

CHAPTER IV

PRESENTATION, ANALYSES AND INTERPRETATION OF DATA

This chapter presents, analyses, and interprets the data gathered. For a systematic presentation of the data, this chapter will be divided into two parts. Part one contains the data about the respondents in content validation of the proposed method presented according to institution, years of teaching experience, age, sex, academic rank, and educational qualifications. It also includes the results of the content validation process, i.e., the responses to the statements under the different dimensions, the invaluable comments of the respondents, and the revisions made on the proposed method as a result of the validation process.

Part two presents the faculty respondents' views of their respective principals along the three general dimensions or skills: conceptual, technical, and human. First to be presented is the distribution of the respondents according to institutions followed by the first set of ratings made by the teachers in January 1983. The second set of ratings made by the same teachers in March, 1983, will follow. The last to be presented is the comparison between these sets of ratings to determine whether any significant differences occurred that may affect the predictive validity of the proposed method.

PART I : CONTENT VALIDATION

As originally planned, the content validation of the method would be undertaken by ten teachers and the principals of the Catholic grade and high school members in Bangkok. However, because for various important reasons, only fifteen institutions responded with nine principals and 117 teachers submitting the accomplished questionnaires. In selecting the respondents, stratified random sampling was used. The distribution of the respondents according to the fifteen institutions is presented in Table 1. For the grade schools, Assumption Convent had the highest number of respondents with twelve or 9.52 per cent of the total, followed by Phanchasab School with eleven respondents or 8.73 per cent. Fatima School had ten or 7.94 per cent; Phra Mae Mari had nine or 7.14 per cent; Saint Joseph Convent had eight or 6.35 per cent; Saint Theresa with seven or 5.56 per cent; Mater Dei, five or 3.97 per cent; and Holy Redeemer School with four or 3.17 per cent respondents.

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TABLE I

DISTRIBUTION OF RESPONDENTS
ACCORDING TO INSTITUTION
(N = 126)

School	Frequency	Percentage
<u>Grade School</u>		
Fatima School	10	7.94
Phra Mae Mari	9	7.14
Phan Chasob School	11	8.13
Saint Joseph Convent	8	6.35
Holy Redeemer	4	3.17
Mater Dei	5	3.97
Assumption Convent	12	9.52
<u>High School</u>		
Saint Dominic	12	9.52
Saint Louis	8	6.35
Vasuthevi School	4	3.17
Phra Mae Mari Boys School	10	7.94
Assumption Bangrak	11	8.74
Santa Cruz Convent	9	7.14
Kulap Vithaya	6	4.76
	126	100

For the high schools, St. Dominic had twelve respondents or 9.52 per cent followed by Assumption Bangrak with eleven or 8.73 per cent. These were followed by Phra Mae Mari School with ten or 7.94 per cent, Santa Cruz Convent with nine or 7.14 per cent, Saint Louis with eight or 6.35 per cent, Kulap Vithaya with six or 4.76 per cent, and Vasuthevi with four or 7.94 per cent of the total respondents.

Of the expected 209 respondents only 126 responded. This can be explained by the fact that the questionnaire needed stratified sampling with definite qualifications for the principal and teacher respondents. Also one school returned the unanswered questionnaires in March 1978 because it was very busy and the teachers had a very hectic schedule. Another school undergoing a crisis did not answer the questionnaires sent them.

Table 2 shows the number of years of teaching experience of the respondents. It shows that there is a considerable background and exposure on the part of the respondents to the total educative process of the school and hence to the work of the principal. The big majority of seventy eight respondents or 6.91 per cent had a teaching experience of at least nine years. This is followed by twenty six or 20.64 per cent with six to eight years; eighteen respondents or 14.28 per cent with three to five years; and only four or 3.17 per cent with zero to two years.

TABLE 2

DISTRIBUTION OF RESPONDENTS ACCORDING
TO YEARS OR TEACHING EXPERIENCE

YEAR OF TEACHING	FREQUENCY	PERCENTAGE
0 - 2	4	3.17
3 - 5	18	14.28
6 - 8	26	20.64
9 - above	78	61.91
TOTAL	126	100

Table 3 shows the distribution of the respondents according to age. Thirty-six respondents or 28.58 per cent had an age of forty or above. The next highest was twenty five to twenty-nine group with thirty four respondents or 26.98 per cent followed by the thirty to thirty four group with twenty seven or 21.43 per cent. The thirty five to thirty nine group contained twenty or 15.87 per cent, while the smallest number of respondents included those belonging to the twenty to twenty four group with nine respondents or 7.14 per cent.

TABLE 3

DISTRIBUTION OF RESPONDENTS ACCORDING TO AGE

AGE	FREQUENCY	PERCENTAGE
20 - 24	9	7.14
25 - 29	34	26.98
30 - 34	27	21.43
35 - 39	20	15.87
40 above	36	28.58
TOTAL	126	100

Table 4 shows the distribution of the respondents according to sex. In teaching, as is revealed here, women outnumber the men. Ninety-five or 75.40 per cent were female and twenty-seven or 21.43 per cent were male involved in this study. Four or 3.17 per cent forgot to indicate their sex.

TABLE 4

DISTRIBUTION OF THE RESPONDENTS ACCORDING TO SEX

SEX	FREQUENCY	PERCENTAGE
MALE	27	21.43
FEMALE	95	75.40
NO ANSWER	4	3.17
TOTAL	126	100

Table 5 shows the distribution of the respondents according to academic rank. The second staff from the classroom teachers to the assistant principals totalled 117 or 92.85 per cent. There were sixty four classroom teachers or 50.64 per cent; twenty seven or 21.43 per cent were subject coordinators; thirteen or 10.32 per cent were head teachers; eleven or 8.73 per cent were assistant principals; one was a chaplain; and one was a special consultant. There were nine principals; constituting 7.19 per cent of the total respondents.



TABLE 5

DISTRIBUTION OF RESPONDENTS ACCORDING
TO ACADEMIC RANK

ACADEMIC RANK	FREQUENCY	PERCENTAGE
CLASSROOM TEACHER	64	50.79
SUBJECT COORDINATOR	27	21.43
CHAPLAIN	1	.79
SPECIAL CONSULTANT	1	.79
HEAD TEACHER	13	10.32
ASSISTANT PRINCIPAL	11	8.73
PRINCIPAL	9	7.15
TOTAL	126	100

Table 6 shows the academic qualifications of the respondents. Because several respondents had more than one qualification, the total frequency (230) exceeded the total number of respondents (126). The table shows that seventy had master's degree units. Two indicated that they would be defending their theses in three months' time. There were fifty two with a Bachelor of Science in Education, while thirty six had Teachers' Certificate. There were twenty eight with A.B. and fifteen with BS. in other subject

fields like music, psychology and economics. There were nineteen M.A. degree holders and one Ph.D. All the nine Teacher's Certificate (TC) holders had other academic qualifications.

TABLE 6

DISTRIBUTION OF THE RESPONDENTS ACCORDING
TO ACADEMIC QUALIFICATION

<u>ACADEMIC/EDUCATIONAL QUALIFICATION</u>	<u>FREQUENCY</u>
T. Certificate (external examination)	9
T. Certificate	36
B.S.E.	52
A.B.	28
B.S.	15
M.A. units	70
M.A.	19
Ph.D.	1
TOTAL	230

Table 7 shows the results of the content-validation undertaken by nine principals and 117 teachers. The seventy four performance statements have a general mean average of 4.40, with 3.62 as the lowest and 4.67 as the highest. There is only one statement (M = 3.62, Rank 74) which falls under under Slightly Desirable; thirty eight statements (M = 4.00 to 4.49 Rank 27.25 - 73) fall

under Desirable. No statement falls under Not Desirable or under Highly Undesirable. By far, considering the high ratings given by the respondent, based on the norm used by the researcher, all statements qualified to be included in the next list (draft) of the revised method which would be subjected to predictive validation. The comments given by sixty nine respondents, however, helped reduce the original number to fifty eight.

Some thirty-two respondents explicitly considered the method as comprehensive enough, specific and easy to identify, and should have a clear delineation of the principal's functions. Still the comments of six respondents considering the method "too long," "lengthy," "wordy and too detailed " were particularly considered.

With due consideration to the remarks received the following statements were deleted: #6 of 1A. "Accurate and has knowledge and evidence to support his decision" - on the ground that it is already part of # 1 of 1 A, "Uses technical and professional knowledge available within the organization in decision - making." Some critical comments are worth mentioning because they served as guides in the revision of the proposed method:

"Some items are too general and vague. Also some are two-pronged questions; i.e. they ask more than one thing. Simplify and shorten (the method). Examine for over-lapping areas"

"Too much work is expected of the principal"

"A perfect principal is an impossibility. One can see quite clearly the great expectation of the performance of the principal. The principal's task appears awesome in this light and

in this magnitude."

"A little vague"

"All these desirable traits - - a principal or a headmaster must be either a bionic woman or a million dollar man to have these qualities."

"Too detailed and verbous."

"The method is very extensive. I am just wondering how the analysis of the study will be made. It surely will be a tough job on the part of the student. The method I suppose is good for a dissertation."

On the other-hand, some comments became a source of encouragement. Some also expressed the importance of the study:

"The idea of coming up with this method is very laudable. There is nothing more helpful here because everything - The method wholly - is really most helpful. I believe this would give principals a better basis for their actions and would also give the teaching staff a better gauge of what to expect from their principals."

" ... helps me understand those in authority better. "

" It has helped me to evaluate myself as an educator and to avoid pitfalls on my ... (undeciphered) to the principalship"

" ... could give excellent insights to administrators regarding organization and management. "

" I know more of what to expect from a principal as an administrator and as a friend. "

" This method embraces a broad scope of assessing a principal's performances as an educational leader. It touches on per-

sonal qualities and mainly on professional competencies and strategies for effective educational leadership. "

" The different aspects presented to me through this (method.) have me a wholistic (sic) picture of the functions, role, and powers of the principal. It is such a tremendous task of making oneself highly skilled in the art of management, planning, executing plans, and yet dealing with individual teachers as well as students and other non-teaching personnel. "

Table 7 shows the rank order of the seventy four performance statements after they have been subjected to content validation of 126 respondents from Bangkok's Catholic Schools. The respondents gave four human skills the highest ranking from one to 3.3. The top ranking statements fall under moral development and read: " Shows appreciation for good teaching by recommending promotions, commendations, and salary increases. " This and the other following in rank human skills of the principal point to the fact that teachers want some form of recognition for their contribution in the work of the school, some degree of independence coming from their supervisors. The presence of these factors, according to theorists, serves as motivators, not just hygiene factors for the teachers to strive more.

The first conceptual skill with the highest rank (3.33) states: "Tactful in listening to all viewpoints and careful in integrating these view points in the pursuit of a common goal."

Actually there are four conceptual skills in the first ten statements before the first technical skill appears in the ranking. These four statements rank 3.33; 8, 9 and 10.20. They

are mostly concerned with the capacity of the principal to conceptualize resolutions of conflicts to attain a common aim, and to formulate decisions for the growth of the organization.



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TABLE 7

FREQUENCY DISTRIBUTION OF PERFORMANCE TRAITS
OF PRINCIPALS FOR CONTENT-VALIDATION
WITH 126 RESPONDENTS

1. Conceptual Skills

A. Decision - Making and Differentiating

The Principal	Frequency Distribution					No Ans.	Mean Value
	5	4	3	2	1		
1. Uses technical and professional knowledge available within the organization in decision making.	89	29	5	0	0	3	4.57
2. Allows decisions to be made at the level in the organization where the most adequate and accurate information are available.	74	41	7	0	0	4	4.40
3. Is constantly aware of the problems particularly those at subordinate levels in the organization and considers these in decision-making.	89	27	7	1	0	2	4.58
4. Follows practices that ensure democratic participation in decision-making.	80	36	7	1	0	2	4.50
5. Establishes and maintains a reputation for consistency in decision-making.	92	23	7	1	0	3	4.56

TABLE 7--Continued

The Principal	Frequency Distribution					No. Ans.	Mean Value
	5	4	3	2	1		
6. Accurate and has knowledge and evidence to support his decisions.	81	40	3	0	0	2	5.56
<u>B. Establishing Priorities and Posteriorities for Action</u>							
1. Uses " what is best for children " and school policy as bases for his decisions.	69	44	8	2	0	3	4.36
2. Willing to involve the faculty and others in setting program priorities and in achieving decisions related to their work.	81	35	6	2	1	2	4.50
3. Could identify problems and issues that will be crucially important, plain, or tribal, and those that require immediate attention.	75	44	5	0	0	2	4.49
4. Identifies problems and issues which can be delegated.	64	49	10	0	0	3	4.33
5. Establishes a time schedule for action.	73	43	7	1	0	2	4.44

TABLE 7--Continued

C. Anticipating Consequences

The Principal	Frequency distribution					No. Ans.	Mean Value
	5	4	3	2	1		
1. Makes sure school policies are clearly defined and well-known.	94	25	3	1	0	3	4.61
2. Establishes standards of performance through consultations, remedial, and enrichment procedures with ever-increasing competence	77	32	12	1	0	4	4.37
3. Weighs heavily the consequences of all alternative actions.	73	39	12	0	0	2	4.42
4. Believes and adopts strategies that promises to deliver the maximum benefits for minimum costs.	67	44	10	1	0	4	4.31
5. Checks to see that duties and responsibilities once assigned are carried out.	68	48	6	1	0	3	4.36
6. Demands of all a high degree of conformity to school rules and regulations.	56	46	19	2	0	3	4.17

TABLE 7--Continued

D. Conflicts and Management

The Principal	Frequency Distribution					No Ans.	Mean Value
	5	4	3	2	1		
1. Disregards inter-vention of outside pressure groups on school problems and functions.	22	53	38	9	2	2	3.62
2. Resolves teachers' differences in opinion in a tactful manner.	69	46	6	2	0	3	4.37
3. Harmonizes organiza-tional need with individual needs; organizational role and role performance.	73	39	11	1	0	2	4.41
4. Serves as buffer between teachers and parents, negotiates differences between students and teachers.	55	41	25	2	0	3	4.11
5. Skillful in deter-mining the nature of any conflict.	70	38	15	0	0	3	4.34
6. Maintains emotional stability and evi-dences the ability to relax under time pressure.	82	38	11	0	0	3	4.47
7. Tactful in listen-ing to all view-points and careful in integrating these viewpoints in the pursuit of a common goal.	92	29	3	0	0	2	4.64

TABLE 7--Continued

II. Technical SkillsA. Planning

The Principal	Frequency Distribution					No Ans.	Mean Value
	5	4	3	2	1		
1. Utilizes teachers and students in formulating and evaluating the philosophy and objectives of the school.	77	34	13	0	0	2	4.44
2. Prepares carefully thought-out plans for immediate and long term future.	80	39	4	1	0	2	4.52
3. Prepares budget carefully and cooperatively to reflect the school's immediate and long term needs.	76	39	8	0	0	3	4.44
4. Plans scheduling and programming procedures from the first to last days to the school year.	60	51	9	4	0	2	4.28
5. Provides increased time for instructional and administrative staff to study and improve programs.	67	46	9	2	0	2	4.37
6. Applies knowledge of human growth and development in planning learning experiences for all students.	74	37	11	2	0	2	4.40

TABLE 7--Continued

B. Community - Assessment

The Principal	Frequency Distribution					No Ans.	Mean Value
	5	4	3	2	1		
1. Surveys and analyzes resources of the community to determine their implications for enriching the educational program.	51	48	24	0	0	3	4.12
2. Inspires broad school staff involvement in community affairs.	38	57	29	0	0	2	4.01
3. Stays alert to the community and changing conditions that affect the school.	57	52	14	0	0	3	4.25
4. Continually evaluates school and community relations.	50	53	20	0	0	3	4.14
5. Aware of community goals for the school.	62	44	15	1	1	3	4.24
<u>C. Group and Communication Skills</u>							
1. Effectively communicates with the school staff and patrons of school.	79	39	5	0	0	3	4.49
2. Provides provisions for "freedom" so that understanding of verbal and written messages can be checked with same immediacy.	78	40	6	0	0	2	4.51

TABLE 7--Continued

The Principal	Frequency Distribution					No Ans.	Mean Value
	5	4	3	2	1		
3. Facilitates intra-staff professional communication.	69	44	11	0	0	3	4.40
4. Encourages a free and open flow of comments, suggestions, criticism, and recommendations.	71	39	4	0	0	2	4.15
5. Expresses his thoughts in clear, concise, and convincing manner.	86	33	4	1	0	2	4.57
6. Presides skillfully at adequately planned meetings.	86	33	4	1	0	2	4.57
<u>D. Management and Organization Skills</u>							
1. Provides opportunities for teaching and non-teaching personnel to discuss their responsibilities in relation to school objectives and challenges them to reconcile its practices and procedures with the stated philosophy of education.	76	36	12	0	0	2	4.44
2. Allocates staff personnel time and space to accomplish instructional goals.	68	49	7	0	0	2	4.42
3. Maintains clear lines of authority and responsibility.	83	33	6	1	0	3	4.50

TABLE 7--Continued

The Principal	Frequency Distribution					No Ans.	Mean Value
	5	4	3	2	1		
4. Delegates responsibilities widely and appropriately.	75	35	13	1	0	2	4.41
5. Evaluates the total school program periodically to determine its effectiveness by some accepted or accredited procedures.	79	37	7	1	0	2	4.49
6. Continuously maintains and improves buildings and grounds.	49	48	19	7	1	2	4.03
7. Initiates effective communication of school needs to higher offices.	65	47	10	1	0	3	4.32
8. Develops and applies effective administrative and supervisory procedures and practices.	76	40	6	1	1	2	4.44
9. Maintains the effective operation of student-service agencies.	57	50	12	4	1	2	4.20
10. Skillful in dealing with and enlisting the cooperation of informal groups.	42	51	30	0	0	1	4.00
11. Apportions his time wisely and equitably among the various phases of the school program.	69	46	7	1	0	3	4.30
12. Maintains routine student discipline effectively.	61	44	14	3	1	3	4.20

TABLE 7--Continued

E. Managing Change

The Principal	Frequency Distribution					No Ans.	Mean Value
	5	4	3	2	1		
1. Shows indications of being informed on current trends and practices in his field.	79	33	12	0	0	2	4.47
2. Develops and practices a philosophy which is critically and continually revised to meet the ever-changing demands of education and needs of students.	83	30	11	0	0	2	4.51
3. Enterprising in carrying out every new project and program.	60	45	18	0	0	3	4.24
4. Enthusiastic and encourages faculty innovativeness in setting new programs of action.	85	31	8	0	0	2	4.55
5. Sees to his own professional growth.	84	36	4	0	0	2	4.57

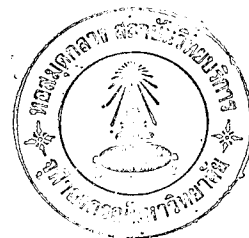


TABLE 7--Continued

III. Human Skills

The Principal	Frequency Distribution					No Ans.	Mean Value
	5	4	3	2	1		
1. Sets a fine example of educational leadership.	95	26	2	0	0	3	4.64
2. Demonstrates an appreciation of the social importance of his profession.	77	37	7	3	0	2	4.44
3. Stands up for the staff when necessary to higher management.	83	34	7	0	0	2	4.54
4. Makes staff feel they are working with rather than for him.	93	27	3	1	0	2	4.63
5. Demonstrates willingness to perform beyond the call of duty.	81	32	11	0	0	2	4.49
6. Expresses his intentions openly and sincerely but refrains from threats or displays of authority.	91	28	5	0	0	2	4.62
<u>B. Morale Development</u>							
1. Shows appreciation for good teaching by recommending promotions, commendations, and salary increases.	96	25	3	0	0	2	4.67

TABLE 7--Continued

The Principal	Frequency Distribution					No Ans.	Mean Value
	5	4	3	2	1		
2. Encourages teachers to assume responsible freedom in exercising their judgment and initiative in the choice and management of activities, subject matter, and methodology.	96	22	6	0	0	2	4.65
3. Recognizes students who achieve excellence in the various areas of school life.	83	33	8	0	0	2	4.53
4. Shows office custodial, maintenance, and special services personnel that they are integral parts of the school staff.	86	32	6	0	0	2	4.57
<u>C. Interpersonal Relations</u>							
1. Maintains extensive friendly interaction with high degree of confidence and trust.	93	27	4	0	0	2	4.64
2. Works with administration/staff/student community for understanding, cooperation, and support.	87	30	6	1	0	2	4.56
3. Treats students as individuals.	82	32	5	0	0	7	4.39
4. Assist teachers with their personal problems and is generous with time and money to help others.	60	42	17	2	2	3	4.15

TABLE 7--Continued

The Principal	Frequency Distribution					No Ans.	Mean Value
	5	4	3	2	1		
5. Displays supportive behavior fully and in all situations.	64	40	19	0	0	3	4.26
6. Controls the temper.	19	33	8	1	1	4	4.40
	5463	2820	745	68	10		4.40 General Mean

1 of IB, " Uses ' what is best for children ' and school policy as bases for his decisions " - because the quoted phrase was considered unclear to three respondents.

6 of IC, " Demands of all a high degree of conformity to school rules and regulations " - because it sounds very authoritative. By modifying # 5 of IC to read: " Makes sure that duties and responsibilities once assigned are carried out " - the meaning of # 6 is included.

3 of ID, " Harmonizes organizational need with individual needs; organizational role and roles performance " for the reason that it is too broad and vague.

3 of IIA, " Prepares the budget carefully and cooperatively to reflect the school's immediate and long term needs " - because it is included in the statement # 2 of IIA: " Prepares cooperatively with his staff carefully thoughtout plans for the immediate and long term future. "

4 of IIA, " Plans scheduling and programming procedures from the first to the last days of the school year " - for the very same reason as above.

6 of IIA, " Applies knowledge of human growth and development in planning learning experiences for all students, " because this is highly delegated function of the principal. Usually teachers on a planning group take care of this.

3 of IIC, " Facilitates intra-staff professional communication " - as it is somehow subsumed in # 4 of IIC - " Encourages a free and open flow of comments, suggestions, criticisms, and recommendations. "

5 of IIC, " Expresses his thoughts in clear, concise, and convincing manner " - as part of # 1 of IIC: " Effectively communicates with the higher offices, school staff, students, and patrons of the school. "

2 of IID, " Allocates staff personnel time and space to accomplish instructional goals " - because this statement is very basic generally, in the planning function of the principal.

6 of IID, " Continuously maintains and improves buildings and grounds " - because it is very particular and can be included in # 11 of IID - " Apportions his time wisely and equitably among the various phases of the school program. "

9 of IID, " Maintains the effective operation of student service agencies " - for the same reason as above.

7 of IID, " Initiates effective communication of school needs to higher offices " - because this is included in one of the statements which states: " Effectively communicates with the higher offices, school staff, students and patrons of the school."

12 of IID, " Maintains routine student discipline effectively " - as it is part of the new # 3 of IIB: " Encourages and assists teachers to help children develop a realistic and positive self-concept, " and #2 of IID: " Facilitates productive cooperation with consultants to improve instruction and student self-direction or discipline. "

4 of IIE, " Enthusiastic and encourages faculty innovativeness in setting new programs of action " - because it is included in the statement # 2 of IIB: " Encourages initiative, creativity, and experimentation among the choice and management of activities, subject matter, and methodology. "

2 of IIIA, " Demonstrates an appreciation of the social importance of his profession " - as part of # IIA: " Sets a five example of educational leadership. " It would be included in the additional statement: " Exhibits a high sense of integrity. "

2 of IIC, " Works with administration, staff and student community for understanding, cooperation, and support " - as a mere extension of # 1 of IIIC - " Maintains extensive friendly interaction with high degree of confidence and trust. "

3 of IIC, " Treats students as individuals " - because it is mainly a delegated responsibility of the staff. And as such is included in a new statement under morale development which states: " Encourages and assists teachers to help children develop realistic and positive self-concept. "

4 of IIC, " Assists teachers with their personal problems and is generous with time and money to help others " - because it is as not in conformity with professionalism. Also

the role of the principal should be discerned from that of a friend.

6 of IIC, " Controls his temper " - because it is already part of # 6 of ID: " Maintains emotional stability and evidences the ability to relax under pressure. "

The following statements were added because the respondents find them necessary to be in the proposed *method*:

1. " Assumes responsibility for the development and/or completion of reports, records, and written communications designed or required to facilitate the work of the school. " - as part of group processes and communication skills.

2. " Exhibits a high sense of integrity " - " since integrity is a personal quality that insures functional leadership. A principal's value system should be sound. He should have a keen and discriminating sense of what is right and what is wrong - as part of interpersonal perception.

3. " Encourages and assists teachers to help children develop realistic and positive self-concept " - as part of morale development.

4. " Facilitates productive cooperation with consultants to improve instruction and student self-direction or discipline " - as part of management and organization skills.

Several statements were modified, augmented, fused, shortened, and/or restated to project a clearer and more definite meaning:

<u>Dimension</u>	<u>Original Statement</u>	<u>New Statement</u>
B. Establishing Priorities for Actions	<p>3. Can identify problems and issues will be crucially important, that require immediate attention.</p> <p>4. Identifies problems and issues which can be delegated.</p>	<p>3. Can identify problems that will be crucially important, plain, or trivial and those which can be delegated.</p>
C. Anticipating Consequences	<p>5. Checks to see that duties and responsibilities once assigned are carried out.</p>	<p>5. Makes sure that duties and responsibilities once assigned are carried out.</p>
D. Conflict Management	<p>1. Disregards interventions of outside pressure groups on school problems and functions.</p>	<p>1. Considers the opinions of outside groups on school problems and functions but not necessarily be swayed by them.</p>
D. Conflict Management	<p>4. Serves as buffer between teachers and parents, negotiates differences between students and teachers.</p>	<p>3. Serves as buffer between teachers and parents.</p> <p>4. Negotiates differences between students and teachers.</p>

<u>Dimension</u>	<u>Original Statement</u>	<u>New Statement</u>
II A. Planning	1. Utilizes teachers and students in formulating and evaluating the philosophy and objectives of the school.	1. Utilizes teachers, students, and parents in formulating and evaluating the philosophy and objectives of the school.
II A. Planning	2. Prepares carefully thought out plans for the immediate and long term future.	2. Prepares cooperatively with his staff carefully thought out plans for the immediate and long term future.
II B. Community Assessment	3. Stays alert to the community and changing conditions that affect the school.	3. Stays alert to changing community conditions that affect the school.
II B. Community Assessment	5. Aware of community goals for the school.	5. Aware of the national goals of education for the schools.
II C. Group Processes and Communication	1. Effectively communicates with the school staff and patrons of the school.	1. Effectively communicates with the higher offices, school staff, students, and patrons of the school.

<u>Dimension</u>	<u>Original Statement</u>	<u>New Statement</u>
II D. Management and Organization Skills	3. Maintains clear lines of authority and responsibility.	3. Maintains clear lines of authority, responsibility, and work relationship.
II D. Management and Organization Skills	4. Delegates responsibilities widely appropriately.	4. Delegates authority/responsibilities widely and appropriately.
III B. Morale Development	2. Encourages teachers to assume responsible freedom in exercising their judgment and initiative in the choice and management of activities, subject matter, and methodology.	2. Encourages initiative, creativity, and experimentation among the choice and management of activities, subject matter methodology.
III C. Interpersonal Relation	5. Displays supportive behavior fully and in all situations.	2. Displays supportive behavior fully for any undertaking that supports the goals of the school.

TABLE 8--Continued

Statement	Skill/ Dimension	Mean Value	Rank
Tactful in listening to all viewpoints and careful in integrating these viewpoints in the pursuit of a common goal.	Conceptual	4.64	4
Makes staff feel they are working with rather than for him.	Human	4.63	6
Expresses his intentions openly and sincerely but refrains from threats or displays of authority.	Human	4.62	7
Makes sure school policies are clearly defined and well-known.	Conceptual	4.61	8
Is constantly aware of the problems particularly those at subordinate levels in the organization and considers those problems in decision-making.	Conceptual	4.58	9
Uses technical and professional knowledge available within the organization in decision-making.	Conceptual	4.57	10.20
Shows office, custodial, maintenance, and special services personnel that they are integral parts of the school staff.	Human	4.57	10.20
Expresses his thoughts in a clear concise and convincing manner.	Technical	4.57	10.20

TABLE 8--Continued

Statement	Skill/ Dimension	Mean Value	Rank
Presides skillfully at adequately planned meetings.	Technical	4.57	10.20
Sees to his own professional growth.	Technical	4.57	10.20
Works with administration staff, student community for understanding, cooperation, and support.	Human	4.56	15.33
Establishes and maintains a reputation for consistency in decision making.	Conceptual	4.56	15.33
Accurate and has knowledge and evidence to support his decisions.	Conceptual	4.56	15.33
Enthusiastic and encourages faculty innovativeness in setting new programs of actions.	Technical	4.56	15.33
Stands up for the staff when necessary, to higher management.	Human	4.56	15.33
Recognizes students who achieve excellence in the various areas of school life.	Human	4.56	15.33
Prepares carefully thought-out plans for immediate and long term future.	Technical	4.52	21
Provides provisions for "feedback" so that understanding of verbal and written messages can be checked with immediacy.	Technical	4.51	22.5

TABLE 8--Continued

Statement	Skill/ Dimension	Mean Value	Rank
Develops and practices a philosophy which is critically and continually revised to meet the ever-changing demands of education and the needs of students.	Technical	4.51	22.5
Follows practices that ensure democratic participation in decision-making.	Conceptual	4.50	24.33
Willing to involve the faculty and others in setting program priorities and in achieving decisions related to their work.	Conceptual	4.50	24.33
Maintains clear lines of authority and responsibility.	Technical	4.50	24.33
Evaluates the total school program periodically to determine its effectiveness by accepted or accredited procedures.	Technical	4.49	27.25
Demonstrates willingness to perform beyond the call of duty.	Human	4.49	27.25
Effectively communicates with the school staff and patrons of the school.	Technical	4.49	27.25
Could identify problems and issues that will be crucially important, plain or trivial, and those that require immediate attention.	Conceptual	4.49	27.25

TABLE 8--Continued

Statement	Skill/ Dimension	Mean Value	Rank
Maintains emotional stability and evidences the ability to relax under time pressure.	Conceptual	4.47	31.50
Shows indications of being informed on current trends and practices in his field.	Technical	4.57	31.50
Demonstrates an appreciation of the social importance of his profession.	Human	4.44	33.17
Prepares budget carefully and cooperatively to reflect the school's immediate and long-term needs.	Technical	4.44	33.17
Provides opportunities for teaching and non-teaching personnel to discuss their responsibilities in relation to school objectives and challenges them to reconcile its practices and procedures with the stated philosophy of education.	Technical	4.44	33.17
Develops and applies effective administrative and supervisory procedures and practices.	Technical	4.44	33.17
Establishes a time schedule for action.	Technical	4.44	33.17
Utilizes teachers and students in formulating and evaluating the philosophy and objectives of the school.	Technical	4.44	33.17

TABLE 8--Continued

Statement	Skill/ Dimension	Mean Value	Rank
Allocates staff personnel time and space to accomplish instructional goals.	Technical	4.42	39.5
Weighs heavily the consequences of all alternative actions.	Conceptual	4.42	39.5
Harmonizes organizational needs with individual needs; organization role, and role performance.	Technical	4.41	41.5
Delegates responsibilities widely and appropriately.	Technical	4.41	41.5
Controls his temper.	Human	4.40	43.25
Allows decisions to be made at the level in the organization where the most adequate and accurate information is available.	Conceptual	4.40	43.25
Applies knowledge of human growth and development in planning learning experiences for all students.	Technical	4.40	43.25
Facilitates intrastaff professional communication.	Technical	4.40	32.25
Treats students as individuals.	Human	4.39	47
Checks to see that duties and responsibilities once assigned are carried out.	Conceptual	4.38	48

TABLE 8--Continued

Statement	Skills/ Dimension	Mean Value	Rank
Establishes standards of performance through consultations, remedial, and enrichment procedures with ever-increasing competence.	Technical	4.37	49.33
Resolves teachers' differences of opinion in a tactful manner.	Conceptual	4.37	49.33
Provides increased time for instructional and administrative staff to study and improve programs.	Technical	4.37	49.33
Uses "what is best for children" and school policy as bases for his decisions.	Conceptual	4.36	52
Skillful in determining the nature of any conflict.	Conceptual	4.34	43
Identifies problems and issues which can be delegated.	Technical	4.33	54
Initiates effective communication of school needs to higher offices.	Technical	4.32	55
Believes and adopts strategies that promises to deliver the maximum benefits for minimum costs.	Conceptual	4.31	56
Apportions his time wisely and equitably among the various phases of the school program.	Technical	4.30	57

TABLE 8--Continued

Statement	Skill/ Dimension	Mean Value	Rank
Plans scheduling and program procedures from the first to the last days of school year.	Technical	4.28	58
Displays supportive behavior fully and in all situation.	Human	4.26	59
Stays alert to the community and changing conditions that affect the school.	Technical	4.25	60
Aware of community goals for the school.	Technical	4.24	61.5
Enterprising in carrying out every new project and program.	Technical	4.24	61.5
Maintains the effective operation of student service agencies.	Technical	4.20	63.5
Maintains routine student discipline effectively.	Technical	4.20	63.5
Demands of all a high degree of conformity to school rules and regulations.	Technical	4.17	65
Encourages a free and open flow of comments, suggestions, criticisms, and recommendations.	Technical	4.15	66.5
Assist teachers with their personal problems and is generous with time and money to help others.	Human	4.15	66.5



TABLE 8--Continued

Statement	Skill/ Dimension	Mean Value	Rank
Continually evaluates school/ community relations.	Technical	4.14	68
Surveys and analyzes the resources of the community to determine their implica- tions for enriching the educational program.	Technical	4.12	69
Serves as buffer between teachers and parents, negotiates differences between students and teachers.	Conceptual	4.11	70
Continuously maintains and improves buildings and grounds.	Technical	4.03	71
Inspires broad school staff involvement in community affairs.	Technical	4.01	72
Is skillful in dealing with and enlisting the coopera- tion of informal groups ?	Technical	4.00	73
Disregards intervention of outside pressure groups on school problems and functions.	Conceptual	3.62	74

The highest ranking technical skills falls under communication and group processes skills and managing change with a ranking of 10.20 each and a mean value of 4.57. It points to the fact that the principal needs more importantly to communicate effectively, to manage change constructively, and to plan his programs cooperatively and accurately.

The statement under human skills which received the lowest mean value (4.15) states: "Assists teachers with their personal problems and is generous with time and money to help others." Respondents consider this statement as against professionalism and as such is not priority skill of the principalship.

Under conceptual skills, the statement: "Serves as buffer between teachers and parents, and negotiates, differences between students and teachers" received a low mean average of 4.11 and a rank of seventy. The reasons were: (1) The statement is two-pronged; (2) The term "buffer" was unclear to some respondents; (3) The skill is unimportant to the principal. The lowest mean average (3.92) and seventy-fourth in rank was received by the statement: "Disregards intervention of outside pressure groups on school problems and functions."

Under technical skills the statement: "Skillful in dealing with and enlisting the cooperation of informal groups," received the ranking of seventy-third with 4.00 mean average. The meaning of "informal groups" had various interpretations that eventually resulted in a low rating. Other technical skills which received low ratings are: "Continuously improves buildings and grounds," with 4.03 mean average and seventy first ranking; and

"Inspires broad staff involvement in community affairs" with 4.02 mean average and seventy second ranking.

Table 9 shows the distribution of the performance statement for the two sets of validation. Technical skills had the largest number with thirty four or 45.95 per cent or content-validation and had twenty five or 43.11 per cent or predictive validation. There were twenty four or 32.43 per cent of conceptual skills statements for content-validation and twenty or 34.48 per cent or the predictive validation. There were only seventeen statements or 21.62 per cent under human skills for content validation although six or 37.5 per cent of them were ranked in the first ten; and thirteen or 22.41 per cent were included for predictive validation.



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TABLE 9

PERCENTAGE DISTRIBUTION OF PERFORMANCE STATEMENTS
 ACCORDING TO SKILLS - FOR CONTENT
 VALIDATION FOR PREDICTIVE
 VALIDATION

Skill	No. of Statements Content Validation	Percentage	No. of Statements Predictive Validation	Percentage
1. Conceptual	20	32.43	20	34.48
2. Technical	34	45.95	25	43.11
3. Human	16	21.62	13	22.41
Total	74	100	58	100

PART II : Predictive Validation

After the content validation of the method, the researcher enlisted the cooperation of five principals of CECT (Catholic Education Council of Thailand) school members for the predictive validation of the *method*. This means that the teachers in each school would appraise the actual performance of their respective principal for three consecutive times over a period of two months using the revised questionnaires. The two sets of ratings were tabulated and subjected to the test of difference. What follows are the interpretation of these results in the predictive validation of the *method*.

Table 10 shows the distribution of respondents according to institution. There were actually five institutions with a grade school and a high school. There would necessarily be ten principals concerned. However, because one institution was not able to make the second rating of the principals because of an early vacation, only those with two sets of rating were considered for the purpose of this study.

In one institution, the director acts as the principal of both departments hence only seven principals became the subject of this validation. For the sole purpose of this study the principals shall be called I_1 , I_2 , I_3 , I_4 , I_5 , I_6 and I_7 .

TABLE 10
 DISTRIBUTION OF RESPONDENTS ACCORDING
 TO INSTITUTION

INSTITUTION CODE	FREQUENCY	PERCENTAGE
Inst. 1	18	14.88
Inst. 2	27	22.31
Inst. 3	25	20.66
Inst. 4	27	7.44
Inst. 5	9	9.92
Inst. 6	12	19.00
Inst. 7	23	5.79

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I_1 had the most number of teachers (thirty-five), but only twenty seven or 85 per cent of them responded. This was followed by I_3 with twenty-five respondents constituting 20.66 per cent of the total respondents. I_6 had twenty three or 19 per cent, I_7 had eighteen or 14.88 per cent and I_5 had twelve or 9.92 per cent. The smallest institution, with principal I_4 had nine teachers all responding constituting 7.44 per cent of the total respondents. This same frequency distribution was obtained during the second administration of the method to the same respondents.

Table 11 shows the distribution of the mean value on the ratings made by teachers on the performance of their principal during the first administration of the method. It shows that I_1 has a mean average of 4.34 for conceptual skills, 4.27 for technical skills and 4.40 for human skills. On over-all performance, I_1 had a general mean average of 4.34 - highest rating in comparison with the rest.

I_2 had the following mean averages: 3.74 for conceptual skills, 4.21 for technical skills, and 3.78 for human skills. The total performance rating was 3.91 which meant that the principal's was very good but short of being outstanding.

TABLE 11
 DISTRIBUTION OF MEAN VALUES OF THE RATINGS
 ON THE ACTUAL PERFORMANCE OF PRINCIPALS
 DURING THE FIRST ADMINISTRATION
 OF THE METHOD

State- ment Number	I ₁	I ₂	I ₃	I ₄	I ₅	I ₆	Total Mean Average		
Conceptual Skills									
I A	1	4.17	3.58	3.80	3.78	2.91	3.59	3.86	3.68
	2	4.06	3.78	3.80	3.78	3.00	3.30	3.43	3.59
	3	4.44	3.63	3.00	4.00	3.25	2.95	2.43	3.52
	4	4.39	3.61	3.52	3.89	3.33	2.91	3.57	3.60
	5	4.11	3.70	3.76	3.00	3.25	3.08	3.57	3.49
B	1	4.83	3.74	3.76	4.33	3.41	3.65	3.57	3.89
	2	4.44	3.72	3.68	4.00	3.41	3.08	3.57	3.70
	3	4.00	3.91	4.36	3.25	3.35	3.66	3.67	3.74
C	1	4.28	4.00	3.84	3.56	3.41	3.39	3.71	3.74
	2	4.17	3.73	3.56	3.50	3.33	3.21	3.71	3.60
	3	4.39	3.45	3.76	3.44	3.41	3.08	3.57	3.58
	4	4.39	3.41	3.82	3.44	3.41	3.30	3.57	3.62
	5	4.56	3.88	4.16	3.44	3.58	3.52	3.85	3.85
D	1	4.17	3.88	3.56	3.67	3.16	3.34	3.85	3.66
	2	4.50	3.74	3.08	3.11	3.41	3.08	3.71	3.51
	3	4.33	3.84	3.24	3.38	3.72	3.36	3.57	3.63
	4	4.22	3.96	2.83	3.44	3.26	3.57	3.52	3.52
	5	4.44	3.80	3.04	3.67	3.00	3.00	3.42	3.46
	6	4.29	3.72	2.84	3.22	3.58	3.00	3.42	3.46
	7	4.67	3.80	3.24	3.33	3.58	3.04	3.57	3.62
Total Mean Ave.	4.34	3.74	3.53	3.58	3.54	3.23	3.61	3.62	

TABLE 11--Continued

Statement Number	1	2	3	4	5	6	7	Total Mean Ave.	
Technical Skills									
Statement Number									
11 A	1	4.28	3.69	3.52	3.89	3.50	3.47	3.28	3.67
	2	4.17	3.73	3.64	3.75	3.08	3.17	3.28	3.67
	3	4.28	3.69	2.68	3.56	3.16	3.13	3.57	3.58
	4	4.28	4.28	3.32	3.89	3.41	3.13	3.57	3.61
B	1	3.89	3.89	3.04	3.78	3.33	3.00	3.14	3.38
	2	4.06	4.06	2.96	3.44	3.25	3.26	3.14	3.51
	3	3.94	3.94	3.08	3.67	3.41	3.26	3.00	3.44
	4	3.06	4.06	2.96	3.56	3.41	3.21	3.14	3.41
	5	4.61	4.61	3.72	3.50	3.75	3.75	3.28	3.90
C	1	4.22	4.22	3.16	3.67	3.50	3.39	3.57	3.68
	2	4.28	4.28	3.64	3.78	3.08	3.13	4.00	3.67
	3	4.44	4.44	3.36	4.00	3.41	2.95	3.42	3.60
	4	4.28	4.28	3.92	3.33	3.58	3.52	3.85	3.71
	5	4.11	4.11	4.24	3.11	3.66	3.65	3.71	3.78
D	1	4.39	4.39	3.08	3.56	3.50	3.43	3.28	3.57
	2	4.39	4.39	3.22	3.78	3.66	3.43	3.57	3.67
	3	4.56	4.56	3.36	3.78	3.41	3.39	3.57	3.67
	4	4.56	4.56	3.80	3.44	3.41	3.08	3.14	3.60
	5	4.28	4.28	3.72	3.44	3.41	3.52	3.28	3.57
	6	4.06	4.06	3.88	3.44	3.25	3.04	3.43	3.51
	7	4.28	4.28	3.76	3.44	3.41	3.34	3.50	3.57
E	1	4.56	4.56	4.76	3.78	3.33	3.30	3.28	2.68
	2	4.39	4.39	3.64	4.22	3.41	3.41	3.42	3.71
	3	4.17	4.17	3.60	4.11	3.27	3.26	3.57	3.67
	4	4.39	4.39	4.48	4.22	3.50	3.47	3.42	3.95
Partial Mean Ave.		274.27	4.21	3.53	3.73	3.41	3.29	3.42	3.63

TABLE II--Continued

Statement Number	I ₁	I ₂	I ₃	I ₄	I ₅	I ₆	I ₇	Total Mean Ave.
Human Skills								
III A 1	4.28	3.80	3.33	3.56	3.75	3.52	3.85	3.63
2	4.44	3.80	3.36	4.00	3.91	3.65	3.71	3.84
3	4.61	4.00	3.17	3.67	3.67	4.08	3.65	3.82
4	4.00	3.96	2.92	4.33	3.83	3.30	3.57	3.70
5	4.56	4.00	3.16	4.56	3.75	3.56	3.42	3.85
B 1	4.28	3.50	3.28	3.78	3.41	3.14	3.42	3.54
2	4.50	3.44	3.38	3.56	3.50	3.30	3.42	3.58
3	4.39	3.70	3.04	4.44	3.66	3.47	3.71	3.77
4	4.39	4.20	3.00	4.44	3.75	3.39	3.57	3.82
C 1	4.44	3.77	2.64	4.71	3.58	3.34	3.71	3.74
2	3.50	3.84	3.52	4.44	3.66	3.50	3.28	3.82
3	4.50	3.60	2.84	4.44	3.75	3.26	3.57	3.70
4	4.33	3.46	2.96	4.33	2.50	3.26	3.14	3.56
Partial Mean Ave. Human Skills	4.40	3.78	3.12	4.17	3.70	3.41	3.53	3.73
General Mean Ave. Total Performance	4.34	3.91	3.12	4.17	3.70	3.31	3.52	3.66

I_2 had 3.55 both for conceptual, and technical skills and 3.12 for human skills. The general mean average was 3.39 which meant that the principal met the standard or ordinary requirement and functions well.

I_4 averages 3.58 for conceptual skills, 3.73 for technical skills and a high 4.17 for human skills. The general mean average was 3.83, meaning that the principal's performance was very satisfactory.

I_5 rated 3.34 for conceptual skills, 3.41 for technical skills, and 3.70 for human skills. The total performance was 3.48 which meant that the principal's performance was satisfactory.

I_6 was rated by two sets of teachers - the grade school and the high school. The average mean value for conceptual skills, was 3.29, and 3.41 for human skills. The principal performed satisfactorily with an over-all performance rating of 3.31.

I_7 rated 3.61 for conceptual skills, 3.42 for technical skills, and 3.53 for human skills. The performance was very satisfactory with a general mean value of 3.52.

I_7 alone had high ratings in conceptual skills than in the two other sets of skills. I_3 had the same average for conceptual and technical skills. I_2 had a higher ratings in technical skills than the two sets of skills, while I_1 , I_4 , I_5 , and I_6 had excelled in human skills more than in conceptual and technical skills.

During the first administration of the method, all

the principals had a general mean average of 3.36 which means that collectively their performance was very satisfactory or very good although short of being outstanding.

Table 12 shows the distribution of the mean values of the ratings in the performance of the principals during the second administration of the method after a period of three months. It shows that I_1 had shown excellence in human skills with 4.25 mean average, followed by technical skills with 4.12 and conceptual skills with 4.07 compared with 4.34 during the first appraisal. Nonetheless, it is still the highest among the principals' general performance.

I_2 excelled more in technical skills with 3.73 mean average than in conceptual and human skills with 3.69 mean average both. I_2 's total performance was 3.70 compared with 3.91 in the first rating.

I_3 exemplified more technical skills with 3.73 mean average than conceptual and human skills, both with 3.60.

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TABLE 12
 DISTRIBUTION OF MEAN VALUES ON THE ACTUAL
 PERFORMANCE OF THE PRINCIPALS DURING
 THE SECOND ADMINISTRATION OF
 THE METHOD

State- ment Number	I ₁	I ₂	I ₃	I ₄	I ₅	I ₆	I ₇	Total Mean Ave.	
Conceptual Skills									
I A	1	4.06	3.68	3.86	3.38	3.16	3.52	3.57	3.60
	2	4.12	3.76	3.65	3.50	3.08	3.39	3.43	3.55
	3	4.06	3.81	3.26	4.25	3.25	3.52	2.57	3.53
	4	4.47	3.60	3.30	3.75	3.25	3.34	3.14	3.55
	5	4.18	3.56	3.61	2.75	3.33	3.30	3.14	3.41
B	1	4.47	3.80	4.00	4.25	3.58	3.82	3.14	3.86
	2	4.06	3.68	3.91	3.75	3.66	3.21	3.29	3.65
	3	3.81	3.50	4.30	3.14	3.08	3.30	3.14	3.46
C	1	3.82	3.70	3.78	3.50	3.92	3.63	3.57	3.70
	2	4.35	4.69	3.70	3.38	3.41	3.52	3.28	3.61
	3	3.88	3.60	3.48	3.13	3.16	3.47	3.00	3.38
	4	4.00	3.84	3.65	3.50	3.58	3.43	3.00	3.57
	5	4.18	4.68	4.30	3.75	3.66	3.43	3.50	3.78
D	1	4.24	4.52	3.61	4.00	3.41	3.47	1.00	3.60
	2	3.88	3.64	3.17	3.50	3.58	3.17	3.43	3.48
	3	3.88	3.76	3.39	3.88	3.58	3.43	3.86	3.67
	4	4.00	3.92	3.26	3.88	3.75	3.60	3.43	3.69
	5	3.88	3.69	3.48	3.63	3.41	3.26	3.29	3.52
	6	3.94	3.73	3.09	3.88	3.83	3.52	3.14	3.59
	7	4.18	3.64	3.22	3.00	3.58	3.52	3.86	3.57
Partial Mean Ave.	4.07	3.69	3.60	3.59	3.46	3.44	3.29	3.59	



TABLE 12--Continued

State- ment Number	1	2	3	4	5	6	7	Total Mean Ave.	
Technical Skills									
II A	1	4.24	4.00	3.78	4.00	3.75	3.34	3.00	3.73
	2	4.06	3.80	3.96	3.88	3.25	3.34	3.28	3.65
	3	4.12	3.84	3.91	3.75	3.33	3.43	3.14	3.64
	4	4.12	3.69	3.48	3.75	3.41	3.34	3.00	3.54
B	1	3.88	3.68	3.43	3.63	3.41	3.34	2.71	3.44
	2	3.95	3.68	2.95	3.58	3.29	2.71	3.80	3.47
	3	4.00	3.56	3.32	3.88	3.58	3.43	2.57	3.47
	4	4.00	3.60	3.22	3.25	3.41	3.30	2.86	3.37
	5	4.24	3.68	3.65	4.00	3.50	3.26	3.14	3.63
C	1	4.18	3.68	3.65	4.00	3.50	3.26	3.14	3.63
	2	4.35	3.72	3.96	3.75	3.58	3.21	3.83	3.62
	3	4.06	3.76	3.59	3.75	3.50	3.43	3.14	3.60
	4	4.06	3.72	4.05	3.50	3.66	3.60	4.00	3.79
	5	3.94	3.60	4.30	3.00	3.75	3.56	3.43	3.65
D	1	4.18	3.68	3.26	3.25	3.58	3.21	3.28	3.49
	2	4.18	3.76	3.52	3.63	3.41	3.39	3.57	3.63
	3	4.24	3.72	3.73	3.38	3.66	3.52	3.52	3.64
	4	4.24	3.90	3.70	3.38	3.50	3.43	3.14	3.61
	5	4.12	3.44	3.91	3.13	3.50	3.52	3.43	3.57
	6	4.00	3.76	3.83	3.50	3.66	3.52	3.57	3.69
	7	4.12	3.56	4.00	3.38	3.50	3.34	2.86	3.53
E	1	4.00	3.69	4.30	3.63	3.41	3.30	3.57	3.70
	2	4.25	3.76	3.78	3.63	3.50	3.26	3.29	3.63
	3	4.25	3.84	3.74	3.88	3.58	3.53	3.29	3.73
	4	4.13	4.04	4.26	4.38	3.38	3.45	3.45	3.51
Partial Mean	4.12	3.73	3.64	3.52	3.40	3.20	3.73	3.61	

TABLE 12--Continued

Statement Number	1	2	3	4	5	6	7	Total Mean Ave.	
III A	1	4.00	3.88	3.43	3.63	3.75	3.50	3.57	3.68
	2	4.35	3.48	3.75	3.83	3.53	3.57	3.74	3.74
	3	4.29	3.88	3.48	3.75	4.08	3.50	3.29	3.75
	4	4.47	3.56	2.91	3.14	3.91	3.68	3.57	3.74
	5	4.29	3.92	3.43	4.13	3.85	3.90	3.57	3.86
B	1	4.24	3.72	3.48	3.63	3.66	3.27	2.86	3.55
	2	4.24	3.84	3.65	3.88	3.66	3.26	3.14	3.66
	3	4.41	3.50	3.27	4.25	3.75	3.40	3.43	3.71
	4	4.35	3.56	3.30	4.25	3.91	3.54	3.43	3.76
C	1	4.35	3.69	2.96	4.00	3.83	3.45	3.57	3.69
	2	4.47	3.68	3.70	4.38	3.83	3.50	3.43	3.85
	3	4.41	3.30	3.18	3.88	3.66	3.43	3.57	3.63
	4	4.35	3.72	2.77	3.63	3.58	3.68	3.57	3.61
Partial Mean	4.32	3.69	3.31	3.96	3.79	3.51	3.43	3.72	

I₄'s strength use on human skills with 3.96 mean average, followed by 3.64 for technical skills and 3.59 for conceptual skills. I₄ had the second highest over-all performance with 3.73 mean average as compared with 3.83 in the previous evaluation.

I₅ likewise was rated highest in human skills with 3.79 mean average, followed by 3.52 for technical skills and 3.46 for conceptual skills. The general performance was 3.59 as compared with the first rating of 3.48.

I_6 showed more human skills with 3.51 mean average compared to 3.44 and 3.40 for conceptual and technical skills respectively. The general performance was 3.45 compared with 3.31 three months ago.

I_7 like I_6 displayed more human skills with 3.43 mean average, followed too by conceptual and technical skills with 3.29 and 3.20 respectively. The general performance was 3.31 compared with 3.52 during the first administration of the method.

There was an increase in the ratings of I_3 , I_5 , I_6 (with .14, .11, and .14 difference respectively) while there was a decrease in the ratings of I_1 , I_2 , I_4 , and I_7 (with .17, .21, .10, and .21 respectively) over the period of three months. This could be attributed to teachers' increased sensitivity to the principals' role and/or the modified behavior/performance of the principals because of this new awareness.

Table 13 shows the comparisons of the general ratings made by the teachers on their principals. It shows that although there were significant differences in the ratings of principals separately, there were only one statement under conceptual skills and two statements under technical skills which were significant at .05 level. There was none under human skills. There were only two statements under conceptual skills and one under technical skills which were significant at .1 level. There was none under human skills.

TABLE 13

COMPARISON OF THE FIRST AND SECOND RATING ON PRINCIPAL PERFORMANCE UNDERTAKEN OVER A PERIOD OF THREE MONTHS WITH THE t-TEST OF SIGNIFICANT DIFFERENCES

Statement Number	(First Rating)	(Second Rating)	/X-Y/	t	
Conceptual Skills					
I A	1	3.68	3.60	.08	.60
	2	3.59	3.55	.04	.30
	3	3.52	3.53	.01	.07
	4	3.60	3.55	.05	.37
	5	3.49	3.41	.08	.60
B	1	3.89	3.86	.03	.22
	2	3.70	3.65	.05	.37
	3	3.74	3.46	.28	2.12*
C	1	3.74	3.70	.04	.30
	2	3.60	3.61	.01	.07
	3	3.58	3.38	.20	1.51**
	4	3.62	3.57	.05	.37
	5	3.85	3.78	.07	.53
D	1	3.66	3.60	.06	.45
	2	3.51	3.48	.03	.22
	3	3.63	3.67	.04	.30
	4	3.52	3.69	.17	1.28**
	5	3.46	3.52	.06	.45
	6	3.46	3.59	.13	.98
	7	3.62	3.57	.05	.37
Partial Average	3.62	3.59	.03	.22	

TABLE 13--Continued

Statement Number	X (First Rating)	Y (Second Rating)	/X-Y/	t	
Technical Skills					
II A	1	3.67	3.73	.06	.45
	2	3.54	3.65	.11	.83
	3	3.58	3.64	.06	.45
	4	3.61	3.54	.07	.53
B	1	3.38	3.44	.06	.45
	2	3.51	3.80	.29	2.19*
	3	3.44	3.47	.03	.22
	4	3.41	3.37	.04	.30
	5	3.90	3.77	.13	.98
C	1	3.68	3.63	.05	.37
	2	3.67	3.62	.05	.37
	3	3.60	3.60	.00	.00
	4	3.71	3.79	.08	.60
	5	3.78	3.65	.13	.98
D	1	3.57	3.49	.08	.60
	2	3.67	3.63	.04	.30
	3	3.87	3.64	.23	1.74*
	4	3.60	3.61	.01	.07
	5	3.51	3.57	.06	.45
	6	3.57	3.69	.12	.90
	7	3.57	3.53	.04	.30
E	1	3.68	3.70	.02	.30
	2	3.71	3.63	.08	.60
	3	3.67	3.73	.06	.45
	4	3.95	3.91	.04	.30
Partial Average	3.63	3.63	.00	.00	

TABLE 13--Continued

Statement Number	X (First Rating)	Y (Second Rating)	/X-Y/	t	
Human Skills					
III A	1	3.72	3.68	.04	.30
	2	3.84	3.74	.10	.75
	3	3.82	3.75	.07	.53
	4	3.70	3.74	.04	.30
	5	3.85	3.86	.01	.07
B	1	3.54	3.55	.01	.07
	2	3.58	3.66	.08	.60
	3	3.77	3.71	.06	.45
	4	3.82	3.76	.06	.45
C	1	3.74	3.69	.05	.37
	2	3.82	3.85	.03	.22
	3	3.70	3.63	.07	.53
	4	3.56	3.61	.05	.37
Partial Average	3.73	3.71	.02	.15	
Total Average	3.66	3.64	.02	.15	

*significant at .05 level.

**significant at .1 level.

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This could be explained by either of two things: (1) There has been a change in the discernible behavior of the principals concerning these statements from the time of the first rating to the time the second rating was made. (2) The teachers have grown in awareness of these particular statements and were able to make more accurate, if not improve observations of their results from the first rating to the second rating.

There was a marked decrease in the ratings of thirty-four statements and an increase in the ratings of twenty-three statements. Only one statement retained the same rating.

Since there has been no significant difference between the total averages of the first and second ratings, the researcher considers the method successfully validated for predictive validation.



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