented with a deck of 180 IBM cards with one item printed on each. The sequence of items was computer randomized in a standard order. After each use, the cards

could be machine-sorted back into this order and reused.

The principal's task in making the card-sort was twofold. First, he went through the cards in the deck and set aside all items which he felt were "Not a Personal Job Function." Second, he sorted the remaining cards--those he felt described functions which were a personal responsibility--into a predetermined forced-normal distribution. There were five categories for this distribution:

"Little Importance"
"Some Importance"
"Average Importance"
"Much Importance"
"Outstanding Importance"

A special instruction sheet indicated how many cards should be put into each category to achieve the proportions of the bell-shaped normal curve. Of course, the specific number of cards for each category varied depending on how many cards had been retained for this phase of the sorting process. The instruction sheet gave the distributions for any number of retained cards between 60 and 180.

This sorting procedure was reasonably well accepted by the respondents and was generally satisfactory for a local study. However, there were difficulties of implementation which could have become severe in the proposed national administration. The major difficulties involved were:

1. High costs of mailing and the basic awkwardness of handling the bulky card decks
2. Expense of producing the card decks and substantial loss of decks through mutilation of the cards by the respondents or by the mechanical sorter

3. Most important, the delays in implementation caused by the need to resort the decks before they could be used again.

There was also a statistical drawback inherent in the entire sorting procedure. The number of cards set aside as "Not a Personal Job Function" had a wide range and was sometimes a sizable figure. When this number was large, the "discard" category could unduly influence the item correlations on which various forms of statistical analysis were based.

In an attempt to overcome these difficulties for the national study, a single-use, pencil-and-paper form of the Inventory was developed which retained the advantages of the forced-distribution sort. The resulting booklet format and the "Detailed Instructions" for its use are shown in the Appendix. This booklet consists of three double-page spreads with 60 items per spread. The respondent first divides, or "sorts," the items into a "Below Average" or an "Above Average" category of importance by putting a check mark in one of the shaded columns to the right of the item on the page. As a final result of this "sort," there must be an equal number of items (90) checked in each category, as summed across all three double-page spreads. Next, the check marks in each of the two shaded columns must be further "sorted" in a refinement of the first rough categorization. Items in the "Above Average" category must be rechecked into one of three more precise categories of importance--"More than Average," "Much," and "Outstanding." Items in the "Below Average" category are rechecked under "Less than Average," "Some," and "Little or None." After this "resort," there must be an equal number of items (30) checked in each subcategory, as summed across all three double-page spreads. This entire process is illustrated on the third page

of the "Detailed Instructions" shown in the Appendix.

Use of the pencil-and-paper Job Functions Inventory does away with the chief handling problems encountered in connection with the card decks. From a statistical point of view, use of a rectangular distribution rather than the bell-curve distribution employed in the card sort does not preclude the calculation of product-moment correlation coefficients. Furthermore, the underlying distribution for any individual item as obtained by a group of respondents using the forced-rectangular pattern will probably be normal. It should also be pointed out that use of the rectangular distribution removes the problems of calculating correlation coefficients on the basis of a varying number of items--problems which arose when respondents could "set aside" however many items they wished.

Pilot administrations of the booklet format of the JFI indicated that it presented a manageable task which could be completed in about the same amount of time as the card-sort. Thus, for both practical and theoretical reasons, this format was regarded as a significant advance.

"DATA SUMMARY SHEET"

The "Data Summary Sheet" was designed to provide accurate, significant, and comprehensive information about the principal and the characteristics of his school, which could be used to classify responses to the JFI for purposes of statistical analysis. This Sheet as revised for the national study is shown in the Appendix. It is essentially similar to the form used in the Chicago study. However, it includes information about the principal's educational background and the number of administrative levels in his school

and school district. In addition, there are items dealing with para-professionals and non-certificated staff--personnel not dealt with in the original Inventory.

We consider that the revisions described in this section strengthened and improved all three of the essential elements in the quantified procedure for analyzing the job of the school principal. The instrument was now ready for administration to a national sample.

INTERIM (INTUITIVE) FACTOR STRUCTURE

I. RELATIONS WITH PEOPLE AND GROUPS

Students

1. Student Evaluation (23)
2. Emotional Needs & Adjustment (3)
3. Organizations & Extra-Curricular Activites (22)

Teaching Staff

4. Teacher Training & Development (19)
5. Utilization of Specialized Teachers & Staff (10)
6. Performance Evaluation (14)

School & Community

7. Racial & Ethnic Group Problems (9)
8. Low Socioeconomic Status Problems (4)
9. Informal Group Influences (6)
10. Trouble Shooting & Problem-Solving (12)
11. Community Involvement & Support (20)

Unions

12. Working with Unions (24)

II. CURRICULUM

13. Curriculum Development--System-Wide (15)
14. Curriculum Development--School Community (18)

III. GENERAL ADMINISTRATION

15. Working with Central Office (8)
16. Safety Regulation (16)
17. Support Services--Classroom Teacher (7)
18. School Control (11)
19. Administrative Coordination (21)

IV. POSSIBLE NEW FACTORS

20. Fiscal Control
21. Personal Development
22. Personnel Administration

INTERIM (INTUITIVE) FACTOR STRUCTURE

I. RELATIONS WITH PEOPLE AND GROUPS

Students

1. Student Evaluation (23)

Booklet Item Number	Categorized Item Number	Item
12	109	Arranging for advanced elementary students to enroll in high school prep programs
29	68	Counseling students on college entrance procedures
30	84	Approving all student promotions
37	134	Ensuring that records on students are systematically and accurately maintained
52	85	Evaluating student progress assessments
73	86	Reviewing student performance on standardized tests for general evaluation of the school
92	87	Discussing student failures with teachers
94	101	Discussing student career and academic potential with parents
109	72	Reversing grade-level advancements if they prove not to be in the student's best interest
110	88	Reviewing student performance on school-designed achievement tests
125	89	Involving students in decision-making on their individual plans of instruction
138	103	Requiring teachers to send parents all required reports, such as regular or special report cards

INTERIM (INTUITIVE) FACTOR STRUCTURE

I. RELATIONS WITH PEOPLE AND GROUPS

Students

2. Emotional Needs & Adjustment (3)

Booklet Item Number	Categorized Item Number	Item
32	98	Counseling parents on student problems
67	19	Arranging schedules so that teachers can meet across grade levels
74	94	Visiting homes of problem students
112	102	Coordinating activities of all parent groups in the school
134	42	Supporting teachers in dealings with students
141	140	Appearing in court with students with legal problems
147	75	Helping bused students adjust to the new school
155	76	Counseling students with severe adjustment problems
175	66	Making arrangements for supportive services for students, such as testing and speech therapy

INTERIM (INTUITIVE) FACTOR STRUCTURE

I. RELATIONS WITH PEOPLE AND GROUPS

Students

3. Organizations & Extra-Curricular Activities (22)

Booklet Item Number	Categorized Item Number	Item
6	53	Maintaining constructive relationships with athletic coaches
9	91	Maintaining interscholastic athletic programs
31	92	Encouraging activities of student organizations
53	93	Attending school athletic events
104	6	Making sure that instructional programs meet accreditation requirements
111	96	Arranging informal athletic meets with other schools in the area
163	46	Developing communication between teachers at various grade levels where possible and applicable

INTERIM (INTUITIVE) FACTOR STRUCTURE

I. RELATIONS WITH PEOPLE AND GROUPS

Teaching Staff

4. Teacher Training & Development (19)

Booklet Item Number	Categorized Item Number	Item
3	22	Arranging opportunities for teachers to see new instructional methods or material from outside the school
5	35	Providing special supervision for new teachers
14	125	Ensuring efficient use of audio-visual equipment
25	23	Arranging for easy teacher access to teaching materials
26	31	Conducting orientation meets for teachers and staff
27	36	Orienting new teachers to the community
68	25	Encouraging teachers to ask for needed or additional instructional materials
79	128	Supervising library services
87	26	Arranging for training in use of instructional materials.
120	7	Reviewing lesson plans on a regular basis
144	9	Experimenting with new types of instruction
158	11	Encouraging staff to develop own plans of instruction

INTERIM (INTUITIVE) FACTOR STRUCTURE

I. RELATIONS WITH PEOPLE AND GROUPS

Teaching Staff

5. Utilization of Specialized Teachers & Staff (10)

Booklet Item Number	Categorized Item Number	Item
1	1	Suggesting possible special curriculum resources to teachers
23	2	Helping teachers adapt the curriculum to fit the needs of the students
28	54	Assuring coordination and cooperation among specialized academic staff
80	136	Delegating solution of some types of problem to grade or department chairpeople
121	28	Making independent decisions with teachers and staff regarding the acquisition and use of instructional materials
146	61	Making final decisions regarding assignment of specialized staff
168	65	Including para-professionals or non-certificated staff in planning meetings on work load and special schedules

INTERIM (INTUITIVE) FACTOR STRUCTURE

I. RELATIONS WITH PEOPLE AND GROUPS

Teaching Staff

6. Performance Evaluation (14)

Booklet Item Number	Categorized Item Number	Item
15	133	Maintaining meaningful and up-to-date records on teacher performance
49	37	Documenting poor evaluations of teaching staff performance with concrete data
70	38	Informing teaching staff of criteria used in evaluating their performance
89	39	Establishing criteria for evaluating teacher performance
107	40	Evaluating all types of teaching staff on regular bases
123	59	Evaluating performance of para-professionals or non-certificated staff
154	62	Evaluating performance of specialized staff
159	45	Providing teaching staff with feedback on individual evaluations

INTERIM (INTUITIVE) FACTOR STRUCTURE

I. RELATIONS WITH PEOPLE AND GROUPS

School & Community

7. Racial & Ethnic Group Problems (9)

Booklet Item Number	Categorized Item Number	Item
18	96a	Arranging for school observance of special racial or ethnic holidays
71	56	Initiating programs for teaching English to bilingual or multilingual students
139	122	Adjusting to changing ethnic composition of school community
145	43	Helping teachers adjust to a school where another racial or ethnic group is in the majority
149	141	Developing strategies for minimizing racial conflicts within school
152	10	Developing strategies to help integrate the world of the culturally different student into the life of the school
153	44	Monitoring and evaluating behavior of teachers in dealing with members of different racial and ethnic groups in the school
156	124	Assisting in developing of plans for school desegregation
167	47	Working with teachers to establish criteria for evaluating their effectiveness in working with the different racial and ethnic groups in the school

INTERIM (INTUITIVE) FACTOR STRUCTURE

I. RELATIONS WITH PEOPLE AND GROUPS

School & Community

8. Low Socioeconomic Status Problems (4)

Booklet Item Number	Categorized Item Number	Item
58	127	Administering special lunch or breakfast programs
99	137	Coordinating state and federal programs in the school
119	163	Writing proposals for federal grants
124	73	Developing contacts and procedures for dealing with truancy
126	121	Dealing with racist groups in the community
176	81	Developing strategies to reduce student transiency

INTERIM (INTUITIVE) FACTOR STRUCTURE

I. RELATIONS WITH PEOPLE AND GROUPS

School & Community

9. Informal Group Influences (6)

Booklet Item Number	Categorized Item Number	Item
13	115	Understanding community political factors affecting school
88	34	Dealing with informal groups or cliques among the staff
116	138	Combating rumors through communications, such as special meetings or fact sheets
151	166	Gathering information about politics of system decision-making
157	167	Gaining support of individual board members for programs in the school

INTERIM (INTUITIVE) FACTOR STRUCTURE

I. RELATIONS WITH PEOPLE AND GROUPS

School & Community

10. Trouble Shooting & Problem-Solving (12)

Booklet Item Number	Categorized Item Number	Item
48	32	Arranging meetings between teachers and custodial staff
54	99	Dealing with belligerent parents or parent groups
91	71	Clarifying for staff, students, and parents the state and system procedures for removing students from school when necessary
93	95	Dealing with street gang influence in the community
101	153	Preventing drug use or sales on school premises
128	139	Training and effectively utilizing vice-principals
140	132	Maintaining a security force adequate to deal with such school problems as gang activities and crowd control
165	78	Developing programs to improve attendance
169	79	Dealing ethically and legally with student rights movements
172	80	Working with street gangs inside the school

INTERIM (INTUITIVE) FACTOR STRUCTURE

I. RELATIONS WITH PEOPLE AND GROUPS

School & Community

11. Community Involvement & Support (20)

Booklet Item Number	Categorized Item Number	Item
7	67	Seeking community health services for students in need
10	97	Securing parent assistance in school programs and activities
34	110	Cooperating with other school in the neighborhood on common problems
35	116	Working with community to determine its expectations for the school
57	117	Informing community about school problems, activities, and achievements
75	100	Reporting school activities and events at P.T.A. meetings
78	118	Dealing with community visitors to school
96	113	Working actively with religious institutions in developing special programs as needed
113	114	Working with parochial school systems to share educational or other programs
114	120	Being a speaker at community organizations
133	29	Involving community in selection of instructional and library materials
162	12	Working with local groups to determine bases for student evaluation
178	82	Developing resources to secure part-time and temporary jobs for students

INTERIM (INTUITIVE) FACTOR STRUCTURE

I. RELATIONS WITH PEOPLE AND GROUPS

Unions

12. Working with Unions (24)

Booklet Item Number	Categorized Item Number	Item
11	104	Dealing with teacher strikes
33	105	Developing good relationships with union or teacher-association representatives on staff
43	176	Attending meetings of local principals' association
46	18	Eliciting teacher cooperation for exceeding policy or contract guidelines
55	106	Dealing with grievances submitted by staff members, unions, and teacher associations
76	107	Understanding constraints of agreements with unions or teacher associations
95	108	Supporting grievances when they will be of long-range benefit to the school

INTERIM (INTUITIVE) FACTOR STRUCTURE

II. CURRICULUM

13. Curriculum Development--System-Wide (15)

Booklet Item Number	Categorized Item Number	Item
63	170	Consulting central office when legal problems arise
66	4	Securing central office support for school-initiated curriculum changes
102	162	Working through administrative superior to promote innovative methods or materials
106	27	Justifying unusual requests for supplies or materials to administrative superior
143	165	Accounting to central office for success or failure of innovative programs

INTERIM (INTUITIVE) FACTOR STRUCTURE

II. CURRICULUM

14. Curriculum Development--School Community (18)

Booklet Item Number	Categorized Item Number	Item
24	17	Scheduling special events, such as assembly speakers and career days
45	3	Discovering community views on needed curriculum changes
72	70	Developing special programs for gifted or retarded students
77	112	Serving on advisory boards of agencies working within the school
97	119	Working with local community agencies and organizations in solving problems
132	8	Conferring individually with teachers on curriculum effectiveness
148	123	Using community-based resources to enrich the curriculum
166	13	Conducting school-initiated curriculum evaluations
173	15	Developing sex-education programs

INTERIM (INTUITIVE) FACTOR STRUCTURE

III. GENERAL ADMINISTRATION

15. Working with Central Office (8)

Booklet Item Number	Categorized Item Number	Item
16	142	Securing extra resources from the school system for dealing with drug problems in the school
19	168	Staying informed on system policies and guidelines
20	173	Attending all required school-system meetings
40	159	Maintaining good relations with central office personnel
41	169	Supporting and enforcing policies of central office
42	174	Reading central office reports and bulletins
62	160	Accounting to central office for school academic performance
83	161	Coping with unrealistic central office demands
85	5	Making curriculum evaluations required for reports to central office
103	172	Interpreting central office policies to apply to the school situation
131	164	Developing procedures for reducing theft in the school

INTERIM (INTUITIVE) FACTOR STRUCTURE

III. GENERAL ADMINISTRATION

16. Safety Regulation (16)

Booklet Item Number	Categorized Item Number	Item
17	149	Staying informed on system policies dealing with safety
39	150	Organizing student monitors for safety in and around the school building
61	151	Organizing a safety committee to discuss safety problems
82	152	Staying alert to possible safety hazards in and around the school
130	155	Planning and supervising safety drills
142	156	Briefing staff on safety policies and procedures

III. GENERAL ADMINISTRATION

17. Support Services--Classroom Teacher (7)

Booklet Item Number	Categorized Item Number	Item
47	24	Setting priorities for distribution of teaching materials
84	171	Distributing central office announcements to teachers
105	21	Keeping teacher work loads about equal for all teachers
108	58	Assigning para-professionals or non-certificated staff where they can best provide service to teachers
164	64	Alerting teachers to help that can be provided by para-professionals or non-certificated staff

INTERIM (INTUITIVE) FACTOR STRUCTURE

III. GENERAL ADMINISTRATION

18. School Control (11)

Booklet Item Number	Categorized Item Number	Item
2	16	Assigning teachers to special duties, such as hall supervision
36	126	Personally supervising lunch room
50	55	Organizing staff, such as librarians or secretaries, to handle supervisory tasks during teachers' duty-free periods
56	111	Working with student teachers from local universities
115	130	Inspecting physical plant of school regularly
118	154	Keeping unauthorized persons off school premises
122	41	Assigning personnel to substitute for absent teachers
127	131	Supervising playgrounds
150	157	Providing students with safe passage to and from school
161	77	Administering disciplinary policy
170	14	Visiting classrooms regularly to supervise instructional program

INTERIM (INTUITIVE) FACTOR STRUCTURE

III. GENERAL ADMINISTRATION

19. Administrative Coordination (21)

Booklet Item Number	Categorized Item Number	Item
8	83	Supervising student programs to make sure they meet graduation requirements
51	69	Counseling with potential dropouts
59	135	Delegating appropriate responsibility to other members of the principal's office
69	33	Coordinating activities of regular and specialized teaching staffs
86	20	Developing teaching schedules
98	129	Supervising student health services
136	74	Seeking teacher and parent assistance in identifying potential dropouts
137	90	Supervising work-study programs to make sure they meet graduation requirements

INTERIM (INTUITIVE) FACTOR STRUCTURE

IV. POSSIBLE NEW FACTORS

20. Fiscal Control

Booklet Item Number	Categorized Item Number	Item
38	143	Allocating funds among grades or departments
60	144	Managing the school's internal accounts
81	145	Accounting for monies collected by teachers
100	146	Making final decisions for all budget expenditures
117	147	Developing the annual budget
129	148	Accounting for annual budget expenditures with regard to instructional program

IV. POSSIBLE NEW FACTORS

21. Personal Development

Booklet Item Number	Categorized Item Number	Item
21	175	Maintaining regular contacts with other principals
22	178	Maintaining regular program of reading in professional field
44	179	Setting personal professional goals on a yearly basis
64	177	Attending professional meetings and seminars outside district
65	180	Working on a higher degree in the field of educational administration

IV. POSSIBLE NEW FACTORS

22. Personnel Administration

Booklet Item Number	Categorized Item Number	Item
4	30	Offering teacher vacancies to current staff before reporting them to central office
90	57	Making final decisions regarding hiring of para-professionals or non-certificated staff
135	60	Making final decisions regarding removal of para-professionals or non-certificated staff from school
160	63	Making final decisions regarding removal of specialized staff from school
171	48	Recruiting teacher candidates
174	49	Making final decisions regarding hiring of teachers
177	50	Making final decisions regarding removal of teachers
179	51	Involving parents in hiring of teachers
180	52	Developing strategies for dealing with high teacher turnover

Section Three

FIELD IMPLEMENTATION AND DESCRIPTION OF THE SAMPLE

DATA COLLECTION

Data collection for the study was conducted in three phases: sample identification, distribution and collection of the instrument, and follow-up. Each of the seven member universities of the Consortium for Educational Leadership (CEL) participated with CEL's central office in all phases of the data collection and in coordinating collection activities.

Phase 1--Sample Identification

The goal here was to generate a purposive sample by taking measures to insure adequate representation of types of principalship which might be excluded by reliance on random sampling techniques. Thus, specific types of principal representing various small segments of the total sample initially available for the study were intentionally sought out for inclusion. Representing these groups of principals in the final sample would make possible comparisons of responses which would enhance the significance of the findings. We felt that the geographic locations and metropolitan areas of the participating universities would provide sufficient diversity for a meaningful sample.

Before distribution of the research instrument, the CEL Project Directors at the member universities were notified as to the size and characteristics of the desired sample population from each site. It was felt that a

minimum sample of 120 from each location would provide an adequate number of cases, although some of the sites would obviously have little difficulty in supplying more than this minimum number. In keeping with the purposive design of the sample, the Directors were asked to observe definite priorities in selecting their local participants, as follows:

Type of School. First priority was given to high school and middle or junior high school principals. The remainder of the sample was to be filled with elementary school principals.

Racial Characteristics. First priority was given to black and other non-white principals. The remainder of the sample was to be filled with white principals.

Sex Characteristics. First priority was given to female principals. The remainder of the sample was to be filled with male principals.

Size of School. First priority was given to principals of small schools. The remainder of the sample was to be filled with principals of medium and large schools.

Location of School. Each site was asked to develop as broad a sample as possible to include inner-city, outer-city, suburban, and some rural schools.

Ethnic Composition. First priority was given to principals of schools with a heterogeneous student population. The remainder of the sample was to be filled with principals of schools with a homogeneous student population, either white or minority.

Each site drew on its own contacts and resources in local school systems to develop a sample representing these characteristics and priorities. The central office of CEL and the Industrial Relations Center (IRC) provided additional information and assistance as needed to facilitate local support for the project.

In addition to the seven university sites, two other school systems contacted CEL and indicated an interest in being included in the project. These systems were the Catholic School System of the Diocese of Orlando,

Florida, and the Montgomery County Public Schools in Rockville, Maryland. They were notified of the details of the project and invited to participate in the study. Special IRC contacts secured three further systems in the State of Illinois.

Phase 2--Distribution and Collection of the Instrument

Procedures for distributing and collecting the research materials were tailored for each of the seven sites to allow for any individual problems which were anticipated. Each site supplied preliminary information on the size and characteristics of their sample to the CEL office. This preliminary information made it possible to identify deficiencies in the sample it developed so that appropriate measures could be taken to correct these in order to maintain desired representation in the total sample.

Two procedures were used in distributing the instrument, depending on individual arrangements with each site. Sites preferring to distribute the instrument directly were sent the requisite amount of research materials, which they then mailed to members of their local sample. Sites preferring a centralized distribution turned over a name-and-address list to the CEL office, which then handled the mailing to that sample of principals.

Each participating principal received a packet containing a cover letter explaining the project, a copy of the research instrument and its instructions, a copy of the "Data Summary Sheet," and a return envelope. Depending on the prior arrangement, the completed materials were returned either to the local site or to the IRC. When they were returned to the local site, it was possible to determine which members of the sample had responded before forwarding the results to the CEL office. When the materials

were returned to the IRC, it was possible to cross-check them with the address list which had been provided by the local site.

Phase 3--Follow-Up

As the materials were returned, a running count was kept on the type of principal responding and the geographic area from which the materials came. Thus, each site could be regularly informed about the response sample from its area. When the level of response was low or where the purposive design of the sample was not being achieved, sites were asked to initiate follow-up procedures or, in some cases, to select additional principals for the study. Principals who had been contacted directly by the CEL office and had not responded were sent a follow-up letter asking again for their participation.

DESCRIPTION OF SAMPLE BY GEOGRAPHIC LOCATION

These procedures yielded a return of 719 Job Functions Inventories. Of these, 100 were discarded because of incomplete responses, failure to adhere closely enough to the rectangular distribution, or other miscellaneous reasons. The balance of 619 correctly completed Inventories constituted the sample used for statistical analysis in this project. Table 1 on page 41 shows the distribution of usable Inventories by geographic location.

DESCRIPTIVE STATISTICS BY CLASSIFICATION VARIABLE DERIVED FROM THE "DATA SUMMARY SHEET"

The classification variables and the data on each, shown in Table 2, were either obtained directly from the "Data Summary Sheet" or else derived

from the information on it. Examples of derived classification variables are the student/teacher ratio, which was calculated by dividing the number of reported non-kindergarten students in the school by the number of classroom teachers, and the per cent of para-professionals and non-certificated teaching staff, which was calculated from the numbers in these two reported categories.

In the case of discrete variables, such as the sex of the principal, the data were taken directly from the responses on the "Data Summary Sheet." In the case of continuous variables, such as the age of the principal, the total ranges were divided into roughly equal thirds to represent the lower, middle, and upper sections of the continuum. Finally, in the case of the dsitribution for grade range of the school, only three of the five categories were used in the multivariate analysis of variance (MANOVA): elementary schools (K-HS), junior high schools (7-HS), and high schools (HS). However, all five grade-range classifications are profiled in Section Five, where demands of different principalships are discussed. The precise definitions of the five grade-range groups will be found in that section.

TABLE 1

DESCRIPTION OF SAMPLE BY GEOGRAPHIC LOCATION

State	Total Inventories Returned
Public Schools	
California	258
Georgia	92
Illinois	35
Massachusetts*	54
New York	72
Pennsylvania	151
Ohio	22
Parochial Schools	
Florida	8
Illinois	7
New York	9
Pennsylvania	11
TOTAL	719

*Includes Connecticut, North Carolina, and Virginia

TABLE 2

DESCRIPTION OF SAMPLE BY CLASSIFICATION VARIABLE

Classification Variable	Number per Subcategory			Not Classified
Sex Prin. (SEX)	Male 505	Female 99		18
Age Prin. (AGECAT)	26-43 Yrs. 187	44-50 Yrs. 203	51-66 Yrs. 208	27
Race Prin. (RACEGRP)	White 498	Minority 89		40
No. Yrs. Prin. (YRSTOT)	0-4 Yrs. 183	5-9 Yrs. 187	10-37 Yrs. 233	19
Yrs. Prin. Here (YRSHERE)	0-2 Yrs. 180	3-5 Yrs. 209	6-27 Yrs. 209	25
No. Prior P'ships. (NPRIOR)	None 275	One 147	More than One 161	45
Prior P'ships. Dif. Lev. (NDIFLVL)	None 417	One 85	More than One 34	96
Admin. Levs. Up (ADMUP)	None 81	One 213	More than One 259	84
Admin. Levs. Down (ADMDWN)	None 184	One 258	More than One 125	68
Grade Rng. Schl. (RNGDS)	K-6 232	K-HS* 75	4-HS 35	
	7-HS* 128	HS* 128		26

*Categories used in the MANOVA

TABLE 2 (Cont.)

Classification Variable	Number per Subcategory			Not Classified
No. of Students (STUSIZE)	14-503 198	504-1034 191	1035-4631 206	29
No. of Teachers (TCHSIZE)	1-20 185	21-50 211	51-205 200	28
Stud./Tchr. Ratio	0-21.3 198	21.4-26 196	27-107 198	32
No. Para. & Non-Cert. (PARASIZE)	0-6 204	7-17 178	18-200 197	49
% Para./Tchng. Staff	0-18 185	19-33 182	34-100 205	56
% Stud. Turnover (STUTURN)	0-9 164	10-27 192	28 or Over 187	86
% Tchr. Turnover (TCHTRN)	0-2 180	3-9 180	10-100 204	63
% Para. Turnover (PARATRN)	None 176	1-7 169	8-100 199	86
Dom. Race Studs. (DOMS)	White 185	Minority 79	Mixed 355	0
Dom. Race Tchrs. (DOMT)	White 271	Mixed 345		8
Dom. Race Paras. (DOMP)	White 206	Mixed 353		72
School SES (SOCIOEC)	High 33	Middle 274	Low 209	120

Section Four

FACTOR ANALYSIS: DIMENSIONALITY OF THE INSTRUMENT

At this point in the data analysis, we have a data matrix whose y-axis lists each of the 619 principals in the final sample and whose x-axis lists the "importance scale" values given by each of these principals to the 180 items in the Inventory. While useful information can be obtained by analyzing responses to individual items, a more parsimonious and ultimately more meaningful procedure is to analyze associated groups of items which represent interpretable dimensions of principal performance.

FIRST-ORDER FACTOR STRUCTURE

Such underlying dimensions were identified by determining the strength of associations between each pair of the 180 items. The statistical procedure involved began with calculating the product-moment correlation coefficients based on the importance scale values assigned to the items by the group of 619 principals in the sample. Next, a "principal-axis" factor analysis of the correlations produced 20 factors, which accounted for 31 per cent of the variance or 52 per cent of the correlations between items. These factors were then rotated through an orthogonal equamax to an oblique promax simple structure (Saunders, 1968). The latter structure allows the axes or dimensions of principal performance to be correlated and constitutes the simplest way in which these dimensions can be identified or defined by the items in the Inventory.

In the next steps of the data analysis, the 20 factors were disposed as follows:

1. Fifteen factors were immediately interpretable in terms of dimensions of principal performance and were retained unchanged.
2. One bipolar factor (where some items contributed positively and others negatively) was handled by treating the two poles as separate factors. In all further discussion of results, these are referred to as factors 10 and 12.
3. One factor was undefined, or not immediately interpretable, but was retained for further analysis.
4. Three factors, each defined by only two items (so-called "doublets"), were dropped as factors.
5. One item from each of the doublets (73, 96, and 99) and item 150 (which was judged potentially important) were retained for subsequent analysis.

SELECTED FACTOR-ITEM STRUCTURE

In a factor-item structure, the importance of the item in the definition of the factor is represented by its "loading" on, or correlation with, the factor. Thus, factor scores can be calculated with a differential weighting of item responses (Beta weights) or approximated by applying unit weights to all item responses. The latter procedure implies that all items are equally important in the definition of the factor. If this approximation is not too gross, the unit-weight approach is preferable when machine-scoring is not available and quick, hand-scoring is desirable. The correlations between the differentially weighted Beta-weight and the unit-weight factor scores,

as well as their respective intercorrelations, are given In Table 3 on page 49. On the basis of this information, it seemed that unit-weight scores could be practically employed in all further statistical analyses in this study.

The next procedure was an in-depth analysis of the factor-item structure and of the capacity of each factor to differentiate between the classification variables derived from the "Data Summary Sheet." CEL staff and Project Directors participated in this analysis. Discussion focused on the information provided on pages 51 through 72.

These pages provide data on the 15 factors retained unchanged, the bipolar factor as split into factors 10 and 12, the undefined factor, and the four individual items held for further analysis. Each factor page lists the items for that factor (in abbreviated form) in order of the mean response from the final sample. (Where items had negative loadings on the factor, the mean for analysis was obtained by subtracting the raw item mean from 7.) The mean, the standard deviation, and the factor loading of each item are shown at the top of the page. The lower section of each page presents all the potentially statistically significant analyses of variance in which the unit-weight factor score appeared as the dependent variable. All analyses are listed in order of increasing p-value until the probability of chance occurrence exceeds 5 in 100. Factor means are then given for each subcategory of the classification variable. Classification variables are identified by their abbreviation used for computer analysis, e.g., "TCHSIZE" for "No. of Teachers." Table 2 on pages 42 and 43 of Section Three identified these abbreviations and defined the subcategories developed for each variable.

Pages 51 through 72 lay out a large amount of detailed data. Only

careful individual study of these pages factor by factor and then across factors similar in content or validity can make clear the underlying structure and interrelationships summarized here. In general, each factor is not only defined by a distinct cluster of items but each shows a distinctive profile of validity according to the groupings on the classification variables. (Examination of the actual profile of means will often be of help for recognizing the differences from factor to factor.) By and large, the validity patterns conform to expectations. In so far as possible, parallel data are presented for the four isolated items--73, 96, 99, and 150.

SECOND-ORDER FACTOR SOLUTION

A second-order factor analysis was also performed on the matrix of intercorrelations obtained from the oblique first-order rotation. The correlation matrix was not modified on the basis of visual rotation and can therefore be expected to yield only very rough results. Both six and four factor solutions were obtained and examined, using the same factor analysis programs as before. The four factor solution given in Table 4 on page 50 is the more interpretable.

One possible interpretation of these second-order factors is that they represent different attacks, approaches, or leadership styles in achieving the ultimate objective of an educational institution, which is to promote the learning and sound personal development of the students.

Factor A pictures the principal who achieves this objective by emphasizing the involvement and support of groups--community groups, such as parents, local agencies, and religious organi-

zations or groups within the educational administrative structure, such as the central office.

Factor B pictures the principal who emphasizes the evaluation and improvement of student academic performance through the use of internally developed or standardized evaluation tests, effective utilization of instructional materials, and efficient deployment of specialized staff.

Factor C represents the principal who stresses the development of qualified teaching staff through personal involvement in their hiring, coaching them on their handling of student problems, evaluating their performance, and, if necessary on the basis of this evaluation, firing those who perform unsatisfactorily.

Factor D represents the principal who stresses a managerial approach, involving tight fiscal control and close liaison with the local administration.

The plausibility of these second-order factor interpretations may be checked by examining the information given on pages 51 through 72 for the primary factors which contribute to the second-orders, i.e., those primaries with high positive or negative loadings in Table 4.

FINAL BOOKLET FORMAT FACTOR STRUCTURE

The second-order factor analysis contributed to the information considered in arriving at the final numbering or logical grouping of the factors. This 108-item final structure with the items which contribute to each factor for unit-weight scoring is shown on pages 73 through 90.

TABLE 3

PRODUCT MOMENT CORRELATIONS
BETWEEN UNIT WEIGHT FACTORS (ABOVE DIAGONAL) AND BETA WEIGHT FACTORS (BELOW DIAGONAL)
AND BETA-UNIT INTERCORRELATIONS

Beta Weight Factors	Unit Weight Factors																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
1	0 82***	-0.49***	-0.10*	0.27***	-0.07	-0.04	-0.13***	-0.14***	-0.04	-0.35***	-0.04	-0.36***	-0.26***	-0.22***	0.11**	0.37***	-0.14***
2	-0.06	0.79***	0.24*	-0.45***	-0.11**	0.14***	-0.01	0.18***	-0.02	0.24***	0.04	0.39***	0.17***	0.00	-0.04	-0.32***	0.10*
3	-0.29***	0.02	0.65***	-0.22***	-0.05	-0.09*	0.03	0.04	-0.05	0.19***	-0.06	0.15***	-0.05	-0.09*	-0.19***	-0.12**	-0.04
4	0.19***	-0.03	-0.14***	0.68***	0.04	-0.04	-0.18	-0.23***	0.03	-0.29***	0.07	-0.22***	-0.03	-0.03	-0.02	0.13**	-0.14***
5	-0.14***	-0.07	0.45***	-0.01	0.88***	-0.09*	-0.04	-0.12**	0.07	-0.16***	0.12**	0.01	0.16***	0.01	-0.16***	-0.16***	0.05
6	-0.16***	-0.14***	0.02	0.05	0.12**	0.63***	-0.19*	0.02	0.03	-0.20***	0.05	-0.02	0.05	-0.01	0.13***	-0.08*	0.02
7	-0.32***	0.17***	0.39***	-0.16***	0.24***	0.01	0.85***	0.08	0.10*	0.38***	-0.16***	0.21***	0.00	0.05	-0.27***	-0.24***	-0.15***
8	0.03	0.17***	0.09*	0.25***	0.14***	0.01	0.05	0.59***	-0.05	0.16***	-0.00	0.25***	0.12**	0.25***	0.01	-0.15***	-0.08*
9	-0.16***	-0.08*	0.23***	-0.05	0.02	0.25***	0.26***	-0.13***	0.88***	0.02	0.02	0.04	0.02	-0.02	-0.30***	-0.23***	-0.09*
10	0.01	0.38***	-0.27***	-0.10*	-0.25***	-0.08	0.16***	0.06	0.03	0.70***	-0.19***	0.43***	0.04	0.19***	-0.24***	-0.21***	-0.06
11	-0.38***	0.07	0.28***	-0.11**	0.16***	0.21***	0.35***	-0.13***	0.34***	0.04	0.66***	-0.02	0.06	-0.01	0.13**	-0.16***	0.04
12	0.01	0.38***	-0.27***	-0.10*	-0.25***	-0.08	0.16***	0.06	0.03	1.00	0.04	0.60***	0.19***	0.23***	-0.06	-0.27***	-0.00
13	-0.33***	0.12**	0.28***	-0.39***	0.27***	0.10*	0.44***	0.03	0.28***	0.17***	0.31***	0.17***	0.86***	0.03	-0.20***	-0.34***	0.17***
14	-0.26***	0.17***	0.23***	0.38***	0.14***	-0.18***	0.38***	-0.03	0.18***	0.07	0.16***	0.07	0.50***	0.75***	-0.05	-0.12**	-0.07
15	0.20***	0.20***	-0.07	-0.01	-0.11**	-0.25***	-0.08*	0.23***	-0.28***	0.13**	-0.15***	0.13**	-0.01	0.17***	0.79***	0.26***	0.05
16	0.03	0.00	0.01	0.19***	-0.09*	-0.14***	0.13**	0.09*	0.00	0.17***	-0.01	0.17***	-0.13**	-0.18***	0.01	0.70***	-0.11**
17	-0.22***	0.20***	0.11**	0.03	0.00	0.04	0.24***	0.19***	0.21***	-0.12**	0.00	-0.12**	0.22***	0.18***	0.15***	-0.07	0.81***

* $p < .05$
** $p < .01$
*** $p < .001$

Observations on intercorrelations:

1. Correlations between the unit and Beta weight factors are all significant beyond the .001 level of confidence and range from .6 to .9. Unit weight factors are thus usable for practical purposes.
2. Interpretation of the profile is facilitated by the fact that it is not a highly intercorrelated system. Out of a possible total of 136 for each system, only 15 of the Beta weight and 11 of the unit weight intercorrelations are .30 or greater.
3. For each system, there are about as many positive as negative significant intercorrelations.

TABLE 4

SECOND-ORDER OBLIQUE FACTOR SOLUTION

Final Factor Number	A	B	C	D	h^2
1	-0.47	-0.06	-0.25	-0.23	0.45
2	0.20	-0.49	-0.08	0.30	0.29
3	0.17	0.19	0.51	0.12	0.40
4	-0.18	0.35	-0.32	0.15	0.31
5	-0.03	0.36	0.58	0.00	0.45
6	0.22	0.40	-0.01	0.05	0.22
7	0.45	-0.14	0.39	0.03	0.46
8	-0.28	-0.06	0.10	0.40	0.22
9	0.59	0.13	0.15	-0.01	0.44
10 & 12	0.25	-0.61	-0.23	-0.09	0.45
11	0.65	0.12	0.15	-0.05	0.51
13	0.33	-0.22	0.54	0.04	0.56
14	0.13	-0.40	0.57	0.04	0.57
15	-0.33	-0.45	0.01	0.25	0.37
16	-0.00	-0.01	-0.21	-0.00	0.05
17	0.05	-0.02	0.15	0.59	0.42
(Undefined)	0.04	0.31	-0.08	0.09	0.12
(Doublet)	0.62	-0.12	0.00	0.04	0.42
(Doublet)	0.17	0.74	0.03	-0.13	0.61
(Doublet)	-0.26	-0.16	0.20	-0.50	0.39

FACTOR 1 -- PERSONAL HANDLING OF STUDENT ADJUSTMENT PROBLEMS

	Items	M	SD	r
32	Counseling parents	4.45	1.37	0.29
92	Student failures	4.19	1.32	0.29
155	Student adjustment problems	4.03	1.53	0.34
175	Supportive services for students	3.92	1.49	0.29
165	Programs to improve attendance	3.76	1.48	-0.30
128	Vice-principal training	3.91	2.14	-0.41
80	Delegation to chairpeople	4.19	1.52	-0.34
59	Delegation in principal's office	4.44	1.49	-0.48
147	Adjustment of bused students	2.22	1.53	0.34
74	Home visits/problem students	2.15	1.37	0.24
	TOTAL	32.66	8.15	

	P	M_1	M_2	M_3	M_4	M_5
TCHSIZE	<.001	39.71	33.17	25.25		
STUSIZE	<.001	39.46	32.86	25.53		
RNGDS	<.001	37.69	36.15	33.37	28.26	25.09
PARASIZE	<.001	35.32	34.61	28.10		
ADMDWN	<.001	35.99	32.12	27.48		
SEX	<.001	31.86	36.38			
STUTURN	<.001	34.64	33.06	29.79		
PARATRN	<.001	34.55	31.25	31.30		
TCHTRN	<.001	34.19	30.98	32.03		
NDIFLVL	.002	33.01	30.13			
DOMP	.035	33.66	32.13			

FACTOR 2 -- ORGANIZATIONS & EXTRACURRICULAR ACTIVITIES

	Items	M	SD	r
31	Student organizations	3.47	1.53	0.35
169	Student rights movements	2.82	1.66	0.22
53	School athletic events	2.76	1.71	0.47
6	Relationships with coaches	2.50	1.68	0.49
9	Interscholastic athletic programs	2.18	1.55	0.54
111	Informal athletic meets	1.45	0.89	0.28
	TOTAL	15.17	6.15	

	P	M_1	M_2	M_3	M_4	M_5
RNGDS	<.001	10.69	12.65	15.20	17.44	22.66
TCHSIZE	<.001	11.77	14.18	19.44		
STUSIZE	<.001	12.36	13.87	19.24		
SEX	<.001	15.81	11.88			
ADMDWN	<.001	13.41	15.37	17.92		
DONT	<.001	16.16	14.41			
SOCIOEC	<.001	18.00	16.01	13.79		
DOMS	<.001	16.60	13.94	14.70		
TCHTRN	<.001	14.86	16.84	14.56		
PARASIZE	.002	15.20	14.01	16.30		
NDIFLVL	.005	14.81	16.58	17.56		
DOMP	.008	16.29	14.84			
PARATRN	.031	14.34	15.63	15.96		
NPRIOR	.035	15.82	15.09	14.25		
YRSTOT	.044	15.80	15.57	14.41		

FACTOR 3 -- INDIVIDUALIZED STUDENT DEVELOPMENT

	Items	M	SD	r
72	Gifted or retarded students	3.95	1.55	0.27
101	Drug use or sales	3.05	1.76	0.33
94	Student potential	2.99	1.42	0.36
136	Teacher and parent assistance	2.56	1.34	0.41
51	Potential dropouts	2.44	1.39	0.49
	TOTAL	14.99	4.28	

	P	M_1	M_2	M_3	M_4	M_5
RNGDS	<.001	13.22	15.33	16.49	15.91	16.34
TCHSIZE	<.001	14.05	15.00	15.69		
ADMDWN	.006	14.30	15.07	15.86		
NDIFLVL	.012	14.66	16.11	15.38		
STUTURN	.014	15.62	14.32	14.80		
STUSIZE	.020	14.48	14.73	15.61		
SEX	.032	15.12	14.11			

FACTOR 4 -- UTILIZATION OF SPECIALIZED STAFF

	Items	M	SD	r
154	Performance evaluation	4.46	1.28	0.38
28	Coordination and cooperation	4.31	1.25	0.32
108	Assignment of specialized staff	3.99	1.47	0.25
164	Staff help for teachers	3.94	1.38	0.25
69	Coordinating activities	3.58	1.40	0.36
67	Teacher meetings across grades	3.56	1.46	0.25
168	Work loads and schedules	2.97	1.35	0.34
	TOTAL	27.48	4.90	

	P	M_1	M_2	M_3	M_4	M_5
RNGDS	<.001	29.81	28.72	27.60	26.09	23.79
TCHSIZE	<.001	29.24	28.13	25.19		
STUSIZE	<.001	28.90	28.49	25.16		
AIMDWN	<.001	28.86	27.54	25.15		
SEX	<.001	27.11	29.52			
DOMS	.012	28.14	28.23	26.97		
PARATRN	.048	27.91	27.77	26.78		

FACTOR 5 -- EVALUATION OF TEACHER PERFORMANCE

	Items	M	SD	r
170	Regular classroom visits	5.26	1.11	0.46
107	Regular bases for evaluation	5.11	1.17	0.58
15	Records on teacher performance	5.06	1.05	0.53
5	Special supervision/new teachers	4.88	1.19	0.30
159	Feedback on evaluations	4.80	1.30	0.29
70	Information to staff on criteria	4.78	1.23	0.36
132	Conferring on curriculum effectiveness	4.78	1.26	0.24
49	Documentation on evaluation	4.64	1.35	0.22
89	Criteria for evaluation	4.28	1.51	0.26
	TOTAL	43.60	6.07	

	P	M_1	M_2	M_3	M_4	M_5
SOCIOEC	.002	46.97	43.72	42.91		
RACEGRP	.009	43.87	42.01			
YRSTOT	.046	42.75	43.64	44.24		
NPRIOR	.016	42.90	44.48	44.22		

FACTOR 6 — COLLEGIAL CONTACTS

	Items	M	SD	r
21	Contacts with other principals	4.29	1.35	0.44
43	Local principals' association	3.77	1.58	0.41
64	Professional meetings	3.09	1.45	0.38
	TOTAL	11.14	3.12	

	P	M_1	M_2	M_3	M_4	M_5
DOMT	<.001	11.93	10.52			
DOMP	<.001	11.95	10.86			
DOMS	<.001	12.12	10.01	10.88		
SOCIOEC	<.001	11.54	11.75	10.33		
RACEGRP	.002	11.31	10.41			
SEX	.032	11.28	10.54			

FACTOR 7 -- RACIAL & ETHNIC GROUP PROBLEMS

	Items	M	SD	r
152	Culturally different students	3.64	1.54	0.48
139	Changes in ethnic composition	3.49	1.81	0.54
153	Behavior of teachers/racial groups	3.37	1.63	0.63
149	Reduction of racial conflicts	3.36	1.80	0.61
145	Teacher adjustment/racial groups	3.05	1.77	0.57
167	Teacher effectiveness/racial groups	3.02	1.58	0.61
126	Community racist groups	2.67	1.68	0.41
71	Bilingual students	2.35	1.73	0.28
156	School desegregation	2.04	1.40	0.37
	TOTAL	26.99	9.81	

	P	M_1	M_2	M_3	M_4	M_5
DOMS	<.001	20.35	24.60	30.99		
DOMP	<.001	22.47	30.02			
DOMT	<.001	23.27	29.96			
STUTURN	<.001	22.60	26.56	30.92		
SOCIOEC	<.001	21.18	24.62	29.75		
PARASIZE	<.001	23.47	27.20	29.87		
STUSIZE	<.001	25.06	25.87	29.52		
TCHSIZE	<.001	25.29	25.69	29.52		
PARATRN	<.001	24.63	27.54	28.70		
ADMDWN	.002	24.88	27.46	28.69		
ADMUP	.004	25.70	25.56	28.43		
RNGDS	.004	25.99	26.48	22.66	28.09	28.80
AGECAT	.032	25.54	27.75	27.88		

FACTOR 8 -- TROUBLE SHOOTING & PROBLEM-SOLVING

	Items	M	SD	r
54	Belligerent parents or groups	4.32	1.40	0.40
62	Legal problems	3.96	1.49	0.21
91	Procedures for removing students	3.23	1.43	0.31
88	Informal groups or cliques	3.03	1.57	0.31
	TOTAL	14.54	3.40	

	P	M_1	M_2	M_3	M_4	M_5
RNGDS	<.001	13.83	13.69	14.54	15.20	15.58
STUSIZE	<.001	14.04	14.22	15.27		
TCHSIZE	<.001	14.07	14.22	15.25		
SEX	.009	14.72	13.74			
YRSTOT	.013	15.14	14.36	14.18		
AGECAT	.036	14.99	14.62	14.11		
PARASIZE	.046	14.10	14.96	14.62		
YRSHERE	.050	14.94	14.54	14.09		

FACTOR 9 -- COMMUNITY INVOLVEMENT & SUPPORT

	Items	M	SD	r
57	Information to community	4.74	1.24	0.50
10	Parental assistance	4.31	1.44	0.37
35	Community expectations	4.26	1.38	0.56
13	Community political factors	4.19	1.42	0.27
148	Community-based resources	3.88	1.38	0.22
45	Community views on curriculum	3.79	1.47	0.48
97	Community agencies	3.68	1.41	0.30
112	Activities of parent groups	3.61	1.56	0.33
162	Bases for student evaluation	2.48	1.19	0.26
	TOTAL	34.94	6.67	

	P	M_1	M_2	M_3	M_4	M_5
STUSIZE	<.001	34.91	33.54	36.34		
PARASIZE	<.001	33.93	34.53	36.44		
NPRIOR	<.001	34.18	34.99	36.73		
TCHSIZE	.002	35.29	33.70	36.03		
SOCIOEC	.003	37.67	35.42	33.83		
YRSHERE	.009	35.93	35.29	33.90		
RNGDS	.012	35.35	35.05	32.54	33.88	36.16
ADMUP	.020	35.88	34.10	35.67		
ADMDWN	.035	36.07	34.43	34.77		
TCHTRN	.044	34.30	36.06	34.99		

FACTOR 10— DEALING WITH GANGS

	Items	M	SD	r
140	Security force	2.46	1.64	0.25
93	Street gangs in community	2.16	1.51	0.56
172	Street gangs in school	1.98	1.46	0.56
	TOTAL	6.60	3.77	

	P	M_1	M_2	M_3	M_4	M_5
STUSIZE	<.001	5.00	5.96	8.50		
DOMT	<.001	5.36	7.55			
TCHSIZE	<.001	4.84	6.21	8.43		
DOMP	<.001	5.16	7.23			
SOCIOEC	<.001	4.54	5.55	8.04		
DOMS	<.001	4.96	8.68	6.99		
ADMDWN	<.001	5.51	6.41	8.73		
RNGDS	<.001	5.11	5.76	5.09	8.30	8.03
PARASIZE	<.001	5.36	6.21	7.93		
STUTURN	<.001	5.39	6.40	7.75		
PARATURN	<.001	5.43	7.21	7.07		
ADMUP	<.001	5.96	6.06	7.30		
YRSTOT	.002	7.25	6.58	5.94		
YRSHERE	.006	6.71	6.98	5.87		
SEX	.009	6.73	5.65			
NPRIOR	.026	6.81	6.71	5.85		
RACEGRP	.032	6.40	7.33			

FACTOR 11 — CURRICULUM DEVELOPMENT

	Items	M	SD	r
102	Innovative methods	4.36	1.35	0.34
66	Support for curriculum changes	4.19	1.41	0.47
143	Accountability for innovative programs	3.64	1.44	0.47
62	School academic performance	3.60	1.39	0.24
106	Unusual requests for materials	3.15	1.40	0.35
	TOTAL	18.94	4.16	

	P	M_1	M_2	M_3	M_4	M_5
DOMT	<.001	19.67	18.37			
SOCIOEC	<.001	21.73	19.26	18.02		
DOMP	<.001	19.90	18.56			
DOMS	<.001	20.20	17.77	18.55		
STUTURN	<.001	19.97	19.00	17.94		
ADMUP	<.001	19.02	19.86	18.38		
YRSHERE	.009	18.56	18.50	19.63		
RNGDS	.049	18.81	17.75	19.40	19.56	19.00

FACTOR 12 — INSTRUCTIONAL MATERIALS

	Items	M	SD	r
47	Distributing teaching materials	3.36	1.38	-0.22
14	Audio-visual equipment	3.71	1.42	-0.23
87	Training in use of materials	3.73	1.45	-0.22
3	New materials from outside	3.98	1.33	-0.26
25	Teacher access to materials	4.48	1.30	-0.21
	TOTAL	15.74	4.14	

	P	M_1	M_2	M_3	M_4	M_5
TCHSIZE	<.001	13.92	15.39	17.75		
STUSIZE	<.001	14.12	15.20	17.76		
RNGDS	<.001	13.89	14.72	15.09	16.73	18.52
ADMDWN	<.001	14.16	15.90	17.31		
PARASIZE	<.001	14.76	15.16	17.13		
SEX	<.001	15.99	14.41			
YRSTOT	<.001	16.66	15.86	14.91		
PARATRN	<.001	14.82	16.13	16.38		
YRSHERE	.004	16.26	16.03	14.95		
STUTURN	.021	15.32	15.45	16.42		
DOMT	.024	15.32	16.09			
ADMUP	.049	15.24	15.24	16.10		

FACTOR 13 — STAFFING

	Items	M	SD	r
174	Hiring of teachers	4.40	1.73	0.46
177	Removal of teachers	4.19	1.72	0.53
146	Assignment of specialized staff	4.14	1.49	0.37
90	Hiring of p-p or non-c staff	3.66	1.64	0.50
135	Removal of p-p or non-c staff	3.64	1.59	0.57
160	Removal of specialized staff	3.47	1.64	0.58
	TOTAL	23.51	6.64	

	P	M_1	M_2	M_3	M_4	M_5
SEX	<.001	24.04	20.84			
STUSIZE	<.001	21.70	23.20	25.61		
TCHSIZE	<.001	21.95	23.08	25.52		
RACEGRP	<.001	23.97	21.15			
RNGDS	<.001	21.88	21.31	24.23	25.77	25.53
PARATRN	<.001	21.63	24.11	24.88		
PARASIZE	<.001	22.14	23.51	24.95		
ADMUP	.002	24.49	24.92	22.76		
DOMT	.003	24.41	22.80			
TCHTRN	.018	22.55	24.54	23.65		
DOMS	.020	23.73	21.56	23.82		
SOCIOEC	.026	26.39	23.85	23.08		
DOMP	.040	24.51	23.33			

FACTOR 14 -- WORKING WITH UNIONS

	Items	M	SD	r
33	Relationships with union representatives	3.72	1.60	0.63
76	Constraints of agreements	3.65	1.72	0.65
55	Grievances	3.59	1.60	0.32
83	Central office demands	3.12	1.54	0.22
11	Teacher strikes	2.19	1.57	0.41
	TOTAL	16.26	5.08	

	P	M_1	M_2	M_3	M_4	M_5
ADMDWN	<.001	14.36	16.92	17.82		
TCHSIZE	<.001	14.73	15.92	17.91		
STUSIZE	<.001	14.80	16.10	17.70		
PARASIZE	<.001	15.03	15.98	17.60		
ADMUP	<.001	14.30	16.00	16.99		
RACEGRP	.002	16.44	14.58			
SEX	.008	16.48	14.98			
RNGDS	.018	16.08	15.05	14.83	16.39	17.24
DOMT	.041	15.79	16.63			

FACTOR 15 -- WORKING WITH CENTRAL OFFICE

	Items	M	SD	r
41	Policy enforcement	5.04	1.02	0.56
19	Policies and guidelines	5.00	1.05	0.43
20	School-system meetings	4.92	1.20	0.40
42	Reports and bulletins	4.60	1.23	0.53
103	Policy interpretation	4.60	1.20	0.24
40	Good relations	4.35	1.34	0.34
37	Maintenance of student records	4.31	1.39	0.22
85	Curriculum evaluations	3.91	1.34	0.21
84	Distribution of announcements	3.58	1.50	0.24
	TOTAL	40.32	5.88	

	P	M_1	M_2	M_3	M_4	M_5
RACEGRP	<.001	39.96	43.00			
STUSIZE	<.001	41.91	40.25	38.83		
PARASIZE	<.001	41.90	39.92	38.93		
TCHSIZE	<.001	41.96	39.91	39.22		
NDIFLVL	.003	40.70	38.88	37.97		
SEX	.004	40.01	41.88			
PARATRN	.007	41.36	39.70	39.74		
STUTURN	.009	41.06	40.55	39.23		
RNGDS	.014	40.78	41.43	41.71	39.73	39.14
DOMS	.016	41.27	40.63	39.75		

FACTOR 16 -- SAFETY REGULATION

	Items	M	SD	r
82	Safety hazards	4.76	1.26	0.45
115	Physical plant inspection	4.55	1.32	0.29
142	Safety briefing	3.83	1.37	0.49
17	Safety policies	3.75	1.38	0.49
130	Safety drills	3.65	1.54	0.33
131	Reduction of theft	3.06	1.35	0.21
61	Safety committee	2.26	1.22	0.28
	TOTAL	25.85	5.75	

	P	M_1	M_2	M_3	M_4	M_5
STUSIZE	<.001	28.22	26.64	22.79		
TCHSIZE	<.001	28.31	26.55	22.84		
RNGDS	<.001	28.45	27.15	26.66	24.27	21.57
PARASIZE	<.001	27.29	26.26	23.97		
ADMDWN	<.001	27.07	25.36	24.23		
NDIFLVL	<.001	26.25	23.59	23.65		
PARATRN	<.001	27.23	25.04	25.14		
SEX	.002	25.44	27.48			
TCHTRN	.005	25.98	24.67	26.56		
RACEGRP	.012	25.48	27.16			
SOCIOEC	.013	23.09	25.95	26.23		
DOMT	.036	25.32	26.30			

FACTOR 17 -- FISCAL CONTROL

	Items	M	SD	Σ
100	Decisions on expenditures	4.63	1.51	0.47
129	Accounting for instructional budget	4.44	1.41	0.55
117	Annual budget	4.12	1.69	0.59
60	Internal accounts	4.04	1.52	0.34
38	Allocation of funds	3.88	1.51	0.44
	TOTAL	21.09	4.99	

	P	M_1	M_2	M_3	M_4	M_5
RNGDS	<.001	20.12	21.15	22.54	21.78	22.00
TCHSIZE	.010	20.24	21.54	21.62		
STUSIZE	.013	20.36	21.32	21.81		
DOMT	.014	21.66	20.67			
SEX	.023	21.31	20.06			
DOMP	.044	21.66	20.78			

FACTOR 00 -- /NOT YET DEFINED/

	Items	M	SD	r
48	Teachers and custodial staff	1.59	0.88	-0.20
12	Enrollment in prep programs	1.73	1.17	-0.31
134	Support to teachers	4.93	1.17	0.24
16	Extra resources for drug problems	2.60	1.32	-0.25
161	Disciplinary policy	4.39	1.48	0.35
121	Use of instructional materials	4.31	1.45	0.32
123	Evaluation of p-p or non-c performance	3.84	1.44	0.25
27	New teacher orientation	3.19	1.38	-0.30
98	Student health services	2.96	1.34	0.23
79	Library services	2.70	1.30	0.22
	TOTAL	42.02	5.83	

	P	M_1	M_2	M_3	M_4	M_5
TCHSIZE	<.001	44.04	42.92	39.28		
STUSIZE	<.001	44.00	42.74	39.57		
RNGDS	<.001	44.78	41.08	44.03	40.52	38.38
ADMDWN	<.001	43.46	41.98	40.11		
PARASIZE	<.001	43.05	42.92	40.50		
PARATRN	.017	43.08	41.40	41.73		
YRSTOT	.030	41.14	42.69	42.25		

Item 73 -- Standardized evaluation tests

		M	SD
TOTAL		4.23	1.39

	P	M_1	M_2	M_3	M_4	M_5
RNGDS	<.001	4.59	4.39	3.89	3.98	3.83
TCHSIZE	.005	4.37	4.34	3.96		
NPRIOR	.010	4.05	4.28	4.47		
YRSHERE	.015	3.97	4.26	4.37		
YRSTOT	.028	4.02	4.20	4.38		
STUSIZE	.036	4.28	4.36	4.02		

Item 96 -- Work with religious institutions

	M	SD
TOTAL	1.70	1.18

	P	M_1	M_2	M_3	M_4	M_5
RNGDS	<.001	1.55	2.36	1.40	1.38	1.96
YRSTOT	.006	1.92	1.65	1.55		
SEX	.007	1.63	1.98			
PARASIZE	.015	1.86	1.53	1.61		
DOMT	.017	1.83	1.60			
DOMP	.022	1.84	1.61			
AGECAT	.022	1.89	1.62	1.58		
STUTURN	.050	1.88	1.68	1.57		

Item 99 -- State & federal programs

	M	SD
TOTAL	3.67	1.66

	P	M_1	M_2	M_3	M_4	M_5
SOCIOEC	<.001	2.79	3.35	4.30		
DOMS	<.001	3.16	4.15	3.82		
RNGDS	<.001	4.10	4.00	3.69	3.13	3.28
YRSTOT	.002	3.98	3.76	3.39		
PARASIZE	.002	3.35	3.89	3.90		
RACEGRP	.003	3.60	4.19			
NDIFLVL	.005	3.76	3.29	3.00		
DOMP	.006	3.34	3.75			
SEX	.016	3.62	4.06			
DOMT	.019	3.50	3.81			
YRSHERE	.023	3.82	3.82	3.43		
NPRIOR	.042	3.84	3.45	3.54		
STUTURN	.050	3.53	3.47	3.87		

Item 150 -- Safe passage for students

	M	SD
TOTAL	3.58	1.64

	P	M_1	M_2	M_3	M_4	M_5
RNGDS	<.001	3.95	3.33	3.51	3.70	2.95
TCHSIZE	<.001	3.94	3.60	3.24		
PARASIZE	.021	3.72	3.73	3.32		
STUSIZE	.025	3.78	3.62	3.34		
ADMDWN	.034	3.84	3.46	3.43		

3/19/75

Job Functions Inventory
for School Principals

F I N A L
BOOKLET FORMAT FACTOR STRUCTURE

I. RELATIONS WITH PEOPLE AND GROUPS

Students

1. Personal Handling of Student Adjustment Problems
2. Organizations & Extracurricular Activities
3. Individualized Student Development

Staff & Professional Associates

4. Utilization of Specialized Staff
5. Evaluation of Teacher Performance
6. Collegial Contacts

School & Community

7. Racial & Ethnic Group Problems
8. Trouble Shooting & Problem-Solving
9. Community Involvement & Support
10. Dealing with Gangs

II. CURRICULUM

11. Curriculum Development
12. Instructional Materials

III. PERSONNEL ADMINISTRATION

13. Staffing
14. Working with Unions

IV. GENERAL ADMINISTRATION

15. Working with Central Office
16. Safety Regulation
17. Fiscal Control

BOOKLET FORMAT FACTOR STRUCTURE

I. RELATIONS WITH PEOPLE AND GROUPS

Students

1. Personal Handling of Student Adjustment Problems

Booklet Item Number		Item
59	(-)	Delegating appropriate responsibility to other members of the principals office
128	(-)	Training and effectively utilizing vice-principals
147		Helping bused students adjust to the new school
155		Counseling students with severe adjustment problems
80	(-)	Delegating solution of some types of problem to grade or department chairpeople
165	(-)	Developing programs to improve attendance
92		Discussing student failures with teachers
175		Making arrangements for supportive services for students, such as testing and speech therapy
32		Counseling parents on student problems
74		Visiting homes of problem students

BOOKLET FORMAT FACTOR STRUCTURE

I. RELATIONS WITH PEOPLE AND GROUPS

Students

2. Organizations & Extracurricular Activities

Booklet Item Number	Item
9	Maintaining interscholastic athletic programs
6	Maintaining constructive relationships with athletic coaches
53	Attending school athletic events
31	Encouraging activities of student organizations
111	Arranging informal athletic meets with other schools in the area
169	Dealing ethically and legally with student rights movements

BOOKLET FORMAT FACTOR STRUCTURE

I. RELATIONS WITH PEOPLE AND GROUPS

Students

3. Individualized student development

Booklet Item Number	Item
51	Counseling with potential dropouts
136	Seeking teacher and parent assistance in identifying potential dropouts
94	Discussing student career and academic potential with parents
101	Preventing drug use or sales on school premises
72	Developing special programs for gifted or retarded students

BOOKLET FORMAT FACTOR STRUCTURE

I. RELATIONS WITH PEOPLE AND GROUPS

Staff & Professional Associates

4. Utilization of Specialized Staff

Booklet Item Number	Item
154	Evaluating performance of specialized staff
69	Coordinating activities of regular and specialized teaching staffs
168	Including para-professionals or non-certificated staff in planning meetings on work load and special schedules
28	Assuring coordination and cooperation among specialized academic staff
67	Arranging schedules so that teachers can meet across grade levels
164	Alerting teachers to help that can be provided by para-professionals or non-certificated staff
108	Assigning para-professionals or non-certificated staff where they can best provide service to teachers

BOOKLET FORMAT FACTOR STRUCTURE

I. RELATIONS WITH PEOPLE AND GROUPS

Staff & Professional Associates

5. Evaluation of Teacher Performance

Booklet Item Number	Item
107	Evaluating all types of teaching staff on regular bases
15	Maintaining meaningful and up-to-date records on teacher performance
170	Visiting classrooms regularly to supervise instructional program
70	Informing teaching staff of criteria used in evaluating their performance
5	Providing special supervision for new teachers
159	Providing teaching staff with feedback on individual evaluations
89	Establishing criteria for evaluating teacher performance
132	Conferring individually with teachers on curriculum effectiveness
49	Documenting poor evaluations of teaching staff performance with concrete data

BOOKLET FORMAT FACTOR STRUCTURE

I. RELATIONS WITH PEOPLE AND GROUPS

Staff & Professional Associates

6. Collegial Contacts

Booklet Item Number	Item
21	Maintaining regular contacts with other principals
43	Attending meetings of local principals' association
64	Attending professional meetings and seminars outside district
22	Maintaining regular program of reading in professional field

BOOKLET FORMAT FACTOR STRUCTURE

I. RELATIONS WITH PEOPLE AND GROUPS

School & Community

7. Racial & Ethnic Group Problems

Booklet Item Number	Item
153	Monitoring and evaluating behavior of teachers in dealing with members of different racial and ethnic groups in the school
167	Working with teachers to establish criteria for evaluating their effectiveness in working with the different racial and ethnic groups in the school
149	Developing strategies for minimizing racial conflicts within school
145	Helping teachers adjust to a school where another racial or ethnic group is in the majority
13[illegible]	Adjusting to changing ethnic composition of school community
152	Developing strategies to help integrate the world of the culturally different student into the life of the school
126	Dealing with racist groups in the community, either white or black
156	Assisting in developing plans for school desegregation
71	Initiating programs for teaching English to bilingual or multilingual students

BOOKLET FORMAT FACTOR STRUCTURE

I. RELATIONS WITH PEOPLE AND GROUPS

School & Community

8. Trouble Shooting & Problem-Solving

Booklet Item Number	Item
54	Dealing with belligerent parents or parent groups
91	Clarifying for staff, students, and parents the state and system procedures for removing students from school when necessary
88	Dealing with informal groups or cliques among the staff
63	Consulting central office when legal problems arise

BOOKLET FORMAT FACTOR STRUCTURE

I. RELATIONS WITH PEOPLE AND GROUPS

School & Community

9. Community Involvement & Support

Booklet Item Number	Item
35	Working with community to determine its expectations for the school
57	Informing community about school problems, activities, and achievements
45	Discovering community views on needed curriculum changes
10	Securing parent assistance in school programs and activities
112	Coordinating activities of all parent groups in the school
97	Working with local community agencies and organizations in solving problems
13	Understanding community political factors affecting the school
162	Working with local groups to determine bases for student evaluation
148	Using community-based resources to enrich the curriculum

BOOKLET FORMAT FACTOR STRUCTURE

I. RELATIONS WITH PEOPLE AND GROUPS

School & Community

10. Dealing with Gangs

Booklet Item Number	Item
93	Dealing with street gang influence in the community
172	Working with street gangs inside the school
140	Maintaining a security force adequate to deal with such school problems as gang activities and crowd control

BOOKLET FORMAT FACTOR STRUCTURE

II. CURRICULUM

11. Curriculum Development

Booklet Item Number	Item
143	Accounting to central office for success or failure of innovative programs
66	Securing central office support for school-initiated curriculum changes
106	Justifying unusual requests for supplies or materials to administrative superior
102	Working through administrative superior to promote innovative methods or materials
62	Accounting to central office for school academic performance

BOOKLET FORMAT FACTOR STRUCTURE

II. CURRICULUM

12. Instructional Materials

Booklet Item Number	Item
47	Setting priorities for distribution of teaching materials
14	Ensuring efficient use of audio-visual equipment
87	Arranging for training in use of instructional materials
3	Arranging opportunities for teachers to see new instructional methods or materials from outside the school
25	Arranging for easy teacher access to teaching materials

BOOKLET FORMAT FACTOR STRUCTURE

III. PERSONNEL ADMINISTRATION

13. Staffing

Booklet Item Number	Item
160	Making final decisions regarding removal of specialized staff from school
135	Making final decisions regarding removal of para-professionals or non-certificated staff from school
177	Making final decisions regarding removal of teachers
90	Making final decisions regarding hiring of para-professionals or non-certificated staff
174	Making final decisions regarding hiring of teachers
146	Making final decisions regarding assignment of specialized staff

BOOKLET FORMAT FACTOR STRUCTURE

III. PERSONNEL ADMINISTRATION

14. Working with Unions

Booklet Item Number	Item
76	Understanding constraints of agreements with unions or teacher associations
33	Developing good relationships with union or teacher-association representatives on staff
11	Dealing with teacher strikes
55	Dealing with grievances submitted by staff members, unions, and teacher associations
83	Coping with unrealistic central office demands

BOOKLET FORMAT FACTOR STRUCTURE

IV. GENERAL ADMINISTRATION

15. Working with Central Office

Booklet Item Number	Item
41	Supporting and enforcing policies of central office
42	Reading central office reports and bulletins
19	Staying informed on system policies and guidelines
20	Attending required school-system meetings
40	Maintaining good relations with central office personnel
103	Interpreting central office policies to apply to the school situation
84	Distributing central office announcements to teachers
37	Ensuring that records on students are systematically and accurately maintained
85	Making curriculum evaluations required for reports to central office

BOOKLET FORMAT FACTOR STRUCTURE

IV. GENERAL ADMINISTRATION

16. Safety Regulation

Booklet Item Number	Item
142	Briefing staff on safety policies and procedures
17	Staying informed on system policies dealing with safety
82	Staying alert to possible safety hazards in and around the school
130	Planning and supervising safety drills
115	Inspecting physical plant of school regularly
61	Organizing a safety committee to discuss safety problems
131	Developing procedures for reducing theft in the school

BOOKLET FORMAT FACTOR STRUCTURE

IV. GENERAL ADMINISTRATION

17. Fiscal Control

Booklet Item Number	Item
117	Developing the annual budget
129	Accounting for annual budget expenditures with regard to instructional program
100	Making final decisions for all budget expenditures
38	Allocating funds among grades or departments
60	Managing the school's internal accounts

Section Five

MULTIVARIATE ANALYSIS OF VARIANCE: DEMANDS OF DIFFERENT PRINCIPALSHIPS

One of the premises of this research project was that the definition of the job (the principal's perception of what were the important functions in his work) would vary with differing conditions of operation (environmental constraints) and probably also with the ethnic composition of the staff and student body and with the personal background and experience of the principal. Responses to the "Data Summary Sheet" provided information on all these classification variables plus data on the two "derived" variables described on page 40 in Section Three. Study of the distribution of responses to each classification variable indicated the logical or numerically feasible breakdowns or subcategories under each to be used for purposes of analysis. Table 2, pages 42 and 43 in Section Three, lists the primary and derived variables, the subcategories chosen for each, and the total number of cases representing each of these subcategories.

The comparison of JFI responses between or among the subcategories of the total sample of principals was implemented through a multivariate analysis of variance. Results are given in Table 5 on page 92. The columns of this table are headed by the original and derived classification variables. The first seven of these deal with characteristics of the principal. Following are ten which cover information about the school (school district in the case of "Administrative Levels Up"), the students, and the teaching staff. The final four columns relate to the ethnic composition of student body and

TABLE 5

ANALYSIS OF VARIANCE ACROSS JFI DIMENSIONS

Job Dimensions		Personal Characteristics							School Characteristics										Ethnic and SES Characteristics			
		Sex Prin.	Age Prin.	Race Prin.	No. Yrs. Prin.	Yrs. Prin. Here	No. Prior P'ships.	Prior P'shps. Dif. Lev.	Admin. Levs. Up	Admin. Levs. Down	Grade Rng. Schl.	No. of Students	No. of Teachers	Stud./Tchr. Ratio	% Para/Tchng. Staff	% Stud. Turnover	% Tchr. Turnover	% Para. Turnover	Dom. Race Studs.	Dom. Race Tchrs.	Dom. Race Paras.	School SES
Relations with People and Groups	1	(X)								X	X	X	X	X		X	X	X				
	2	X								X	X	X	X		X		X		X	X		X
	3												X		X							
	4	(X)								X	X	X	X		X							
	5																					
	6																		X	X	X	X
	7											X	X		X	X		X	X	X	X	X
	8										X	X	X									
	9						X					X										
	10								X	X	(X)	X	X			X		X	X	X	X	X
Curriculum	11								X							X			X	X	X	X
	12	(X)			X					X	X	X	X					X				
Personnel	13	X		X							X	X	X					X				
	14								X	X		X	X									
Administration	15			X								X	X									
	16							X		X	X	X	X					X				
	17																					

X Significant at .001 level of confidence or better

(X) Insignificant with size of school covaried

teaching staff and the socioeconomic status of the school. Rows in the table are the final identified factors or major functional dimensions of principal performance. An "X" (circled or uncircled) in any intersection square means that there are significant differences between or among the subcategories of that variable on the corresponding factor. The criterion used for significance was stringent, being a probability of 1 or less in 1,000 of chance occurrence, or a .001 level of significance.

A number of general statements can be made about these results.

1. Only one identified job dimension, 5. "Evaluation of Teacher Performance," does not show a significant differentiation for any classification variable. All others show at least two significant differentiations.
2. The job dimension making the most differentiations is a new one to appear in this study--10. "Dealing with Gangs." Following this in number of differentiations are 2. "Organizations and Extracurricular Activities" and 7. "Racial and Ethnic Group Problems."
3. Three classification variables, all dealing with characteristics of the principal, yield no significant differences between or among the subcategories. These are the principal's age, number of years as a principal in present school, and number of prior principalships.
4. The classification variables which show the largest number of significant differentiations are those which relate to the characteristics of the school, especially to its size and grade range. The classification variables with the next greatest effect on the principal's perception of the job are those dealing with the racial

composition of the student body and staff and with the socioeconomic status of the school. As already pointed out, variables which deal with the characteristics of the principal have least effect.

It was considered possible that even the small number of significant differentiations associated with the "personal characteristics" variables might not be main effects of these but rather might be a result of their relationships with other variables exercising more powerful effects. For example, it could be hypothesized that females or, perhaps, minority group members are more often principals of elementary schools. Grade range of school is, in turn, related to school size, which (as represented either by number of students or by number of teachers) seemed to exert the strongest influence of any of the variables. This particular hypothesis was tested by rerunning the MANOVA's for the principal's sex and race and for grade range and student/teacher ratio with the effects of school size removed. Circled "X's" in Table 5 represent a situation where the significance level drops below 1 in 1,000 when size of school is covaried.

If we concentrate now on the uncircled "X's," only two significant differences remain in the importance which male and female principals ascribe to the various job functions. The magnitude and direction of these differences can be seen from the Job Functions Inventory profile shown on page 98 and labeled "Sex of Principal."

On this profile, as on all others to be discussed in this report, the perceived importance of the job dimension is expressed in terms of an equal-interval, normalized, standard-score scale. The normative group used to construct the scales was the total sample of 619 principals contributing to this

study. The profile for any subcategory under a classification variable (such as male or female principals) is obtained by calculating the mean raw score for the subcategory on the dimension and converting this to a standard score, using the norms established for that dimension. The norms for all dimensions or factors are given in the Appendix.

The profile labeled "Sex of Principal" shows that the two job dimensions which continued to differentiate at the .001 level of significance after covariation for school size are "Organizations & Extracurricular Activities" and a personnel administration factor called "Staffing." As in the Chicago study, male principals ascribe greater importance to both of these dimensions than do female principals.

Differences associated with the race of the principal are shown on page 99. Minority principals place greater emphasis on dealing with gangs and working with the central office and white principals on administrative and staffing issues as well as on contacts with colleagues.

The pervasive influence on the demands of the principal's job exerted by the size of the school (as represented by number of teachers) and by grade range can be seen in the profiles on pages 100 and 101. Widest differences occur on such important aspects of the job as "Personal Handling of Student Adjustment Problems," "Organizations & Extracurricular Activities," "Utilization of Specialized Staff," "Dealing with Gangs," "Instructional Materials," "Staffing," and "Safety Regulation."

Note that the two grade ranges--K-6 and 4-HS--which were not used in the multivariate analysis of variance are profiled separately on pages 102 and 103. Since they were not included in the MANOVA, there is no data on sig-

nificant differences between themselves or between them and the other three grade ranges. However, their profiles are included for the information of principals of schools within these ranges.

The task of grouping and defining grade ranges was a difficult one because of the diversity of these as picked up by a national sample. There are many variations of range within each of the subcategories. However, all of these fit within the ranges indicated by the grade numbers and are most meaningfully described by the category titles, as given below:

Primary (K-6)

Elementary (K-HS)--mostly stopping at eighth grade

Upper Grade Center (4-HS)--mostly stopping at eighth grade

Junior High (7-HS)--mostly starting at seventh grade and going through ninth grade

High School (HS)--starting at ninth or tenth grade and mostly going through twelfth grade.

On the profile on page 104, it is not surprising that significant differences associated with the ethnic composition of the student body should occur for such dimensions as "Racial & Ethnic Group Problems." Principals of racially "mixed" schools place strongest emphasis on this dimension, followed by principals of predominantly minority schools, and lastly by principals of predominantly white schools. Principals of mixed and predominantly minority schools also place greater emphasis on "Dealing with Gangs," whereas principals of predominantly white schools emphasize "Curriculum Development," "Organizations & Extracurricular Activities," and "Collegial Contacts."

A more wholistic interpretation of the results portrays the principal of

smaller schools as more involved with the students themselves--their personal adjustment problems and safety and the associated utilization of specialized staff. Principals of larger schools more closely resemble managers in other institutions in dealing, as these do, with staffing and union issues, and, at policy levels, with personnel issues, in their case with the complex of factors relating to a racially-mixed student body.

It seems axiomatic that principals who perform successfully in these different types of principalship will have different interests, skills, and leadership styles. Furthermore, it would seem that principals should be aware of the demands of the job which they might be filling and should receive special orientation and training prior to placement in the position.

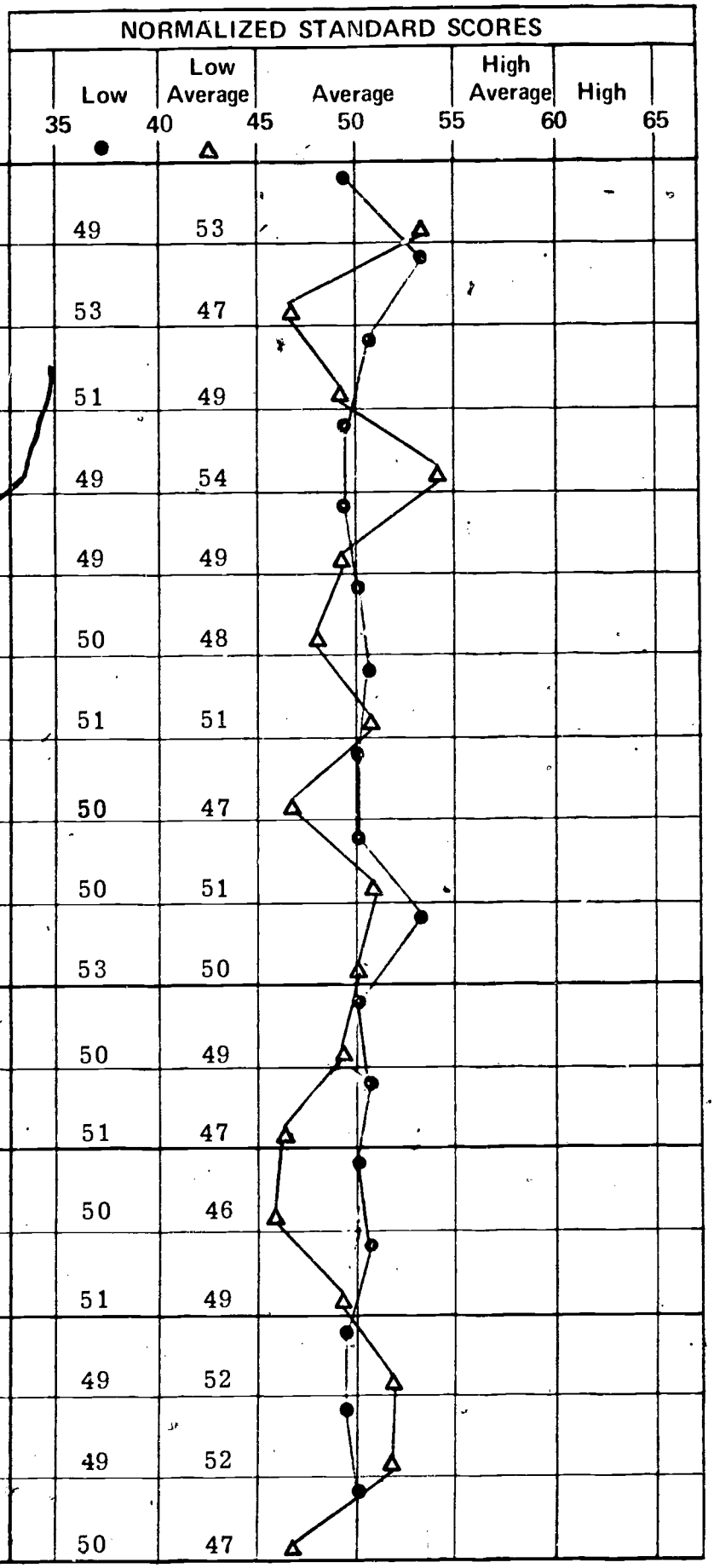
JOB FUNCTIONS INVENTORY FOR SCHOOL PRINCIPALS

Group Profile

SEX OF PRINCIPAL

* p <. 05
** p <. 01
*** p <. 001

Group 1--Male
Group 2--Female



JOB DIMENSIONS 1 vs 2		
PEOPLE & GROUPS		
1. Personal Handling of Student Adjustment Problems ***	49	53
2. Organizations & Extracurricular Activities ***	53	47
3. Individualized Student Development *	51	49
4. Utilization of Specialized Staff ***	49	54
5. Evaluation of Teacher Performance	49	49
6. Collegial Contacts *	50	48
7. Racial & Ethnic Group Problems	51	51
8. Trouble Shooting & Problem-Solving **	50	47
9. Community Involvement & Support	50	51
10. Dealing with Gangs **	53	50
CURRIC.		
11. Curriculum Development *	50	49
12. Instructional Materials **	51	47
PERSONNEL		
13. Staffing ***	50	46
14. Working with Unions **	51	49
ADMINISTRATION		
15. Working with Central Office **	49	52
16. Safety Regulation **	49	52
17. Fiscal Control *	50	47

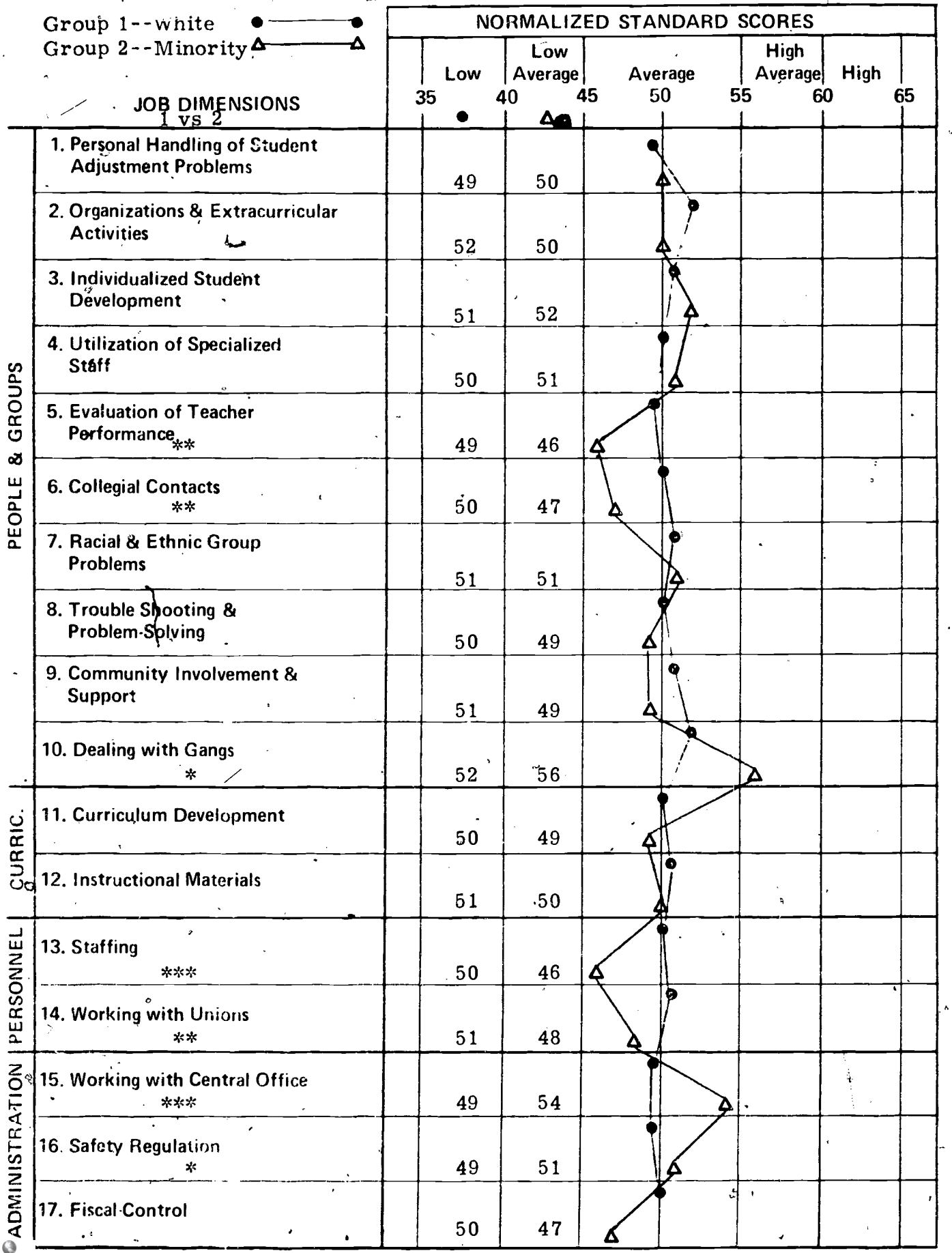
JOB FUNCTIONS INVENTORY FOR SCHOOL PRINCIPALS

Group Profile

RACE OF PRINCIPAL

* p <. 05
** p <. 01
*** p <. 001

Group 1--white ●——●
Group 2--Minority △——△



JOB FUNCTIONS INVENTORY FOR SCHOOL PRINCIPALS

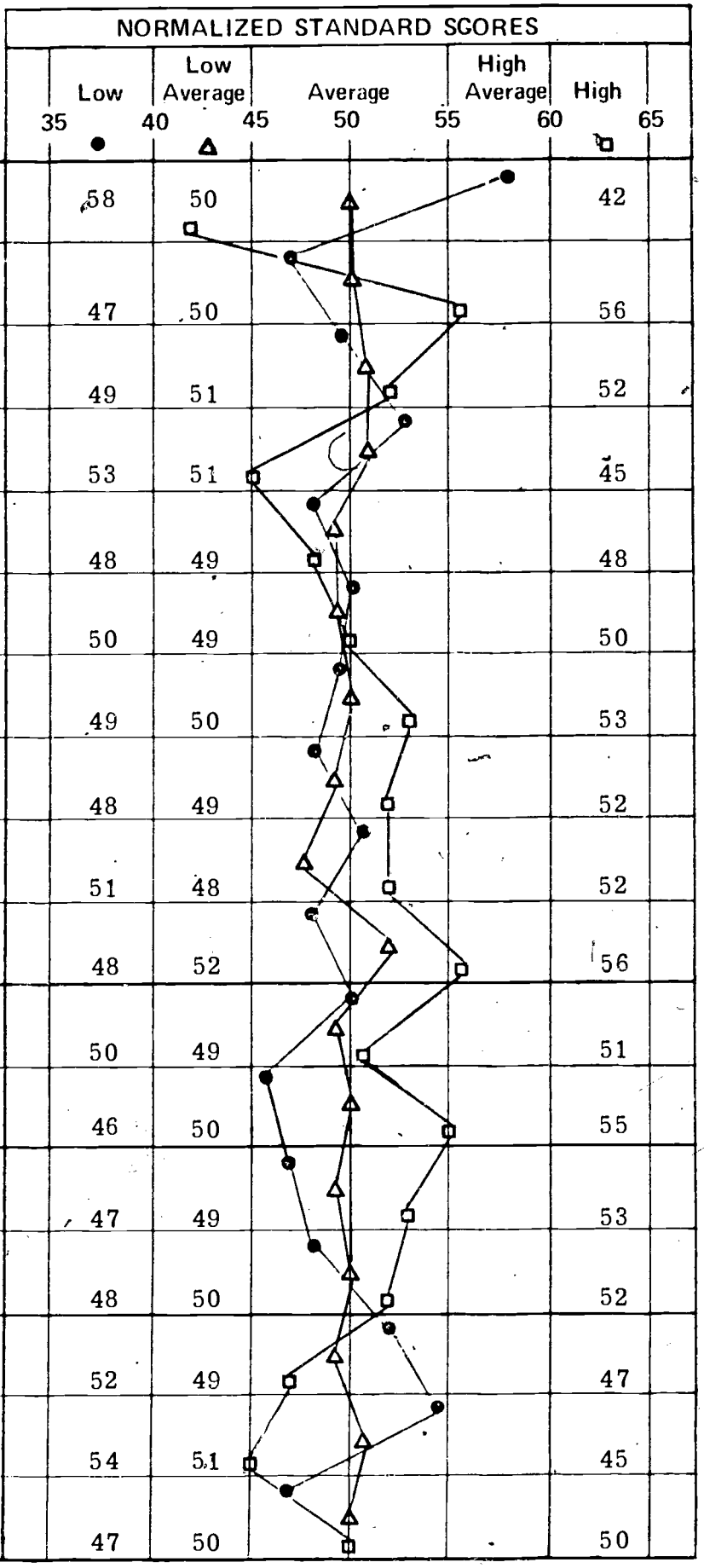
Group Profile

NUMBER OF TEACHERS

* p <. 05
** p <. 01
*** p <. 001

Group 1-- 1- 20
Group 2--21- 50
Group 3--51-205

	JOB DIMENSIONS 1 vs 2	1 vs 3	2 vs 3	Group 1 (●)	Group 2 (△)	Group 3 (□)
PEOPLE & GROUPS	1. Personal Handling of Student Adjustment Problems	***	***	***	58	50	42
	2. Organizations & Extracurricular Activities	***	***	***	47	50	56
	3. Individualized Student Development		***		49	51	52
	4. Utilization of Specialized Staff	***	***		53	51	45
	5. Evaluation of Teacher Performance				48	49	48
	6. Collegial Contacts				50	49	50
	7. Racial & Ethnic Group Problems	***	***		49	50	53
	8. Trouble Shooting & Problem-Solving	**	**		48	49	52
	9. Community Involvement & Support	*	**		51	48	52
	10. Dealing with Gangs	***	***	***	48	52	56
CURRIC.	11. Curriculum Development				50	49	51
	12. Instructional Materials	***	***	***	46	50	55
PERSONNEL	13. Staffing		***	***	47	49	53
	14. Working with Unions	*	***	***	48	50	52
ADMINISTRATION	15. Working with Central Office	**	***		52	49	47
	16. Safety Regulation	**	***	***	54	51	45
	17. Fiscal Control	*	*		47	50	50



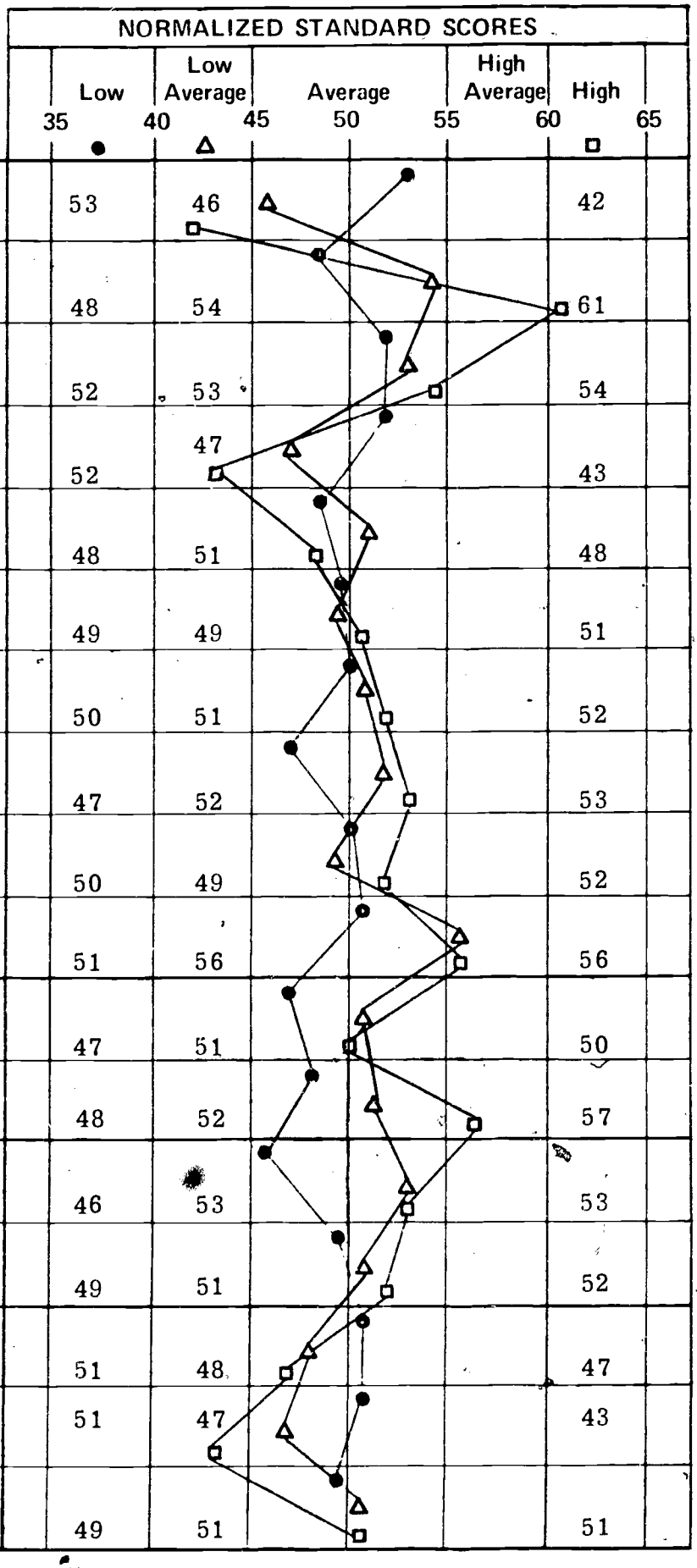
JOB FUNCTIONS INVENTORY FOR SCHOOL PRINCIPALS

Group Profile

GRADE RANGE

* p <. 05
** p <. 01
*** p <. 001

Group 2--K-HS
Group 4--7-HS
Group 5--HS



JOB DIMENSIONS	2 vs 4	2 vs 5	4 vs 5	Low	Low Average	High
PEOPLE & GROUPS						
1. Personal Handling of Student Adjustment Problems	***	***	***	53	46	42
2. Organizations & Extracurricular Activities	***	***	***	48	54	61
3. Individualized Student Development				52	53	54
4. Utilization of Specialized Staff	***	***	***	52	47	43
5. Evaluation of Teacher Performance				48	51	48
6. Collegial Contacts				49	49	51
7. Racial & Ethnic Group Problems				50	51	52
8. Trouble Shooting & Problem-Solving	*	**		47	52	53
9. Community Involvement & Support				50	49	52
10. Dealing with Gangs	***	***		51	56	56
CURRIC.						
11. Curriculum Development	*			47	51	50
12. Instructional Materials	**	***	**	48	52	57
ADMINISTRATION / PERSONNEL						
13. Staffing	***	***		46	53	53
14. Working with Unions				49	51	52
15. Working with Central Office				51	48	47
16. Safety Regulation	**	***	***	51	47	43
17. Fiscal Control				49	51	51

March 1, 1975

JOB FUNCTIONS INVENTORY FOR SCHOOL PRINCIPALS

Group Profile

GRADE RANGE

Group 1--K-6

	JOB DIMENSIONS	NORMALIZED STANDARD SCORES (Low / Low Average / Average / High Average / High; 35 40 45 50 55 60 65)
PEOPLE & GROUPS	1. Personal Handling of Student Adjustment Problems	55
	2. Organizations & Extracurricular Activities	45
	3. Individualized Student Development	47
	4. Utilization of Specialized Staff	54
	5. Evaluation of Teacher Performance	48
	6. Collegial Contacts	49
	7. Racial & Ethnic Group Problems	50
	8. Trouble Shooting & Problem-Solving	48
	9. Community Involvement & Support	50
	10. Dealing with Gangs	50
CURRIC.	11. Curriculum Development	50
	12. Instructional Materials	53
PERSONNEL	13. Staffing	47
	14. Working with Unions	50
ADMINISTRATION	15. Working with Central Office	50
	16. Safety Regulation	53
	17. Fiscal Control	47

JOB FUNCTIONS INVENTORY FOR SCHOOL PRINCIPALS

Group Profile

GRADE RANGE

Group 3—4—HS

	JOB DIMENSIONS	NORMALIZED STANDARD SCORES (Low / Low Average / Average / High Average / High; 35 40 45 50 55 60 65)
PEOPLE & GROUPS	1. Personal Handling of Student Adjustment Problems	50
	2. Organizations & Extracurricular Activities	52
	3. Individualized Student Development	54
	4. Utilization of Specialized Staff	50
	5. Evaluation of Teacher Performance	48
	6. Collegial Contacts	52
	7. Racial & Ethnic Group Problems	47
	8. Trouble Shooting & Problem-Solving	50
	9. Community Involvement & Support	47
	10. Dealing with Gangs	50
CURRIC.	11. Curriculum Development	51
	12. Instructional Materials	51
PERSONNEL	13. Staffing	50
	14. Working with Unions	49
ADMINISTRATION	15. Working with Central Office	51
	16. Safety Regulation	51
	17. Fiscal Control	52

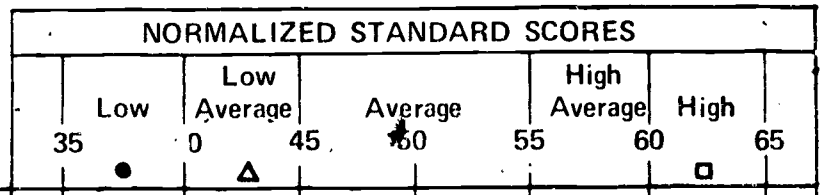
JOB FUNCTIONS INVENTORY FOR SCHOOL PRINCIPALS

Group Profile

DOMINANT RACE OF STUDENTS

* p <. 05
** p <. 01
*** p <. 001

Group 1--White
Group 2--Minority
Group 3--Mixed



JOB DIMENSIONS	1 vs 2	1 vs 3	2 vs 3	Low ●	Low Average △	High □
PEOPLE & GROUPS						
1. Personal Handling of Student Adjustment Problems				50	49	50
2. Organizations & Extracurricular Activities	**	**		54	50	51
3. Individualized Student Development				52	52	50
4. Utilization of Specialized Staff	*			51	51	49
5. Evaluation of Teacher Performance				49	48	49
6. Collegial Contacts	***	***		52	47	49
7. Racial & Ethnic Group Problems	***	***	***	44	49	54
8. Trouble Shooting & Problem-Solving				49	49	50
9. Community Involvement & Support				51	50	50
10. Dealing with Gangs	***	***	**	49	57	54
CURRIC.						
11. Curriculum Development	***	***		53	47	49
12. Instructional Materials				50	50	51
PERSONNEL						
13. Staffing		*		50	47	50
14. Working with Unions				51	51	50
ADMINISTRATION						
15. Working with Central Office		*		51	50	49
16. Safety Regulation				50	51	49
17. Fiscal Control				49	47	49

Section Six

APPLICATIONS AND IMPLICATIONS FOR FUTURE RESEARCH

DISCUSSION OF RESULTS

Results obtained in this national study largely corroborate those from the pilot study implemented primarily in the Chicago School District. The pilot study identified a fairly sound underlying structure of job dimensions, which was appreciably more sharply defined on the basis of the larger sample. Furthermore, in the present study, three new hypothesized dimensions of performance, covered by new items in the revised Inventory, appeared as clear additional factors.

The multivariate analysis of variance performed on data from the national sample shows that the Inventory is sensitive enough to differentiate among the job demands imposed by different conditions of operation or environmental constraints. Note also that virtually all the identified dimensions of performance contribute to these differentiations. Table 5 on page 92 records only those differences which satisfy the very stringent standard of 1 in 1,000 or less probability of chance occurrence, or a .001 level of significance. The "p-value" notations under the dimension names on the profiles in Section Five indicate that there are a number of further differentiations which are significant at the 1 in 100 or 5 in 100 probability levels.

Variables relating to type and size of school account for the greatest number of differentiations, although SES status and ethnic composition of

student body and teaching staff make a sizable contribution. Personal characteristics of the principal produce fewest differentiations. However, there are some race and sex differences which should not be overlooked. By contrast, age of the principal and years in present position yield no significant differences.

The Job Functions Inventory for School Principals (JFI) derived from this study is based on a sizable and diverse sample drawn from a number of geographic locations. We consider it both stable and reliable enough for practical use in school systems.

CURRENT APPLICATIONS OF THE JFI

The application of the JFI which immediately comes to mind is its use for objective job clarification among principals in any given school district and between these principals and their superintendent(s). Pilot implementations of this procedure have been carried out in three school districts in Illinois.

In each of these school districts, the principals completed the JFI to indicate their view of the relative importance of various activities in their jobs as currently constituted. At the same time, the district superintendents--and in some cases the assistant superintendents--also used the JFI to indicate their perception of the relative importance of these activities for the principals in their district. Each principal received a computer-produced JFI profile for his personal responses to the Inventory, a composite profile for all principals in his districts, and the profile for the district superintendent (or a composite superintendents' profile where assistant superintendents were involved). Each superintendent received his own profile, a composite super-

intendents' profile if this were involved, and the composite principals' profile.

Job clarification among the principals took place in group sessions and generally followed the course of pinpointing and discussing dimensions where members of the group differed most in their responses. Profiles of responses to individual items within each dimension were provided to facilitate understanding of significant differences in response. As a result of their discussion, the principals either resolved their differences or agreed that these were justified on the basis of individual circumstances. When each principal and his superintendent worked to achieve a similar resolution or agreement, they did so in individual sessions.

The three composite profiles for the principals from districts "C," "H," and "P" on pages 110, 111, and 112 indicate some striking differences in perceived importance of functions performed and, thus, in the demands of the job. These three districts differ considerable in SES and in the ethnic composition of the student body. Profile variations highlight the JFI's sensitivity in reflecting such differences.

One of these three school districts did not supply a superintendent's profile. However, the available superintendent profiles for the other two districts--on pages 113 and 114--correspond fairly closely to those for the local principals. Highest agreement appears for the district labeled "HEW Group P," which, on the basis of observations made over the course of a year, appeared to have a rather smoothly functioning organization structure.

POSSIBLE FUTURE APPLICATIONS OF THE JFI

Programs of job clarification such as those described above are only one of many possible applications of the JFI in school systems.

Organization Development and Improvement

The process of clarification can be extended to cover the whole of the organization hierarchy from board members to superintendents to principals and, finally, to teachers. Clear definition of job responsibilities and expectations can then serve as a basis for programs of organization development and improvement.

Actual vs "Ideal" Operating Conditions

The JFI could be used to compare the perceived importance of job functions under actual operating conditions with the perception of what their importance would be under optimum conditions of operation. This information is useful in its own right and can also serve as an input for the programs of organization development and improvement mentioned above.

Management by Objectives

Job clarification is a preliminary step in any program of management by objectives. The JFI can be used as the vehicle for identifying important dimensions of performance for objective setting.

Performance Appraisal

The JFI format can be used to assess how well an activity is performed by a job incumbent. This "performance profile" can then be compared with the established "importance profile" for the job.

Selection, Placement, and Training

Another use of the JFI format is to allow an applicant for a position to indicate the extent to which he would enjoy performing Inventory activities or (for applicants who have held prior principalships) how well he feels he performs these activities. This profile can be compared with the established importance profile for the position, which represents the demands of the job. Study of any differences on the dimensions between the two profiles could suggest the need for specialized training or selective placement.

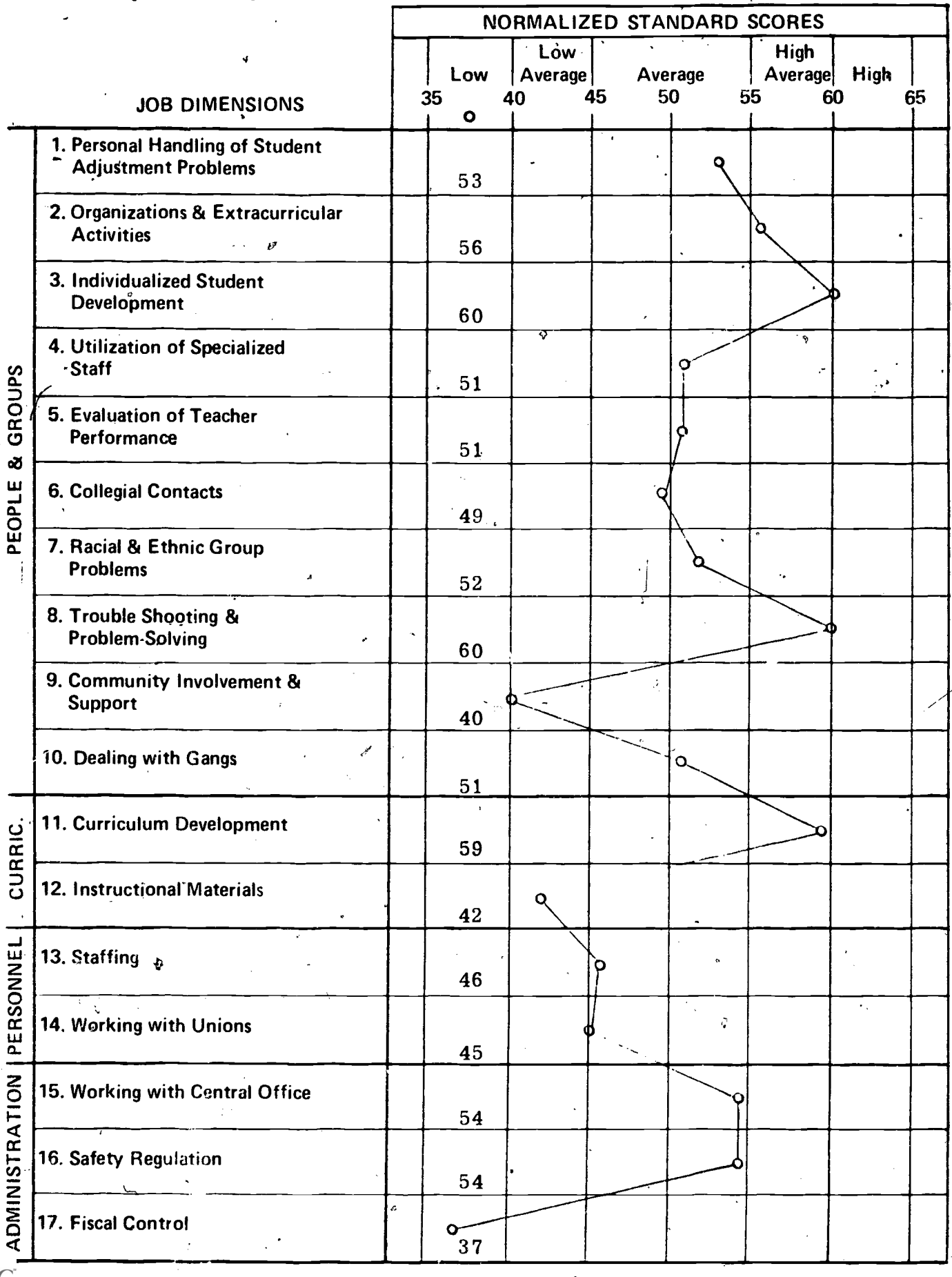
*

Selection and placement procedures must, of course, eventually be validated against actual performance on the job. The JFI can, in fact, provide a good deal of the essential information required for validating selection and placement procedures according to the EEOC Guidelines. Indeed, this application of the JFI was the objective which originally initiated this series of studies directed toward an occupational analysis of the school principalship.

JOB FUNCTIONS INVENTORY FOR SCHOOL PRINCIPALS

Group Profile

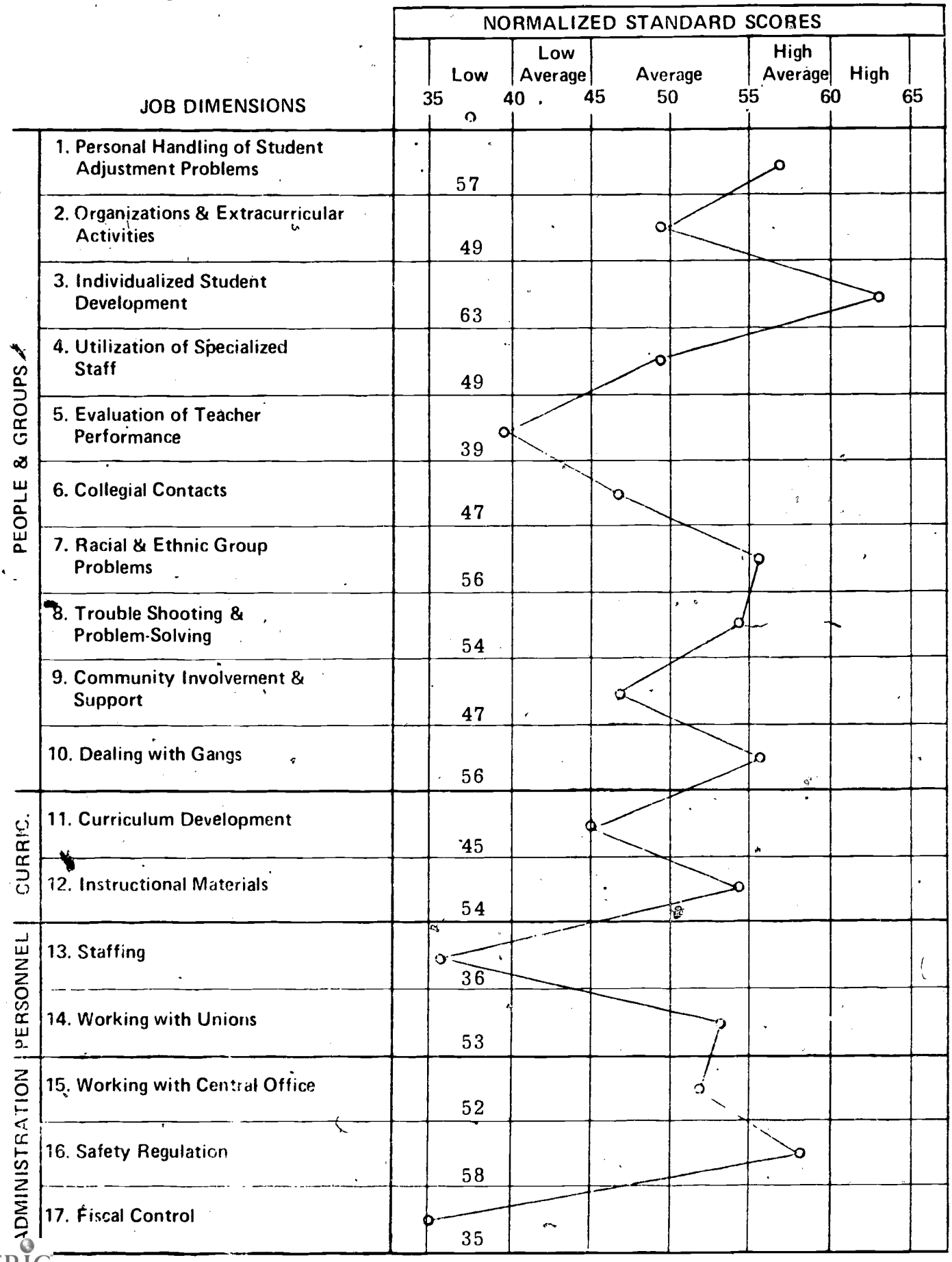
HEW-Group C-Principals (N=5)



JOB FUNCTIONS INVENTORY FOR SCHOOL PRINCIPALS

Group Profile

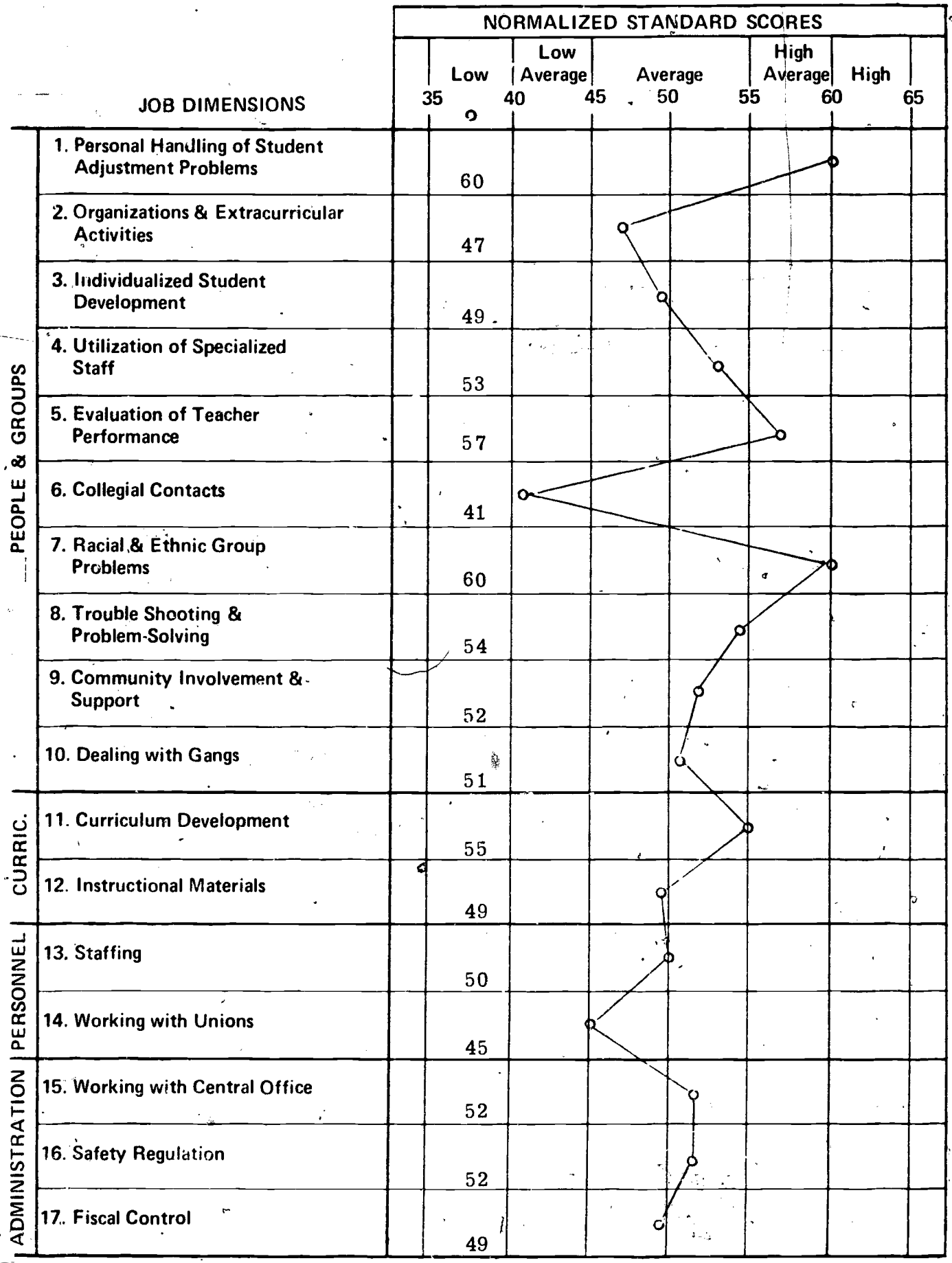
HEW-Group H-Principals (N=3)



JOB FUNCTIONS INVENTORY FOR SCHOOL PRINCIPALS

Group Profile

HEW-Group P--Principals (N=9)

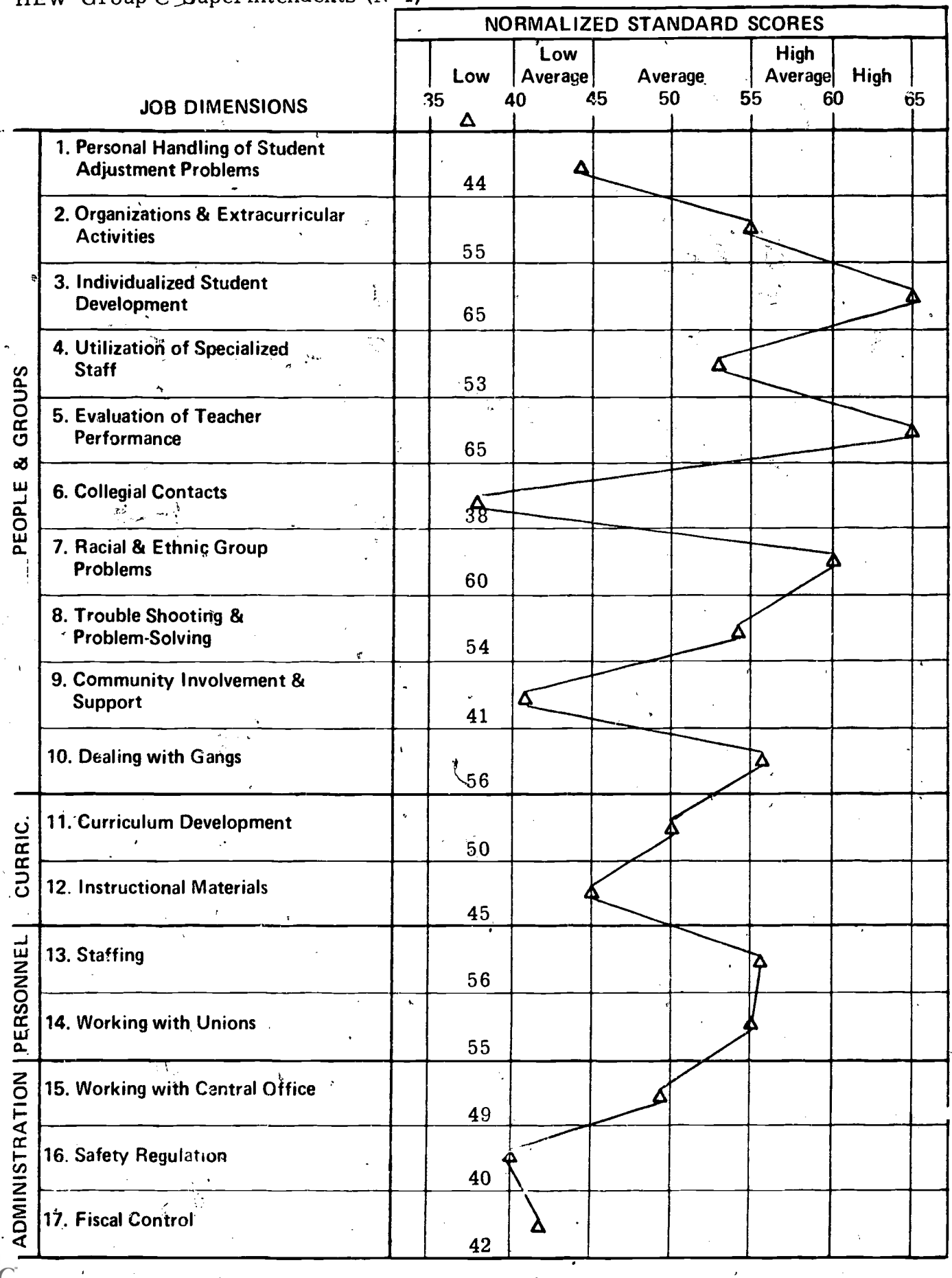


March 1, 1975

JOB FUNCTIONS INVENTORY FOR SCHOOL PRINCIPALS

Group Profile

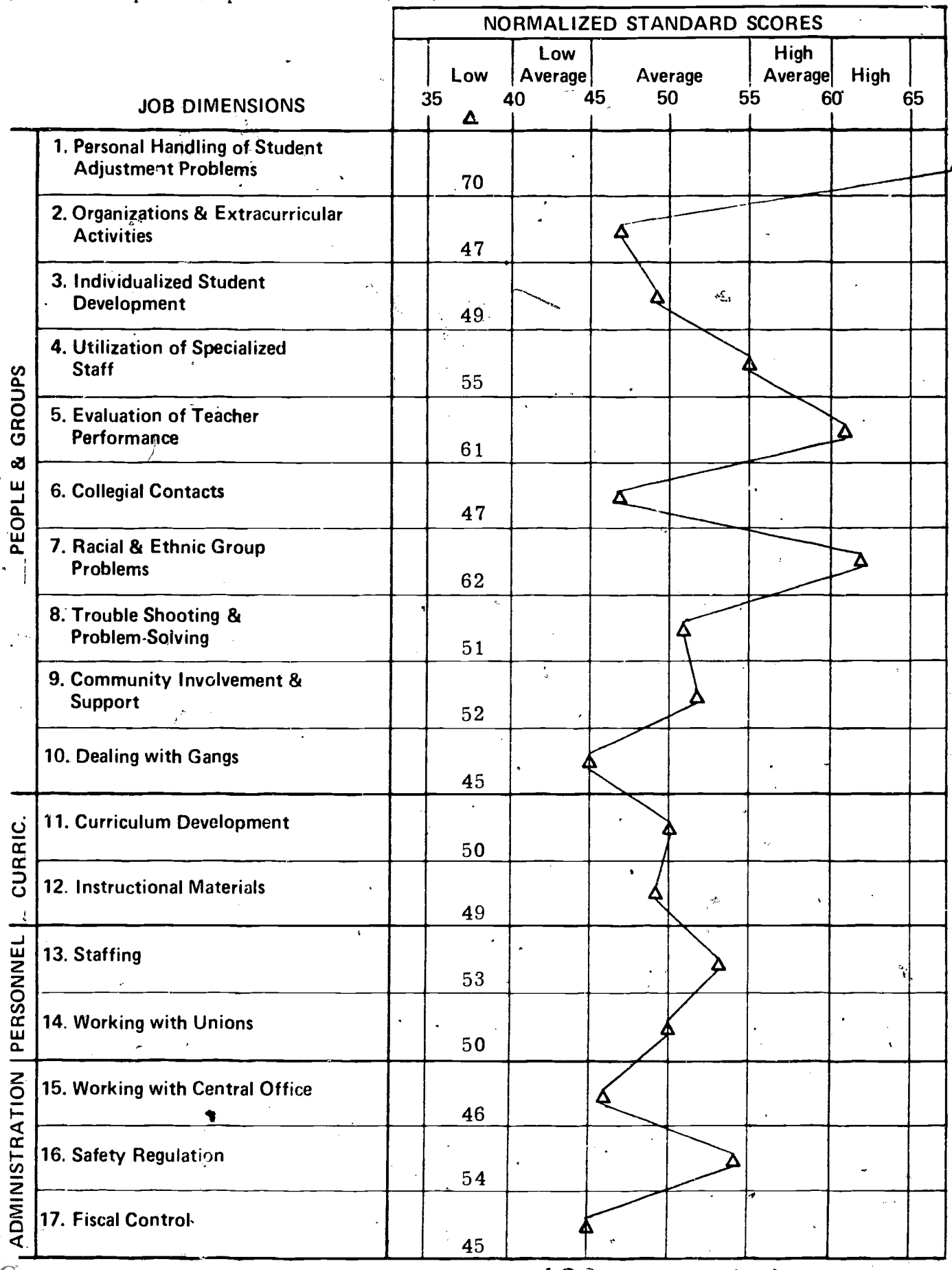
HEW-Group C-Superintendents (N=1)



JOB FUNCTIONS INVENTORY FOR SCHOOL PRINCIPALS

Group Profile

HEW-Group P- -Superintendents (N=3)



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APPENDIX

	Page
Job Functions Inventory for School Principals	(1)
Detailed Instructions	(8)
Data Summary Sheet on School and Principal	(11)
Normalized Standard Scores for 619 School Principals	(13)

JOB FUNCTIONS INVENTORY FOR SCHOOL PRINCIPALS

Please Fill in:

Name _____

School _____

School District _____

City or Community _____

State _____

Developed by: Melany E. Baehr, Ph.D.,
Frances M. Burns, M.A.,
R. Bruce McPherson, Ph.D.,
Columbus Salley, Ed.D.

DIRECTIONS:

This Job Functions Inventory for School Principals provides a standardized and quantified procedure for identifying the major dimensions of a principal's job as determined by the special operating conditions and constraints of that particular principalship. The Inventory consists of 180 *items* or descriptions of functions a principal may have to perform on some regular basis. Of course, even this many items cannot reflect the full complexity of the job or all dimensions of every principalship. However, a comprehensive sample of principals who took part in a pilot study, as well as a number of academic specialists in the field of education, participated in its development. Their participation helped to ensure wide coverage both of functions common to most principalships and of ones characteristic of certain specialized job circumstances, such as a high school vs. a lower-grade school, an inner-city school vs. a suburban one.

Your task in completing the Inventory is to rate the importance of each item or function for your particular principalship and to distribute your ratings equally along a six-point scale. This "forced-choice" type of rating is time-consuming but represents a standard research method for producing results which can be easily and directly compared among individuals and among groups of individuals.

To complete the Inventory, use a #2 *pencil*, not a pen. (You will probably need to change some of your ratings as you go along.) *First*, fill in the identifying information requested in the box on the top right of this page. *Second*, open the booklet and tear off the bottom strip on pages 3 and 5 along the perforation provided for this purpose. Discard strips. *Third*, lay out the separate detailed instructions accompanying this Inventory booklet. Read them through carefully, consulting the "example" illustration as you go. Then follow them step by step as you make your ratings in the booklet.

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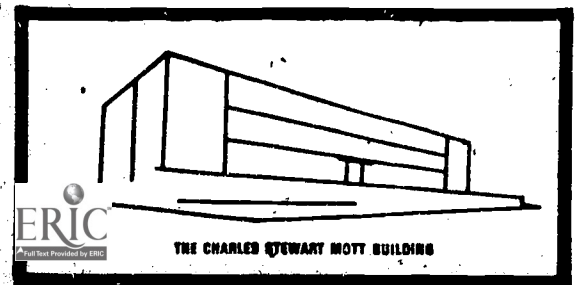
6-4-2000



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5801 S. Kenwood

Chicago, Illinois 60637

(2)

IMPORTANCE

	Little or None	Some	Less than Average	Average	More than Average	Much	Outstanding
	BELOW				ABOVE		
1. Suggesting possible special curriculum resources to teachers							
2. Assigning teachers to special duties, such as hall supervision							
3. Arranging opportunities for teachers to see new instructional methods or materials from outside the school							
4. Offering teacher vacancies to current staff before reporting them to central office							
5. Providing special supervision for new teachers							
6. Maintaining constructive relationships with athletic coaches							
7. Seeking community health services for students in need							
8. Supervising student programs to make sure they meet graduation requirements							
9. Maintaining interscholastic athletic programs							
10. Securing parent assistance in school programs and activities							
11. Dealing with teacher strikes							
12. Arranging for advanced elementary students to enroll in high school prep programs							
13. Understanding community political factors affecting the school							
14. Ensuring efficient use of audio-visual equipment							
15. Maintaining meaningful and up-to-date records on teacher performance							
16. Securing extra resources from the school system for dealing with drug problems in the school							
17. Staying informed on system policies dealing with safety							
18. Arranging for school observance of special racial or ethnic holidays							
19. Staying informed on system policies and guidelines							
20. Attending required school-system meetings							
21. Maintaining regular contacts with other principals							
22. Maintaining regular program of reading in professional field							
23. Helping teachers adapt the curriculum to fit the needs of the students							
24. Scheduling special events, such as assembly speakers and career days							
25. Arranging for easy teacher access to teaching materials							
26. Conducting orientation meetings for teachers and staff							
27. Orienting new teachers to the community							
28. Assuring coordination and cooperation among specialized academic staff							
29. Counseling students on college entrance procedures							
30. Approving all student promotions							
COLUMN TOTALS →							

			Total Pages 2 & 3
			Total Pages 4 & 5
			Total Pages 6 & 7
30	30	30	GRAND TOTAL
Below Average			

ERIC

3

(3)

	IMPORTANCE						
	BELOW				ABOVE		
	Little or None	Some	Less than Average		More than Average	Much	Outstanding
31. Encouraging activities of student organizations							
32. Counseling parents on student problems							
33. Developing good relationships with union or teacher-association representatives on staff							
34. Cooperating with other schools in the neighborhood on common problems							
35. Working with community to determine its expectations for the school							
36. Personally supervising lunch room							
37. Ensuring that records on students are systematically and accurately maintained							
38. Allocating funds among grades or departments							
39. Organizing student monitors for safety in and around the school building							
40. Maintaining good relations with central office personnel							
41. Supporting and enforcing policies of central office							
42. Reading central office reports and bulletins							
43. Attending meetings of local principals' association							
44. Setting personal professional goals on a yearly basis							
45. Discovering community views on needed curriculum changes							
46. Eliciting teacher cooperation for exceeding policy or contract guidelines							
47. Setting priorities for distribution of teaching materials							
48. Arranging meetings between teachers and custodial staff							
49. Documenting poor evaluations of teaching staff performance with concrete data							
50. Organizing staff, such as librarians or secretaries, to handle supervisory tasks during teachers' duty-free periods							
51. Counseling with potential dropouts							
52. Evaluating student progress assessments							
53. Attending school athletic events							
54. Dealing with belligerent parents or parent groups							
55. Dealing with grievances submitted by staff members, unions, and teacher associations							
56. Working with student teachers from local universities							
57. Informing community about school problems, activities, and achievements							
58. Administering special lunch or breakfast programs							
59. Delegating appropriate responsibility to other members of the principal's office							
60. Managing the school's internal accounts							
COLUMN TOTALS →							

4

(4)

IMPORTANCE

	Little or None	Some	Less than Average		More than Average	Much	Outstanding
	BELOW				ABOVE		
61. Organizing a safety committee to discuss safety problems							
62. Accounting to central office for school academic performance							
63. Consulting central office when legal problems arise							
64. Attending professional meetings and seminars outside district							
65. Working on a higher degree in the field of educational administration							
66. Securing central office support for school-initiated curriculum changes							
67. Arranging schedules so that teachers can meet across grade levels							
68. Encouraging teachers to ask for needed or additional instructional materials							
69. Coordinating activities of regular and specialized teaching staffs							
70. Informing teaching staff of criteria used in evaluating their performance							
71. Initiating programs for teaching English to bilingual or multilingual students							
72. Developing special programs for gifted or retarded students							
73. Reviewing student performance on standardized tests for general evaluation of the school							
74. Visiting homes of problem students							
75. Reporting school activities and events at P. T. A. meetings							
76. Understanding constraints of agreements with unions or teacher associations							
77. Serving on advisory boards of agencies working within the school							
78. Dealing with community visitors to school							
79. Supervising library services							
80. Delegating solution of some types of problem to grade or department chairpeople							
81. Accounting for monies collected by teachers							
82. Staying alert to possible safety hazards in and around the school							
83. Coping with unrealistic central office demands							
84. Distributing central office announcements to teachers							
85. Making curriculum evaluations required for reports to central office							
86. Developing teaching schedules							
87. Arranging for training in use of instructional materials							
88. Dealing with informal groups or cliques among the staff							
89. Establishing criteria for evaluating teacher performance							
90. Making final decisions regarding hiring of para-professionals or non-certificated staff							
COLUMN TOTALS →							

(5)

IMPORTANCE

Little or None	Some	Less than Average	Average	More than Average	Much	Outstanding
BELOW				ABOVE		

91. Clarifying for staff, students, and parents the state and system procedures for removing students from school when necessary
92. Discussing student failures with teachers
93. Dealing with street gang influence in the community
94. Discussing student career and academic potential with parents
95. Supporting grievances when they will be of long-range benefit to the school
96. Working actively with religious institutions in developing special programs as needed
97. Working with local community agencies and organizations in solving problems.
98. Supervising student health services.
99. Coordinating state and federal programs in the school
100. Making final decisions for all budget expenditures
101. Preventing drug use or sales on school premises
102. Working through administrative superior to promote innovative methods or materials
103. Interpreting central office policies to apply to the school situation
104. Making sure that instructional programs meet accreditation requirements
105. Keeping teacher work loads about equal for all teachers.
106. Justifying unusual requests for supplies or materials to administrative superior.
107. Evaluating all types of teaching staff on regular bases
108. Assigning para-professionals or non-certificated staff where they can best provide service to teachers
109. Reversing grade-level advancements if they prove not to be in the student's best interest
110. Reviewing student performance on school-designed achievement tests
111. Arranging informal athletic meets with other schools in the area
112. Coordinating activities of all parent groups in the school
113. Working with parochial school systems to share educational or other programs
114. Being a speaker at community organizations
115. Inspecting physical plant of school regularly
116. Combating rumors through communications, such as special meetings or fact sheets
117. Developing the annual budget.
118. Keeping unauthorized persons off school premises
119. Writing proposals for federal grants
120. Reviewing lesson plans on a regular basis.

COLUMN TOTALS ⟶

6

IMPORTANCE

	Little or None	Some	Less than Average		More than Average	Much	Outstanding
	BELOW				ABOVE		
121. Making independent decisions with teachers and staff regarding the acquisition and use of instructional materials							
122. Assigning personnel to substitute for absent teachers							
123. Evaluating performance of para-professionals or non-certificated staff							
124. Developing contacts and procedures for dealing with truancy							
125. Involving students in decision-making on their individual plans of instruction							
126. Dealing with racist groups in the community, either white or black							
127. Supervising playgrounds							
128. Training and effectively utilizing vice-principals							
129. Accounting for annual budget expenditures with regard to instructional program							
130. Planning and supervising safety drills							
131. Developing procedures for reducing theft in the school							
132. Conferring individually with teachers on curriculum effectiveness							
133. Involving community in selection of instructional and library materials							
134. Supporting teachers in dealings with students							
135. Making final decisions regarding removal of para-professionals or non-certificated staff from school							
136. Seeking teacher and parent assistance in identifying potential dropouts							
137. Supervising work-study programs to make sure they meet certain graduation requirements							
138. Requiring teachers to send parents all required reports, such as regular or special report cards							
139. Adjusting to changing ethnic composition of school community							
140. Maintaining a security force adequate to deal with such school problems as gang activities and crowd control							
141. Appearing in court with students with legal problems							
142. Briefing staff on safety policies and procedures							
143. Accounting to central office for success or failure of innovative programs							
144. Experimenting with new types of instruction							
145. Helping teachers adjust to a school where another racial or ethnic group is in the majority							
146. Making final decisions regarding assignment of specialized staff							
147. Helping bused students adjust to the new school							
148. Using community-based resources to enrich the curriculum							
149. Developing strategies for minimizing racial conflicts within school							
150. Providing students with safe passage to and from school							
COLUMN TOTALS →							

(7)

IMPORTANCE

BELOW				ABOVE		
Little or None	Some	Less than Average		More than Average	Much	Outstanding

151. Gathering information about politics of system decision-making
152. Developing strategies to help integrate the world of the culturally different student into the life of the school
153. Monitoring and evaluating behavior of teachers in dealing with members of different racial and ethnic groups in the school
154. Evaluating performance of specialized staff
155. Counseling students with severe adjustment problems
156. Assisting in development of plans for school desegregation
157. Gaining support of individual board members for programs in the school
158. Encouraging staff to develop own plans of instruction
159. Providing teaching staff with feedback on individual evaluations
160. Making final decisions regarding removal of specialized staff from school
161. Administering disciplinary policy
162. Working with local groups to determine bases for student evaluation
163. Developing communication between teachers at various grade levels where possible and applicable
164. Alerting teachers to help that can be provided by para-professionals or non-certificated staff
165. Developing programs to improve attendance
166. Conducting school-initiated curriculum evaluations
167. Working with teachers to establish criteria for evaluating their effectiveness in working with the different racial and ethnic groups in the school
168. Including para-professionals or non-certificated staff in planning meetings on work load and special schedules
169. Dealing ethically and legally with student rights movements
170. Visiting classrooms regularly to supervise instructional program
171. Recruiting teacher candidates
172. Working with street gangs inside the school
173. Developing sex-education programs
174. Making final decisions regarding hiring of teachers
175. Making arrangements for supportive services for students, such as testing and speech therapy
176. Developing strategies to reduce student transiency
177. Making final decisions regarding removal of teachers
178. Developing resources to secure part-time and temporary jobs for students
179. Involving parents in hiring of teachers
180. Developing strategies for dealing with high teacher turnover

COLUMN TOTALS →

....Total Pages 2 & 3....			
....Total Pages 4 & 5....			
....Total Pages 6 & 7....			
...GRAND TOTAL....	30	30	30

JOB FUNCTIONS INVENTORY FOR SCHOOL PRINCIPALS

DETAILED INSTRUCTIONS

130

Read and follow these instructions after you have read the general directions on the cover of the Inventory booklet.

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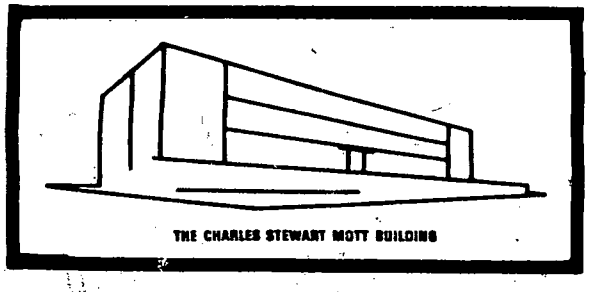

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(8)

In deciding on the importance of each item or function for your principalship, think of your job the way it *is*, *not* the way you would like it to be or the way other people expect it to be.

Your Final Goal: to divide the 180 items in the Inventory booklet into six categories of importance with 30 items in each. The categories are "Little or None," "Some," "Less than Average," "More than Average," "Much," and "Outstanding." There is *no* "Average" category. You must assign each item either to one of the "Below Average" or to one of the "Above Average" categories. The booklet is designed so that you can make your importance ratings in a systematic way, with plenty of chance to check on how many items you are putting in each category and to change your mind about a rating if you want to.

STEP ONE

Your Goal: to make a first division of the 180 items into two categories of importance with 90 items in each.

Making Your Ratings: Work with the shaded middle two columns on the right of each booklet page, the columns labeled "Below Average" and "Above Average." Read each item in the booklet, and put a light mark for it in its corresponding box in one of the two shaded columns, depending on whether you think it is of "Below Average" or "Above Average" importance for your job. In this first review of the items, distribute your ratings between "Below" and "Above" in any way you choose, but remember that your *final* distribution for the booklet as a whole must be half and half—90 items rated "Below Average" and 90 "Above Average."

Checking Your Ratings: To keep a running count on your distribution as you finish each page, add the marks in each shaded column, and write the result in the appropriate box in the "COLUMN TOTALS" band beneath the items. For each two-page spread, add the two "Below Average" column totals, and write this total in the appropriate shaded box at the bottom of the page, as shown in the example. Do the same for the two "Above Average" totals. The consolidated totals box gives you your running count. This running count is only a rough check. It is better to go through all items in the booklet to record your first reactions before you concern yourself too much about results on an individual page. However, if you find, for example, that you have 50 "Above" items and only 10 "Below" ones on a two-page spread, you may have trouble later arriving at your final 90/90 first division of the items. Remember that before you go on to "STEP TWO," you *must* have rated 90 items in the "Below Average" category and 90 in the "Above Average," as indicated by the printed numbers at the bottom of the shaded box. Go back and adjust your ratings where you have to to make up these two totals.

STEP TWO

Your Goal: to make a more precise distribution of the items into six categories with 30 items in each—three categories of "Below Average" importance ("Little or None," "Some," "Less than Average") and three "Above Average" ("More than Average," "Much," "Outstanding"). The "Little or None" degree of importance includes, of course, items describing activities which are not personal job functions for you, such as tasks which are not relevant or not required in your principalship.

Making Your Ratings: Work with the three columns to the left and the three columns to the right of the shaded area. Reread each item in the booklet. If you rated it "Below Average" in importance, decide which of the "BELOW" categories it should go in, and make a light mark in the appropriate box under the "BELOW" heading. Do the same for the items you rated "Above Average." Once again distribute your "BELOW" and your "ABOVE" ratings in any way you choose, but remember that your final distribution for the booklet as a whole must be a six-way division, with 30 items in each category.

Checking Your Ratings: To keep the running count on your distribution as you finish each page, add the marks in each unshaded column, and write this total in the appropriate box at the left or right on the bottom of the page, as shown in the example. As before, this running count is only a rough check. However, when you have finished your final rating of the items for the entire booklet, you should have assigned 30 to each of the six categories of importance, as indicated by the printed numbers at the bottom of the boxes. Go back and adjust your ratings where you have to to make up these totals.

	IMPORTANCE							
	BELOW					ABOVE		
	Little or None	Some	Less than Average	Below Average	Above Average	More than Average	Much	Outstanding
61. Organizing a safety committee to discuss safety problems	✓			✓				
62. Accounting to central office for school academic performance			✓	✓				
63. Consulting central office when legal problems arise					✓	✓		
64. Attending professional meetings and seminars outside district					✓	✓		
65. Working on a higher degree in the field of educational administration					✓		✓	
66. Securing central office support for school-initiated curriculum changes			✓	✓				
67. Arranging schedules so that teachers can meet across grade levels					✓	✓		
68. Encouraging teachers to ask for needed or additional instructional materials					✓		✓	
69. Coordinating activities of regular and specialized teaching staffs			✓	✓				
70. Informing teaching staff of criteria used in evaluating their performance					✓		✓	
71. Initiating programs for teaching English to bilingual or multilingual students	✓			✓				
72. Developing special programs for gifted or retarded students	✓			✓				
73. Reviewing student performance on standardized tests for general evaluation of the school					✓		✓	
74. Visiting homes of problem students		✓		✓				
75. Reporting school activities and events at P. T. A. meetings					✓		✓	
76. Understanding constraints of agreements with unions or teacher associations		✓		✓				
77. Serving on advisory boards of agencies working within the school			✓	✓				
78. Dealing with community visitors to school					✓	✓		
79. Supervising library services		✓		✓				
80. Delegating solution of some types of problem to grade or department chairpeople					✓			✓
81. Accounting for monies collected by teachers			✓	✓				
82. Staying alert to possible safety hazards in and around the school					✓			✓
83. Coping with unrealistic central office demands					✓	✓		
84. Distributing central office announcements to teachers					✓	✓		
85. Making curriculum evaluations required for reports to central office					✓		✓	
86. Developing teaching schedules					✓			✓
87. Arranging for training in use of instructional materials		✓		✓				
88. Dealing with informal groups or cliques among the staff					✓			✓
89. Establishing criteria for evaluating teacher performance					✓		✓	
90. Making final decisions regarding hiring of para-professionals or non-certificated staff					✓		✓	
COLUMN TOTALS →	3	4	5	12	13	6	8	4

	IMPORTANCE							
	BELOW					ABOVE		
	Little or None	Some	Less than Average	Below Average	Above Average	More than Average	Much	Outstanding
91. Clarifying for staff, students, and parents the state and system procedures for removing students from school when necessary	✓			✓				
92. Discussing student failures with teachers				✓		✓		
93. Dealing with street gang influence in the community		✓		✓				
94. Discussing student career and academic potential with parents					✓			✓
95. Supporting grievances when they will be of long-range benefit to the school					✓			✓
96. Working actively with religious institutions in developing special programs as needed					✓	✓		
97. Working with local community agencies and organizations in solving problems					✓	✓		
98. Supervising student health services			✓	✓				
99. Coordinating state and federal programs in the school	✓			✓				
100. Making final decisions for all budget expenditures					✓	✓		
101. Preventing drug use or sales on school premises		✓		✓				
102. Working through administrative superior to promote innovative methods or materials					✓			✓
103. Interpreting central office policies to apply to the school situation					✓	✓		
104. Making sure that instructional programs meet accreditation requirements			✓	✓				
105. Keeping teacher work loads about equal for all teachers					✓		✓	
106. Justifying unusual requests for supplies or materials to administrative superior					✓	✓		
107. Evaluating all types of teaching staff on regular bases					✓			✓
108. Assigning para-professionals or non-certificated staff where they can best provide service to teachers					✓		✓	
109. Reversing grade-level advancements if they prove not to be in the student's best interest	✓			✓				
110. Reviewing student performance on school-designed achievement tests					✓	✓		
111. Arranging informal athletic meets with other schools in the area		✓		✓				
112. Coordinating activities of all parent groups in the school	✓			✓				
113. Working with parochial school systems to share educational or other programs					✓	✓		
114. Being a speaker at community organizations			✓	✓				
115. Inspecting physical plant of school regularly					✓		✓	
116. Combating rumors through communications, such as special meetings or fact sheets			✓	✓				
117. Developing the annual budget					✓			✓
118. Keeping unauthorized persons off school premises					✓	✓		
119. Writing proposals for federal grants	✓			✓				
120. Reviewing lesson plans on a regular basis					✓		✓	
COLUMN TOTALS →	5	3	4	12	13	6	7	5

8	14	11
(8)	7	9
14	9	10
30	30	30
30	30	30
Below Average		

Total Pages 2 & 3
Total Pages 4 & 5
Total Pages 6 & 7
GRAND TOTAL

13	10	4
12		9
5	5	17
30	30	30
30	30	30
Above Average		

Total Pages 2 & 3
Total Pages 4 & 5
Total Pages 6 & 7
GRAND TOTAL

DATA SUMMARY SHEET ON SCHOOL AND PRINCIPAL

Name of Principal _____

Name of School _____

School District _____

City or Community _____ State _____

Data on Principal

Age_____ Sex_____ Race _____

Highest Academic Degree_____Major Field _____

# of Years as a Principal _____ # of Years in Present Principalship _____

# of Previous Principalships _____

# of Previous Principalships at Different Levels from Present One_____

Which Levels? _____ _____

_____ _____

# of Administrative Levels between You & Superintendent _____

# of Administrative Levels between You & Classroom Teachers _____

Data on School

Lowest Grade Level _____Highest Grade Level_____

(In figures reported below, exclude kindergarten.)

# of Students _____ # of Classroom Teachers _____

# of Para-Professionals & Non-Certificated Staff _____

% Student Turnover per Year _____ % Classroom Teacher Turnover per Year _____

% Para-Professional & Non-Certificated Staff Turnover per Year _____

(OVER)

Developed by

Industrial Relations Center
The University of Chicago
1225 E. 60th St.

Consortium for
Educational Leadership
5801 S. Kenwood

Chicago, Illinois 60637

Ethnic Composition

(approximate percentages)

	Students	Teachers	Para-Professionals & Non-Certificated
White			
Black			
Puerto Rican			
Mexican			
Oriental			
Other (specify) _____			
_____			
_____			

Socioeconomic Status ☐ High ☐ Middle ☐ Low

(your judgment)

ARE THERE SITUATIONAL FACTORS IN YOUR SCHOOL WHICH WOULD HELP US UNDERSTAND YOUR RESPONSES ON THE INVENTORY BETTER?

4/23/75

JOB FUNCTIONS INVENTORY FOR SCHOOL PRINCIPALS

Normalized Standard Scores for 619 School Principals

Relations with People and Groups

Factor 1. Personal Handling of Student Adjustment Problems

Raw Score	Standard Score	Raw Score	Standard Score	Raw Score	Standard Score
53+	79	40	58	27	44
52	76	39	57	26	43
51	75	38	55	25	42
50	73	37	54	24	40
49	71	36	53	23	39
48	70	35	52	22	38
47	69	34	51	21	36
46	67	33	50	20	34
45	65	32	49	19	32
44	63	31	49	18	29
43	62	30	48	17	26
42	61	29	47	16	23
41	60	28	45	15-	18

Mean = 32.66
S.D. = 8.15

Factor 2. Organizations & Extracurricular Activities

Raw Score	Standard Score	Raw Score	Standard Score	Raw Score	Standard Score
31+	79	22	60	14	50
30	75	21	59	13	49
29	72	20	57	12	47
28	70	19	56	11	45
27	67	18	55	10	43
26	65	17	54	9	40
25	63	16	53	8	37
24	62	15	52	7	33
23	61			6-	27

Mean = 15.17
S.D. = 6.15

4/23/75

JOB FUNCTIONS INVENTORY FOR SCHOOL PRINCIPALS

Normalized Standard Scores for 619 School Principals

Relations with People and Groups

Factor 3. Individualized Student Development

Raw Score	Standard Score	Raw Score	Standard Score	Raw Score	Standard Score
29+	82	21	63	13	46
28	79	20	61	12	43
27	76	19	60	11	41
26	73	18	57	10	38
25	71	17	55	9	36
24	70	16	53	8	32
23	67	15	51	7	28
22	65	14	49	6-	24

Mean = 14.99
S.D. = 4.28

Factor 4. Utilization of Specialized Staff

Raw Score	Standard Score	Raw Score	Standard Score	Raw Score	Standard Score
41+	82	32	59	22	39
40	77	31	57	21	37
39	75	30	55	20	35
38	73	29	53	19	33
37	70	28	51	18	31
36	68	27	49	17	29
35	66	26	47	16	27
34	64	25	45	15	24
33	61	24	43	14-	18
		23	41		

Mean = 27.48
S.D. = 4.90

4/23/75

JOB FUNCTIONS INVENTORY FOR SCHOOL PRINCIPALS

Normalized Standard Scores for 619 School Principals

Relations with People and Groups

Factor 5. Evaluation of Teacher Performance

Raw Score	Standard Score	Raw Score	Standard Score	Raw Score	Standard Score
54	74	43	48	32	34
53	69	42	46	31	33
52	65	41	45	30	31
51	63	40	43	29	29
50	61	39	42	28	27
49	59	38	41	27	26
48	57	37	39	26	26
47	55	36	38	25	24
46	53	35	37	24	23
45	51	34	36	23	23
44	49	33	35	22-	21

Mean = 43.60
S.D. = 6.07

Factor 6. Collegial Contacts

Raw Score	Standard Score	Raw Score	Standard Score	Raw Score	Standard Score
24	79	18	57	11	38
23	74	17	54	10	36
22	70	16	52	9	33
21	67	15	49	8	31
20	63	14	47	7	27
19	60	13	44	6-	22
		12	41		

Mean = 15.27
S.D. = 3.56

4/23/75

JOB FUNCTIONS INVENTORY FOR SCHOOL PRINCIPALS

Normalized Standard Scores for 619 School Principals

Relations with People and Groups

Factor 7. Racial & Ethnic Group Problems

Raw Score	Standard Score	Raw Score	Standard Score	Raw Score	Standard Score
51+	79	37	59	22	46
50	76	36	58	21	45
49	74	35	57	20	44
48	72	34	57	19	43
47	70	33	56	18	42
46	68	32	55	17	41
45	67	31	54	16	40
44	66	30	53	15	39
43	65	29	52	14	37
42	64	28	51	13	35
41	63	27	51	12	33
40	62	26	50	11	30
39	61	25	49	10	27
38	60	24	48	9-	23
		23	47		

Mean = 26.99
S.D. = 9.81

Factor 8. Trouble Shooting & Problem-Solving

Raw Score	Standard Score	Raw Score	Standard Score	Raw Score	Standard Score
22+	75	16	54	10	37
21	70	15	51	9	34
20	66	14	48	8	31
19	62	13	45	7	27
18	60	12	43	6	23
17	57	11	40	5-	21

Mean = 14.54
S.D. = 3.40

4/23/75

JOB FUNCTIONS INVENTORY
FOR
SCHOOL PRINCIPALS

Normalized Standard Scores for 619 School Principals

Relations with People and Groups

Factor 9. Community Involvement & Support

Raw Score	Standard Score	Raw Score	Standard Score	Raw Score	Standard Score
51+	79	39	56	27	38
50	75	38	54	26	37
49	73	37	53	25	36
48	70	36	52	24	34
47	68	35	50	23	32
46	67	34	49	22	30
45	65	33	47	21	28
44	63	32	46	20	27
43	62	31	44	19	26
42	60	30	43	18	24
41	58	29	41	17	22
40	57	28	40	16-	18

Mean = 34.94
S.D. = 6.67

Factor 10. Dealing with Gangs

Raw Score	Standard Score	Raw Score	Standard Score	Raw Score	Standard Score
18	76	13	64	7	54
17	71	12	63	6	51
16	68	11	61	5	49
15	67	10	59	4	45
14	65	9	57	3-	39
		8	56		

Mean = 6.60
S.D. = 3.77

4/23/75

JOB FUNCTIONS INVENTORY FOR SCHOOL PRINCIPALS

Normalized Standard Scores for 619 School Principals

Curriculum

Factor 11. Curriculum Development

Raw Score	Standard Score	Raw Score	Standard Score	Raw Score	Standard Score
30	82	22	57	13	36
29	79	21	55	12	34
28	75	20	52	11	32
27	71	19	50	10	30
26	67	18	48	9	28
25	64	17	45	8	26
24	62	16	43	7	24
23	59	15	40	6-	18
		14	38		

Mean = 18.94
S.D. = 4.16

Factor 12. Instructional Materials

Raw Score	Standard Score	Raw Score	Standard Score	Raw Score	Standard Score
30	82	22	56	13	35
29	76	21	54	12	33
28	72	20	51	11	31
27	69	19	49	10	28
26	66	18	47	9	25
25	64	17	45	8	22
24	62	16	42	7	21
23	59	15	40	6-	18
		14	38		

Mean = 19.26
S.D. = 4.14

4/23/75

JOB FUNCTIONS INVENTORY FOR SCHOOL PRINCIPALS

Normalized Standard Scores for 619 School Principals

Personnel

Factor 13. Staffing

Raw Score	Standard Score	Raw Score	Standard Score	Raw Score	Standard Score
36	74	26	53	15	38
35	69	25	52	14	36
34	66	24	50	13	35
33	65	23	49	12	34
32	63	22	47	11	33
31	60	21	46	10	32
30	59	20	45	9	30
29	58	19	43	8	28
28	56	18	42	7	26
27	55	17	41	6-	23
		16	39		

Mean = 23.51
S.D. = 6.64

Factor 14. Working with Unions

Raw Score	Standard Score	Raw Score	Standard Score	Raw Score	Standard Score
30	82	21	58	13	45
29	76	20	57	12	43
28	74	19	55	11	40
27	71	18	53	10	37
26	69	17	52	9	34
25	66	16	50	8	32
24	64	15	49	7	29
23	62	14	47	6	26
22	60			5-	21

Mean = 16.26
S.D. = 5.08

4/23/75

JOB FUNCTIONS INVENTORY FOR SCHOOL PRINCIPALS

Normalized Standard Scores for 619 School Principals

General Administration

Factor 15. Working with Central Office

Raw Score	Standard Score	Raw Score	Standard Score	Raw Score	Standard Score
54	82	42	52	29	32
53	77	41	50	28	30
52	73	40	49	27	29
51	70	39	47	26	28
50	67	38	46	25	26
49	65	37	44	24	24
48	63	36	43	23	22
47	62	35	41	22	21
46	60	34	39	21	21
45	58	33	38	20	21
44	56	32	36	19	21
43	54	31	35	18-	18
		30	34		

Mean = 40.32
S.D. = 5.88

Factor 16. Safety Regulation

Raw Score	Standard Score	Raw Score	Standard Score	Raw Score	Standard Score
36+	79	27	56	17	37
35	75	26	54	16	35
34	72	25	52	15	33
33	70	24	50	14	31
32	67	23	48	13	30
31	64	22	46	12	28
30	62	21	44	11	25
29	60	20	43	10	22
28	58	19	40	9-	18
		18	38		

Mean = 23.83
S.D. = 4.99

4/23/75

JOB FUNCTIONS INVENTORY FOR SCHOOL PRINCIPALS

Normalized Standard Scores for 619 School Principals

General Administration

Factor 17. Fiscal Control

Raw Score	Standard Score	Raw Score	Standard Score	Raw Score	Standard Score
30	72	22	51	14	37
29	67	21	49	13	35
28	64	20	47	12	33
27	61	19	45	11	31
26	59	18	44	10	30
25	57	17	42	9	28
24	55	16	40	8	25
23	53	15	39	7-	21

Mean = 21.09
S.D. = 4.99