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AN INVESTIGATION OF THE RELATIONSHIP
BETWEEN PERSONALITY CHARACTERISTICS OF PRINCIPALS
AND THE SUPPORT GIVEN COMMUNITY EDUCATION

by

William M. Hetrick

A Dissertation
Submitted to the
Faculty of The Graduate College
in partial fulfillment of the
Degree of Doctor of Education

Western Michigan University
Kalamazoo, Michigan
December, 1973

ACKNOWLEDGEMENTS

The author would like to express his grateful appreciation to the following people who have given so generously of their time and support so that this study might be successfully completed.

To Dr. Donald Weaver, major advisor and friend, whose encouragement and assistance throughout the duration of the study contributed a great deal to my professional growth.

To Dr. Milton Brawer and Dr. Maurice Seay for their willingness to serve as members of my committee and their interest and assistance in completing the research.

To Dr. Robert Revis, Dr. William Kromer, Dr. Bruce Jacobs, Steve Stark, Dick Moyle, Jerry Wing, and Don Youmans for their assistance in collecting the data.

To the principals and Community School Directors, who, without their willingness to be participants, this study would not have been possible.

To Miss Jeanette England, my former secretary and close friend, who contributed so many hours of typing.

To my children, Mark, Scott, Dawn, and Mike, and especially my wife Joanne, for their encouragement and support when it was most needed.

William M. Hetrick

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PERSONALITY CHARACTERISTICS OF PRINCIPALS AND
THE SUPPORT GIVEN COMMUNITY EDUCATION.

Western Michigan University, Ed.D., 1973
Education, administration

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TABLE OF CONTENTS

CHAPTER		PAGE
I	STATEMENT OF THE PROBLEM	1
	Introduction	1
	Importance of the Study.	3
	The Problem	5
	Definition of Terms.	6
	Organization of the Report	9
II	REVIEW OF THE LITERATURE	11
	A Historical Perspective	11
	Personality Testing in Teaching.	13
	Personality Testing and Public School Administration	14
	Personality Characteristics and Change	16
	Personal Factors and Innovation.	22
	Summary.	24
III	DESIGN AND METHODOLOGY	25
	Review of the Problem.	25
	Sampling Design and Procedures	26
	Instrumentation and Variables.	30
	Principal support questionnaire	31
	Personal data	32
	Thorndike dimensions of temperament	32
	Data Analysis.	34
IV	RESEARCH FINDINGS.	38
	Review of the Problem.	38

TABLE OF CONTENTS (continued)

CHAPTER	PAGE
IV	RESEARCH FINDINGS (continued)
	Findings 39
	Question one. 39
	Question two. 55
	Question three. 63
	Question four 71
V	CONCLUSIONS AND RECOMMENDATIONS. 84
	Summary. 84
	Procedures 85
	Findings 86
	Conclusions. 88
	Recommendations. 102
	REFERENCES. 107
	APPENDIX A. 113
	APPENDIX B. 114
	APPENDIX C. 115
	APPENDIX D. 116
	APPENDIX E. 117

LIST OF TABLES

TABLE	PAGE
1 Distribution of the Number of Principals and Community School Directors Contacted and Responding to the Questionnaire and TDOT . .	29
2 Frequency Distribution of Composite Scores for Principals on Principal Support Questionnaire as Rated by Their Community School Directors	41
3 Significance of Difference of Means Between Principals Who Support Community Education and Those Who Are Non-Supportive on each of the Ten TDOT Personality Factors.	42
4 Relationship Between Principal Support of Community Education to Sociability	45
5 Relationship Between Principal Support of Community Education to Ascendancy.	46
6 Relationship Between Principal Support of Community Education to Cheerfulness.	47
7 Relationship Between Principal Support of Community Education to Placidness.	48
8 Relationship Between Principal Support of Community Education to Acceptance.	49
9 Relationship Between Principal Support of Community Education to Tough-Mindedness. . .	50
10 Relationship Between Principal Support of Community Education to Reflectiveness. . . .	51
11 Relationship Between Principal Support of Community Education to Impulsiveness	52
12 Relationship Between Principal Support of Community Education to Activeness.	53
13 Relationship Between Principal Support of Community Education to Responsibility. . . .	54

LIST OF TABLES (continued)

TABLE	PAGE
14 Comparison of Principals' and Community School Directors' Perceptions of the Principals' Support of Community Education .	57
15 Frequency Distribution of Composite Scores on Principal Support Questionnaire Showing Comparative Ratings of Principal Support as Perceived by Principals and the Community School Directors	59
16 Frequency Distribution of Composite Scores of Principals and Their Community School Directors on the Principal Support Questionnaire using Plus (+) - Minus (-) Coding. . .	62
17 Relationship Between Years in Administration and Support of Community Education	64
18 Relationship Between Professional Training in Community Education and Support Given Community Education.	65
19 Relationship Between Principal Age and Support Given Community Education.	69
20 Relationship Between the Interaction of Certain Personal Variables of Principals and Support Given Community Education.	70
21 Significance of Differences of Means Between Principals Who Support Community Education and Their Community School Directors on Each of the Ten TDOT Personality Factors.	73
22 Significance of Differences of Means Between Principals who are Non-Supportive of Community Education and Their Community School Directors on each of the Ten TDOT Personality Factors.	74
23 Comparative Mean Scores for Supportive and Non-Supportive Principals and Their Community School Directors on each of the Ten TDOT Personality Factors as Determined by Principal and Director Agreement of the Principal Support Questionnaire.	80

LIST OF GRAPHS

GRAPH	PAGE
1 Principal Personality Profile Based on Raw Score Means on Thorndike Dimension of Temperament Questionnaire	44
2 Personality Profiles for Supportive Principals and Their Community School Directors Based on Raw Score Means on the Thorndike Dimensions of Temperament Questionnaire.	76
3 Personality Profiles for Non-Supportive Principals and Their Community School Directors Based on the Raw Score Means on the Thorndike Dimensions of Temperament Questionnaire	77
4 Personality Profiles for Community School Directors for Supportive Principals and Non-Supportive Principals Based on Raw Score Means on the Thorndike Dimensions of Temperament Questionnaire	78
5 Personality Profiles for Sixteen Principals and Their Community School Directors Rated as Supportive of Both the Community Education Program and the Director.	81
6 Personality Profiles for Thirteen Principals and Their Community School Directors Rated as Non-Supportive of Both the Community Education Program and the Director.	82

CHAPTER I

STATEMENT OF THE PROBLEM

Introduction

For many years educators have paid verbal homage to the importance of selecting the right person for a particular position. Yet little change has been made in the selection process, with the hiring of professional personnel still dependent upon letters of recommendation, personal interview, and administrative judgment. In short, personnel assessment is at the moment much more of an art than a science, and the results in many cases are subject to question. Campbell (1960) acknowledged this when he stated "a significant number of practitioners blamed poor selection for our ills in administration . . . things other than ability to perform often figure too prominently both in admission to training and the job placement thereafter (p. 87)."

The past decade has seen the Community Education movement enjoy exceptional growth so that now more than 600 school districts across the United States operate Community Education programs. If Community Education is to continue this rapid expansion, the selection of the right kind of leaders becomes critical. Melby (1967) gave emphasis to this point when he said "The teacher succeeds

not so much in what he knows as in what he is. It is his attitude that counts. This is equally true of the principal and Community School Director . . . the leadership--the people--makes or breaks the program (p. 317)."

Although the Community School Director is the person immediately responsible for the implementation and growth of the Community Education program, his success is either enhanced or limited by the building principal. Melby (1971) gave emphasis to the important role principals play in Community Education when he said "The principal . . . should be selected because he liberates people, not because he controls them . . . he should be rated on his creativity and innovative skill and not on his conformity to bureaucratic dictation (pp. 1, 4)." In like manner, Griffiths (1964) cited the importance of having the support of top echelon leadership in implementing new programs when he proposed that the hierarchical order of the school system enables change to occur from the top down but rarely from the bottom up. The building principal, because of his unique position in the administrative hierarchy and his resultant job responsibilities, has much to do with the ultimate success or failure of the Community Education program.

In defining the importance of effective Community Education leadership, Kerensky and Melby (1971) said "We desire whole-hearted cooperation and a feeling of

belonging which is difficult to acquire unless the personality, characteristics, and behavior patterns of administrators are such as to produce them (p. 153)." Unfortunately, as yet we have not defined a selection process whereby these attributes can be readily identified, but recent research by Hinman (1967) suggests that "Awareness of those personality traits which are associated with implementation of innovation should provide a basis for more specific criteria by which principals might be selected (p. 57)." Erickson (1969) found that the school principal has a better opportunity than any other administrator to encourage innovative practices and suggests that, in order to identify more adequately creative, innovatively inclined leaders, research into all types of measurement instruments, including personality assessment, be continued.

Importance of the Study

During the past several years the job performance of professionals in the public school sector has become subject to public scrutiny and accountability has become the focal point for almost all educational planning. In attempting to meet the demands for accountability, newer and more objective ways of determining job effectiveness are being developed. Similarly, personnel selection is being viewed as an increasingly important step in the

process of insuring quality performance on the job. Barro (1970) emphasized the importance of personnel selection when he said "Each participant in the educational process should be held responsible for the educational outcomes that he can affect by his actions or decisions and only to the extent he can affect them . . . at the district level, personnel selection itself is one of the functions for which administrators must be held accountable (pp. 199, 201)."

Selection of the proper personnel is critical to the success of Community Education. In literature cited earlier, Melby (1967) indicated his belief that the effectiveness of the Community Education program is directly related to the behavior of the principal. In a subsequent publication, Kerensky and Melby (1971) made note of the ineffectiveness of our present selection practices when they stated "American administrative leadership in the field of education is notably hesitant, timid, and lacking in conviction and enthusiasm (p. 153)." With the continued initiation of numerous new Community Education programs in various sectors of the nation, thought must be given to identifying more effective criteria for selecting the kind of principal who will work with the Community School Director in providing the necessary leadership and support for the new program. Failure to do so may jeopardize the future of Community Education.

The Problem

Much of the success of the Community Education program will be dependent upon the kind of person selected to serve as building principal. In an attempt to determine whether personality assessment might provide a basis for improving the credibility of our selection process for this critical leadership role, this study sought to determine whether there were any significant differences between the personality traits of principals supportive of Community Education as compared with those who were non-supportive. With this question in mind, the following null hypotheses were developed:

- HO₁ There are no significant differences between the personality characteristics of principals who support Community Education and those who do not.
- HO₂ The principals' perceptions of their support of Community Education do not differ significantly from those of their Community School Directors.
- HO₃ The interaction between professional preparation in Community Education, age, and previous administrative experience has no relationship to the perceived support principals give Community Education.
- HO₄ The interaction between the principals' personality characteristics and those of their Community School Directors has no significant relationship to the perceived support given Community Education.

Definition of Terms

The definitions that follow are presented in an attempt to clarify the terms stated in the preceeding null hypotheses.

Community education

Through the years proponents of Community Education have identified certain specific characteristics as basic to this educational philosophy. Seay (1945) said "Community school is the term currently applied to a school that has two distinctive emphases---service to the entire community, not merely to children of school age; and discovery, development, and use of the resources of the community as a part of the educational facilities of the school (p. 209)." Weaver (1969) said "Community Education is an attempt to marshal all the educational resources within the community to create a laboratory for the management of human behavior . . . It is based upon the premise that education can be made relevant to people's needs and that the people affected by education should be involved in decisions about the program. It assumes that education should have an impact upon the society it serves." Most recently, Minzey and LeTarte (1972) view Community Education as a "philosophical concept which serves the entire community by providing for all the educational needs of

all its community members. It uses the local school to serve as catalyst for bringing community resources to bear on community problems in an effort to develop a positive sense of community, improve community living, and develop the community process towards self-actualization (p. 19)." For the purpose of this study Community Education is viewed as a developmental process. It greatly expands the traditional role of the school to one that serves not only the educational needs of all members of the community but, using the school as the facilitator, marshals the resources of the community towards solving community problems identified through the community involvement process.

Personality characteristics

Cattell (1965) defined personality as that which permits the prediction of what a person will do in a given situation and suggests that small segments of personality are understood only when seen within the entire organism. In this study, the term personality characteristics was used interchangeably with the personality traits referred to in the Thorndike Dimensions of Temperament test. Specifically, these are: Accepting-Critical; Sociable-Solitary; Ascendant-Withdrawing; Cheerful-Gloomy; Placid-Irritable; Tough-Minded-Tender-Minded; Reflective-Practical; Impulsive-Planful; Active-Lethargic; and

Responsible-Casual.

Principal support

Principal support in this study is viewed as having two dimensions. The first has to do with the actions of the principal that give aid and support to the various facets of the Community Education program. The second dimension refers specifically to the kinds of things the principal does for the Community School Director that provides encouragement and support. Both aspects are based on observable behavior.

Perception

Combs (1962) defined perception as "the awareness of the environment gained through direct or intuitive cognition. Behavior is viewed as a function of perception (p. 50)." In this study, perception will make reference to how that person interprets the overt behavior of the principal towards Community Education.

Professional preparation in community education

For the purpose of this study, professional preparation in Community Education included the Short-term Mott Training Program for Community School Directors, the Mott Leadership Program, and university courses specifically identified with Community Education.

Community school director

The title "Community School Director" was used to identify the person in a school or schools whose primary responsibility is to assess the needs of the area served, and develop, coordinate, and administer programs to meet these needs. In some districts the person is called a Community School Agent or Community School Aide. He can be a professional educator or a lay person trained specifically for this role.

Organization of the Report

Chapter one has included an introduction to the study, a statement of the problem, and a presentation of the null hypotheses. In addition, ambiguous terms have been defined.

Chapter two contains a review of the literature focusing on personality testing as it relates to job effectiveness in the field of education. The last part of the chapter includes a section dealing specifically with the most recent studies.

Chapter three includes the design of the study and the methodology used. The chapter includes a review of the problem and the sampling technique utilized, a discussion of the instrumentation as it relates to the dependent and independent variables, and a description of

the procedures followed in carrying out the study. It concludes with an analysis of the data collected.

Chapter four reports the results of the study as they relate to the initial problem statement and the dependent and independent variables.

Chapter five summarizes the findings of the study and discusses the implications resulting from the findings in addition to making suggestions for further research.

CHAPTER II

REVIEW OF THE LITERATURE

A Historical Perspective

According to Klingsfield (1972), the refinement of personality testing as an important factor in personnel selection can trace its beginning to World War I. In one of the major achievements of practical psychology, a group of prominent psychologists responded to the Army's request and assembled a test so inductees could be classified. The final version of the test was to become the famous Army Alpha. It was a practical test, easily administered and highly useful to the Army, and convinced the nation that adequate prediction of success could be achieved through psychological testing.

During the years leading up to World War II, batteries of tests were developed and refined for use in employee selection in industries and public agencies. These included tests for mental maturity, general aptitude, manual dexterity, and personality tests. By the end of World War II, psychological tests were considerably improved in quality and utility.

Following World War II, the additional development and refinement of tests made their value even greater. Large corporations such as General Motors found that they

could cut costs and save money by using tests as a means of gaining more information about an individual prior to the selection and placement decision.

In an attempt to ascertain the effectiveness of such efforts, Ghiselli and Barthol (1953) reviewed 113 studies dealing directly with the validity of personality inventories in employee selection. The occupations surveyed included general supervisors, foremen clerks, sales clerks, salesmen, protective workers, and trade and craft workers. They concluded that, under certain circumstances, scores on personality inventories correlated better with proficiency on a wider variety of jobs than might have been expected.

Porter (1960) found that there were distinctive personality traits that characterized persons successful in lower and middle management positions, most important of which were conforming, cooperative, and flexible. In contrast, traits that characterized the successful top-level executive were aggressive, dominant, independent and original.

Because the profit incentive has caused business and industry to demand accountability, psychological testing has enjoyed an increasingly important role in the selection process. In Rosen's (1966) opinion, industrial use of personality testing and other psychological tests is on the increase and "through improved matching of people

with jobs, employee dissatisfaction, turnover, absenteeism, and poor performance are reduced (p.29)."

Personality Testing in Teaching

Some of the early efforts to use personality testing in the teaching field were by Jackson and Guba (1957) and Adams, Blood, and Taylor (1959) when they compared the personality traits of teachers with other educators through the use of the Cattell Sixteen Personality Factor Questionnaire. In a subsequent study by Burdick (1963) using the same test, a significant correlation at the .05 level was found between student teaching success and certain personality characteristics. More recently, Rosen (1968) investigated the personality characteristics of first year teachers and their interaction with children. Rosen concluded that the teachers that were best liked by their children were:

"... outgoing toward children, sensitive, and supportive of their needs, and able to have fun with them and enter into their fantasies without losing their own identity as adults ... the less-liked teachers restricted the children's spontaneity and spoke to them sarcastically (p. 170)."

In a study designed to compare selected aspects of teacher personality in highly creative secondary schools with those of teachers in traditional schools, Walker (1969) found that teachers in the highly creative school tend to be more adaptive, flexible, outgoing, permissive and

nuturant. He concluded that teacher personality was an important variable to consider in establishing a creative climate in school.

In a similar study at the elementary level, Anderson (1969) compared the personality attributes of seventy-one teachers in elementary schools possessing an Open organizational climate with those of ninety-one teachers in schools having Closed organizational climates. Using the Organizational Climate Description Questionnaire developed by Halpin and Croft to establish Open and Closed schools and the Edwards Preference Schedule to ascertain the personality patterns of teachers, he concluded that teachers in the Open Climate schools appear to possess significantly less intraception and abasement than do the teachers in Closed Climate schools.

Although these are but a sample of the studies relating to the use of personality testing in the field of teaching, as one reviews the literature it soon becomes apparent that the findings give evidence of a distinct relationship between certain personality characteristics and effective teaching.

Personality Testing and Public School Administration

The majority of studies investigating the personality characteristics of public school administrators have been conducted during the past decade and have built upon

the early works of Lipham (1960) and Hemphill, et al. (1962). Lipham sought to identify certain personal variables that were related to effective behavior of administrators. He found that principals who manifested certain personality traits such as ambition, desire for improving performance, ability to relate well to people, confidence, and energy were considered by their superintendents as more effective. Hemphill and associates (1962) indicated that research methodology had been one of the deterrents to identifying personality characteristics that relate to job performance in education. As a result of studying the performance of principals in dealing with complex situations posed in the simulated Whitman School problems, they suggested the following guidelines for future investigations:

1. The performance variables must be relevant, i.e., must permit the expression of personality tendency.
2. It must be possible to observe and compare performance within a standard situation.
3. Data analysis procedures must be appropriate to the complexity of interrelationships that are expected to be found between variables. (p. 357)

They concluded that personality tests should be used during the procedure of selecting of school administrators so that districts could better match candidates with jobs.

Some of the subsequent studies which support the use of personality tests include Fogarty's (1964) investiga-

tion to determine the relationship between personality characteristics and centralization of decision making by superintendents and White's (1965) comparison of educational administrators and educational researchers with the general population. Significant differences were found in each group.

In reviewing the studies investigating the use of personality tests in public school administration, one soon finds that all of the findings have not been positive. In a study investigating the relationship between the personality characteristics of ninety school superintendents in Idaho and their administrative behavior, Bell (1966) found no significant difference. Similarly, Ecker (1968) investigated the relationship between the teachers' perception of their own personality characteristics. No significant difference was found. Thus, the findings in a number of cases are conflicting and indicate a need for further investigation.

Personality Characteristics and Change

A number of Community Educators have voiced the opinion that successful implementation of Community Education is dependent upon a major change in the basic educational philosophy of both educators and community members. Most recently, Minzey and LeTarte (1972) emphasized this when they stated "To succeed . . . old

belief systems and operational patterns must be broken down before new ones can be developed. It is always difficult to change existing patterns of behavior. Community Education requires this change before success can be achieved (p. 189)."

Change dramatic as this does not come easy. According to Bennis (1962), even when individuals want to change, they must overcome powerful personality factors that tend to block the path to change. Bienenstok (1965) also stressed this point when he said:

"Innovations by their very nature pose a threat to the stability and continuity of an on-going system. Any changes of consequence require some shift in habits, beliefs, and attitudes, very often in patterns of behavior learned in emotionally compelling ways (p. 420)."

McPhee (1967) indicated that one's readiness to accept change decreases as the extent of his personal involvement increases when he said:

"Our individual enthusiasm for a specific change is inversely proportionate to how much we ourselves must change. We desire it greatly in and for others. We praise change for others, but seldom value change for ourselves (p. 183)."

The building principal, because of his strategic position in the administrative hierarchy and the resultant influence on staff and community members, becomes a key individual in determining the success of the Community Education program. A study by Chesler, Schmuck and Lippitt (1963)

gave support to this when they found a high and significant correlation between innovativeness of teachers and the staff's perception of principal support for innovative teaching. A number of other studies reflect the importance of administrative support if change is to be successful and lasting. Carlson (1964), in a study which investigated the rate of adoption of new educational practices, indicated that:

"... characteristics of the holder of the superintendency which have been ignored in the diffusion of past educational research must be taken into account in efforts aimed at a complete explanation of school systems' rate of adoption in new educational practices (p. 341)."

Brickell (1967) placed even greater emphasis on administrative influence when he indicated that a positive desire for change, not merely a neutral acceptance of it, must be displayed by administrators if innovation is to occur. In a study designed to identify factors relating to innovativeness in school systems, Hilfiker (1970) suggested that innovation occurs most readily where there are personalities that compliment one another when he said "certain interpersonal relationship variables, within the context of the organizational climate, may be among the most important variables to consider in initiating and maintaining innovations in educational organizations (p. 27)."

Much of the research relative to the use of personality tests in identifying the characteristics of the innovator in the field of education has taken place in recent years. In a study designed to investigate the relationship between personality characteristics of school superintendents and their willingness to accept innovations in education, Lawrence (1967) examined the correlation of personality factors as determined by Cattell's Personality Factor Questionnaire with the superintendents' scores on an innovation scale. The sampling included ninety-three superintendents from the state of Idaho plus seventy-one superintendents from twelve other states. Examination of the direction of the differences indicated that the high innovative group of superintendents was more outgoing, more assertive, more venturesome, more imaginative, more experimenting, and more relaxed than was the low innovative group. Lawrence concluded that "there is a correlation between personality characteristics and acceptance of change in education. It can be stated further that there is a distinct difference between the personality characteristics of those willing to accept change and those who resist innovation (p. 65)." Furthermore, he states "The assessment of personality traits through tests could provide the basis for selection of personnel (p. 66)." Lawrence's findings supported those of Bos (1966) who stated that innovators

should be emotionally stable, adaptable, experimental, and enthusiastic.

A study by Hinman (1967) sought to determine whether personality characteristics of principals who implement innovations in schools differ significantly from those of principals who do not. In addition to measuring the personality characteristics with the Cattell Sixteen Personality Factor Questionnaire, an assessment of the general level of creativity of each of the seventy-six principals in the Clark County School District, Las Vegas, Nevada, was made. Innovators scored significantly higher at the .05 level of factors E (dominance vs. submissive); F (enthusiastic vs. sober, serious); and H (adventurous and thick-skinned vs. shy, timid). Hinman concluded that dominance, enthusiasm, and willingness to venture as well as a high level of creativity would appear to be attributes of principals who implement innovations and she supported Lawrence's observation that personality tests could provide a basis for selection of personnel.

A study by Erickson (1969) investigated the personality characteristics of the 1967-68 National Association of Secondary School Principals' (NASSP) Administrative Interns as measured by the Cattell Sixteen Personality Factor Questionnaire and compared them with those shown by a 1965 study of administrators of Clark County, Nevada, who had completed the same questionnaire. One hundred

nine of the one hundred fifteen NASSP Interns completed the Cattell Questionnaire in both September and April. The interns' answers to an Information Questionnaire and an Innovative Risk Questionnaire were also studied. In addition to supporting Hinman's results, Erickson cited several other findings. (1) The NASSP Intern group differed from the non-innovative administrators in Clark County by indicating tendencies toward Assertive, Happy-Go-Lucky, and Venturesome characteristics as had the innovative administrators. (2) Internships were better than other methods previously tried in training potential administrators. (3) The school principal has the best opportunity and major responsibility to encourage innovative practices.

Walker (1971) sought to determine if there was any relationship between the effectiveness of Community School Directors and their personality characteristics or certain personal factors. In a study involving seventy-nine Community School Directors in Michigan and Arizona, Walker used an adaptation of Halpin's Leadership Behavior Description Questionnaire to ascertain effectiveness and Cattell's Sixteen Personality Factor Questionnaire to identify personality traits. He found no significant differences and concluded that "personality factors were insufficient to distinguish Community School Directors of high effectiveness from Community School Directors of low

effectiveness (p. 66)." He also gave direction for further studies when he suggested that "innovation is a more tangible quality to measure than effectiveness (p. 69)."

Personal Factors and Innovation

There have been numerous attempts in various fields to determine the relationship between personal factors such as age, educational training and years of experience and job attitudes. Nelson's (1949) study of attitudes of foremen showed that age, education, length of service, and amount of supervisory experience were not significantly related to the attitudes of the foremen. These findings conflicted with a later study by Valenti (1950) involving the attitudes of teachers toward the leadership role of administrators. Valenti found that their attitudes related directly to their educational background and experience. In a study investigating teachers' perception of supervisory competencies, Foster (1959) found the responses from teachers with different levels of training and years of experience did not differ significantly. Effort was made by Lipham (1960) to identify certain personal variables that are related to effective behavior of administrators and found that age, education, and experience did not differentiate the effective administrator from the ineffective. More recently, Pandiscio (1967) found no relationship between elementary principal effectiveness

and age, sex, or experience. Bullock (1969) supported Pandiscio's findings when he reported no relationship between academic training, years of administrative experience and the role perceptions of high school principals.

In examining the reported findings of studies investigating the relationship of personal factors to innovation, the results are often conflicting. Roger's findings, as reported by Carlson (1965) indicated that innovators were generally young, while Reynolds (1966) showed no relationship between age and innovation. Hinman (1967) and Carnie (1966) reported similar results when they found that there was no relationship between the ages and experience of school administrators and their willingness to accept change. Lawrence (1967) also concluded that "there is no relationship between age . . . mean number of years in a position and willingness to accept change (p. 65)."

Musella (1967) found that closed-minded principals were older, had more years of administrative experience, and more years of classroom teaching experience than open-minded principals. In a study relating to Community Education, Walker (1971) found no relationship between Community School Director effectiveness and age, academic training, or public school experience. The findings cited above might lead one to suspect that age, training,

and experience may not be major factors affecting openness to change.

Summary

In Chapter II, the writer traced the historical development of personality testing. Research efforts investigating the relationship between personality and job effectiveness and innovation were reviewed along with a sample from other fields of endeavor. In addition, studies examining the relationship between job attitudes and certain personal factors, such as age, professional training, and previous experience were cited.

Although the majority of studies that investigated the relationship between personal factors and job attitudes showed no significant relationship, the review of literature related to personality testing seemed to support the writer's contention that personality assessment might be a valuable tool to add to the selection process. Such an addition might provide the kinds of guidelines necessary to insure the selection of the kind of principal who will provide the support necessary to assure successful implementation of Community Education. Consequently, the utility of this study seems apparent.

CHAPTER III

DESIGN AND METHODOLOGY

This chapter discusses the design and methodology used in this study. The general format followed is: (1) Review of the Problem (2) The Sample (3) Instrumentation and Variables (4) Procedures (5) Data Analysis.

Review of the Problem

Melby (1967) emphasized the importance of principal support if Community Education is to succeed. Yet all too often we find Community Education programs at the building level are limited in number of offerings and scope by lack of support from the building principal. Because he is the top administrator at the building level, much of the success of any Community Education program will be dependent upon selecting the right type of person to serve as building principal. To determine whether personality assessment might provide a basis for the selection of such personnel, this study sought to determine whether or not there are any significant differences between the personality traits of principals supportive of Community Education and those who are non-supportive.

In addition, the study considered the relationship between such variables as age, administrative experience,

professional preparation in Community Education, and the Community School Directors' personality characteristics and the extent of support which principals give Community Education.

Sampling Design and Procedures

Because Community Education is a philosophical concept that allows each community to develop a program format and organizational structure tailored to its needs and related to its resource base, it was necessary to utilize a selective sampling technique that would sample a cross-section of the current Community Education practices. To assure that the sample was representative of the various kinds of districts operating Community Education programs and the different organizational patterns utilized, the cooperation of several of the university center directors who are recognized as leaders in the current Community Education movement was solicited. Dr. Jack Minzey and Dr. Tom Mayhew, Directors of the Centers for Community Education at Eastern Michigan University and Arizona State University respectively, helped identify the appropriate districts. The school systems of Flint, Michigan and Springfield, Ohio were selected as districts servicing large, urban areas. Hazel Park, Michigan was identified as a community on the fringe of a large, central city. Bedford and Waterford, Michigan and

Amphitheater, Arizona were selected as districts serving suburban areas with little or no community with which to identify. Alpena, Michigan was added to the list as a semi-rural community encompassing a large, sparsely populated area. Community School Directors and their principals in buildings with on-going Community Education programs in each respective district were asked to complete instruments to determine the extent of support exhibited by the principal and to respond to the Thorndike Dimensions of Temperament Questionnaires. Only half of the possible sample in the Flint system was included in the study in response to a request by Dr. Revis, Director of Research for the Flint Community Schools, to limit the sampling of Flint schools to no more than twenty-eight. In determining which Flint Schools to include in the sample, the investigator took the school directory which lists all the buildings in the system in alphabetical order and numbered each school in the order they appeared. The investigator then took all odd-numbered schools as the ones to include in the sample. A total of ninety-seven principals along with the Community School Director responsible for that building was asked to respond. Only when both the principal and Community School Director from a particular building completed all the instruments were the responses included in the final data analysis.

Table I shows the per cent of responses received from each of the districts.

Following a personal contact with the administrator responsible for supervision of Community Education in each of the districts specified in the sample, a battery of materials was assembled for each of the participants. In addition to a TDOT test booklet and answer sheet, a personal data sheet and the appropriate Principal Support Questionnaire were included in each packet along with a cover letter. (See Appendix E) The Principal Support Questionnaires were color-coded to facilitate subsequent categorizing and processing of data, with principal questionnaires on green paper and Community School Director questionnaires on blue paper. Also included in each packet was a stamped return envelope so materials could be mailed back to the investigator and this assure confidentiality of responses. During the month of May, 1972, meetings were held with the respondents in each of the fore-mentioned districts and the research study explained and materials distributed. In the case of Amphitheater School System in Tucson, Arizona, the explanation and distribution of materials were handled through Mr. Dick Moyle, Community School Coordinator, because of the distance involved. Both principals and Community School Directors completed the necessary forms on their own time. Follow up letters and phone calls were made to those

TABLE 1

Distribution of the Number of Principals and Community School Directors
Contacted and Responding to the Questionnaire and Dimensions of Temperament Test

School District and City and State	No. of Prin. and CSD's Contacted	No. of Prin. Responses Received	No. of CSD Responses Received	No. of Matched Prin. and CSD's Received	Percentage
Alpena Public Schools Alpena, Michigan	10	10	8	8	80%
Amphitheater Public Schools Tucson, Arizona	12	9	8	7	58%
Bedford Public Schools Temperance, Michigan	7	7	7	7	100%
Flint Community Schools Flint, Michigan	27	18	15	14	51%
Hazel Park Community Schools Hazel Park, Michigan	8	7	7	6	75%
Springfield Public Schools Springfield, Ohio	21	9	10	9	44%
Waterford Public Schools Waterford, Michigan	12	12	12	12	100%
TOTALS	97	72	67	63	65%

persons who had not responded by the June 1st deadline. In several cases, a second packet of material was sent. Because the study required matched pairings of principals and Community School Directors, only cases where both the principal and Community School Director had correctly completed all of the necessary information could be used. The follow-up effort was directed at those where a principal had responded but not his Community School Director, or vice versa.

Seventy-two of the ninety-seven principals responded to the research request. This represented a seventy-four per cent return. The response from the Community School Directors was a little less, with sixty-eight of the ninety-seven responding, or seventy per cent. Since only matched pairs could be considered, eight of the principal responses and four of the Community School Director responses could not be used in the final analysis. Sixty-four principal-Community School Director matchings were included in the data analysis. This represented sixty-five per cent of the original sample.

Instrumentation and Variables

In Chapter I, brief reference was made to each of the variables considered in this study and theoretical definitions for each were given. This section deals specifically with the method used by the investigator in opera-

tionally defining both the dependent and independent variables.

Principal support questionnaire

The dependent variable in this study was principal support of Community Education. A sixteen item questionnaire (Appendix A) developed by the investigator was the instrument used to determine each Community School Director's perception as to the extent to which his principal supported Community Education. Items 1, 5, 6, 7, 9, 11, 13 and 15 dealt specifically with the principal's support of Community Education programs and activities. Items 2, 3, 4, 8, 10, 12, 14 and 16 sought to identify the extent of support principals give their Community School Directors. Each item is analyzed separately in Chapter IV. The questionnaire format was patterned after one used by Walker (1970) in assessing Community School Director effectiveness, with each of the items scored on a scale from 4 to 0. Four points were given for the response, always; three points for often; two points for occasionally; one point for seldom; and zero for never.

Each principal also completed a Principal Support Questionnaire to ascertain his own perception of the support he gives Community Education. In this case, the questionnaire was revised so that each question was stated in the first person.

Personal data

Although the personality characteristics of principals was the major independent variable considered in this study, consideration was also given to other variables that might affect the principal's perception of Community Education. These included age, previous administrative experience, and professional preparation in Community Education. This information was collected on a Personal Data Sheet (Appendix C). In addition, information relating to the respondent's present position and building assignment was recorded to provide a basis for data identification and matching.

Thorndike dimensions of temperament questionnaire

The Thorndike Dimensions of Temperament (TDOT) Questionnaire developed by Thorndike (1966) was utilized to study the personality characteristics of both principals and Community School Directors. The Thorndike was selected over several other instruments because the inventory has been structured in a forced-choice pattern that minimizes the effect of an individual's tendency to ascribe only socially desirable qualities to himself. This, plus the fact that it provides a profile of relatively independent scores, make it a particularly useful instrument in the present study. In the TDOT, ten

statements representing each of ten trait dimensions are presented in a single forced-choice set. Descriptions of the bi-polar source traits for the TDOT is listed in Appendix D. The examinee is asked to choose the three statements that are most like him and the three statements that are least like him in each set of ten. There are twenty of these sets, so that each trait is compared with each of the other traits twenty times. The inventory may be given to individuals or administered to large groups and takes approximately 35 to 45 minutes to complete. The TDOT is bi-polar, with raw scores ranging along a 41 point continuum from a -20 to +20 for each trait. For convenience, the dimensions are identified by titles associated with the positive end of the score distribution. On the extremes of the continuum, opposite personality traits are most strongly indicated. For example, a person with a high positive score on factor three would tend to be cheerful and objective while a person scoring on the negative side tends to be gloomy and sensitive. Using another factor as an example, a person who has a high positive score on factor ten tends to be dependable and responsible while one who has a negative score in this dimension is more often casual and late with his commitments.

The reliabilities of the ten trait scores range from .54 to .87. Thorndyke (1966) makes reference to this

when he says:

"The reliability of the TDOT is lower than one is accustomed to expect in tests of ability, but compares favorably with many other personality inventories. High internal consistency may have disadvantages in personality trait measures. When such consistency is achieved, it is often done by narrowing excessively the definition of the trait and building a great deal of repetitiveness and redundancy into successive items (p. 9)."

In establishing the validity of self-descriptions produced by the TDOT, scores were correlated with self-ratings obtained a week later. According to Thorndike (1966):

"The correlations are uniformly positive and significant ranging in magnitude from .43 to .73. Considering the reliability of rating scales (and of scores on the TDOT), it seems quite safe to conclude that the TDOT is yielding scores which are quite congruent with individual's self-portraits (p. 22)."

Data Analysis

Critical to determining the most appropriate statistical model for testing each of the hypotheses was the finalization of a cut-off point between principals who were considered supportive and those who would be categorized as non-supportive. A distribution of scores was prepared ranging from 0 (lowest possible composite score) to 64 (highest possible composite score) for the sixteen items on the support questionnaire. The cut-off point was set at 39 which represented 60% of the highest possi-

ble score. Scores ranged from a low of 13 to a high of 62, with 21 principals classified as non-supportive (below 39) and 42 as supportive (39 and above).

Several statistical models were then used for determining the nature and extent of relationships between independent and dependent variables and are discussed briefly in the following paragraphs.

It is recognized that, since research design did not allow for probability sampling, tests of significance are not formally appropriate. The statistical tests in this research were used primarily to identify findings that appear to be worth studying. Obviously such results can only be interpreted with caution. Kerlinger (1965) recognizes the importance of conducting research in many instances where researcher control is minimal and actual studies must deviate from ideal models (See Chapter 20).

Since the measurement of personality characteristics are ordinal in nature, as are the variables of age and administrative experience, Goodman and Kruskal's (1954) gamma for ordinal variables was used with hypotheses 1 and 3. The gamma tells the proportionate excess of concordant over discordant pairs among all pairs which are fully discriminated or fully ranked. In addition, it was suggested that a parametric test, in this case the t-test, be used along with a non-parametric because parametric tests are safer and more powerful, even in light of the selective sampling technique used in this study.

In "Foundations of Behavioral Research," Kerlinger (1965) supports this approach:

"The evidence to date is that the importance of normality and homogeneity is overrated, a view that is shared by this author . . . Boneau . . . says that in a large number of research situations the probability statements resulting from the use of t and f tests, even when these two assumptions are violated will be highly accurate. In brief, in most cases of education and psychology, it is probably safer--and more effective--to use parametric tests rather than non-parametric tests. Anderson, in an excellent and definitive article on the whole subject says, 'It was concluded that parametric procedures are the standard tools of psychological statistics, although non-parametric procedures are useful minor techniques (p. 259).'"

Thus, adjusted t-ratios were also used to compare differences in means between the various combinations of cells in hypotheses 1 and 4.

In examining the relationship between the principals' perceptions of their support of Community Education and the Community School Directors' perceptions of principal support in hypothesis 2, a comparison of the mean scores for each group on each of the sixteen items was used. In addition, a frequency distribution of the composite scores showing comparative ratings of principal support of Community Education program and Community School Director as perceived by Community School Directors and their principals was tabulated. This provided a basis for additional school by school comparisons on support of Community Education program and Community School Director.

The chi-square was used with hypothesis 3 on variables not ordinal in nature, such as professional training. A multiple correlation coefficient was computed to determine the effect of the interaction of age, administrative experience, and professional training. The probability of observing these differences by chance was reported at the .05 level of significance. Graphs were also used to give the reader a better picture of the comparisons in hypotheses 1 and 4.

Chapter III has reviewed the problem and described the procedures followed in conducting the study. The sampling techniques and design were discussed, along with the identification of the variables and the instrumentation used. The chapter concluded with a brief review of the data analysis used.

CHAPTER IV

RESEARCH FINDINGS

This chapter presents the statistical findings relating to each of the null hypotheses set forth in Chapter I. The data presented represents results obtained in testing each of the dependent and independent variables. The data have been presented in a variety of graphic forms in addition to tables so the reader can better understand and follow the written interpretation.

Review of the Problem

Minzey and LeTarte (1972) emphasized that successful implementation of Community Education depends upon a major change in the educational philosophy of the professional educators within a school system. As chief administrator at the building level, the principal becomes the key person in affecting a change in attitude and acceptance of Community Education. Giles (1967) identified the characteristics of the innovative personality as being an important key to their attitude toward the change process. This study sought to determine whether personality testing might improve the process of selecting a principal by responding to two primary questions:

1. Are the personality characteristics of principals who support Community Education readily identified and different from those who do not support Community Education?
2. Is, as Hilfiker (1970) suggested, the interaction of inter-personal variables one of the more important factors affecting the initiation and maintenance of change in the educational organization?

In addition to developing hypotheses to test each of the above questions, hypotheses were developed to determine the extent to which the principals' perceptions of their support of Community Education differed from the Community School Directors' perceptions of their support. Consideration was also given to the effect that age, professional training, and administrative experience might have as intervening variables in determining support.

Findings

Question one

Do principals who support Community Education give evidence of certain personality characteristics that differ significantly from principals who do not support Community Education? To answer this question, the following hypothesis was tested.

- HO₁ There are no significant differences between the personality characteristics of principals who support Community Education and those who do not.

The principals were classified as supportive or non-supportive according to their cumulative scores on the Principal Support Questionnaire as rated by their Community School Directors. Table 2 shows the frequency distribution of composite scores. The definite gap between 35 and 39 pointed to a logical cut-off point of 39 in designating supportive and non-supportive scores. In determining differences between personality characteristics of principals who support Community Education and those who do not, mean scores and standard deviations were computed. To test the hypothesis, the means were compared using the t-test for determining significance of differences. With 61 degrees of freedom, a 1.67 is required for significance at the .05 level.

Analysis of the data revealed significant differences exist between the principals who support Community Education and those who are non-supportive on personality dimension 6, "Tough-Minded vs. Tender-Minded," as shown in Table 3. Therefore, for this characteristic, the null-hypothesis is rejected and it may be concluded that significant differences were found to exist in this particular dimension. The null-hypothesis was accepted on each of the other nine dimensions.

The mean score for principals supportive of Community Education falls on the negative dimension in trait 6, "Tender-Minded," while that of the non-supporter is on

TABLE 2

Frequency Distribution of Composite Scores for Principals
on Principal Support Questionnaire As Rated by Their
Community School Directors

Distribution	Number
1 - 4	
5 - 9	
10 - 14	// Non-
15 - 19	/ Supportive
20 - 24	//// (N=21)
25 - 29	/////
30 - 34	////////
35 - 39	
40 - 44	//////////
45 - 49	////////
50 - 54	//// Supportive
55 - 59	////////// (N=42)
60 - 64	////

Minimum Score Possible - 0 (N=63)

Maximum Score Possible - 64

Range ----- 12 to 62 M=42.6

TABLE 3

Significance of Difference of Means Between Principals
Who Support Community Education and Those Who Are
Non-Supportive on Each of the Ten T.D.O.T. Personality Factors

PERSONALITY FACTOR	SUPPORTIVE PRINCIPAL MEAN SCORE	STANDARD DEVIATION	NON-SUPPORTIVE PRINCIPAL MEAN SCORE	STANDARD DEVIATION	<u>t</u>
Sociable	-2.309	5.757	-1.428	7.801	0.51
Ascendant	2.571	4.301	0.428	6.079	-1.62
Cheerful	2.095	7.453	1.952	9.463	-0.07
Placid	4.023	6.613	3.381	6.484	-0.37
Accepting	2.071	5.924	1.428	4.020	-0.45
Tough-Minded	-1.166	5.975	2.047	6.383	1.97*
Reflective	-2.881	5.237	-2.904	3.974	-0.02
Impulsive	-5.333	5.962	-3.714	5.909	1.02
Active	2.500	6.102	3.285	5.386	0.50
Responsible	2.476	8.503	1.428	8.715	-0.46

N = 63 Region of rejection t 1.67 at .05 level
df = 61 *Significant at .05

the positive end of the bi-polar trait, "Tough-Minded." According to Thorndike (1966) the tender-minded person is "more sensitive to dirt, both physical and verbal; concerned with personal appearance; aesthetic interests, intuitive rather than rational." (p. 6) while the tough-minded person is "tolerant of dirt, bugs, and profanity; enjoys sports, roughing it, and out-of-doors; uninterested in clothes or personal appearance; rational rather than intuitive." (p. 6) The findings in this study tend to support those of Lawrence (1967, p. 38) and Carnie (1966, p. 40). Both identified the trait, tender-minded, as one characteristic of persons who support change and innovation.

Perhaps even more interesting is the comparison of the personality profile of the supportive principal with that of the non-supportive principal as reflected in Graph 1. The principals who support Community Education tend to be more ascendant, cheerful, placid, accepting, active, and responsible than the non-supportors. The non-supportive principals are more sociable, tough-minded and impulsive.

Each personality characteristic was also analyzed through use of Goodman and Kruskal's gamma (1954, pp. 747-754) because of its sensitivity to the ordering of categories that is inherent in the nature of ordinal variables. The results are shown in Tables 6 through 13.

GRAPH 1

Principal Personality Profile Based on Raw Score
Means on Thorndike Dimensions of Temperament

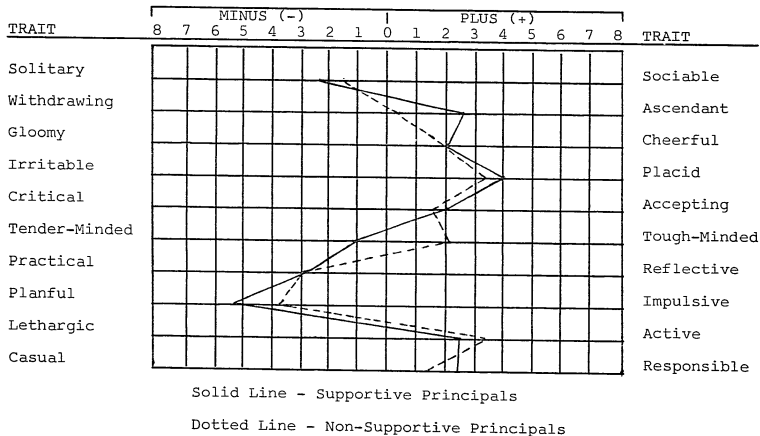


TABLE 4

Relationship of Principal Support of Community Education to Sociability

Percentage by Category-T.D.O.T. Raw Scores				
Solitary ← (-) ——— 0 ——— (+) → Sociable				
Principal Support of Community Ed.	-6 & over	0 to -5	0 to +5	+6 & over
Non-Support	28.6	40.5	16.7	14.3
Support	33.3	28.6	14.3	23.8
	(N=19)	(N=23)	(N=10)	(N=11)
				(N=63)

100%
(N=21)

100%
(N=42)

Gamma = .051

TABLE 5

Relationship of Principal Support of Community Education to Ascendancy

		Percentage by Category-T.D.O.T. Raw Scores				
		Withdrawing←(-)——0——(+)→ Ascendant				
Principal Support of Community Ed.		-6 & over	0 to -5	0 to +5	+6 & over	
Non-Support		14.3	28.6	28.6	28.6	100% (N=21)
Support		4.0	31.0	28.6	35.7	100% (N=42)
		(N=5)	(N=19)	(N=18)	(N=21)	(N=63)

Gamma = .170

TABLE 6

Relationship of Principal Support of Community Education to Cheerfulness

Percentage by Category-T.D.O.T. Raw Scores				
Gloomy ← (-) — 0 — (+) → Cheery				
Principal Support of Community Ed.	-6 & over	0 to -5	0 to +5	+6 & over
Non-Support	33.3	9.5	19.0	38.1
Support	11.9	28.6	21.4	38.1
	(N=12)	(N=14)	(N=13)	(N=24)

100%
(N=21)

100%
(N=42)

(N=63)

Gamma = .132

TABLE 7

Relationship of Principal Support of Community Education to Placidness

		Percentage by Category-T.D.O.T. Raw Scores				
		Irritable ← (-) — 0 — (+) → Placid				
Principal Support of Community Ed.	-6 & over	0 to -5	0 to +5	+6 & over		
Non-Support	14.3	23.8	4.8	57.1	100% (N=21)	
Support	4.8	21.4	31.0	42.9	100% (N=42)	
	(N=5)	(N=14)	(N=14)	(N=30)		(N=63)

Gamma = .027

TABLE 8

Relationship of Principal Support of Community Education to Accepting

Percentage by Category-T.D.O.T. Raw Scores				
Critical ← (-) — 0 — (+) → Accepting				
Principal Support of Community Ed.	-6 & over	0 to -5	0 to +5	+6 & over
Non-Support	0	47.6	28.6	23.8
Support	11.9	23.8	31.0	33.3
	(N=5)	(N=20)	(N=19)	(N=19)

100%
(N=21)

100%
(N=42)

(N=63)

Gamma = .117

TABLE 9

Relationship of Principal Support of Community Education to Tough Mindedness

Percentage by Category-T.D.O.T. Raw Scores				
	Tender Minded ← (-) — 0 — (+) → Tough Minded			
Principal Support of Community Ed.	-6 & over	0 to -5	0 to +5	+6 & over
Non-Support	19.0	14.3	23.8	42.9
Support	26.2	33.3	21.4	19.0
	(N=15)	(N=17)	(N=14)	(N=17)

100%
(N=21)

100%
(N=42)

(N=63)

Gamma = .367*

*Significant

TABLE 10

Relationship of Principal Support of Community Education and Reflectiveness

Percentage by Category-T.D.O.T. Raw Scores				
Practical ← (-) — 0 — (+) → Reflective				
Principal Support of Community Ed.	-6 & over	0 to -5	0 to +5	+6 & over
Non-Support	28.6	52.4	19.0	0
Support	31.0	38.1	23.8	7.1
	(N=19)	(N=27)	(N=14)	(N=3)

100%
(N=21)

100%
(N=42)

(N=63)

Gamma = .119

TABLE 11

Relationship of Principal Support of Community Education to Impulsiveness

	Percentage by Category-T.D.O.T. Raw Scores				
	Planful ← (-) — 0 — (+) → Impulsive				
Principal Support of Community Ed.	-6 & over	0 to -5	0 to +5	+6 & over	
Non-Support	38.1	47.6	0	14.3	100% (N=21)
Support	59.5	23.8	9.5	7.1	100% (N=42)
	(N=33)	(N=20)	(N=4)	(N=6)	(N=63)

Gamma = .291

TABLE 12

Relationship of Principal Support of Community Education to Activeness

		Percentage by Category-T.D.O.T. Raw Scores			
		Lethargic ← (-) — 0 — (+) → Active			
Principal Support of Community Ed.		-6 & over	0 to -5	0 to +5	+6 & over
Non-Support	4.8	23.8	38.1	33.3	100% (N=21)
Support	14.3	23.8	26.2	35.7	100% (N=42)
	(N=7)	(N=15)	(N=19)	(N=22)	(N=63)

Gamma = .096

TABLE 13
Relationship of Principal Support of Community Education to Responsibility

Percentage by Category-T.D.O.T. Raw Scores			
Casual ← (-) — 0 — (+) → Responsible			
Principal Support of Community Ed.	-6 & over	0 to -5	0 to +5 +6 & over
Non-Support	19.0	28.6	9.5
Support	19.0	26.2	11.9
	(N=12)	(N=17)	(N=7)
			(N=27)
			(N=63)
			100% (N=21)
			100% (N=42)

Gamma = .013

Only Table 9, "Tough-Minded vs. Tender-Minded" showed a significant correlation. Table 9 reveals that, as one moves from Tender-Minded to Tough-Minded, the percentage of principals who support Community Education in each category tends to decrease. In like manner, the percentage of principals in each category who do not support Community Education tends to increase as one moves from the negative, Tender-Minded, to the positive, Tough-Minded. Table 11 reveals a similar regression, but not as significant, as one moves from the negative, planful, towards the positive, impulsive for principals who support Community Education. There is a slight tendency for the number of non-supportive principals to increase as one moves from planful to impulsive, but not enough to be cited as significant. However, this becomes an important factor in the analysis of hypothesis 4.

Question two

Do the principals' perceptions of their support of Community Education differ significantly from the Community School Directors' perceptions of the principals' support? This question was answered by testing the following hypothesis.

- HO₂ The principals' perceptions of their support of Community Education do not differ significantly from those of their Community School Directors.

Each of the sixteen items on the Principal Support

Questionnaire were first categorized under:

1. support of the Community Education program, or
2. support of the Community School Director.

Questions 1, 5, 6, 7, 9, 11, 13 and 15 were considered program support. All others (2, 3, 4, 8, 10, 12, 14 and 16) assess the extent of support given the Community School Director. The principals' ratings of themselves on each of the sixteen items were then compared with their Community School Directors' through a comparison of means.

Table 14 shows an item by item comparison of the means and the standard deviation for each group. The response to each question was scored as follows: Always (4); Frequently (3); Often (2); Seldom (1); and Never (0). It will be noted that the mean score given the principals by the Community School Directors is lower than the mean for the principals' perception of themselves on every one of the sixteen items. A mean difference between principals' perceptions and those of their Community School Directors' of more than .30 existed on items 6, 7, and 9 relating to the support of the Community Education program and items 2, 3, 14 and 16 relating to support of the Community School Director. Particularly significant was the mean difference (.492) on item 7 (helping put into operation suggestions made by the Community Advisory Council) and (.809) item 16 (the principal does little things to make it pleasant to be a member of his staff).

TABLE 14

Comparison of Principals' and Community School Directors'
Perceptions of the Principals' Support of Community Education

			PRINCIPALS' SCORES (N-63)		DIRECTORS' SCORES (N-63)		PRINCIPALS' MEAN LESS DIRECTORS'
			MEAN	SD	MEAN	SD	
S U P P O R T Q U E S T I O N N A I R E	C. E. P R O G R A M	1	2.809	1.295	2.714	1.200	.095
		5	2.682	1.066	2.634	1.131	.048
		6	2.904	0.954	2.603	1.215	.301
		7	2.920	1.185	2.428	1.122	.492
		9	3.460	0.708	3.063	0.973	.397
		11	2.412	1.107	2.317	1.066	.095
		13	2.603	0.917	2.396	1.047	.207
		15	2.841	0.894	2.730	1.101	.111
	C. S. D. S U P P O R T	2	3.222	0.805	2.904	1.034	.318
		3	2.714	0.988	2.333	1.272	.381
		4	3.349	0.716	3.285	0.898	.064
		8	2.984	0.899	2.825	0.882	.159
		10	3.000	0.925	2.746	1.023	.254
		12	2.841	0.962	2.603	1.148	.238
		14	2.698	1.135	2.285	1.239	.413
		16	3.412	0.704	2.603	1.228	.809

A frequency distribution of composite scores on the Principal Support Questionnaire is shown in Table 15. The table sets forth the comparative ratings of the principals' and their Community School Directors' perceptions of principal support of the two major dimensions; support of the Community Education program and support of the Community School Director. The lowest possible composite score in each of the two categories was 0 and the highest was 32. Considering the dispersion of scores in each category, one will note that principals rate themselves considerably higher in both support of the program and support of the director than the Community School Directors rate them, especially in regard to the latter category. In comparing mean scores, the principals' perceptions of their support of the Community Education program was 1.33 points higher than the Community School Directors. Perhaps more significant is the comparative means relating to principal support of the Community School Director where the principals' mean score of 28.07 was 6.63 higher than the Community School Directors' mean of 21.44. It is interesting to note that 6 Community School Directors gave their principals less than 10 out of a possible 32 on support of the Community Education program, while 5 rated their principals 31 or 32. Despite the wide difference in mean scores on support of the Community School Director, only 4 Community School Direc-

TABLE 15

Frequency Distribution of Composite Scores on Principal Support Questionnaire
Showing Comparative Ratings of Principal Support as Perceived by both Principals
and Their Community School Directors

Support of Program		Score Distribution	Support of C. S. Director	
Principal Self-Rating	C.S.D. Rating of Principal		Principal Self-Rating	C.S.D. Rating of Principal
		1-2		
		3-4		
	//	5-6		
	/	7-8		//
	///	9-10		/
/	/	11-12		////
///	////	13-14	///	////
////	////	15-16	///	////
////	////	17-18	////	///
////	////	19-20	////	///
////	////	21-22	////	////
////	////	23-24	////	////
////	////	25-26	////	////
////	////	27-28	////	////
////	////	29-30	////	////
////	////	31-32	////	////
N-63	N-63		N-63	N-63
Range - 12 to 32	Range - 5 to 32		Range - 14 to 32	Range - 7 to 32
M = 22.20	M = 20.87		M = 28.08	M = 21.44

tors gave their principals less than 10 points while 4 Community School Directors rated their principals as 31 or 32. However, 19 Community School Directors gave their principals a score of 16 or less in the support of the Community School Director category.

So that some school by school comparisons might be made without violating the anonymity of the respondents, the investigator divided each of the four categories shown in Table 15 as close to the median score as was possible. Those with a score higher than the cut-off score were given a plus (+) for that category, and those with less were given a minus (-). In the case of the Community School Directors' perceptions of principal support of the Community Education program, the cut-off point was 21 or under, while in the Community School Directors' rating of principal support of the director, the cut-off was 22 or under. Thus, in the former category, 33 scores were given a "minus" rating and 30 were given a "plus" while in the latter category, 31 were given a "minus" rating and 32 a "plus." In the case of the principals' perceptions of their support of the Community Education program, 22 or under was the cut-off while in support of the director, 24 was the cut-off. This resulted in 29 "minus" ratings and 34 "plus" ratings in the category of principals' perceptions of support of program and 31 "minus" and 32 "plus" ratings in the

support of the Community School Director category.

Table 16 shows the resulting matched pairs frequency distribution. In 16 schools, or 25.5% of the sample, the principal and his Community School Director were in agreement as to the principal's support of both the program and the director. In 13 buildings the principal and Community School Director were in agreement as to the principal's non-support of both program and director. This represents 20.5% of the total sample. Perhaps equally interesting is the fact that, in 11 instances, or 17.5% of the cases, the principal and his director agreed that the principal supported the program but not the director. The previous two provide the basis for some interesting personality comparisons in hypothesis 4.

Several additional comments should be made relative to Table 16, since they have some definite implications relating to the study.

1. School systems that had Community School Directors covering more than one building had a higher percentage of principals who were non-supportive than those assigning a director to each building.
2. One system in which each Community School Director is responsible for three buildings, more than half of the principals perceived themselves as supportive of both the Community Education program and the director while the Community School Directors

TABLE 16

Frequency Distribution of Composite Scores of Principals and their Community School Directors on the Principal Support Questionnaire Using Plus (+) - Minus (-) Coding

Support of C. E. Program		Support of C.S.D. Director		Number	Percent of 100%
Prin. Score	C.S.D. Score	Prin. Score	C.S.D. Score		
+	+	+	+	16	25.5%
+	+	+	-	1	1.5%
+	+	-	-	0	0.0%
+	-	-	-	3	5.0%
-	-	-	-	13	20.5%
+	-	-	+	1	1.5%
-	-	-	+	1	1.5%
-	-	+	+	1	1.5%
-	+	+	+	3	5.0%
-	+	-	+	5	8.0%
-	+	+	-	1	1.5%
-	+	-	-	1	1.5%
+	+	-	+	3	5.0%
-	-	+	-	2	3.0%
+	-	+	-	11	17.5%
+	-	+	+	1	1.5%

Plus (+) = Above Median Minus (-) = Below Median

- perceived the principals as being non-supportive.
3. In the smaller school systems, the non-support of either program or director, or in some cases, both, was at the secondary level.
 4. One system that uses lay persons from the neighborhood as the Community School Directors had a majority of their principals who perceived themselves as being supportive of the Community Education program but not of the directors. By contrast, all of the Community School Directors perceived their principal as being supportive of the program and themselves.

Question three

Are there certain independent variables such as age, professional training, and previous experience that affect the extent of support a principal gives Community Education. To answer this question, the following hypothesis was tested.

HO₃ The interaction between professional preparation in Community Education, age, and previous administrative experience has no relationship to the perceived support principals give Community Education.

To test this hypothesis, each variable was first examined independently. Principals who support Community Education were compared to those who were non-supportive using the Chi-square to test significance and the gamma

TABLE 17

Relationship Between Years in Administration and Support of Community Education

Principal Support of Community Education	YEARS IN ADMINISTRATION Number and Percentage by Category				
	1-5 yrs.	6-10 yrs.	11-15 yrs.	16 & over	
Support	16 76.2%	9 60%	8 66.7%	9 60%	(N-42)
Non-Support	5 23.8%	6 40%	4 33.3%	6 40%	(N-21)
	100%	100%	100%	100%	(N-63)
	(N-21)	(N-15)	(N-12)	(N-15)	

$$\chi^2 = p < .05$$

$$\chi^2 = N.S.$$

$$\text{Gamma} = .016$$

$$\text{Gamma} = N.S.$$

TABLE 18

Relationship Between Professional Training in Community Education
and Support Given Community Education

Principal Support of Community Education	PROFESSIONAL TRAINING Number and Percentage by Category				None	
	Short Term	University Course	Mott Fellow	Other		
Support	1 100%	8 100%	6 75%	9 90%	18 50%	(N-42)
Non-Support	0 00%	0 00%	2 25%	1 10%	18 50%	(N-21)
	100%	100%	100%	100%	100%	
	(N-1)	(N-8)	(N-8)	(N-10)	(N-36)	(N-63)

$$\chi^2 = 13.500$$

$$\chi^2 = \text{Significant at } .05$$

to determine relationship. In analyzing the relationship between years in administration and support of Community Education, principals were categorized into four groups with each group spanning five years administrative experience. The results are shown in Table 17. At 3 degrees of freedom, the chi-square computed was below that needed at the .05 level for rejection of the null hypothesis. Nor was the gamma reported significant. It was concluded that administrative experience had no significant affect on the extent of support principals give Community Education.

To examine the relationship between professional training in Community Education and support given Community Education, an initial dichotomy of professional training in Community Education versus no professional training was generated. Twenty-seven principals had received some sort of professional training in Community Education while the remaining thirty-six had not. Each of those principals who had professional preparation in Community Education were categorized under one of four types of training, namely: (1) short-term workshop; (2) university graduate course; (3) Mott fellowship; and (4) other. These four categories were considered as inclusive of the various kinds of professional training presently offered in Community Education. The results are shown in Table 18. The first category, "Short-term,"

makes reference to the short-term workshop for training Community School Directors offered through the National Center for Community Education in Flint, Michigan. Initially this was a six week program that has since been reduced to two weeks. A second category specified was a university graduate course in Community Education. A third category specified was training provided through the Mott Leadership Program at Flint, Michigan. From its inception in 1964, this training program has offered a full year's graduate study towards a M.A., Ed.S., or Ph.D. through one of the seven cooperating Michigan universities. The last category, "Other", includes the various kinds of in-service training programs in Community Education offered at the district level and conducted by professionally trained Community Educators. At four degrees of freedom the chi-square of 13.500 was found to be significant at the .05 level. The gamma was not computed for this as it requires that the categories be ordinal in nature. Therefore, it can be concluded that professional preparation in Community Education is related to the extent of support principals give Community Education.

In examining the relationship between age and principal support of Community Education, principals were categorized into five categories ranging from "under 35 years of age" to "55 years and older." A chi-square was

computed along with a gamma. The results are shown in Table 19. At 5 degrees of freedom the chi-square score was below that needed as was the gamma of 0.125. It can be concluded that age is not related to the support principals give Community Education.

In determining the effect the interaction of the aforementioned variables have on principal support of Community Education, a multiple correlation coefficient was computed. According to Guilford (1965),

"the coefficient of multiple correlation indicates the strength of relationship between one dependent variable and two or more independent variables taken together (p. 394)."

Kerlinger (1965) further indicates that the multiple correlation:

"indicates the proportion of variance in a dependent variable due to the presumed influence of an independent variable (p. 205)."

The results are shown in Table 20. The reader will note that there is a significant correlation between professional preparation in Community Education, as reflected in the F ratio of 12.200. At $\frac{61}{1}$ degrees of freedom this is significant at the .001 level. The addition of "years in administration" and "age" result in but a slight increase in the correlation (from .408 to .444, or less than .036). At $\frac{59}{3}$ degrees of freedom, the resultant F ratio is significant at the .01 level. Thus, the null hypothesis is rejected and it can be concluded that there is a relationship between the interaction of

TABLE 19

Relationship Between Principal Age and Support Given Community Education

Principal Support	PRINCIPAL AGE Number and Percentage by Category					
	Under 35	35-39	40-44	45-49	50-54	55-Over
Support	6 75%	8 80%	8 66.7%	8 50%	5 71.4%	7 70%
Non- Support	2 25%	2 20%	4 33.3%	8 50%	2 28.6%	3 30%
	100%	100%	100%	100%	100%	100%
	(N-8)	(N-10)	(N-12)	(N-16)	(N-7)	(N-10)

$$\chi^2 = p .05$$

$$\text{Gamma} = 0.125$$

$$\chi^2 = \text{N.S.}$$

$$\text{Gamma} = \text{N.S.}$$

TABLE 20

Relationship Between the Interaction of Certain Personal Variables
of Principals and Support Given Community Education

PERSONAL VARIABLES	MULTIPLE R	F RATIO	% OF VARIANCE
Professional Preparation	.4082	12.200**	.1667
Professional Preparation & Years in Administration	.4434	7.340*	.1966
Professional Preparation, Years in Administration, and Age	.4443	4.837*	.1974

$$df = \frac{61}{1}$$

$$df = \frac{60}{2}$$

$$df = \frac{59}{3}$$

(N-63)

** = Significant at .001

* = Significant at .01

age, administrative experience, and professional preparation in Community Education.

In examining the percent of variance in the dependent variable (support) that can be attributed to each of the independent variables, one will note that professional preparation is primarily responsible for the relationship. The findings indicate .167 of the variance is due to professional preparation. The addition of the other two variables, age and administrative experience, only increases the variance to .197, or less than .030 increase.

Question four

Does the interaction of certain personality characteristics of the principal with those of his Community School Director affect the extent of support he gives Community Education? The following hypothesis was tested to answer this question.

HO₄ The interaction between the principals' personality characteristics and those of their Community School Directors' has no relationship to the perceived support given Community Education.

To test this hypothesis, the mean personality scores of principals who support Community Education were compared with those of their Community School Directors using the t-test to determine the level of significance on each of the ten Thorndike Dimensions of Temperament

traits. In like manner, the mean personality scores of non-supportive principals were compared with their Community School Directors. The results are shown in Tables 21 (supportive) and 22 (non-supportive).

With 82 degrees of freedom in Table 21, a t-ratio of 1.93 was necessary at the .05 level of significance to reject the null hypothesis. An analysis of the data resulted in the null hypothesis being accepted on items 2, 3, 4, 5, 7, 9 and 10. However, significant differences existed on personality factors 1 (Sociability); 6 (Tough-Minded); and 8 (Impulsive). On each of these, the Community School Directors tended to score significantly higher on the positive end of the bi-polar trait than did their principals.

In considering non-supportive principals and their Community School Directors in Table 22, a t-ratio of 2.02 was necessary to reject the null hypothesis at the .05 level of significance with 40 degrees of freedom. An analysis of the data indicates an acceptance of the null hypothesis on all of the dimensions with the exception of trait 2, "Ascendency", where a highly significant t-ratio causes the rejection of the null hypothesis at the .001 level. On this trait the Community School Directors for non-supportive principals not only scored much higher than their principals (6.19 points higher on the raw score means), but they far exceeded the score of their counter-

TABLE 21

Significance of Difference of Means Between Principals
Who Support Community Education and Their Community
School Directors on Each of the Ten T.D.O.T.
Personality Factors

PERSONALITY FACTOR	PRINCIPAL MEAN SCORE	STANDARD DEVIATION	C.S.D. MEAN SCORE	STANDARD DEVIATION	<u>t</u>
Sociability	-2.309	5.757	0.238	6.160	1.96*
Ascendency	2.571	4.301	2.476	5.492	-0.09
Cheery	2.095	7.453	1.857	6.748	-0.15
Placid	4.024	6.613	1.571	6.971	-1.65
Accepting	2.071	5.924	1.024	4.630	-0.90
Tough-Minded	-1.167	5.975	1.738	5.419	2.33*
Reflective	-2.881	5.237	-3.119	6.761	-0.18
Impulsive	-5.333	5.962	-2.881	5.701	1.93*
Active	2.500	6.102	2.286	5.688	-0.17
Responsible	2.476	8.503	4.095	6.412	0.99

N = 84

Region of Rejection $t \geq 1.03$ at .05 level

df = 82

*Significant at .05

TABLE 22

Significance of Difference of Means Between Principals
Who Are Non-Supportive of Community Education and Their
Community School Directors on Each of the Ten T.D.O.T.
Personality Factors

PERSONALITY FACTOR	PRINCIPAL MEAN SCORE	STANDARD DEVIATION	C.S.D. MEAN SCORE	STANDARD DEVIATION	\bar{t}
Sociability	-1.429	7.801	1.238	6.534	1.20
Ascendency	0.429	6.079	6.619	4.780	3.67**
Cheery	1.952	9.463	1.333	6.938	-0.24
Placid	3.381	6.484	1.762	7.141	-0.77
Accepting	1.429	4.020	-0.286	4.485	-1.30
Tough-Minded	2.048	6.383	2.571	4.377	0.31
Reflective	-2.905	3.974	-1.381	6.193	0.95
Impulsive	-3.714	5.909	-1.000	5.648	1.52
Active	3.286	5.386	4.333	4.293	0.70
Responsible	1.429	8.715	2.952	6.917	0.63

N = 42

Region of rejection $\bar{t} \geq 2.02$ at .05 level

df = 40

**Significant at .001

parts, the Community School Directors for the supportive principals (4.06 points higher on the raw score means).

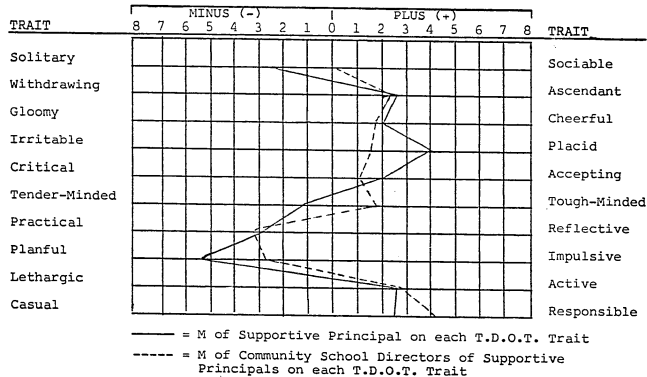
The differences become more noticeable as one examines the comparative personality profiles for each of the aforementioned groups. As shown in Graph 2, supportive principals tend to be more ascendant, cheerful, placid, and accepting than their Community School Directors. They also tend to be somewhat solitary, tender-minded, practical, and planful. Their Community School Directors scored higher on sociability, tough-mindedness, impulsiveness, and responsibility.

The personality profile of the non-supportive principals, as depicted in Graph 3, indicates a mean score more towards the positive end of the trait than their Community School Directors only on dimensions "Placid" and "Accepting." The non-supportive principal tends to be more practical, planful, somewhat solitary, and much more tough-minded than the supportive principals. The non-supportive principals' Community School Director is more sociable, tough-minded, reflective, impulsive, active, and a great deal more ascendant than his principal.

Graph 4 further compares the differences in personality between the two groups of Community School Directors. The reader will note that the Community School Directors who work with supportive principals tend to be slightly more accepting, cheerful, and responsible than

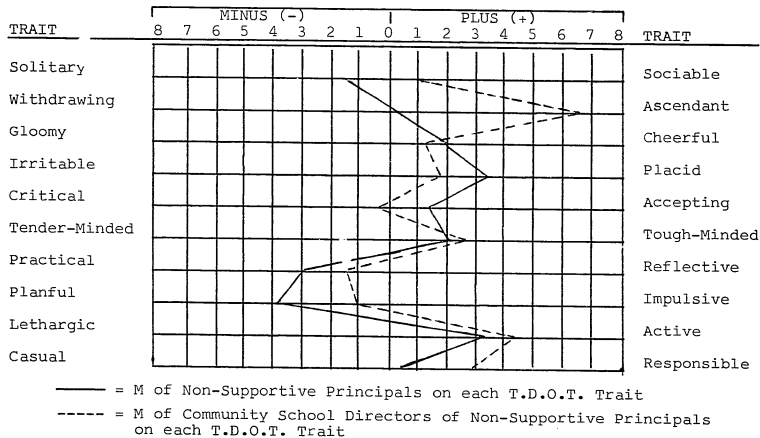
GRAPH 2

Personality Profiles for Supportive Principals and Their
Community School Directors Based on Raw Score Means
on Thorndike Dimensions of Temperament Questionnaire



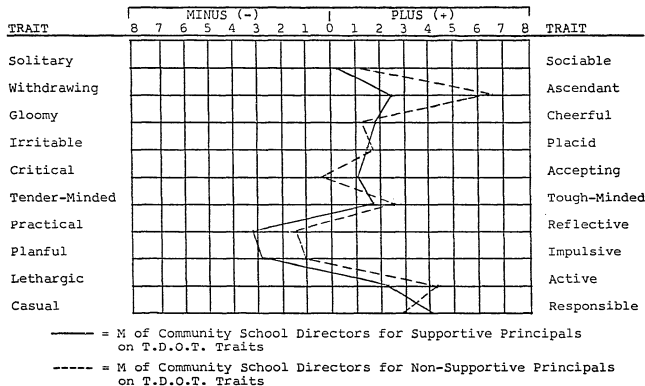
GRAPH 3

Personality Profiles for Non-Supportive Principals and
Their Community School Directors Based on Raw Score Means
on Thorndike Dimensions of Temperament Questionnaire



GRAPH 4

Personality Profiles for Community School Directors
for Supportive Principals and Non-Supportive Principals
Based on Raw Score Means on
the Thorndike Dimensions of Temperament Questionnaire



their counterparts and more practical and planful. By comparison, the Community School Directors who work with non-supportive principals tend to be more sociable, tough-minded, and active and considerably more ascendant.

A more exacting look at comparative personality characteristics of supportive principals and their Community School Directors as contrasted with those of non-supportive principals and their Community School Directors was then undertaken with the hope of verifying the large group comparisons. To accomplish this, personality profiles were developed showing the sample of principals and Community School Directors from Table 16 rated as either totally supportive (++++) or non-supportive (----) of both the Community Education program and the Community School Director by both themselves and their directors. The results are shown in Table 23 and Graphs 5 and 6. One should note that Graph 5 shows the supportive principal to be significantly more placid, tender-minded, and planful than their Community School Director. In addition, the supportive principals were noticeably more active and responsible than their directors.

By contrast, Graph 6 shows the Community School Director of non-supportive principals tend to be somewhat impulsive while their principals are very planful. The Community School Directors are also much more active and responsible than their principals and a great deal

TABLE 23

Comparative Mean Scores for Supportive and Non-Supportive Principals and Their Community School Directors on Each of the Ten T.D.O.T. Personality Factors as Determined by Principal and Director Agreement on the Principal Support Questionnaire*

PERSONALITY FACTOR	SUPPORTIVE OF BOTH PROGRAM AND CSD			NON-SUPPORTIVE OF BOTH PROGRAM AND CSD		
	PRINCIPAL MEAN SCORE	C. S. D. MEAN SCORE	MEAN DIFF.	PRINCIPAL MEAN SCORE	C. S. D. MEAN SCORE	MEAN DIFF.
Sociability	2.000	.750	1.250	-1.154	-.230	.924
Ascendancy	1.812	3.562	1.750	.538	7.538	7.000
Cheery	.625	.062	.553	2.307	1.076	1.231
Placid	4.375	.375	4.000	3.230	1.923	1.307
Accepting	1.750	1.250	.500	1.846	1.538	.308
Tough-Minded	-1.812	2.200	4.120	3.076	2.307	.769
Reflective	-2.875	-3.625	.750	-2.000	-1.062	.938
Impulsive	-5.812	-1.562	4.250	-5.000	.461	5.461
Active	4.562	2.250	2.312	1.692	5.692	4.000
Responsible	6.187	3.600	2.587	1.076	5.076	4.000

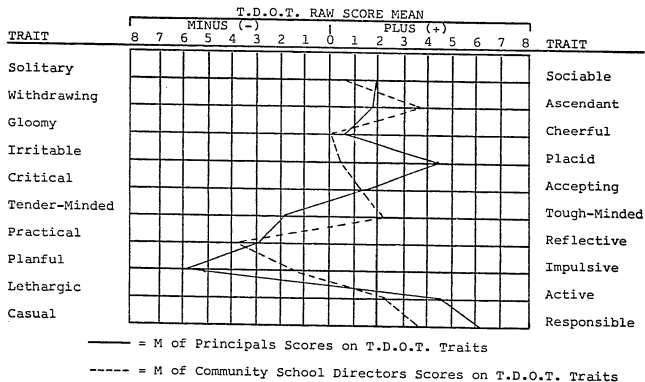
N-16

N-13

*Supportive (++++), and non-supportive (----) principals and their Community School Directors from Table 16.

Graph 5

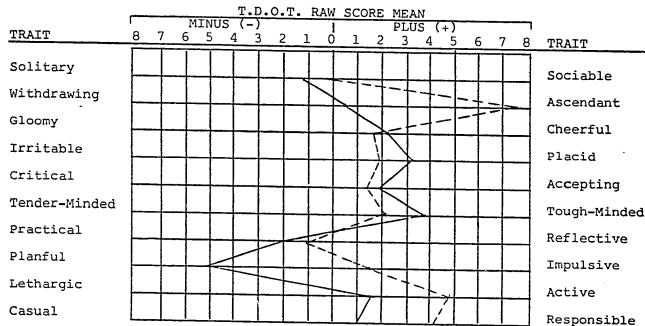
Personality Profiles for Sixteen *Principals and Their Community School Directors Rated as Supportive¹ of Both the Community Education Program and the Director



*The principals were rated as supportive by both their Community School Directors and themselves as to the support given the Community Education program and the Community School Director as determined by the Principal Support Questionnaire.

GRAPH 6

Personality Profiles for Thirteen Principals and Their Community School Directors Rated As Non-Supportive¹ of Both the Community Education Program and the Director



- 1 - The Principals were rated as non-supportive by both their Community School Director and themselves as to support given the Community Education program and support given the Community School Director as determined by the Principal Support Questionnaire.
- 2 - ——— = Personality profile for thirteen non-supportive principals
- 3 - ----- = Personality profile for Community School Directors to the thirteen non-supportive principals

more ascendant.

Table 23 permits the reader to make some additional comparisons between supportive principals and their Community School Directors and their non-supportive counterparts. It should be noted that the supportive principal is considerably more ascendant (2.350 raw score mean difference) and active (2.870 mean difference) than the non-supportive principal. He also tends to be more tender-minded as compared to his tough-minded counterpart (-1.812 vs. 3.076, or 4.888 difference) and significantly more responsible (5.111 difference). The Community School Director to the supportive principal is noticeably less ascendant (3.976 difference) and less active (3.476) than the director to the non-supportive principal. In addition, he tends to be more practical and planful than his counterpart.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Summary

The purpose of this study was to investigate the differences in personality characteristics of principals supportive of Community Education and those who were non-supportive. The study also sought to determine the effect of the interaction between the principals' personality and that of the Community School Director upon the support given Community Education by the principal. Determination of this difference was made by comparing scores on the various personality dimensions as measured by the Thorndike Dimension of Temperament Questionnaire. To accomplish this, principals were categorized into two groups (supportive vs. non-supportive) on the basis of a composite score taken from their Community School Director's rating of the principal on the Principal Support Questionnaire. The extent of support given Community Education by the principals was also compared to their age, administrative experience and professional training. In addition, the study sought to determine if the principals' perceptions of their support of Community Education differed from the Community School Directors' perception of principal support of Community Education.

In an attempt to determine if there were any relationships, the following null hypotheses were tested:

- HO₁ There are no significant differences between the personality characteristics of principals who support Community Education and those who do not.
- HO₂ The principals' perceptions of their support of Community Education do not differ significantly from those of their Community School Directors.
- HO₃ The interaction between professional preparation in Community Education, age, and previous administrative experience has no relationship to the perceived support principals give Community Education.
- HO₄ The interaction between the principals' personality characteristics and those of their Community School Directors has no significant relationship to the perceived support given Community Education.

Procedures

Data were gathered from sixty-three principals and their Community School Directors. The sample included seven different school systems in Michigan, Ohio, and Arizona that varied in size and type of community. In addition to completing the Thorndike Dimension of Temperament Questionnaire, each principal and Community School Director also completed a Principal Support Questionnaire and a personal data sheet.

A gamma was computed to test the correlation between each personality dimension and the extent of support given Community Education in hypothesis one. In addition,

a t-ratio was computed to compare differences in means in hypotheses one and four. A comparison of mean scores along with a frequency distribution of composite scores was used to determine if there were any difference between the principals' perceptions of their support of Community Education and those of their Community School Directors. Multiple correlations were computed to examine the interaction of the personal variables of age, administrative experience, and professional training in addition to the chi-square and gamma when appropriate.

Findings

The first null hypothesis, that personality characteristics of principals who support Community Education do not differ significantly from principals who are non-supportive, was accepted on nine of the ten dimensions. On dimension six (tough-minded vs. tender-minded), the null-hypothesis was rejected as an adjusted t-ratio comparing the means of the two groups was significant at the .05 level. Table 9 also shows a significant gamma indicating that, as one moves from the negative (tender-minded) to positive (tough-minded) the percentage of non-supportive principals increases while the percentage of supportive principals decreases.

The second hypothesis was rejected as it was determined that the principals' perceptions of their support of

Community Education does differ significantly from those of their Community School Directors. On all 16 items the principals tended to rate themselves as more supportive of Community Education than the Community School Directors perceived them to be.

The third hypothesis was rejected as it was determined that there is a correlation between the interaction of age, administrative experience, and professional training and the extent of support given Community Education by principals. However, in examining each of these variables independently, it was determined that professional preparation accounted for .4082 of .4443 of the multiple correlation. In addition, 16.6% of the 19.74% variance attributed to the effect of the personal variables on support of Community Education was accounted for by professional preparation.

The fourth hypothesis, which was concerned with determining whether or not there is a relationship between support given Community Education and the interaction of the principals' personality characteristics and those of their Community School Directors, was accepted on dimensions 2, 3, 4, 5, 7, 9, and 10 for supportive principals. However, the null-hypothesis was rejected on traits 1 (sociability); 6 (tough-minded); and 8 (impulsive), as the Community School Directors tended to score significantly higher on each of these dimensions.

In examining the interaction of the non-supportive principals' personality characteristics with those of their Community School Directors, the null-hypothesis was accepted on all of the dimensions except trait 2 (ascendancy), where the null-hypothesis was rejected at a significantly high .001 level.

Conclusions

There is little question that the introduction of Community Education into a school system requires considerable change in philosophy of the operation of the system. Such a change in philosophy is likely to require concomitant changes in the personal and professional relationships between the principals and the Community School Directors.

The supportive principal scores higher than his counterpart on ascendancy, tender-mindedness, and planfulness. This finding supports the findings of Hinman (1966), Lawrence (1967), and Hemphill (1962) from which they concluded that the personality characteristics of educational innovators differed from non-innovators in that they were more assertive, outgoing and tender-minded. Carnie (1966) identified characteristics for the innovative superintendent similar to those found in this study as characteristic of the supportive principal:

"Superintendents not willing to accept change may be more humble and less assertive while superintendents willing to accept change appear to be more conscientious, tender-minded, and group-dependent (p. 52)."

Both Carnie (1966) and Lawrence (1967) identified tender-mindedness as a trait where innovators scored significantly higher than non-innovators.

By comparison, the non-supportive principals tended to be more withdrawing and tough-minded. Webber (1966) reported similar findings and said that authoritarian leadership may be associated with weaker and more passive personalities while supportive leadership may be associated with more active and interactional traits.

Although the null-hypothesis was accepted on nine of the ten dimensions (tough-minded vs. tender-minded being the exception), the profile comparisons suggest noticeable contrasts on certain traits and a need for more definitive research as to the feasibility of personality testing as a screening device on job selection. Since it is assumed that environment is an important variable in establishing personality patterns, consideration might be given to studying the life history of candidates as a predictor in identifying some of the dominant traits that seem to appear in most of the research on innovators. Such a screening procedure might also be less threatening than personality testing. A study by Walker (1971) investigating the relationships between the personality

characteristics, personal factors, and effectiveness of Community School Directors suggested two dimensions that should be explored, "the perceptions of self and the interactive process between self-perceptions and other perceptions (p. 68)." In comparing the principals' perception of their support of Community Education with their Community School Directors' perception of the principals' support, this study sought to respond to these two questions. Findings indicated that the mean score representing the Community School Director perception of principal support was lower than the mean score representing the principals perception of his own degree of support on every one of the sixteen items. The Scottish poet, Robert Burns (1786), saw this dramatic inconsistency between one's perception of himself as compared with another person's perception of him when he said:

"Oh wad some Power the giftie gie us,
To see oursels as ithers see us!
It would frae mony a blunder free us,
An foolish notion:
What airs in dress and gait wad lea'e us,
An' ev'n devotion (p. 260)!"

Perhaps even more interesting are the findings that one notes once each of the sixteen questions was categorized under one of the two main headings, support of Community Education or support of Community School Director.

Although the principals' mean score relative to their perception of principal support of the Community

Education program (22.20) was 1.33 higher than the Community School Directors' (20.87), a much more obvious discrepancy existed in their comparative ratings as to support given the Community School Director. The mean score for the principals' perception of support of the Community School Director (28.07) was 6.63 points higher than the Community School Directors' mean of 21.44. Perhaps this is partially explained by earlier research by Bruner (1949) in which he emphasized that perceiving is a process which results from the stimulation of a prepared organism. Directive processes in the organism operate to organize the perceptual field in such a way as to maximize percepts relevant to current needs. Rezler (1965) explained this phenomena quite succinctly when she said:

Perception of any given object is determined partly by the objective characteristics of the perceiver . . . But the way one sees reality is contingent not only on the capacity of one's given physical structure for detecting stimulus configuration but upon a person's motivation, his needs and values and his past experiences, all of which act in a manner to modify the reactions of the physical structure (p. 238)."

Thus, some needs make perception subject-oriented rather than object-oriented. This suggests that, because of the key role the principal plays in the ultimate success of the Community Education program and the resultant need for his support, the Community School Director tends to be exceptionally critical as to his expectations of the principal.

This study supports Rodman's (1968) and Mussella's (1967) findings in which the difference between the Community School Directors and their principals' perceptions was found to be much greater on support of the Community School Director than support of the Community Education program. In light of this earlier research, one would thus expect the Community School Director to be more sensitive to those items dealing with his relationship to the principal (2, 3, 4, 8, 10, 12 14, and 16) and hence be more critical of the principal on these items. Berends (1969) responded to this question when he found that the organizational climate in a school relates primarily to the teachers' perceptions of the principal's personality, not to the principal's perception of himself. For the purpose of this study, one must assume that the Community School Director's perception of principal support best represents "what is". However, the findings certainly indicate a need for additional research into the relationship between principal support of Community Education and its effect upon the degree of effectiveness of the Community Education program at the building level.

As one studies the results in Table 14, a significant means difference is noted on questions 3, 7, 14, and 16. Only one of these, question 7, is related to principal support of the Community Education program, and it deals specifically with helping the Community School Director

carry out the recommendations of the Community Advisory Council. Although question 3 (the principal helps other staff members understand the Community School Director's role); 14 (the principal helps the Community School Director coordinate the regular school day activities with the afternoon and evening programs); and 16 (the principal does little things to make it pleasant for the Community School Director to be a member of his staff) all relate to support of the Community School Director, they also indicate that in too many instances the principal still perceives Community Education to be an "add-on" program. He does not understand the total concept and the ultimate re-definition of the principal's role that must result if total Community Education is to be achieved. Although most Community Educators view each of the fore-going as a responsibility of the principal, the findings in this study indicate that many principals still perceive their administrative roles in the traditional sense, i.e., relating primarily to children and the "day" program. In-service training for building principals is a definite need in projecting plans for initiating Community Education in a school district if one expects to achieve success.

In reviewing the school by school comparisons of principal and Community School Director perceptions of principal support, one is better able to isolate some of

the possible contributors to principal opposition to the Community Education program and the Community School Director. Ten of the thirteen principals identified in Table 16 as totally non-supportive were from districts where the director was expected to cover more than one building. By contrast, 11 of the 16 rated as totally supportive of both the Community Education program and their director came from districts where every building had a full-time Community School Director. This tends to suggest that one of the causes for non-support is the lack of daily personal contact between the principal and the director which would reduce the degree of principal knowledge and understanding of the Community Education program and increase the likelihood of misunderstandings. In like manner, this lack of "knowing each other" and regular communication would contribute to the inability of the Community School Director to perceive his principal's feeling and vice versa. This study certainly seems to indicate that a school district in the process of implementing a Community Education program is jeopardizing its success by having a Community School Director cover more than one building. Yet, this is often the approach taken to reduce program cost and yet serve the total district.

In this study, it was found that the non-support of both the Community Education program and the Community School Director was more prevalent at the secondary level

than the elementary. Five of the thirteen principals ranked as totally non-supportive in Table 16 were administrators of secondary schools. This represents half of the total secondary sample. Several factors undoubtedly contribute to this. Since both junior and senior high schools have facilities better suited to adult needs in addition to specialized facilities such as a swimming pool, gymnasium, vocational facilities, and band room, the extent of adult use of secondary schools is much greater than elementary. As a result, the number of complaints from the "day" teachers about the evening use of their rooms adds more problems to administrators already beleaguered with daily issues of student discipline, drug abuse and teacher militancy. In addition, most Community Education programs at the secondary level are primarily "program-oriented" with little or no attempt to develop "community process" because of the larger attendance area served. Thus, the Community Education program at the secondary level does not provide the principal with the kind of community involvement which is characteristic of the elementary principal which tends to make the secondary principal less supportive as perceived by his Community School Director. There is little question that some new organizational patterns have to be tried in making secondary schools truly community oriented thus easing the burdens of the secondary principal.

Because of Community Education's exceptionally rapid rate of growth during the past several years and the resultant inability of school districts to find sufficient number of professionally trained personnel to staff new Community Education programs, a number of districts have tried using para-professionals in these roles. This study causes one to sound a word of caution to any district contemplating such a move. Findings from the one district utilizing lay persons as Community School Directors at each of the elementary buildings found the majority of the principals were perceived as supportive of Community Education but Community School Directors were not. In each case the Community School Director perceived the principal to be supportive of both program and director. Since this district previously had professionally trained Community School Directors and several of the present principals had formerly been directors, one might hypothesize that the major cause of lack of support of the director was the principal's feeling that a lay person could not function effectively in a director's role previously filled by a professional. Further research into the effectiveness of lay persons serving as Community School Directors is needed before any definite conclusions can be drawn.

The multiple correlation coefficient used to test hypothesis three indicated a significant relationship between the interaction of the personal variables of age,

administrative experience, and professional preparation. However, further analysis reveals that, of the 19.74% variance in support that can be attributed to the interaction of the three variables, age accounts for but 0.08%; administrative experience 2.89%; and professional preparation 16.67%. In testing each of the variables separately, professional preparation was the only one indicated to have a noticeable effect upon support of Community Education.

The present study supports earlier findings by Hinman (1967), Carnie (1966), and Walker (1972) which indicate that there is no relationship between age and administrative experience and willingness to accept change. This was contrary to results found by Wilcox (1957), who found a positive correlation between age of the school principal and authoritarianism, and Musella (1967), who found close-minded principals were older and had more administrative experience. Bullock (1969) found no significant interaction between academic training and years of administrative experience to role perception of high school principals. However, he did conclude that academic training did affect role perception in the dimension of role behavior. This study would tend to support Bullock's findings in which principals who had received professional preparation in the field of Community Education were significantly more supportive and thus better fulfilled

the role expected of them by their Community School Directors. Walker (1971) also supported Bullock's (1969) findings in which Community School Directors who had more education were found to be more effective in initiating structure and consideration. Lipham (1960) and Pandiscio (1967) both concluded that there was no relationship between principal effectiveness and age, administrative experience, or additional education.

One can see numerous conflicts in the results of research relating to these three variables. The results of this study indicate that definite benefits accrue when principals have received some professional training in Community Education. However, no attempt was made to assess the relative merits of the various kinds of training programs in Community Education in this study. The findings would suggest the need for additional research comparing the effectiveness of the various programs and determining the most effective time to interject this training component into the process of implementing Community Education in a specific school district.

Hilfiker (1970) suggested that certain interpersonal relationships within the context of the organizational climate may be among the most important in initiating and maintaining innovations in educational organizations. With this in mind, this study sought to examine what effect the interaction of the principal's personality

with the Community School Director's personality had on the extent of support given Community Education. Significant differences were found in personality factors one (sociability); six (tough-minded); and eight (impulsive). The supportive principals tend to be more solitary, placid, accepting, tender-minded, planful, and casual than their Community School Directors. In comparing the non-supportive principals with their Community School Directors, it was found that ascendancy is the only trait that differs significantly, but that is at the .001 level. The non-supportive principals were more solitary, withdrawing, placid, accepting, practical, and planful than their Community School Directors. The non-supportive principals tended to score more towards the negative dimension on six of the ten traits when compared to their Community School Directors, while the supportive principals score more toward the negative dimension than their directors on but four of the ten traits.

In looking at the comparative profiles of Community School Directors for supportive principals and their counterparts for non-supportive principals (graph four), we note that Community School Directors working with non-supportive principals tend to be more sociable, tough-minded, reflective, impulsive, active, and ascendant than the directors for supportive principals.

In trying to identify the causes for non-support in light of the afore-mentioned, one would have to consider the possibility that non-supportive principals view their Community School Directors, who are more sociable, active, responsible, and a great deal more ascendant than their principals, as a definite threat to their positions. The personality characteristics of the directors are such (See Appendix D) as to cause them to seek recognition and visibility, thus detracting from the principals. Perceived threat from the Community School Director may manifest itself in opposition to the Community Education program. Iannone (1973) gives support to this possibility of a conflict with the principals' needs:

"Principals seem to have two dominant needs: achievement and recognition for achievement . . . they (school systems) must enlarge the principals' jobs such that at least two motivators, achievement and recognition, are available (pp. 261-262)."

Walker (1971) mentions that past selection practices in hiring Community School Directors may have placed too much emphasis on candidates who are outgoing and ascendant and suggests hiring persons who are more reserved. This study would support Walker's position, especially where directors are expected to work with principals having the personality characteristics which make them somewhat insecure.

Mussella (1967) found that close-minded principals tend to select teachers on the basis of similarity-dissimilarity of the perceptual-cognitive style referred to as close-mindedness. Conversely, similarity-dissimilarity of belief-disbelief had no effect on the hiring decisions of the open-minded principals. This may account for the supportive principals support of both the Community Education program and the Community School Director despite some significant differences between the principals' and directors' personality characteristics. The foregoing suggests the possibility of "conflicting personalities" and "compatible personalities". The further delineation of the principals into groups, sixteen of whom were perceived as totally supportive of both the community Education program and the Community School Director, and thirteen who were considered non-supportive of both gives additional support to the possibility of "compatible" vs. "conflicting" personalities. Table 23 shows that the sixteen supportive principals tend to be more ascendant, active, tender-minded, and responsible than the non-supportive principals. Thus, the personality profile of the totally supportive principal would indicate that they would be more secure in their administrative positions and less likely to be threatened by a successful subordinate. By contrast, the Community School Directors who worked with supportive principals tended to be less ascendant

and less active than directors working with non-supportive principals and thus less likely to make the principal feel threatened. Comparisons between graphs 5 and 6 accent even more the profile differences cited in the earlier discussion. The findings in this study would indicate that the interaction of the principal's personality with that of his Community School Director has a definite effect upon the extent of support he gives Community Education. There is little question that additional research into the area of "conflicting" vs. "compatible" personalities is indicated.

Recommendations

In the short period of time that has elapsed since this study was undertaken, there are a number of indicators that the role of the building principal will change dramatically in the near future and that he will assume new and broader responsibilities as Community Education moves from the program phase to the process phase within the various school districts. Evidence of this can be seen in the present redefinition of roles for principals in the Flint, Michigan system, where the principal is now principal of Community Education, responsible for programming for educational needs of all persons within his attendance area. He is now the person whose responsibility it is to work with a Community Council that represents his

"community", identifying community needs and concerns, and referring the ~~problems~~ to the appropriate agency or institution for resolution. It seems reasonable to assume that the direction taken by the Flint, Michigan schools is likely to be attempted by other school districts across the country as they strive to meet the demands for improved educational opportunities within the community.

The extent to which we achieve success in the transition to this new role will depend, to a great extent, upon selecting persons who have the appropriate training and personal characteristics to provide the necessary leadership. This study sought to identify some of the kinds of criteria that might improve present selection processes. Since previous research relating to the improvement of selection practices in Community Education was non-existent, this study was primarily exploratory in nature. With this in mind, the following recommendations are made:

1. More definitive research is needed to determine whether particular personality traits, such as "tender-minded", might possibly characterize the supportive principal. Only then could the use of personality tests be considered a feasible addition to the selection process.
2. Future studies should investigate the relationship between the extent of perceived principal support of Community Education and program

effectiveness. The question as to whether the quality of the Community Education is better in buildings where the Community School Directors perceive total principal support as compared with buildings where the directors feel support for the program is lacking was an outgrowth of this study and one that should be considered. If, as Berends (1969) suggested, the organizational climate of a school relates to the teachers' perception of the principal, then one would expect the Community School Director's perception of principal support to have an effect on the success of the Community Education program.

3. Professional preparation in Community Education appears to have a noticeable positive effect on the extent of principal support. This suggests several possibilities. Districts that plan on implementing a Community Education program should give serious consideration to involving all administrative personnel, especially principals, in some type of in-service training. Universities should be prepared to service this training need. In addition, graduate programs in Educational Leadership should involve all graduate candidates in a basic course in

Community Education. Further research is needed to determine the relative merits of the various kinds of training programs and their cost effectiveness.

4. This study supported the findings in earlier studies by Mussella (1967), Hilfiker (1970), and Marjoribanks (1970) indicating that the interaction of certain personality variables between individuals has much to do with acceptance and support. In future studies, attention should be given to determining if, indeed, there are "compatible" and "conflicting" personalities and, if so, which dimensions are involved. This study suggests that the interaction of particular dimensions of a principal's personality with that of his Community School Director may be the major determinant of the principal's support or non-support of the Community Education program.

Knezevick (1967) said "There never was a time when excellence in school administration was more sorely needed than it is right now." The same thing is true of the present Community Education movement. The continued growth and expansion of Community Education dictates having principals who are not only supportive but cognizant of the eventual changes in their roles. Improving our

present training and selection process to assure the identification of this kind of leadership is imperative.

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APPENDIX A

MOTT LEADERSHIP PROGRAMS

1017 AVONH STREET CEDAR 8-1631, EXT. 463 FLINT, MICHIGAN 48503

MOTT INTER-UNIVERSITY
CLINICAL PREPARATION PROGRAM
COMMUNITY LEADERSHIP PROGRAMS

April 21, 1972

Dear Fellow Educator:

As a Western Michigan University doctoral student in the Mott Leadership Program, I am undertaking a study that requires the help of principals and their Community School Directors (CSDs) in Flint and other selected cities in Michigan, Ohio, and Arizona. I sincerely hope that I can count on your help as a respondent. The data collected will provide input into the long range planning for Community Education by the Mott Foundation Projects Office and has the support of Dr. Doug Procunier, Director. The project will investigate the unique personality characteristics of principals supportive of Community Education and the relationship to the personality characteristics of their CSDs. It is hoped that the information gathered will provide insight into some possible improvements in the process of selecting and matching personnel so as to better assure the continued expansion of Community Education.

Enclosed is a Thorndyke Dimensions of Temperament (DOT) Questionnaire which I would like you to complete. The test is self-administering and will take approximately thirty minutes to complete. Upon scoring, the Questionnaire will provide the basic information for your personality profile which I will send you at the conclusion of the study. All responses will be held in strict confidence and not individually identified other than to provide you with your personality profile if you so desire it.

Two other forms that need completing are the "Principal Support Questionnaire" and the "Personal Data Sheet." Although both of these include information basic to the study, they can be completed in a matter of minutes. Upon responding to the enclosed materials, please return them in the envelope provided.

I want to thank you in advance for your assistance in this project.

Sincerely,



William Netrick, Intern
Mott Leadership Program

APPENDIX B

PRINCIPAL SUPPORT QUESTIONNAIRE

Circle the letter that best indicates your perception of the support the principal gives the Community Education programs:

☒ A Always ☐ F Frequently ☐ O Often ☐ S Seldom ☐ N Never

- A F O S N 1. The principal participates in and helps give direction to the community advisory council (or similar organization).
- A F O S N 2. The principal concerns himself with feedback from the Community School Director on the community education program.
- A F O S N 3. The principal makes sure that all staff members understand the Community School Director's role in the organization.
- A F O S N 4. The principal is friendly and approachable.
- A F O S N 5. The principal encourages the staff to utilize the talents of community residents in the regular school day program.
- A F O S N 6. The principal works with the Community School Director in considering and planning for the special needs of a variety of organizations using school space and equipment.
- A F O S N 7. The principal helps the Community School Director put into operation suggestions made by the community advisory council (or similar organization).
- A F O S N 8. The principal accepts new ideas from the Community School Director.
- A F O S N 9. The principal finds time to listen to views and suggestions from community residents, parents, and students.
- A F O S N 10. The principal samples and considers the opinion of the Community School Director.
- A F O S N 11. The principal knows and listens to business and religious leaders in the community.
- A F O S N 12. The principal consults with the Community School Director.
- A F O S N 13. The principal makes use of and encourages staff members to use existing service agencies.
- A F O S N 14. The principal works with the Community School Director in coordinating the regular school day program with the late afternoon and evening activities.
- A F O S N 15. The principal relates the school program to the needs and wishes of the community.
- A F O S N 16. The principal does little things to make it pleasant to be a member of the staff.

APPENDIX C

PRINCIPAL SUPPORT QUESTIONNAIRE

Circle the letter that best indicates your perception of the extent of support you give the Community Education programs:

☐ **A** Always ☐ **F** Frequently ☐ **O** Often ☐ **S** Seldom ☐ **N** Never

- A F O S N 1. I participate in and help give direction to the community advisory council (or similar organization).
- A F O S N 2. I concern myself with feedback from the Community School Director on the community education program.
- A F O S N 3. I make sure that all staff members understand the Community School Director's role in the organization.
- A F O S N 4. I believe I am friendly and approachable.
- A F O S N 5. I encourage the staff to utilize the talents of community residents in the regular school day program.
- A F O S N 6. I work with the Community School Director in considering and planning for the special needs of a variety of organizations using school space and equipment.
- A F O S N 7. I help the Community School Director put into operation suggestions made by the community advisory council (or similar organization).
- A F O S N 8. I accept new ideas from the Community School Director.
- A F O S N 9. I find time to listen to views and suggestions from community residents, parents, and students.
- A F O S N 10. I sample and consider the opinion of the Community School Director.
- A F O S N 11. I know and listen to business and religious leaders in the community.
- A F O S N 12. I consult with the Community School Director.
- A F O S N 13. I make use of and encourage staff members to use existing service agencies.
- A F O S N 14. I work with the Community School Director in coordinating the regular school day program with the late afternoon and evening activities.
- A F O S N 15. I relate the school program to the needs and wishes of the community.
- A F O S N 16. I do what I can to make it pleasant to be a member of the staff.

APPENDIX D

PERSONAL DATA SHEET

Check the appropriate response in each item below:

1. Respondent's position:
- ☐ Principal
- ☐ Community School Director
- ☐ Other Supervisory Personnel
2. Name of School _____
- ☐ Elementary
- ☐ Junior High School
- ☐ Senior High School
3. Sex:
- ☐ Male
- ☐ Female
4. Marital Status:
- ☐ Single
- ☐ Married
5. Professional Preparation in Community Education:
- ☐ No previous professional preparation in Community Education
- ☐ Short-term Mott training program for Community School Directors
- ☐ University Course(s) in Community Education
- ☐ Mott Leadership Program (Full year through Internship Center)
- ☐ Other: (Explain) _____
6. Age of Respondent:
- ☐ 21-24 years of age
- ☐ 25-29 " " "
- ☐ 30-34 " " "
- ☐ 35-39 " " "
- ☐ 40-44 " " "
- ☐ 45-49 " " "
- ☐ 50-54 " " "
- ☐ 55 years or older

(For Principals Only)

7. Number of years in administrative field:
(If half or more of your work during a school year was administering programs, count it as a full year.)

☐ ☐ ☐ ☐

1-5 years 6-10 years 11-15 years 16 years or more

APPENDIX E

DESCRIPTION OF TDOT DIMENSIONS

DIMENSION	ABBREVIATION	POSITIVE END	NEGATIVE END
1. Sociable	(Soc)	<u>Sociable</u> Likes to be with other people, to do things in groups, to go to parties, to be in the middle of things	<u>Solitary</u> Likes to be by himself, to do things by himself, to read or engage in other kinds of solitary activities
2. Ascendant	(Asc)	<u>Ascendant</u> Likes to be in the center of the stage, to speak in public, to "sell" things or ideas, to meet important people, to stand up for his rights or his point of view	<u>Withdrawing</u> Tends to avoid personal conflict, to dislike being in the public eye, to avoid taking the initiative in relation to others, to accept being imposed upon
3. Cheerful	(Che)	<u>Cheerful, Objective</u> Seems to feel generally well and happy, satisfied with his relations with others, accepted by others, at peace with the world	<u>Gloomy, Sensitive</u> Often seems to feel moody, depressed, at odds with himself, sensitive to the criticism of others, prone to worry and anxiety
4. Placid	(Pla)	<u>Placid</u> Even-tempered, easygoing, not easily ruffled or annoyed	<u>Irritable</u> Short-tempered, annoyed or irked by a good many things, inclined to "blow his top"
5. Accepting	(Acc)	<u>Accepting</u> Tends to think the best of people, to accept them at face value, to expect altruism to prevail	<u>Critical</u> Tends to question people's motives, expecting self-interest, conscious of the need for each to look out for himself
6. Tough-Minded	(T-M)	<u>Tough-Minded (Masculine)</u> Tolerant of dirt, bugs, and profanity; enjoys sports, roughing it, and the out-of-doors; uninterested in clothes or personal appearance; rational rather than intuitive	<u>Tender-Minded (Feminine)</u> Sensitive to dirt, both physical and verbal; concerned with personal appearance; aesthetic interests; intuitive rather than rational
7. Reflective	(Ref)	<u>Reflective</u> Interested in ideas, in abstractions, in discussion and speculation, in knowing for its own sake	<u>Practical</u> Interested in doing and in using knowledge for practical ends, impatient with speculation and theorizing
8. Impulsive	(Imp)	<u>Impulsive</u> Carefree, happy-go-lucky, ready to do things at a moment's notice	<u>Planful</u> Careful to plan life out in advance, systematic, orderly, foresighted
9. Active	(Act)	<u>Active</u> Full of energy, on the go, quick to get things done, able to get a lot done	<u>Lethargic</u> Slow, easily tired, less productive than others, likes to move at a leisurely pace
10. Responsible	(Res)	<u>Responsible</u> Dependable, reliable, certain to complete tasks on time, even a little compulsive	<u>Casual</u> Often late with commitments, rushes to meet deadlines, has difficulty getting things done, unpredictable