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STRESSOR-MANIFESTATIONS IN A SAMPLE OF PRIMARY SCHOOL PRINCIPALS: A LONGITUDINAL STUDY

Volume One

Jack G. Holland
1991

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STRESSOR-MANIFESTATIONS IN A SAMPLE OF PRIMARY SCHOOL PRINCIPALS: A LONGITUDINAL STUDY

Volume One

A thesis submitted in fulfilment
of the requirements for the degree of
Master of Education

Jack G. Holland

Department of Education
Massey University
1991

ABSTRACT

This thesis results from a longitudinal field study of stressfulness in nineteen New Zealand primary school principals. The study was located in a suburban area during the 1980s. After establishing a broad base of field work from the full sample, the researcher concentrated on a core of six principals, returning to the full sample in the later field work. The approach is in part retrospective as some members of the sample retired during the extended period of the study.

To focus the field study, the researcher formulated six broad research questions to gather data. The study found the incidence of manifested stressors to be widespread.

This thesis describes mainly 'on-job' stressors, including hassles, and identifies the stressor-manifestations sequence, including burn, burnout and pathological outcomes. Some principals displayed renewal in changed environments.

The researcher linked field data with current published research findings to make an awareness model combining the stressor-manifestations sequence with aspects of stress management.

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CONTENTS

VOLUME ONE

CHAPTER ONE
STRESSOR-MANIFESTATIONS IN A SAMPLE OF PRIMARY SCHOOL PRINCIPALS 1
Reasons Underlying the Research 1
The Researcher 2
The Research Location 3
The Research Questions 5
Limitations of this Study 5
Organization of Volume One 6
The Two Volumes of the Thesis 7

CHAPTER TWO
STRESS: THE CONCEPTUAL BACKGROUND 8
PART ONE: ESSENTIAL BASICS
Terminology 8
Stress and Stress Manifestation 9
General Adaptation Syndrome 11
Theories of Health and Disease 14
The Stress Concept Used in this Thesis 15

PART TWO: EXTENDED STRESS MODELS 17
Marina Stress Model 19

PART THREE: RELEVANT LITERATURE 21
Burnout 21
Administrator Stress 21
Education Profession Stress 23
Research in New Zealand Since 1982 24

CHAPTER THREE
METHODOLOGY 29
PART ONE: METHODOLOGY THEORY 29
Field Work 29
Methodology References Consulted 30
Study Design 32
Grounded Theory 33
Selecting and Recording Data 34

PART TWO: GATHERING AND VERIFYING DATA 39
Gathering Data 39
Verifying Data 43

PART THREE: ENTERING THE FIELD 46
Sample Size 46
Selecting Respondents 46
Entering the Field 46

CHAPTER FOUR
EARLY PART OF MARINA STUDY PHASE ONE 50
Basic Determinants 51
Principals' On-Job Perceptions (PJP) 55
Researcher's Comments 64
Advance Organizer 64
School Committee Holidays (SCH) 65
Grid Summary: School Committee Holidays 67
Researcher's Comments 69
Advance Organizer 70
General Stressor Symptoms/Reactions (GSR) 70
Researcher's Comments 73
Advance Organizer 75
Principal's Administration Profile (PAP) 76
Researcher's Comments 84
Advance Organizer 84
Three-Day Diaries (3DD) 85
Researcher's Comments 90
Advance Organizer 93
Principals' On-Job Contacts 94
Summary at End of Early Part, Phase One 95

CHAPTER FIVE
EARLY PART OF MARINA STUDY PHASE TWO 97
Principals' Professional Strain (PPS) 97
Researcher's Comments 102
Medical Examination Group of Six (ME6) 103
Researcher's Comments 105
Advance Organizer 106
Stressor-Manifestations Sequence Background Literature Sample 107
Sixteen Personality Factor/Clinical Analysis (16PF/CAQ) 108
Analysis 109
Researcher's Checklist for Stressful Characteristics 115
Researcher's Comments 117
Advance Organizer 117
Locus of Control (LC) 118
Researcher's Comments 122
Advance Organizer 123
Behaviour Pattern (A/BBP) 123

Researcher's Comments 125
Advance Organizer 126
Shadowing Group of Five (SG5) 126
Researcher's Comments 128
Advance Organizer 130
Marina Principals' Corporate On-Job Activities 131
Summary of Early Part, Phases One and Two 133
Summary: Marina Principals' Job Stressors 134
Summary: Marina Principals' Vulnerability to Stressfulness Traits 134

CHAPTER SIX
MIDDLE PART OF MARINA STUDY PHASE ONE 136
Private and Professional Philosophies (PvP) and (PP) 137
Researcher's Comments 141
Advance Organizer 142
Aims of the School (AS) 142
Researcher's Comments 144
Advance Organizer 145
A Good Day at Work (GDW) 146
Researcher's Comments 151
Advance Organizer 153
Has the Job Changed? (HJC) 154
Researcher's Comments 159
Broader Insights 160
Major Concepts 162
Summary 164
Professional Ideal Job (PIJ) 165
Researcher's Comments 167
Advance Organizer 169
Stress as Defined by Informants 170
Researcher's Comments 173
Interviews with Outside Professionals 174
NZEI Field Officer 174
General Psychologist 175
Education Department Psychologist 176
Inspectorate 177
General Manager Education Board 180
Researcher's Comments 181
Advance Organizer 182

CHAPTER SEVEN
MIDDLE PART OF MARINA STUDY PHASE TWO 183
Sources of Principals' Professional Strain (SPPS) 183
Analysis 187
Researcher's Comments 188
Advance Organizer 189
Principal/School Committee Relationships (PCR) 189
Exemplar: Principal #5 191
Researcher's Comments 195
Advance Organizer 197
Coping Strategies (CS) 197
Analysis and Researcher's Comments 199
Recent Reassessment 201
Advance Organizer 204
Lifestyle Survey (LS) 204
Analysis and Respondents' Comments 205
Researcher's Comments 209
Advance Organiser 209
Medical History Survey (MS) 209
Researcher's Comments 213
Advance Organizer 214
Minor Probes 215
Researcher's Comments 215
Leave of Absence (LA) 218
Researcher's Comments 221
Advance Organizer 222
The Magic Wand (MW) 222
Analysis 223
Researcher's Comments 226

CHAPTER EIGHT
LAST PART OF MARINA STUDY PHASES ONE AND TWO 227

PHASE ONE: COMPREHENSIVE QUESTIONNAIRE (CQ) 227
Sample: Tentative Awareness Model 228
Analysis 230
Researcher's Comments 233
Advance Organizer 234

PHASE TWO: CASE STUDIES AND THUMBNAIL SKETCHES 234
Case Study: Principal #1 234
Case Study: Principal #14 237
Thumbnail Sketches 240

CHAPTER NINE
STRESSOR-MANIFESTATIONS SEQUENCE AWARENESS MODEL 247
Stressor-Manifestations Sequence Awareness Model 248
Reading the Model 252

PART ONE: MAIN BLOCK 254
On-Job Stressors 255
Manifestations 258
Deeper Manifestations 260
Main Block Charts 261
Chart 1: On-Job Stressors 262
Chart 2: Manifestations 264

PART TWO: COPING MODERATORS 268
Chart 3: Coping Moderators 271
Summary 275

CHAPTER TEN
WITHDRAWAL FROM THE FIELD AND CONCLUSIONS 276

PART ONE: RESEARCH FINDINGS 277
PART TWO: REASSESSMENTS 281
PART THREE: THE FUTURE 287
PART FOUR: REFLECTIONS 290

EPILOGUE 291

APPENDICES
Introduction 292
Page from Field Diary: Shadowing Principal 294
Guideline for First Interview 295
Granting School Committee Holidays (SCH) 297
Education Board Bylaws (1980) and Education Board School Committee Manual 298
General Stressor Symptoms and Reactions (GSR) 299
Principals' Administration Profile and Graphs 301
Industrial Medicine Check Grid 313
Sample pages, Part II, 16PF/CAQ test 314
Locus of Control (LC) 318
Behaviour Pattern (A/BBP) 319
Professional Ideal Job (PIJ) 321
Coping Strategies (CS) 322
Lifestyle Survey (LS) 325
Medical History Survey (MS) 328
Leave of Absence (LA) 330
Comprehensive Questionnaire (CQ) 331

BIBLIOGRAPHY 344

VOLUME TWO

Principals' On-Job Perceptions (PJP)
Satisfying 2
Non-Satisfying 6
Granting School Committee Holidays (SCH) 15
General Stressor Symptoms/Reactions (GSR) 25
Principals' Administration Profiles (PAP)
Samples: Principal #2 33
Principal #6 41
Principal #7 48
Principal #9 57
Principal #10 66
Principal #18 77
Three-Day Diaries (3DD) 87
Summaries: Principals #1 - 20 87
Samples: Principal #11 99
Principal #14 106
Medical Examination Group of Six (ME6)
Preamble 120
Clinical Report 122
Sample 16 PF/CAQ raw data and calculation worksheet 125
Shadowing Group of Five (SG5)
Samples: Principal #10 129
Principal #18 137
'Barney Miller' 148
Private and Professional Philosophies (PvP/PP)
Summaries: Principals #1 - 20 153
Aims of the School (AS)
Summaries: Principals #1 - 20 160
A Good Day at Work (GDW)
Summaries: Principals #1 - 20 164
Has the Job Changed? (HJC)
Samples: Principals #15 -20 169
Sources of Principals' Professional Strain (SPPS)
Summaries: Principals #1 - 20 173
Principal/School Committee Relationships (PCR)
Summaries: Principals #1 - 20 179
Principal's Job Specification, Principal #5 182
Lifestyle Survey (LS)
Samples: Principal #5 189
Principal #10 192
Medical History Survey (MS)
Samples: Principal #6 195
Principal #14 197
Comprehensive Questionnaire (CQ)
Samples: Principal #2 200
Principal #3 203
Principal #5 206
Principal #10 209
Principal #11 212
Principal #12 215
Principal #14 218
Principal #18 221

CHAPTER ONE

STRESSOR-MANIFESTATIONS IN A SAMPLE OF PRIMARY SCHOOL PRINCIPALS

This thesis describes a longitudinal field study of a sample of primary school principals in which the researcher sought to identify stressors affecting the principals; to establish stressor sources; to define and describe stressor manifestations and to suggest professional techniques and modifications to lifestyle that might make perceived stressors less damaging in other principals.

Reasons Underlying the Research

This study was undertaken for three principal reasons. First, occupational stress is a recognized cause of physical illness and, recent evidence suggests, an important cause of morbidity and mortality (Haw, 1982; Kahn, 1973). Moreover, according to Cox (1978), Cooper and Marshall (1978a) and Kasl (1974), occupational stress affects mental health and well-being.

Secondly, teaching is widely recognized as a stressful occupation, especially classroom teaching. Kyriacou and Sutcliffe (1977a, 1977b, 1978a, 1979a, 1979b) document perceived teacher stress and dissatisfaction with teaching. In 1981, when this study began, teacher stress was recognized widely.

Thirdly, school principals and classroom

teachers experience different stressors. Hence they require separate research undertakings because what is relevant to one group is not necessarily relevant to the other group. For example, a school principal's world, unlike that of a classroom teacher, involves professional interaction with an extended and complex range of people. Before 1981 research into primary school principal stress was limited; hence the researcher's decision to contribute to this specific research area.

The Researcher

The writer had twenty-four years' experience in educational administration, twenty-one of them as principal of large primary schools in New Zealand, with three years as an adviser overseas. In two extended study tours the writer studied educational administration in Great Britain, Scandinavia, Western Europe, North America, Israel, Japan, Indonesia, Singapore, the Southern Pacific and Australia. It became apparent through these experiences and observations that school principals suffer from occupational stress.

This awareness led to the writer's project, 'Stress: Programme for Senior Teachers', in the Diploma in Educational Administration Programme at Massey University (Holland, 1980) and aroused the interest which led to the present thesis. An interest in administration and occupational stress has been maintained ever since and from 1984 to 1990 the writer tutored two part-time community college programmes, 'Management and Supervision' and 'Stress Awareness and Management'.

The Research Location

'Marina', the name adopted for this thesis, is a suburban area of approximately 12,500 hectares in the North Island of New Zealand, ranging up to 51 kilometres inland from a 27-kilometre north-south harbourside shoreline. In 1981, 31 primary schools, each with its own contributing area, served a population of about 135,000.

Any study of stressors must include interrelationships between individuals and their environment. Because socio-economic factors are essential aspects of every environment, the researcher carried out an elementary socio-economic study of the Marina area. Its socio-economic setting was identified by first interviewing Marina primary school principals and then matching interview data with information on buildings, equipment, socio-economic status and contributing district facilities given in the New Zealand Educational Institute (NZEI) directory of primary schools. The researcher also had broad firsthand knowledge of each school district.

In 1981 some coastal areas of Marina included clifftop houses worth over one million dollars each, but they also included pockets of low-cost and State rental housing. Further inland, contributing areas were more homogeneous, with mainly middle-market housing ranging from $80,000 to $150,000 (Real Estate Abstracts, 1981). Occupational status within these areas varied predictably: the coastal fringe housed mainly doctors, lawyers, accountants and businessmen and the inland area housed mainly skilled tradesmen and clerical workers.

Less advantaged solo-parent families lived throughout Marina as did Maori and other Polynesian

families. In the coastal fringe these ethnic groups were represented usually by a single child in adoption and inland by family groups, often living in low-cost subdivisions.

Marina's recreational and community services varied but with no obvious pattern. However, where school contributing areas had grown around smaller, older schools, services had expanded with the population. By contrast, newer housing subdivisions usually had fewer facilities. Marina's schools were all within easy reach of recreational and service facilities.

Every Marina primary school had over 200 pupils in 1981. The largest roll was 650, the median roll 400. Rolls ranged from stable to falling, with one school administered as two separate schools in one set of buildings, preparatory to its division into two smaller schools, one to be in a new, wealthier subdivision.

In summary, no single school-contributing district was either entirely individual or homogeneous; all districts exhibited a range of socio-economic characteristics.

All of Marina's primary schools were fully staffed. Contributing areas were all generally accessible and socially pleasant and Marina as a whole was seen as a desirable place in which to live and work. Competition was intense to secure teaching positions in Marina, especially as principals.

The Research Questions

To focus the field study, the researcher formulated broad areas of enquiry questions from which six central questions finally evolved:

1. What are the on-job activities of a sample of New Zealand primary school principals?

2. What stressors are encountered by a sample of New Zealand primary school principals?

3. Do identifiable personal traits render some primary school principals more vulnerable than others to stressors and stressor manifestations?

4. Do identifiable organizational and environmental factors give rise to stressors and stressor manifestations in these primary school principals?

5. Can professional organizational approaches and personal lifestyles be modified in order to avoid or minimize stressors and stressor manifestations in primary school principals?

6. Can material from the researcher's field work and study of background literature be incorporated into a model that may help primary school principals learn techniques to nullify or reduce stressors and stressor manifestations?

Limitations of this Study

First, the study deals with a research sample of only twenty principals, all of whom were drawn from the Marina area and one of whom withdrew from the project in its early stages. Therefore, it cannot be assumed that the study is relevant throughout New Zealand.

Secondly, principals were the sole source of data. There were no interviews with classroom teachers, parents, children, school committee members or principals' families.

Thirdly, as the researcher had to pay a general medical practitioner full fees, only a small number of the sample was medically examined and each person was examined only once. Monitoring the whole sample for a longer period would have been preferable but expensive.

Finally, there were no accessible medical records of stressor manifestations in Marina. Enquiries made to the Department of Health, the local hospital board and individual hospitals were discouraging for two reasons. Even when there was information, it was not readily released; and available information was uncoordinated, with no precise occupational details recorded. For example, the word 'teacher' could mean primary or secondary, principal or classroom teacher. Moreover information held by private medical practitioners is confidential.

Organization of Volume One

In this chapter the researcher has outlined reasons for undertaking this research, the scope and purpose of the thesis and relevant aspects of the researcher's background. The geographical and socio-economic location for the field study, identified as Marina, was described. Six research questions intended to help focus the study were set out. The limitations of the study were noted.

Chapter Two presents three aspects of the theories of stress: basic concepts; various models of stressor manifestation that helped formulate a working definition of stress for the Marina study; and research literature relevant to this thesis.

Chapter Three describes methodological approaches and practical issues of field work. It

concludes with a description of the researcher's entry into the Marina field.

For descriptive purposes, the field research is set out, approximately in the order in which it took place, in three parts: early, middle and last. Chapters Four and Five cover the early part, Six and Seven the middle part and Chapter Eight the last. Chapter Nine contains an awareness model grounded in the research data and supplemented by research literature. Chapter Ten offers the researcher's conclusions. Volume One ends with appendices and bibliography.

The Two Volumes of the Thesis

The thesis is presented in two volumes. Volume One stands alone as the thesis proper and contains processed field data in somewhat condensed form. Volume Two supplements the first volume with samples of the original data, including working field notes, journals, diaries, probes, questionnaires and tape transcripts, valuable but bulky material which would have overwhelmed the reader if presented alongside the researcher's exposition and conclusions.

CHAPTER TWO

STRESS: THE CONCEPTUAL BACKGROUND

This chapter draws on basic theoretical ideas about the stress concept which underlie the Marina study. Part One outlines essential basics and concludes with concepts adopted by the researcher; Part Two discusses models of stress; Part Three reviews relevant research literature.

PART ONE: ESSENTIAL BASICS

Terminology

There is no universally accepted research definition of 'stress', although it has been extensively described. In this thesis, the following meanings have been used.

* Stress: the general field of study, as in the statement 'The study of occupational stress is of prime interest to employees and employers alike.'

* Stressor: a factor contributing to dis-ease when individuals feel unable to cope, as in 'Stressors are of two types: those originating within the body and those the individual perceives as threats.'

* Psychosocial stressor: becomes a stressor by virtue of the individual's cognitive interpretation.

* Strain: a symptom or indicator of failure to cope with stressors, as in 'Unsuccessful coping strategies can lead to physiological strain in the form of elevated blood pressure.'

* Stressfulness: corporate term for not being at ease. Research publications use 'stress' indiscriminately.

* Manifestation: an observable or measurable consequence of strain, as in 'Long-term strain, or short intense-impact strain, results in pathological manifestations. Manifestations may be behavioural, such as when an individual withdraws from previous patterns of personal relationships, or pathological, such as peptic ulcers, strokes, or heart disease.'

Stress and Stress Manifestation

Research generally indicates that stress, stressors, strains and manifestations arise from complex interrelationships between individual and environment. Researchers have evolved various models of stress and its related concepts. Those essential to the theoretical basis of the Marina study are outlined below.

Physiological Stress

The most commonly held view of stress is based on measurable physiological processes activated by a perceived threat: the 'fight flight or freeze' response which alters respiration, blood pressure and glandular systems (Selye, 1956, 1974, 1976a, 1976b, 1980; Mason, 1971; Schuler, 1982). In this model the body battles to preserve its equilibrium or homeostasis. Permanent tissue damage results if equilibrium cannot be regained in a reasonable length of time. Stress is seen in purely physical terms.

Further research elaborated the physiological model to include psychosocial stressors. The researcher drew on seven of these extended models to formulate the Marina study. They are outlined below:

Interactionist Stress

In 1976 McGrath put forward an 'interactionist' stress model: something happens 'out there' which presents a demand, constraint, or opportunity for behaviour.

Perceived Doubt

'Perceived doubt' (Schuler, 1982) involves uncertainty about something important. Responses may include a variety of manifestations, cognitive, emotive or behavioural as well as purely physical.

Coping

Coping means managing the environment. The coping model sees stress arising from any gap between a problem and ability to deal with it. Coping depends on one's behaviour patterns, habits, relationships and past experiences. Lazarus and Folkman (1984a:141) define coping as:

> . . . constantly changing cognitive and behavioural efforts to manage . . . specific demands that are appraised as taxing or exceeding the resources of the person.

The coping model explains the wide range in abilities to handle similar situations. Real-life examples abound of different stressor impacts. The coping theory emphasizes individual uniqueness and explains why some stressors are neither negative nor harmful for some people but act as motivators and energizers.

Homogeneous Stressors

This model sees major life changes, both positive and negative (e.g., marriage, birth of a child, losing one's job) as the sole stress factors in life (Holmes and Rahe, 1967; Holmes and Masuda, 1974; Rahe, 1974). A variation of this model finds only negative life events relevant (Pearlin et al, 1981).

Sociological Stressors

In this model stress arises from role conflict, role ambiguity and conflict between organizational variables

and the individual's personal needs (French, Caplan and Harrison, 1982).

Psychological Stressors

Lazarus and Folkman (1984b) see stressful situations arising when external and/or internal demands tax or exceed individual adaptive resources. Stress has both physiological and social manifestations.

Psychobiological Resilience

This multi-discipline model sees individuals coping with life's cycles of disruption and re-integration in a mix of psychological, biological and social factors (Flach, 1989).

General Adaptation Syndrome

In 1956 Selye proposed a biochemical model in which the body's fight to preserve homeostasis is manifested in a three-phase progression. The syndrome is of fundamental importance to stress theory and is explained in detail below.

The first phase of GAS is 'alarm', a call to arms alerting the body's defence mechanisms. The second phase, 'resistance', is a fight for homeostasis. The second phase consumes the body's adaptive energy. Both alarm and resistance phases may be repeated throughout a lifetime. If mechanisms activated in phase two are depleted, the individual reaches the third and final phase, 'exhaustion': target organs are adversely affected, the immunological system suppressed, mental and physical disease and dysfunction are manifest and life itself endangered.

The terms 'target organs' and 'immunological

suppression' need further explanation. Organs such as heart, stomach, skin or brain are 'targeted' during the first phase of GAS by biochemical compounds which activate, accelerate, or inhibit their normal function. Persistent targeting causes measurable tissue damage and resultant disease and/or dysfunction. There are individual genetic variations in target organ vulnerability (Everly, 1986).

In 1976 Selye wrote that excessive stressors affected the immune system. This finding has been confirmed and developed by Borysenko (1984), Calabrese et al (1987) and Jemmott and Locke (1984). Stressors such as bereavement and clinical depression are significant immunosuppressors which leave the body open to opportunistic disease. Their effect depends on the perceived intensity of the stressor and ability to exert a degree of control over it, that is, individual coping capacity.

The Three-Phase GAS Sequence

Syndrome progression is central to the GAS model. Everly's summary (1989: 39) of the three phases follows, with this researcher's commentary after each list of features.

1. ALARM PHASE

Sympathetic nervous system arousal
Adrenal medullary stimulation
Adrenocorticotropic hormone (ACTH) released
Cortisol release
Growth hormone release
Prolactin release
Gonadotropin activity increased
Anxiety

Bodily changes follow exposure to stress. The body's resistance falls, activity increases in both sympathetic-medullary and adrenocortical systems, hydrocortisol is released and the individual experiences varying stages of anxiety.

2. RESISTANCE PHASE
Adrenal cortical activity declines
Sympathetic nervous system activity decreases
Homeostatic mechanisms are engaged

If the body adapts to a repeated stressor, changes characteristic of adaptation replace those associated with the alarm phase. Adrenal cortical activity diminishes.

3. EXHAUSTION PHASE
Lymphatic structures enlarge
Target organs or systems malfunction, or disease manifests
Immunosuppression leads to increased vulnerability to opportunistic disease
Psychological exhaustion leads to depression
Physiological exhaustion leads to pathological manifestations
Death

After lengthy subjection to the same stressors the exhausted organism dies; all adaptive energy has drained away.

Research into GAS

Selye and others extended GAS beyond external physical stressors to include psychosocial stressors.

> In the last twenty years, over 200 research publications have proved beyond any question the validity of Selye's observation that psychological stimuli can elicit a substantial pituitary-adrenal cortical response. What has emerged, in fact, is the conclusion that psychological stimuli are among the most potent of all stimuli affecting the pituitary-adrenal cortical system.
> (Mason, 1971:825)

Many researchers have confirmed that a purely psychological stimulus may become a stressor (Ametz et al, 1986; Ellis, 1973; Lazarus, 1966; Lazarus and Folkman, 1984a; Meichenbaum and Jaremko 1983). According to an analysis of some 500 published research documents

on psychosocial stressors and disease manifestations:

> . . . [The concerns of] psychological well being appeared to be most strongly associated with coronary heart disease and infectious processes . . . although it was significantly associated with all *diseases* [investigated].
> (Towers, 1984:5; researcher's italics)

The GAS legacy of flight or fight may be worse than irrelevant today except in times of war or natural disaster. Violent physical action safely 'burns off' the effects of stimulating the sympathetic nervous system, but violent physical action is inappropriate when stressors are delicate interpersonal relationships, financial problems and the pace of urban life. The release of epinephrine then becomes actively harmful, a potential cause of heart attack, stroke, hypertension, peptic ulcer, diabetes and an array of other disorders which Toffler (1970) called 'diseases of civilization'.

For Levi (1975) active resolution of threat by fight or flight is rare today because social mores suppress these impulses. Lipids released into the blood as a stressor response but not subsequently consumed in physical action are deposited in blood vessels and lead to hardening of the arteries. Levi also thought that continual high production of stress hormones damages heart and stomach. He called disease caused by attempts to adapt to stressors 'disease of adaptation', in contrast to pathogenic disease.

Theories of Health and Disease

Two theories of health and disease dominate Western medicine. The traditional mechanical model sees health as an absence of disease and looks for a pathophysiological cause for every illness. The second theory is integrative and multifactorial: many things

sustain health or conversely produce disease and illness. Although disease may be understood by investigating causal chains, reasons for the onset of disease in an individual are many and complex.

Harvey (1988) reports an English study that found 50 to 70 per cent of patients were ill without being diseased. Most complained of miseries, not disease; they were ill without identifiable structural or physiological changes. Their illness, characterized by being troubled, depressed, discontented, disordered or in pain, was a sign of maladaptation to their work or social environments. These feelings are the hallmark of being unable to cope with external or internal demands, that is, being stressed.

The Stress Concept Used in this Thesis

The researcher's stress concept incorporates both physiological and interactionist viewpoints and includes perceived doubt as a psychological stressor. This concept is appropriate to the Marina study for three reasons:

1. It is based on both medical and psychosocial research and provides a multi-disciplinary approach.

2. It allows for individual differences in subject and environment.

3. It is readily expressed diagrammatically.

The field research underlying this thesis is based on two premises arising from this stress concept:

1. Certain perceived stimuli, external or internal, are

so disturbing that unusual degrees of adaptation are called for.

2. Whether or not these stimuli become active stressors largely depends on individual coping capacities which in turn depend on personal resources, conditions away from on-job activities and social support.

Summary of Chapter Two Part One

Part One outlined stress and stressor manifestation theories, especially the General Adaptation Syndrome (GAS) and its developments, and basic Western theories of health and disease. Part One concluded with the concept of stress adopted for the Marina study.

Part Two summarizes general models of stressor manifestation based on GAS and sets out the researcher's working definition of stress which underlies and has shaped all research for this thesis.

PART TWO: EXTENDED STRESS MODELS

The researcher's stress concept is built on extensions of Selye's GAS theory.

Although stressor-manifestations are similar physiologically, stressor perceptions differ enormously. Some people see grave threats, some mere hassles, others stimulating challenges, yet from 'outside' the events seem identical. Furthermore, when a number of people appear to share the same perception of a stressor, some cope readily, some fairly well and others not at all.

Researchers have tried to explain these different responses by identifying and categorizing variables that modify both stressor perceptions and stressor impacts. These variables have been identified in models subsequent to Selye's original study and will now be discussed briefly.

1. Vulnerability Thresholds

Levi (1975) thought vulnerability to stress depended on individual levels of adaptive energy. Other researchers believed stressor tolerance depended on individual perception of the potential stressor (Dohrenwend and Dohrenwend, 1974; Cooper and Marshall, 1976; Kyriacou and Sutcliffe, 1978a, 1978b).

2. Psychosocial and Psychological Factors

Dohrenwend and Dohrenwend (1974) defined stress as any internal or external pressure, including psychosocial, and identified five stages of reaction. First, a stressor upset equilibrium; secondly, conditioning and/or mediating factors modified or reduced stressor effects; thirdly, mediating factors and stressor

interaction determined how the stressor was experienced; fourthly, individual responses were adaptive or maladaptive; finally, responses were manifested in various ways.

Kagan and Levi (1974) saw an individual's 'psychobiological programme' as determining ability to adapt and to solve problems. A combination of external psychosocial variables and internal psychobiological programme determined stressor response.

3. Individual Uniqueness

A number of stress models account for variations in coping ability by differences in perception. Lazarus (1966) emphasized individual uniqueness rather than environment, pointing out that stressors exist only in a person's awareness. Stress arose when stressor demands taxed or exceeded resources. For Woolfolk and Richardson (1979), stress response arose from personal appraisal as well as environment; inconsequential demands were unlikely to become stressors. Swent and Gmelch (1981) accounted for varied responses by proposing that everyone has personal 'filters' to perceive and assess events. The perceived importance of the stressor is crucial and stressor control is directly related to stressor perception.

Cooper and Marshall's 1976 general model of occupational stress distinguished work situations ('on-job') from other externals ('off-job') as well as emphasizing individual characteristics in determining stressor response. Cooper and Marshall found high levels of anxiety, neuroticism and intolerance of ambiguity linked with stress-related disease. They listed stress manifestations as frequent sick leave, low job satisfaction, low self-image, job tensions involving other employees, high cholesterol levels, high blood

pressure and maladaptive coping techniques such as smoking and excessive drinking.

4. Perceived Energizers and Perceived Threats

In 1981 Marshall and Cooper claimed that nearly all potential stressors were also potential sources of satisfaction and reiterated that stressor impact depended largely on individual perception.

Kyriacou and Sutcliffe's stress model (1977a) was based on a study of classroom teachers. Like Marshall and Cooper, they found occupational stressors were modified by individual characteristics and off-job stressors as well as by individual perceptions of demands. Some significant characteristics appeared to be gender, age, teaching experience, anxiety proneness, flexibility-rigidity, higher order needs, the need for self-actualization, ability to cope with multiple demands, and beliefs, attitudes and values. This model included a feedback loop: past stressors influenced future appraisals; difficulty coping with one situation might increase the threat potential of future demands.

Like other researchers, Kyriacou and Sutcliffe believed continued exposure to physiological stress reaction processes may affect body and mind, for example by triggering existing predispositions to asthma, eczema and peptic ulcer and exacerbating chronic conditions such as coronary heart disease and depression.

Marina Stress Model

From these models the Marina researcher formulated a working definition of stress as the physiological and psychological state experienced by someone faced with demands, constraints and/or opportunities perceived to have important but uncertain outcomes.

Stress is a necessarily complex concept, encompassing interaction of the whole individual with their whole environment, as they uniquely perceive it. This concept involves elements of cybernetic feedback, together with a range of stressor manifestations involving physiological, psychological, behavioural and pathological outcomes.

The Marina study defines a stressor as an internal and external situation or event potentially capable of producing a state of stress. Strains are symptoms or indices of stress. Manifestations are consequences of strain affecting both the on-job and off-job domains of the individual.

Summary of Chapter Two Part Two

Part Two of this chapter outlined extensions of GAS in a sequence of models which, taken together, clearly showed stressor manifestations to arise from complex interrelationships between people and perceived environments. A study of seminal points from these models led the researcher to a working definition of stress for the Marina study.

PART THREE: RELEVANT LITERATURE

Part Three considers published research in four areas relevant to the Marina study: 'burnout'; occupational stress in administrators generally; stress in the education profession; and stress among primary principals, with particular reference to New Zealand.

Burnout

This behavioural manifestation is characterized by a sense of hopelessness, exhaustion and meaninglessness (Maslach and Jackson 1982, Alschuler 1980, Bardo 1979). Burnout occurs throughout the field of occupational stress, particularly in the people-helping professions such as nursing and social work. Classroom teaching is an area of potential burnout (Jones and Emanuel, 1981).

Burnout is part of the Person-Environment (P-E) fit concept discussed later in this volume.

Administrator Stress

Stress among administrators is widespread and widely recognized, as witnessed by the oft-used 'executive stress' and 'executive burnout'. Research into stress in school principals is sparse but the researcher considered a tentative proposition: primary school principals, who are administrators for their schools, are in a similar position to other executives.

Sources of Administrator Stress

Researchers have identified seven major sources of occupational stress in administrators (Cooper and Marshall, 1976, 1978a; McGrath, 1976; Cooper and Payne,

1980; Schuler 1982; Cooper 1983a). The categories, which in real life merge and overlap, offer a comprehensive overview of administrative stressors.

1. Stressors within the job. Jobs have intrinsic potential stressors, such as task overload for tax inspectors (Cooper, 1983a).

2. Role-based stressors: unclear role definition ('role ambiguity') is a major contributor to administrator stress. Confusion about expectations is itself stressful and compounds stress by frustrating perceptions of performance. Closely allied to role ambiguity is role conflict, when expectations of role-sender and role-receiver differ. Discrepancy between individual perception and expectation of a job role and the real job environment is part of 'Person-Environment (P-E) fit' (French et al, 1982).

The (P-E) fit theory is important in organizational psychology and useful for examining human adjustment. It interprets behaviour in organizations as a transaction between person and environment. Early (P-E) fit theory attributed success to oneself (P) and failure to external circumstances (E); more recent research appreciates that behaviour usually involves both person and environment.

3. Work-relationship stressors: Cooper (1983a) suggests that all relationships with superiors, colleagues and subordinates are potential stressors. Poor interpersonal relationships are linked with role ambiguity (Cooper, 1983a; French and Caplan, 1973). Relationships are essential for strong social support; support from colleagues and subordinates is part of good organizational performance (Cooper and Marshall, 1978b).

4. Career-path stressors: Cooper and Marshall (1978a) identified two main clusters of potential career-path stressors: lack of job security; and status-incongruity, either through under-promotion, over-promotion, or frustration at reaching one's career ceiling too early.

5. Organizational-structure stressors: Cooper and Payne (1980) analyzed stressors among senior managers and identified job insecurity, poor organizational climate and role-based stressors as predictive of declining mental and physical health.

6. Task loading stressors: these may be quantitative, meaning too much or too little to do, or qualitative, meaning tasks are either too hard or too facile (French and Caplan, 1973).

7. Extra-organization interface stressors: in the main these are family pressures and stressful life events. In general stress literature they are categorized as spillover, where events in one environment affect the other; compensation, where a person compensates in one environment for what the other lacks; and isolation, where a person tries to see work and home as totally separate from each other. Cooper's 1982 study of executive families found spillover from work to home and vice versa.

Education Profession Stress

Stress in the education profession generally has attracted worldwide interest, especially since 1982. Research for this thesis began in 1981. The researcher consulted studies from Australia, Canada, Israel, Italy, Scandinavia, the United Kingdom and the United States for the period 1980-89. These reference samples within various divisions of the profession were wide ranging

and included classroom teachers at all levels, primary and secondary principals and regional administrators.

Primary Principal Stress

Specific research into stress in administrative (non-teaching) principals remains limited and stressors affecting administrative principals have not yet been fully classified. However, a number of researchers have identified particular stressors applying to teachers that may be assumed to apply generally to principals: pervasive anxiety and threatened self-esteem (Kyriacou and Sutcliffe, 1978a); need for work satisfaction (Kyriacou and Sutcliffe, 1978b); and personal characteristics (Kyriacou, 1980b).

Research in New Zealand Since 1982

Published research into teaching-professional stress since 1982 concentrated mainly on classroom teachers. Dewe (1985) mentioned principals along with classroom teachers in passing but only with reference to coping strategies.

A most important piece of research, sponsored by the New Zealand Educational Institute (NZEI), was carried out between January 1981 and May 1982 in a random selection of State primary, contributing and intermediate schools. Although mainly concerned with classroom teachers, it made significant reference to principals (Galloway et al, 1981 and 1982). Basically exploratory, it identified a wide range of administrative responsibilities seen as stressful by primary principals. For the Marina researcher its prime significance lay in illuminating areas that called for further study.

The approach was through questionnaires and

quantitative data. That part of the study that researched principals' stress involved pre-designed questionnaires and semi-structured interviews. The research centred around six identified stressors. Principals were asked details of recent stressful occurrences, sources of stressors, whether stressors came from inside or outside their schools and their most successful ways of coping. Principals were asked to complete two postal questionnaires. The first included:

1. Five supplied descriptions of the school district, such as low/high income and rural features. Principals were invited to add further descriptions.

2. Ratings on a three-point scale of material items such as buildings, grounds and equipment.

3. Details of school roll, organizational arrangement of classes and percentages of ethnic mix.

4. Questions about professional assistance, permanency of teacher tenure, ancillary staffing and parent help.

5. Questions on the principal's biographical and educational qualifications and details of service.

The second questionnaire identified 42 general professional, administrative and liaison matters, with space for listing and rating extra items and a Likert-type rating scale and stress check, ranging through five levels from 'not applicable' to 'extreme stress'. There was also a general rating of how stressful the principal assessed the job to be. Items rated highest in the stress check were:

1. Managing school in wet weather.

2. Fragmented/interrupted nature of day.

3. Principal's workload.

4. Maintaining/raising educational standards.

5. Teacher competence.

6. Purchasing/maintaining teaching equipment.

7. Amount and kind of paper work.

8. Staff attitudes, values and behaviour.

9. Parent attitudes/expectations; inservice education policy/provision; demands on after-school time (these last three items were rated equally)

Galloway et al (1982) suggested that the first two items might reflect feeling not being fully in command. The remaining items were thought to be more inherently part of a principal's administrative function. The findings may be summarized as follows:

1. The response to the question, 'How stressful do you find being a principal?' was: not at all stressful, 7.5%; mildly stressful, 27.5%; moderately stressful, 65.0%; very stressful and extremely stressful, 0.0%.

2. Low-income populations and inadequate housing in contributing districts were not seen as major problems by most principals. English as pupils' second language was a greater source of stress than general socio-economic factors.

3. Falling rolls were seen as potentially destabilizing.

4. Four clusters were established statistically on a stress checklist: staff, administrative workload, role conflict, meetings (staff, school committee and PTA).

The 'staff' cluster included attitudes, values and behaviour, tension among teachers, disagreement over teaching methods and matters arising from professional leadership and supervision. Administrative workload included evaluating pupil progress, the amount of paper work and interruptions to school management. Role conflict included responsibilities for school committees, school cleaning and maintenance, educational standards and multiple and varied demands, interests and loyalties relating to parents, pupils and teaching staff. The 'meetings' cluster included school committee and PTA meetings and underlined principals' need for skills in interpersonal and public relations.

5. Material stressors included state of buildings and grounds and whether or not the school had a hall.

6. Rural school principals reported significantly less stress than urban schools.

7. Biographical and professional variables showed no appreciable relationship to stress.

The researchers commented on the paucity of research into school principal stress. This had presented some difficulty in constructing an appropriate stress-monitoring instrument. They also noted that the survey's lack of specificity in its approach made it impossible to differentiate between chronic and acute stress and that their survey was limited by its small sample and restricted time span.

Significance of NZEI Study for Marina Study

Galloway et al's 1982 mainly exploratory research was an important pioneering study. It identified a wide range of events and circumstances which New Zealand primary principals perceived as being stressful.

The study's methodology was mainly pre-designed and semi-structured, relatively impersonal and relied heavily on postal surveys. It produced quantitative data about jobs, circumstances and things that happened. It helped point the Marina researcher towards the consideration and possible use of a grounded theory methodology to illuminate areas the NZEI study could not. The Marina research would concentrate on face-to-face interviews and observations. It would aim to develop and refine measuring instruments from data as it arose in the field, instead of using ready-made tools as the NZEI survey had done. It would try to uncover what people did and hoped to do, how they coped and how they felt, in contrast to the NZEI's focus on happenings. Consequently Marina data is qualitative rather than quantitative. The differences in approach and sample lead to different conclusions. The researcher hopes the two studies enhance each other.

Summary of Chapter Two Part Three

Part Three surveyed research literature from general studies of teaching stress to stress in primary school principals, especially the 1982 NZEI-sponsored study which helped identify areas for further investigation.

Chapter Three examines the Marina researcher's methodology, choice of research mode and tools, implementation of techniques and entry into the field.

CHAPTER THREE

METHODOLOGY

Parts One and Two of this chapter outline the researcher's choice of methodology, data gathering tools and analyzing techniques. Part Three describes selecting the Marina sample and entering the field.

PART ONE: METHODOLOGY THEORY

Published research consulted before and during the Marina field work is summarized in the following Schedule of Methodology References Consulted. Four pieces of research in particular helped to form Marina field strategies: Burgess (1980, 1982a, 1982b, 1982c) for an approach to field records; Glaser and Strauss (1967) and Schatzman and Strauss (1973) for an appreciation of grounded theory and Fetterman (1980) for tools to extract data.

Field Work

A field researcher must on one hand gather data, which at the very least means having some preconception of what to look for, and on the other scrupulously avoid inventing material or finding what 'ought' to be there.

Field data frequently have to be actively generated; they do not often wait to be picked up. Data must be valid and reliable, never the product of imagination or personal bias. For a researcher in the social field, choice of discipline is vitally important and must be strictly applied. Unlike a student of laboratory rats, the behavioural sociologist not only

SCHEDULE: METHODOLOGY REFERENCES CONSULTED

Babbie (1973)	. . . research method outline
Battersby (1981)	. . . New Zealand thesis: first year teachers, grounded theory study
Becker et al (1961)	. . . classic ethnography medical students: simultaneous data-gathering and analysis
Bogdan and Biklen (1982)	. . . qualitative research: theory and methods
Bogdan and Taylor (1975)	. . . beginning observations: qualitative research
Borg and Gall (1983)	. . . educational research: introduction
Burgess (1980)	. . . field studies: teacher/school emphasis
Burgess (1982)	. . . specialized articles: field work approaches; data analysis; recording; mix of theory and research
Cassell (1980)	. . . field work: ethics
Cook and Reichardt (1979)	. . . qualitative and quantitative data balance
Denzin (1970)	. . . data collection: importance of diverse approaches
Edwards (1979a)	. . . ethnographic study of New Zealand primary schools
Edwards (1981a)	. . . New Zealand thesis: primary principals: field work
Edwards (1986)	. . . New Zealand thesis: secondary school principal: grounded theory
Fetterman (1980)	. . . ethnographic techniques: educational setting
Fink and Kosecoff (1985)	. . . surveys and analyzing data
Glaser and Strauss (1967)	. . . qualitative research: grounded theory generalization
Goetz and Le Compte (1981, 1984)	. . . raw field data: utilization
Graig and Metz (1979)	. . . psychological research: approaches and techniques
Guba (1981)	. . . field work data: trustworthiness
Hagburg (1970)	. . . methodological considerations . . . questionnaire validity
Jick (1979)	. . . qualitative and quantitative data: triangulation
Le Compte and Goetz (1982)	. . . ethnography: reliability and validity
Lortie (1975)	. . . classic sociology study: school teacher
Maxwell et al (1986)	. . . mix of ethnographic tools
Miles and Huberman (1984)	. . . qualitative data: analysis
Patton (1980)	. . . interview data: classification and interpretation
Plotnicov (1967)	. . . classic ethnography . . . rationale small sample and longitudinal study
Sayles (1954)	. . . research technique: projection
Schatzman and Strauss (1973)	. . . field orientation . . . mapping . . . grounded theory
Sieber (1973)	. . . integration of field work and survey approaches
Spindler (1982)	. . . specific ethnographic articles: field techniques
Spradley (1979)	. . . ethnographic interview . . . developing an ethnography
Spradley (1980)	. . . observation techniques
Sudman and Bradburn (1974)	. . . interviewer effect: respondent's reply versus content of question asked
Taba (1967)	. . . discussion cognitive skills: concept formation; interpreting, inferring, generalizing
Turner (1983)	. . . discovering theory from qualitative data: three illustrative examples
Wax (1971)	. . . field work: techniques, general advice
Whyte (1982)	. . . field interviews
Whyte (1984)	. . . general guidance: entering field; data gathering; ethics; publishing report
Wilson (1977)	. . . research technologies: importance of variety of approaches and tools
Wolcott (1970)	. . . ethnographic approach: school administrators
Wolcott (1973)	. . . sociological behaviour: world of elementary school principal
Wolcott (1975)	. . . guidelines ethnographic study: school setting
Woods (1977)	. . . ethnography in school setting
Yin (1984)	. . . case study research: presentation
Zigarmi and Zigarmi (1980)	. . . practical field work implications: effects of prolonged exposure to pressure

has to work outside the protective constraints of a laboratory but also is metaphorically one of the rats.

The field setting and how it is perceived by the people in it must be assimilated by watching, listening and asking questions. No description can be proven beyond doubt; but descriptions may be made as accurate and objective as possible by weighing up different interpretations of events and assessing them in relation to prior and subsequent happenings.

Events must be recorded so that they are not selected or filtered through prior personal experience. For the Marina study this meant not recording from the researcher's own experiences as a principal. The researcher must strive to reduce bias and be methodical, tolerant of ambiguity, trustworthy, sensitive and consistent, maintaining confidentiality and rapport with informants and evaluating data thoughtfully. Above all, a researcher must:

> . . . follow where the data led rather than try to make it conform to a preconceived framework or yield a pet hypothesis.
> (Wolcott, 1975: 119)

Research Modes

The Marina researcher first assessed the three known research modes. The experimental mode was unsuitable because the social world cannot host a laboratory experiment. The researcher also decided against the survey mode, although it offers a fairly realistic assessment of the social world through a fixed schedule of questions put to a relatively large sample of respondents. The survey mode was unsuitable because the Marina sample was small and the study had to be longitudinal to provide in-depth examination.

The field work mode, in spite of its relative

lack of replicability and rather subjective nature, has marked advantages for social research, as is witnessed by its growing use. It particularly lends itself to describing a social world as its participants see it. The mode uses naturalistic observations, open-ended interviews and questionnaires and examines written material in the research setting. In addition to careful observations and descriptions a field work mode researcher records his or her own reflections at the time of describing situations and events. In due course this approach allows contexts to be captured more fully than responses to surveys. The Marina researcher also believed this mode would help reduce research bias through its systematic use of different tools to help authenticate data and refocus on what had been tentatively identified as key incidents. Such incidents in the research often evolved into advance organizers for further investigation through field probes.

Study Design

The Marina researcher had to do three things: keep the topic in mind, use an approach compatible with the setting and win data with the best available tools.

Some researchers believe there must be no clear design before entering the field. One noteworthy study of medical school students put this succinctly:

> . . . our study had no design. That is we had no well thought out set of hypotheses to be tested, no data gathering instruments purposely designed to secure information relevant to these hypotheses, no set of analytical procedures specified in advance. . . . Insofar as the term 'design' implies these features, elaborate planning, our study had none.
>
> (Becker et al, 1961:17)

However, Glaser and Strauss (1967:3) believe a

researcher should not try to be a 'clean tablet':

> He must have a perspective that will help him see relevant data and abstract significant categories from his scrutiny of the data.

The Marina researcher believed it essential to maintain a view of the topic while in the field. This required a balance between rigid preconceptions and undirected, unstructured observations. As work progressed the researcher was able to focus more closely on the issues.

It was necessary first to find basic directions for the Marina study. The researcher accordingly approached the thesis topic through grounded theory, in which ideas that will eventually shape the whole research emerge progressively from data as these are gathered from the field. Categories or grounded concepts are built from analyzed data.

Grounded Theory

Because theory is 'grounded' in field work, field notes and other qualitative materials are descriptive, not interpretive. They are made with the aid of a variety of tools such as observations, interviews and checklists.

Major problems with field data are what to select, how and when, and how to discover relationships within data. The grounded theory approach is suited to finding patterns and linkages. Development of theory from field data was described by Glaser and Strauss (1967:6):

> Generating theory from data means that most hypotheses and concepts not only come from the data, but are systematically worked out in relation to the data during the course of research.

The grounded theory approach was later elaborated by Strauss in collaboration with Schatzman:

> . . . the discovery process and questions raised by the researcher need not be related to any 'received' or prior theory. The researcher is free to think of any or all pertinent theories and assumptions about his subject matter, and thereby frees himself from substantive orthodoxy. What he does need is some theoretical perspective or framework for gaining conceptual entry into his subject matter, and for raising relevant questions.
> (Schatzman and Strauss, 1973:12)

Grounded theory formed the research base of Battersby's 1981 study of New Zealand teachers in their first-year placement and Edwards's 1986 study of a New Zealand secondary school principal.

Orderly and organized selection and recording of data is essential for a grounded theory approach. Although both tools and techniques may be adjusted as a study progresses, the researcher must be adequately equipped before attempting to enter the field.

Selecting and Recording Data

The Marina researcher's recording and organizing techniques were based on Burgess (1980:77):

> . . . the focus of . . . research is put upon a series of observations and interviews. It is the situations that were observed and the informants that were interviewed that find their way into the pages of the final report. However if [field workers] are to provide detailed portraits of the situations that are observed, then they require careful recording in the researcher's diary . . . .

The researcher adapted details of Burgess's approach and established three sets of records: a

Project Journal; a Researcher's Diary and Summary of Approach; and a Record of Analysis and Planning. There was also a Document Store to hold collected data. All three types of records were vital to interpretation and analysis of field data. See appendices.[1]

1. Project Journal. This item contained details of informants' activities and observation responses, settings and job activities; reports or summaries of responses to primary material planned by the researcher (questionnaires, informal and guided, oral and written) and summaries of researched administrative and professional documents. Happenings and descriptions were recorded in time sequence.

2. Researcher's Diary and Summary of Approach. This item was used first to record in outline the researcher's feelings and personal involvement in field situations and secondly any analysis which might give rise to questions for later research sessions. The Diary had to capture the contexts of research observations because contexts are vital for descriptive field work. The researcher used the Diary to answer these questions:

* Under what circumstances were the observations made?

* What was the informant's role at the time?

* Complementarily, what was the observer's role at the time?

* What were the researcher's feelings about the informant's actions and reactions?

This form of introspection is termed 'reflexivity'. It is used to expose the data generating process by continuously monitoring both

[1] Vol. One, p. 294: records example: page from Field Diary.

informants' roles and researcher's feelings. Taken together, informants' observations and researcher's reflections may be vital for data assessment.

In this study, the Researcher's Diary and Summary of Approach was also used to enhance the Project Journal with details, for example respondents' replies to subtle verbal probes and the informant's hunches and feelings at the time.

3. Record of Analysis and Planning. Metaphorically this was a workshop where raw materials, data, were turned into products assisting further research: linkings, themes and questions.

Analysis meant searching for natural linkages in data collections and recording the researcher's fears, confusions, mistakes, problems and breakthroughs during field work. Although the Record helped map foreshadowed generalizations, these were, at least in the early stages, most emphatically 'in small print'.

The 'programme chart' was essential to the Record. It was kept ready at hand and used as a schematic aid to deeper analysis and the planning of fresh approaches. On it the researcher illustrated the progress and flow of research, recording personal hunches and 'advance organizers': topic references for extension and clarification, definitions needing refinement and the beginnings of grounded theory. The chart was set out on sheets of A3 art paper.

As a further aid to analysis the researcher duplicated and then analyzed records of interviews, check lists and questionnaires. This material was pasted onto A3 sheets according to naturally arising themes and features. Placements were continuously added to and

revised. Where additional field material seemed called for, opportunities to gather data were planned, advance organizers prepared and any fresh data appropriately charted as blue paper inserts. These ongoing 'paper-hanging' tasks extended data areas, filled out lean spots and confirmed, modified or rejected linkings, foreshadowed themes and features.

4. Data Store. This was a cardboard box in which copies of all orginal questionnaires, check lists, interviews, communication artefacts and similar material were filed for ready reference.

To summarize, Marina data were first recorded as on-the-spot notes, using the Journal aided by a small tape recorder. The Diary expanded the Journal and included the researcher's own reflections, added immediately on withdrawing from the field and dictated into the tape recorder. The Record documented still later thoughts, feelings and insights, references to relevant literature and progressive linkages in field data and future planning. Copies of documents were filed in the Store.

Before moving on to discuss the tools used in the Marina study it is necessary to consider the researcher's status. The use of several research techniques to corroborate data and minimize bias has already been discussed but the researcher/observer's personal status is a different matter. This researcher felt somewhat guilty of personal bias because of being a practising primary principal in the Marina district.

The traditional view of social anthropology (Wilson, 1977) would argue that, given experience of a principal and closeness to a school one could not obtain the necessary distance and,therefore objectivity to make

a study. An opposed view would be that a 'hefty dose of the right bias' would be a good thing in order to get to the school culture quickly and sharply.

The Marina researcher tended to the first view rather than the second and suspected personal past experience somewhat blunted powers of observation, so that 'seen for the first time' clarity and enthusiasm was not always there. Working in a familiar cultural domain probably did have some advantages such as more ready acceptance by sample respondents.

Summary of Chapter Three Part One

Part One outlined methodological theory, the strengths and weaknesses of the field work mode and techniques chosen for selecting, gathering, recording, validating and organizing data, together with approaches to analysis. Part Two assesses the tools used to generate, record and verify data in the Marina field.

PART TWO: GATHERING AND VERIFYING DATA

Wilcox (1982:462) described field work as employing 'a variety of instruments and data-gathering tools'. Data have to be gathered with tools suited to the job. If and when new tasks arise during field study, further sets of instruments must be developed. Choice of tools must always be based on knowledge of the research field.

All tools used in the Marina field were evaluated by the researcher; each had its own strengths and limitations. Collectively these tools offer much more than when used alone. They add up to a useful set of techniques. An outline of tools used in the Marina study follows.

Gathering Data

1. Naturalistic Observation

Naturalistic observation simply means unobtrusive recording of a scene and its actors. One form of naturalistic observation is 'shadowing'. Wolcott (1973) used shadowing to record moment-to-moment behaviour in the 'real world' of an elementary school principal. In the Marina study, the researcher used shadowing to observe the sample respondents, moving around their schools, visiting classrooms and staffrooms and watching staff interrelationships, interviews with parents and visits from officials.

2. Interviews

The value of interview responses depends partly on the relationship between interviewer and respondent and ultimately on the interviewer's skill in getting accurate and complete responses. Research literature

agrees that interview topics affect interview response, especially if questions concern emotional well-being or personal distress (Sudman amd Bradburn, 1974). The wording of probes is crucial and affects response more than personal characteristics of the interviewer.

Interviews are either open-ended or semi-structured. The former offer opportunities for 'outpourings': for example, two open-ended probes in the Marina study were 'Over the years has your job as a principal changed?' and 'What makes a good day?' In a semi-structured interview 'outpourings' are more controlled and the focus of the main probe is sharpened by dividing it into a number of linked questions: one Marina probe was 'How do you feel about the amount of work you have to do? Does it interfere with how well that work is done?' Open-ended interviews are preferable for generating qualitative data. Semi-structured interviews are less time consuming because they concentrate on points already identified as significant. The field work mode has room for both approaches. Following an open-ended interview with one or more semi-structured ones provides a form of cross referencing.

Prompts and checklists of questions to ask and things to look for may be used to help organize data collection during semi-structured interviews. Prompts and checklists should allow for recording data additional to pre-planned topics. The Marina researcher's check list, used unobtrusively during face to face interviews, included for example possible responses like 'blinking' and 'finger tapping', in the General Stressor Symptoms/Reactions (GSR) probe.[2]

3. Questionnaires and Likert-type Scales

Both of these instruments require the researcher to have

[2] Vol. One, pp. 299-300.

a basic knowledge of the field.

Questionnaires are excellent for obtaining representative responses on set topics. They have two major drawbacks: first, many people misrepresent themselves, responding as they 'should'. If the questionnaire is a postal one with no opportunity to observe the respondent there is no control over this kind of deformed response. The second drawback is the limitation imposed by preconceptions embodied in the questions. In an attempt to overcome the latter problem, which tends to inhibit fresh points of view, many questionnaires invite 'further comments' at the end of each set of structured questions.

Likert-type scales ask respondents to rate on a continuum statements made by the interviewer. The Marina researcher adapted this technique and asked for a binary response to whether strain was 'present' or 'absent' in a particular situation. The degree of certainty in the respondent's reply was then entered on a Likert-type continuum. The Principals Administration Profile (PAP) is an example of this instrument. [3]

4. Respondent Diaries

Daily diaries kept by respondents allow vicarious access to situations and events. Diaries may be subdivided, for example into 'journeying to work in the morning', 'work until lunchtime' and so on. If thoughts and feelings are recorded as well as events, diaries may also become records of motives and goals. Marina respondents were invited to write a three-day diary. They were asked to keep it at hand and jot down observations, situations and personal thoughts, in a 'talking to oneself' style. The diary exercise is discussed in Chapter Four.

5. Projective and Retrospective Viewing

[3] Vol. One, pp. 301-302.

Projective and retrospective views supplement field data but cannot stand alone. They may suggest further lines of enquiry and help cross check data.

For a projective view the respondent is questioned on a hypothetical situation: 'If you could change one thing about your job, what would that be?' What effect do you think that change would have on you?' Retrospective views may be sought after respondents have been away from an environment for some time, for example after retirement or a holiday. A typical request might be, 'Describe a feature of your past on-job activities that you wish had been different and tell me what effect you think that would have had on you'. In the Marina study this technique produced the 'Magic Wand' probe described in Chapter Seven.

6. Formal Tests

Various marketed tests are available to measure personal characteristics. These tests have manuals describing testing procedures and scores for normality. Drawbacks to these tests are the definition of normality and matching the field sample to the test. In the Marina study formal testing was used for the 16PF/CAQ profiles described in Chapter Five. Researcher-modified formal tests were also used, for example, the Type A/Type B behaviour pattern probe described in the same chapter. The Professional Ideal Job (PIJ) probe in Chapter Six is an example of a formal test used with a different population sample. Data from the two latter types of probe were interpreted only as indicators or trends.

7. Field Artefacts

These include letters, diaries, newsletters, minutes, organizational guidelines, news clippings and previous surveys. The Data are qualitative. Field artefacts used by the Marina researcher were mainly newspaper clippings

and organizational guidelines.

8. Professional Assessments

Field researchers sometimes call on other disciplines, either to provide fresh data or to confirm findings. The Marina researcher paid a general medical practitioner to examine respondents and a psychologist to check and extend the researcher's psychometric interpretations from 16 PF/CAQ tests.

9. Case Profiles

These are devices for collating information about people in a common group, such as primary school principals. Data from interviews, self-reports, group survey responses, formal tests, check lists and direct observation are used to compile a word picture of a 'typical' individual. Case profiles provide bases for comparison between groups and also between individuals who have been examined through similar approaches. Case profiles are important in the Marina study.

Verifying Data

All data must be verified. The main issues in verifying qualitative data are triangulation, reliability, validity and generalizing.

Triangulation

This technique is particularly suited to verifying qualitative data gathered with a multi-perspective methodology that uses observations, interviews, questionnaires and rating scales.

Triangulation is a kind of multiple cross examination. It involves constant enquiry into and comparison of data within and between different categories. For example, an open-ended interview may be

followed by a questionnaire incorporating points that arose in the interview and still later by a retrospective semi-structured interview. Data from all three approaches should have a high degree of agreement (Smith, 1978). On occasion, triangulation requires a researcher to look again at certain areas in order to retrieve more data, or to look at data from yet another viewpoint in order to substantiate it. When appropriate, triangulation was used throughout the Marina research.

Reliability

Data reliability depends on the extent to which it can be replicated, that is, any researcher using the same approaches and the same sample should obtain the same data. Field work is difficult to replicate, unlike controlled laboratory experiments. However, according to Goetz and Le Compte (1984), field study reliability may be assumed from 'translatability': research methodology, analytical processes, characteristics of happenings and details of groups are identified and explicitly described, thus permitting reliable comparisons. The Marina data may be said to be reliable because the field observations, interviews, check lists and questionnaires are extensively translatable.

Validity

Both time actively spent in the field and the quality of information obtained are important precursors of validity. Edwards (1986:156) defined validity thus:

> Validity is concerned with ensuring the ideas and propositions which emerge from a study are well- grounded and soundly reasoned from a reliable data base.

The researcher must also be aware of external validity. According to Wolcott (1975), a researcher must provide serious readers with sufficient primary data to enable them to make independent judgements of the

analysis. Validity in the Marina study is grounded in the large amount of qualitative data, psychological, physiological and behavioural, gathered by the researcher and presented in Volume Two.

Generalizing

Qualitative data may be verified by generalizing findings from a small sample to the larger population. The Marina research was not intended to be generalized to a large population but, where appropriate, to give a foreshadowing of generalization.

Summary of Chapter Three Part Two

Part Two described various data gathering tools and approaches to data verification used in the Marina study. Tool selection and the extent and frequency of use were determined by the evolving requirements of the study as well as by the qualities inherent in each tool. Part Three describes sample selection for the Marina study and the events leading to entry into the field.

PART THREE: ENTERING THE FIELD

Sample Size

Plotnicov (1967) conducted a now-classic study of migrants in a Nigerian town using only eight informants plus total immersion for two years. The Marina research involved 19 primary school principals for 10 years of less ambitious and more sporadic immersion. Both researchers used partly similar techniques such as observations and interviews verified by triangulation. Plotnicov believed his approach generated data that would not have been achieved through impersonal questionnaire-type surveys. The Marina researcher also believes valuable material was obtained from a relatively small sample.

Selecting Respondents

The researcher first listed all primary schools within the Education Board's directory for the Marina district, except for private, integrated and intermediate schools and one school whose principal was seconded elsewhere. Of the remaining schools, 30 met the criteria of being big enough for their principals to be released from full time classroom teaching. Two thirds, i.e. 20, of the initial sample were randomly selected by ballot and their principals given code numbers.

Entering the Field

Entry is best described as 'oblique'. The researcher was sure it would be unwise to simply ask respondents to agree to a study of stress because the whole area of

stress is overlaid with some degree of personal threat.

At a meeting of Marina primary principals in 1980 the researcher announced a proposed 'administrative project' for selected schools. It would involve principals only, not classroom teachers or pupils. A resolution approving this was passed: '[the writer] would be welcome in the schools to carry out an administrative project'. No details were discussed. The resolution was mentioned in the next newsletter so that anyone not at the meeting would know of it.

The 'administrative project' was credible because of the researcher's involvement in an earlier survey carried out in the Marina area by the principals' parent body under the pseudonym Whakarama Primary Principals' Association. That study, released one year before, concerned both principals and administration. The researcher was also known as a member of an in-service panel on school administration in the Whakarama Education Board district.

Official Approval

The researcher obtained approval from the Whakarama Education Board's District Senior Inspector of primary schools for a study entitled 'Stress in a group of primary school principals: a field perspective'. The researcher emphasized that informants would know the study only as administrative research, not as a study of stress. The researcher undertook not to name the schools involved or release to anyone copies of material connected with the research. The general manager of the Board and the Regional Superintendent of Education were informed in writing that details had been submitted to the District Senior Inspector.

First School Visit

The order of first visits was by ballot. The first visit was primarily to establish rapport, to outline future visits and to arrange the next research phase. Each principal was told what might happen later, such as completing check lists, being followed by the researcher during on-job activities and discussing aspects of their professional job, including pressures as well as what was rewarding.

First visits took place in the first school term of the research. Each respondent principal was telephoned a week in advance and asked to keep an hour free of interruptions (the respondent's secretary was told the visitor was another principal wishing to discuss school administration). Because the identity of schools being visited had to be kept confidential the researcher's own secretary had an emergency telephone number in a sealed envelope.

The researcher was determined to let the topic of stress arise naturally and certainly not at the first visit. An indirect approach was adopted, using the Whakarama Primary Principals' Association survey already mentioned. This survey had included principals' administration and relationships with staff, school committees, Education Board and Education Department. All the Marina principals had contributed to it. Now at the start of each first visit the researcher produced this survey and repeated how much the principal's help had been appreciated. This simple gesture helped establish the rapport needed before any research tools could be put to use in the field.

A prepared guideline was also used at each first visit. It appears in the appendices to this volume. [4]

[4] Vol. One, pp. 295- 296

Summary of Chapter Three Part Three

Part Three of this chapter set out the steps taken to enter the Marina field. Chapter Four describes and analyzes the early part of the field work.

CHAPTER FOUR

EARLY PART OF MARINA STUDY

PHASE ONE

The longitudinal Marina study spanned the years 1981 to 1990 and is presented in Chapters Four to Eight, approximately in the order in which it took place. Because of its length, the field research is divided into early, middle and last parts for descriptive purposes. Data analysis was carried out concurrently with visits to the field and reference to research literature. The chronological process may be summarized as follows:

Early part of study
phases one and two
1981-1982
setting (P-E) fit base

Middle part of study
phase one 1983
phase two 1984-1988
extending (P-E) fit to include
(D-A) and (S-V) fit and
principles of health psychology

Last part of study
phases one and two
1989-1990
comprehensive questionnaire
awareness model
retrospective views

Chapter Four describes phase one of the early part. Each phase took approximately one year. The early part was the most active and intensive, generating quantities of data which formed the basis of the study. Five basic determinants influenced data collection, description, analysis and presentation. Each will be discussed in turn.

Basic Determinants

1. Approach to Data

The researcher kept a flexible approach to observing situations, events and personal interactions, while keeping systematic records as outlined in Chapter Three. As field work progressed the researcher refined the original field records, condensing, cross referencing, integrating and annotating material on A3 paper.

2. Thought Development

The researcher came to appreciate that thought processes required for well-grounded theory were far from indiscriminate. Taba describes the process:

> The quantity and quality of the concepts and ideas an individual can use seem to depend on the quantity and quality of stimulation he had had, plus the amount of time he has put into active thinking. . . . thought matures through a progression and active organization and reorganization of the conceptual structures . . . when the requirements of the situation do not fit his current conceptual scheme, the individual is forced to alter or extend it to accommodate new information.
>
> (Taba, 1967:89)

To generate grounded theory for the Marina study the researcher continually sorted and classified the mass of field data. The most basic data were presorted lists of events, situations and people which

the researcher labelled 'component categories'. These categories fell naturally, with only scant analysis, into 'gross groupings' which the researcher termed professional, interface and personal. Data were constantly sifted and re-sifted within and across the gross groupings; data were not forced but allowed to settle naturally. Eventually the researcher was able to distinguish 'major themes' and 'sub themes', within which 'features' and 'sub features' could be identified. This development process, although basically linear, never proceeded evenly along a straight track.

The researcher also regularly reflected on the six foreshadowed research questions. Guidelines rather than driving forces, they were used together with the thought development process to build a Marina site picture, founded on grounded theory and given coherence by the concept of Person-Environment (P-E) fit.

3. Person-Environment (P-E) Fit

The basic theory of Person-Environment fit, first proposed by Kahn et al in 1964, underlay the Marina researcher's thinking. This theory has been widely acknowledged as an approach to stress research. The original theory was based on the presence of role conflict and role ambiguity; it has since been modified and extended.

Traditional (P-E) fit theory envisaged a role-sender instructing a role-receiver, who must first interpret instructions and then respond appropriately. Inadequate communication led to role conflict, where the receiver did not know how to behave, or to role ambiguity, where the sender's expectations were vague. Role conflict may also arise when two or more role senders communicate different expectations. Kahn et al's original theory has been developed beyond the role

conflict/role ambiguity concept. French et al (1974), Harrison (1978) and Schuler (1982), focusing on (P-E) fit and organizational stress, distinguished between environmental Supplies, personal motives, goals and Values. This (P-E) fit extension is termed (S-V) fit: 'Supplies-Values' fit. A second theoretical extension is (D-A) fit: environmental Demands-personal Abilities fit. The outcome of (S-V) or (D-A) mis-fit is strain or stressfulness and produces negative physiological, psychological or behavioural manifestations.

Lazarus and Folkman (1984a) added an element of coping: (S-V) fit coping strategies involve a person's whole array of attitudes, goals, motives and values; (D-A) fit coping strategies involve the perception that environmental demands exceed personal resources and endanger wellbeing.

Smith and Robertson (1989) confirmed the selection process incorporated in the (D-A) extension of (P-E) fit theory. This is similar to J.L. Holland's 1985 approach to vocational selection, which tabulates job demands and sees personal attributes as job prerequisites. The (P-E) fit of person and job is directly related to both job efficiency and personal stressfulness.

4. Data Presentation

The large amount of Marina data posed the problem of how best to display it. First, field recordings could be presented chronologically with a brief linking script: a daunting task, leaving readers to draw their own conclusions from the mass. Secondly, data could be distilled into sets of tables expressing frequencies but devoid of flavour or insights into real people. Without descriptive background, much would be lost.

The third possible approach, chosen by the researcher, was eclectic. Marina data are presented in abstracts from sample interviews, summaries of responses in respondents' own words and frequency counts of observed variables, together with descriptions of behaviour patterns, case studies, professional assessments, standardized tests and graphs of responses. Summaries of replies to structured questionnaires, open-ended probes and respondents' prospective and retrospective observations were also recorded.

5. Following Through the Data

Much Marina data are qualitative and detailed. They are presented in condensed form in Volume One and more fully in Volume Two. Copies of interview probes, open-ended questions and check lists appear in the appendices to Volume One, along with the researcher's concluding reassessments.

Volume One is intended to validate the research in context and may be read without side-tracking the reader in repeated referrals to Volume Two. Those who want a general view of the thesis topic, 'Stressor-Manifestations in a Sample of Primary School Principals', should read Volume One and its appendices first. Closer study requires the reader to refer, when directed, to Volume Two.

Entry to the Marina field was described in Chapter Three. Once initial visits had been made systematically to each sample respondent, time in the field for the most part was sporadic. Later visits ranged from open unstructured observations to specific probes. At each visit the researcher used a variety of field tools to widen and enrich data gathering. A probe by probe description of phase one follows.

PRINCIPALS' ON-JOB PERCEPTIONS (PJP)

In the initial visit the Marina study was described as following up the 1979 Whakarama Principals' Association administration study. The Marina study would include 'job activities, principals' morale, and associated topics' (see appendices for introductory format).[1]

The first field interview probe was recorded on a mini tape recorder. The researcher code-named the probe 'Principals' On-Job Perceptions' (PJP).

Each (PJP) interview began with the words:

> . . . I want you to tell me informally about your work as a principal, or parts of your work, that gives you a satisfying feeling. Later you can tell me about those parts of your work as a principal that give you a non-satisfying feeling.

The researcher avoided the term 'job satisfaction'. It covers a wide-ranging area of organizational psychology not specifically related to work stressors. Instead, the words 'satisfying' and 'non-satisfying' were used to identify pleasing and less-pleasing work. The researcher also avoided the word 'stress' because the Marina research area had to arise naturally out of respondents' indications of non-satisfying activities: pressures, unpleasantnesses and 'not so good bits'.

The 'Satisfying' part of the (PJP) probe was

[1] Vol. One, pp. 295-296

used first in order to help establish rapport through a positive focus on principals' activities. The 'Non-satisfying' part offered respondents a chance to unburden themselves about negative aspects.

Analysis

Each of the 20 sample respondents was first asked to list satisfying work activities. This was followed at the same interview by a request to list non-satisfying activities. Summarized responses to the satisfying and non-satisfying (PJP) appear in Volume Two.[2] Groupings were built up directly from data and not composed prior to analysis.

1. Satisfying (PJP)

The number of satisfying areas ranged from three to eight. Most respondents listed four. All respondents indicated 'children' as the most satisfying area of their work; this is in keeping with principals' traditional role. The tentative conclusion at the end of this part of the (PJP) probe was that respondents' most satisfying on-job activities involved children.

Deeper analysis showed that half the sample found being in contact with children was the satisfying part of 'children'. For about 25% of these respondents this contact was in the school programme. The other half gained satisfaction specifically from seeing children's progress. Sample comments were:

[2] Vol. Two, pp. 2-5 (satisfying) and 6-14 (non-satisfying).

#6 . . . seeing individual children progress

#8 . . . being with children and seeing them develop

#10 . . . able to see children make adjustments and improvements progressively from term to term

#12 . . . noticing improvement in children over time, particularly those with problems in reading and general language arts

#2 . . . music with children, my main interest

#5 . . . main interest is with children . . . working to music programme

#6 . . . helping in my area of strength . . . maths

#17 . . . teaching school music . . . experimentation in sight reading

#20 . . . working in the music programme

Some 75 % of respondents found satisfaction in their staff doing a good job; for approximately 25% this meant less experienced staff:

#2 . . . seeing individual staff improve professionally

#6 . . . helping young teachers in their professional development

#7 . . . success of year one teachers

#15 . . . seeing staff secure good report

#20 . . . seeing syndicate leaders motivating their section teachers

About half the sample found satisfaction in organizing their school:

#18 . . . attaining goals which we as a staff set out to achieve in the best interests of children, staff, parents and community

#7 . . . seeing the school, a large one like this, running well.

#10 . . . having a successful day in which things appear to 'flow' and no 'upsets'

Among the sample respondents were two new appointees who expressed satisfaction in organizing improved school environments. They also mentioned satisfaction with the level of support from the Education Board, the Education Department and from other principals. The Researcher's Diary notes that their responses might have been partly 'new broom syndrome'.

About half the sample enjoyed favourable feedback from the community and knowing that people thought their school was 'doing well':

#5 . . . parent satisfaction and support

#6 . . . being told that the school is a great place, by parents

#9 . . . support of the solid core of the community

#12 . . . being told appreciative things by our parents

#14 . . . good public relations with the district

#15 . . . local people say nice things about us

For about half the principals there was satisfaction in working with parents, either as committee members or as individuals. Involvement with parents as committee members was sometimes more satisfying than contact with parents alone. One principal included a proviso:

#7 . . . working with committees that do not get bogged down . . . and indulging in general backbiting

Minor sources of satisfaction were:

#2 . . . contact with supporting [school] services, e.g. psychological services, reading adviser

#4 . . . establishing an adventure playground

#20 . . . building up school resources to assist in subject area programmes

2. Non-satisfying (PJP)

As already mentioned, the researcher wanted the subject of stress to arise naturally. The Satisfying part of the (PJP) probe was followed at the same interview by the Non-satisfying (PJP).

Analysis

The average number of non-satisfying responses was five. One principal recorded 10 non-satisfying areas. These responses were frequency counts only and did not consider the depth of non-satisfying areas. There were two main problems: parents and staff.

Nearly 75% of respondents identified 'parents' as non-satisfying:

#1 . . . parents with unreasonable demands

#2 . . . pressure from some parents . . . lack of appreciation of what we are doing . . . parents are on the doorstep . . . [an afterthought] lots of parents are wonderful

#4 . . . have a few parents . . . always demanding immediate attention

#5 . . . some parents feel they have a right to interfere in school organization

#8 . . . parent interference not by deed but by gossip, taking up issues which are half-truths, that is one of the biggest problems

#14 . . . I do not enjoy conflicts with parents

#15 . . . parents demand rights that are not there

#17 . . . parent conflict I could do without . . . I love my work but find the infighting too much

#18 . . . too many aggressive parents

There were also specific parent difficulties:

#1 . . . children with special needs . . . some of these parents very well organized and go direct to the Minister, a political football . . . we are in the middle

#5 . . . the more we do as a school, some parents look for a still bigger contribution on our part

#11 . . . political lobbying . . . SPELD group . . . and me involved in the middle

#18 . . . parent and community over-demands . . . the principal seen to be superhumanly active and again with abundant time to sit and listen to everybody

One principal was philosophical about non-satisfying 'parents':

#12 . . . parents . . . a group of pushy types . . . getting a bit better, they 'graduate out the top' or move away

Another principal revealed that parent assertivenesss may be highly organized, happily in this case not against principal or school:

#20 . . . political demonstration at official opening of the school

'Staff' was non-satisfying for approximately 75% of respondents; that is, as significant numerically as 'parents'. There were three main elements in this particular area: staff generally; senior staff; and the Education Board's practice of excluding principals from staff selection, which was especially significant in relation to senior staff. One principal said succinctly:

#1 . . . staffing problems of two types: senior staff appointed without appropriate 'track record'

. . . the other the combined burden of the general classroom teacher: working with children in groups, being on subject resource committees, dealing with a small group of unreasonable parents and mainstreaming . . . makes it tough for some classroom teachers

Tensions between principals and senior staff were recorded frequently and sometimes bluntly:

#5 . . . senior staff not always the best professionally . . . no say in their appointment

#6 . . . difficulty with deputy principal

#8 . . . [senior staff] . . . a lot is asked of them: to be excellent classroom teachers, strong subject resource people . . . leadership in their syndicate and being a strong supporter of principal and school policy

#10. . . deputy principal is the biggest concern

#11. . . difficulty with . . . senior teacher

#12. . . the deputy principal is a 'no-hoper'

#14. . . wide range of age and professional capabilities of staff . . . having no input for selection . . . particularly senior staff

#16. . . professional standards of some staff

One newly-appointed principal found senior staff extremely non-satisfying:

#19. . . no senior staff I can talk to . . . I don't trust them . . . I don't mince matters

The difficulties of 'resource planning' created other problems in the 'staff' area, partly individual shortcomings and partly lack of staff time. Many teachers could cope with these demands; for principals, the non-satisfying area was that others could not.

School committees and parent teacher groups

together constituted a non-satisfying area for about one third of respondents, some of whom were emphatic:

#3 . . . why we have these two groups . . . they usurp each other's function . . . have a school council but it is not officially recognized

#4 . . . School committee treasurer is a traffic officer . . . very strong character argues all the time with me and other committee members

#7 . . . School committee presents some difficulty as term of two years means not enough continuity . . . a mix of strong personalities at times

#9 . . . School committee and parents' group have their moments

#13. . . some areas [I am] not being treated as a professional [by] school committee

#14. . . some problems school committee and parent teachers association . . . do not look forward to the meetings

#15. . . principal left to do school committee's job . . . downright false impression from School Committee Handbook [see Bibliography: Whakarama School Committee Manual (1976).]

A non-satisfying area for one third of the sample was 'Education Board, Education Department, inspectorate'. By far the greater number of respondents who recorded this area identified the Board as non-satisfying. Inspectors, as the Department's representatives in schools, were included:

#2 . . . variable space school a problem . . . Department leave it to us to sell the idea . . . we have to confront media opposition . . . a session on radio talkback brings problems I could do without . . . lack of backing from Department inspectors . . . especially of removal of substandard staff

#3 . . . the Board and Department cause most of my frustration: selection of staff, maintenance of buildings, and generally treating me as 'second-class citizen'

#6 . . . feel Education Board and Department do not appreciate the fact that all those little bits add up and become a headache if no resources are available . . . money again I suppose

#11. . . the case concerned political lobbying over SPELD entitlement to have children released during school time: district senior inspector says 'No' . . . local MP . . . ward member also involved and me in the middle

#15. . . Education Board belittle principals

#20. . . difficulties with Education Board over furniture and equipment . . . no guidance and background publicity available by Education Department . . . principal left to carry the 'crusade' [opening variable space/open plan school]

Minority needs also created non-satisfying areas. Approximately 15% of respondents recorded non-satisfying situations where needs had been identified but could not be properly catered for. The main problem was mainstreaming:

#1 . . . children with special needs but not enough assistance with teacher aide time . . . a few hours a day is not enough . . . need full-time assistance

#10. . . two long-standing pupil or rather parent problems . . . special education problems and parents unrealistic

#15. . . some children a distress to teachers but psychological services not successful in pleasing parents and staff . . . name the problem but not able to fix it

#17. . . infighting over special needs children

Lesser issues were:

#5 . . . substandard facilities for staff

#6 . . . because small school, limited clerical assistance hours . . . office not manned for whole day . . . interruptions for me

#7 . . . more flexibility in staffing allowance needed

#9 . . . vandalism . . . takes school about 1 1/2 hours every Monday to sort it out

Two non-satisfying areas mentioned with intense feeling were the principal's work as a 'non-job' and difficulties in personal interrelationships with certain individuals, parents, staff or school committee members, described as 'strong personalities'.

Researcher's Comments

The researcher felt that respondents saw satisfying and non-satisfying areas in black and white, and the researcher's hunch that non-satisfying areas could be perceived stressors appeared to warrant further investigation. Another line of thought worth pursuing was that satisfying activities might be 'banked' as 'credits' in reducing the impact of stressful situations and activities. One area, personal relationships, was recorded both as non-satisfying and satisfying. Was this a conflict situation leading to stressfulness?

Between this section of the field work and the next, respondent #19 withdrew from the project. This respondent had only just been appointed to a principalship. The researcher did not know this when balloting for sample selection.

Advance Organizer

Among non-satisfying (PJP) responses were references to interface activities, especially those involving school committee and Education Board. These activities implied problems with interrelationships and definitions of responsibilities and activities. The researcher suspected that there was some conflict over demarcation of responsibilities among principals, school committees and Board and decided to investigate this area next.

SCHOOL COMMITTEE HOLIDAYS
(SCH)

Biennial school committee elections were held during phase one of the early Marina study. The settling-in process meant that questions about committee responsibilities were still fresh in principals' minds. School committee holidays are officially granted in accordance with Education Board bylaws: the committee of each primary school decides if and when holidays are to be granted, the committee advises the Board of its decision and holidays are announced in the committee's name once the Board has confirmed them.

The researcher constructed a probe, coded (SCH), about how these holidays were in fact decided on and notified.

Aims of Probe

The (SCH) probe was the first postal package used by the Marina researcher. It contained instructions and background material. It was designed to:

1. describe mechanisms employed by respondents in order to apply at school committee level the organizational and management practices set out in the Education Board bylaws (1980);

2. discover the extent of deviation, if any, from standard procedures;

3. reveal something of respondents' administrative styles and perhaps also some aspects of personality;

4. provide in passing some insight into respondents' stressor-manifestations.

Procedure

The probe asked for comments in 'telegraphic English' from six perspectives: principal, staff, school committee, local parents, other school principals and Education Board. The term 'telegraphic English' was explained as brief vernacular English. The researcher was still wary of confronting respondents with 'stress' and refrained from asking whether respondents experienced stressfulness in this area.

The probe appears in the appendices to Volume One together with the Board's bylaw and excerpts from the Board's School Committee Manual.[3] A summary of respondents' replies appears in Volume Two.[4]

A grid summary from the (SCH) is included in this chapter as a two-page interleaf.[5] Data are listed under seven headings: School party initiating, Decision process, Difficulty in deciding, Staff consultation, School committee involvement, Party communicating with Board and Principal's comments.

Analysis

In practice there was considerable variation from what ought to have been standardized procedure. Variations could be attributed in part to a traditionally loose approach by principals to this Board directive (bylaw and Manual) and in part to differences in respondents' personalities. The researcher distinguished three approaches, all differing from official procedure:

1. Principal as initiator. This was the most frequent approach. The principal got in touch with local schools and then, having decided appropriate date(s), told the school committee, which simply rubber-stamped the principal's choice. The principal then advised the Education Board and a school newsletter notified the

[3] Vol. One, pp. 297 and 298.

[4] Vol. Two, pp. 15-24.

[5] Vol. One, pp. 67-68.

GRID SUMMARY OF SCHOOL COMMITTEE HOLIDAYS

(SCH) PROBE

SCHOOL	PARTY INITIATING	DECISION PROCESS	DIFFICULTY IN DECIDING	STAFF CONSULTATION	SCHOOL COMMITTEE IVOLVEMENT	PARTY COMMUNICATING ED, BOARD	PRINCIPAL'S COMMENTS
#1	principal	liaison other schools	no	asked to agree local arrangements	none	principal	I take the leader role - assume the school committee and parents go along with it
#2	Exercise not undertaken, principal in hospital						
#3	principal	liaison other schools	yes with second day	no	pro forma	principal	No problem until someone asks - school committee holiday - committee makes decision, or - follow what teachers say?
#4	Withdrew from programme						
	principal			little - principal's lead	pro forma	principal	Selfishly - like a break in the middle of winter Monday better than Friday

SCHOOL	PARTY INITIATING	DECISION PROCESS	DIFFICULTY IN DECIDING	STAFF CONSULTATION	SCHOOL COMMITTEE IVOLVEMENT	PARTY COMMUNICATING ED, BOARD	PRINCIPAL'S COMMENTS
#5	principal	principal (partly personal reasons)	yes but resolved easily	no	pro forma	principal	Letter to Education Board signed "Principal"
#6	Exercise not undertaken, principal in hospital						
#7	principal	liaison other schools	yes with second day	no	pro forma	principal	Anxiety each year about granting of second day. Colleges have two days. Education Board allocation varies according to date schools start
#8	principal	traditional dates - check other schools	no	no	active	school committee	Use one day only
#9	principal	staff - then liaison other schools	no	yes	pro forma	school committee	I believe - break for teachers - they are consulted first Letter to Education Board signed "Principal"

INITIATING	PROCESS	IN DECIDING	CONSULTATION	COMMITTEE	COMMUNICATING INVOLVEMENT	ED, BOARD	PRINCIPAL'S COMMENTS
#10	principal	staff then liaise with other schools and staff discussion	yes with second day	choose day	pro forma	principal	Responsibility to grant holiday school committees - but teachers' right under regulations for number of school days
#11	principal	liaise with other schools	no - two days	DP/STJC only	principal wrote to school committee	school committee	Staff favour proposal of a mid-term break other than Colleges'. Same procedure next year unless!!
#12	principal	liaison other schools	no	no	in principal's report to school committee	school committee	If two days available the practice is not to take one
#13	Exercise not undertaken, principal on sick leave.						
#14	principal	liaison other schools	no	senior teachers staff reps on School Council	pro forma	principal	Letter to Education Board signed by principal and copies of correspondence given to secretary of school committee

SCHOOL	PARTY INITIATING	DECISION PROCESS	DIFFICULTY IN DECIDING	STAFF CONSULTATION	SCHOOL COMMITTEE INVOLVEMENT	PARTY COMMUNICATING ED, BOARD	PRINCIPAL'S COMMENTS
#15	principal	liaison other schools	no	no	passive	principal	I have the initiative. Belief mid-term break necessary. Clearer guidelines necessary. Some parents feel staff giving themselves holiday
#16	principal	liaison other schools	yes with second day	no	active	school committee	Local feeling anti-teacher: "so called mid-term break a teacher perk"
#17							
#18	principal	liaison other schools	no	no	pro forma principal in school committee's name	principal	I am quite dictatorial as far as committee concerned
#19	principal	liaison other schools	yes with second day	yes - restricted options	passive	principal	No additional comment
#20							

holidays along with other items. There was no distinguishing signature.

2. Staff discussion. Dates were agreed at staff level. There might be difficulty reaching consensus if a second holiday was available: two holidays in the last term could lead easily to parental comments on 'teachers' perks' and 'perks' were mentioned as conflict issues.

3. Principal as sole decision maker. A strong-minded principal could ignore staff and committee.

The (SCH) probe disclosed marked differences in perceptions and attitudes, ranging from totally dictatorial to real anxiety to accommodate teachers' choice of day/days, fit in with other schools and render unto the school committee their rightful dues.

Researcher's Comments

Procedural variations did appear as stressful for some respondents: for example, where 'local feeling is anti-teacher' (Principal #2) or there is 'anxiety each year about granting of second day [when] colleges have two days' (Principal #7). Principal #18 implied a hovering discomfort: ' . . . no problem until someone asks [did] committee make decision, or . . . follow what teachers say?' Principal #11 was aware that staff would like something different, but to liaise with other schools involved frustration and conflict. Principal #20 suggested that procedures should be tightened by the Board to reduce ambiguity at a local level.

The researcher wondered if stressfulness in this area might be alleviated or reduced by eliminating job definition ambiguity.

Advance Organizer

Field research so far had looked at people, personal interrelationships and what principals perceived as satisfying and non-satisfying aspects of their work. The researcher concluded that it was now opportune to observe sample respondents directly in the field and look for signs of physical stressfulness, without attempting to link any observed signs with (P-E) fit.

GENERAL STRESSOR SYMPTOMS/REACTIONS (GSR)

The (PJP) and (SCH) probes recorded respondents' perceptions of some on-job situations. Both probes had approached the research topic but neither had addressed it. It was time to focus directly on perceived stressor-manifestations. What might these be?

Manifestations of stressfulness usually appear gradually, according to research literature. Berne (1964) noted that lay persons are often conscious of the presence of stressor-manifestations though they do not often recognize them as such. Usually too some manifestations are recalled when attention is drawn to them. The Marina researcher accordingly built an interview probe around a checklist of possible symptoms, based on information from Goldberg's 1972 General Health Questionnaire (GSQ) and medical checklists composed by Zaleznik, de Vries and Howard (1977). Closely related questions were included to help respondents recognize symptoms and reactions.

The researcher discussed the probe with a university psychologist and a medical practitioner. It

was named the General Stressor Symptoms and Reactions (GSR) probe. It was designed as a broad indicator and not intended to measure clinical stressfulness, nor to enable symptoms to be minutely weighed up against one another. There would be no attempt to rank respondents. The (GSR) probe appears in Volume One appendices [6] and details of respondents' replies in Volume Two. [7]

Procedure

Before attempting the (GSR) observations the researcher practised observation skills with volunteers outside the Marina study, who simulated stress symptoms after studying the checklist. No recordings were made on the checklist during these 'practice runs'.

During the (GSR) interviews respondents were asked for reactions and symptoms experienced in stressful situations, with emphasis on reactions and symptoms, not situations. When a response contained a cluster of reactions or symptoms, the researcher asked which of them appeared most frequent and prominent. No pressure was applied to nominate major reactions. To make the interviews as natural as possible, the researcher unobtrusively marked the checklist while encouraging respondents to talk. If a likely item on the list was not mentioned after some time, the researcher asked casually, 'Have you by the way noticed . . . ? Some people experience such-and-such. Do you?'

The (GSR) was a taxing and complicated undertaking. The researcher did not attempt to tape-record the interviews, concentrating on the checklist. Respondents were very forthcoming and material outside the (GSR) checklist was offered freely, enabling the researcher to develop additional probes. Some of these extra probes related to mood changes, worries at home and how respondents felt about themselves generally.

[6] Vol. One, pp. 299-300.

[7] Vol. Two, pp. 25-31.

Analysis

The (GSR) data was both negative and positive. Respondents' reactions and symptom responses were of course mainly negative but positive and/or compensatory comments also appeared in the flood of data. The researcher constructed a 'debit/credit' summary for each principal in order to portray this mix; the summary cannot of course be used for statistical analysis.

In the following data displays, frequent and dominant reactions/symptoms appear in the first section. Dominant reactions are marked with an asterisk. The second section contains the debit/credit mix.

Principal 01

apathy -- depression -- * heartburn

Dr (-- general feeling of depression
(-- things at home a worry /wife - daughter/
(-- 'Is it all worth while?'

Cr (-- have highs as well as lows

Principal 02

increased mulling-over/cannot forget -- * throat constriction

Dr (-- cannot forget work problem -- memory loss
(-- feel strain of job increasing
(-- feeling of self-concept threatened: in recent times protect myself

Principal 03

insomnia -- mulling things over -- hesitancy in speech -- * tongue exploring

Dr (-- general moodiness -- 'Is it all worth while?'
(-- marital and family conflict
(-- increased mulling-over work situations
(-- feeling of self-concept threatened

Cr (-- I think I bounce back so try to put instances behind me

Principal 04

* insomnia -- * tension headaches -- * cold sores

Dr (-- feeling of self-concept threatened

Cr (--'I have help in Biblical truths'

Principal 05

* mouth ulcers -- * indigestion -- mulling over work situations

Dr (-- 'Is it all worth while?'
(-- marital and family conflict
(-- 'I do feel at times self-concept threatened'

Cr (-- 'Over all, I'm a good guy '

Principal 06

heartburn -- indigestion -- * mulling things over

Dr (-- 'Is it all worth while?'
(-- Must think about early retirement
(-- 'Not a great admirer of myself'

Principal 07

* indigestion -- hesitancy in speech -- * angina

Dr (-- 'I feel I work hard but don't think much of myself'
(-- 'At work at times I definitely feel my self-concept is threatened'

Principal 08

* mulling things over -- twisting eyebrows

Dr (-- 'Hard to say if my self-concept is threatened'

Cr (-- 'Over long term, no problems'

Principal 09

indigestion -- mulling things over -- throat clearing

Dr (-- 'Is it all worth while?'
(-- 'Deep down I am very critical of myself'

Cr (-- 'I put on a brave front'

Principal 010

mulling things over -- * tension headaches

Dr (-- 'Is it all worth while?'
(-- 'I want everything to go well -- that doesn't happen'

Principal 011

* heartburn -- * indigestion -- * skin rash -- headaches

Cr (-- 'I am happy and quite satisfied'

Principal 012

insomnia -- mulling things over

Dr (-- 'Is it all worth while? '
(-- 'Self-concept varies -- I feel
(dissatisfied at times'

Principal 013

* (no symptoms admitted to initially)
growing sensitivity to heart condition

Cr (-- 'My self-respect -- that's all
right -- no problems really'

Principal 014

* insomnia -- * mulling things over --
* tension headaches -- heart awareness --
indigestion -- general moodiness

Dr (-- 'Is it all worth while?'

Cr (-- ('I do not see myself in a very
impressive light) -- better now
than say 10 - 15 years ago'

Principal 015

mulling things over -- tension headaches

Cr (-- ('Uncertain about self-concept)
-- not so much now'

Principal 016

mulling things over -- tension headaches

Dr (-- 'Is it all worth while?'

Cr (-- 'I feel good about my
(self-concept -- as a well-
(rounded person -- I walk
tall'

Principal 017

* insomnia -- * mulling things over --
* tension headaches -- head in hands

Cr (-- 'Within myself I'm satisfied --
(however I wonder what others
(think'

Principal 018

* air gulping -- * irritability

(-- 'Is it all worth while?'
(-- 'I have misgivings about myself
Dr (-- self-concept being
(threatened'
(-- I have had better times -- not
a strong self-concept'

Principal 019

Withdrew from project

Principal 020

* insomnia -- * mulling things over --
* tension headache

Dr (-- increases in family conflict
(-- 'Happy about myself-concept --
it is threatened at times'

Cr (-- 'I grasp unto my faith and I am
strong'

Researcher's Comments

The researcher's first reaction to the (GSR) data was that a floodgate had been well and truly opened. The probe was almost too successful as a means of generating data: the opportunity for respondents to unburden themselves to a colleague whom they evidently trusted resulted in a mass of data that appeared almost impossible to interpret.

Many questions arose in the researcher's mind after the event. How complete were the data? How much had not been recalled? One respondent said questions would have been easier to answer if a family member had been there as prompt. Might prescription drugs have masked symptoms? Which reactions/symptoms were short term and which were long term? Were stressors experienced which had not yet manifested? How many manifestations arose from off-job stressors? Might off-job stressors exacerbate on-job ones and vice versa?

How do you measure cross-contributory factors?

The researcher concluded that respondents' perceived symptoms and reactions had been insufficiently tied to stressful experiences: for example, some 'reactions' could have been simply learned body language. The (GSR) probe would have been more valuable if better controlled, perhaps by using link questions about specific stressful situations: the (GSR) had directed respondents towards their symptoms and reactions rather than situations.

Of the frequent and dominant reactions, 'mulling things over' and 'headaches' appeared most often. Respondents referred to 'mulling things over' in a number of ways; the work problem was being played over again and again during off-job hours and particularly during broken sleep. Respondents described times when they 'felt lousy' after a stressful day.

Principal #13 consistently denied stressor-manifestations, although they were abundantly evident to the researcher during the interview. A field entry reads: ' . . . #13 confirms my feeling that people find such personal detail about stressful things difficult to talk about . . . or do they genuinely not perceive the symptoms? . . . data from a postal package would be most misleading!'

The researcher summed up the (GSR) exercise in the field notes:

> I could have done it better -- I have learnt a lot about the methodology . . . although I can now see these responses are a mixture of causes/stressors and effects/manifestations, coping behaviours, simple habits or whatever, the main thing is that they are signals of stressfulness . . . the precise classification at this stage is academic.

An entry in the research records reads, 'Do these debits and credits set off each other?' The next entry cautions, ' . . . but I don't know the degree of each. . . . How on earth would you find out?' Later, the researcher became aware of literature that discussed this debits and credits concept (Holahan et al, 1984; Weinberger et al, 1987; Zarski, 1984). The researcher did not pursue this line of thought.

Although the researcher knew that firm conclusions were not yet justified, data pointed towards several interesting leads. Some respondents showed signs of being depressed. Two respondents reinforced their self-concepts with religious beliefs: what other supports might be used in times of stressfulness? Several (GSR) respondents mentioned 'increased social drinking'. This is a lifestyle factor. Should the researcher look at lifestyles in the full sample?

Advance Organizer

It was becoming obvious that there were wide differences between principals and also between schools in the Marina sample, although it might have been supposed that State primary schools in a relatively homogeneous locality would be doing much the same things in much the same ways, under the administration of principals who had all been similarly trained and had usually experienced much the same career paths.

The researcher decided that these differences called for a semi-structured probe specifically of respondents' administrative activities. Hopefully, this would also reveal abstract factors relating to respondents' individual characteristics. In light of the (GSR) experience, the researcher looked to a more

structured approach. The researcher accordingly developed the Principals' Administration Profile (PAP) probe to produce a backgrounded profile of Marina respondents.

PRINCIPAL'S ADMINISTRATION PROFILE (PAP)

The researcher wanted this probe to produce less discrete and isolated data than previous probes. It was also hoped the (PAP) probe might reveal natural connections among earlier data, because the researcher was becoming increasingly conscious of the need to bond data:

> . . . I know what the buildings look like, I know which principals blink and wear glasses, I have an indication of which principals manipulate their school committees. What satisfies them, which ones twiddle their hair, but . . . hell, there's a lot more to it than that.

The researcher felt the separateness of previous probes meant they lacked depth and cohesion. It might be possible to bond data if respondents were to 'let go' in a semi-structured situation. The parts of the (PAP) probe[8] were therefore designed to flow into each other.

As already explained, the bulk of Marina data is reproduced in Volume Two in case it overwhelmed the reader. A graph supplementing each respondent's profile appears in the appendix to Volume One.[9] However in order to discuss this probe it is essential to set out responses verbatim and at length, so that respondents may be 'seen' three-dimensionally. This in-depth descriptiveness is vital for qualitative data. Transcribed dialogue complete with digressions,

[8] Vol. One, pp. 301-302 [9] Vol. One, pp. 303-312

frustrations, satisfactions, unconscious revelations, imprecisions, obsessions and verbosities adds immediacy and wholeness. The 'breath of life' is lost when verbatim material is laid out for dissection.

Procedure

The researcher knew that, although rapport with the Marina respondents was high, too much probing and too much demand on their time could jeopardize the study. It was essential to be both cautious and succinct.

Research by Dunham (1980) offered a useful style of approach although it was grounded in the more traditional (P-E) fit model of role ambiguity. It concerned stressors on principals and staff in traditional grammar schools translating to comprehensive schools. The interview questions covered 10 areas: authority, scope, quantitative and qualitative workload, conflict, feedback, technology, influence, expectation and judgement.

The Marina researcher constructed the (PAP) probe as a face to face interview in two parts. Part one contained 10 questions adapted from Dunham. To these the researcher added an enquiry about perceived 'strain'. Respondents were asked, after considering each of the 10 questions, to make a binary reply of Strained or Not Strained in the context of the question and to indicate degrees of certainty for their Yes or No answers on a 1 to 3 scale, 1 being least certain. Because the researcher was still reluctant to use the word 'stress', respondents were shown a reference card of words conveying a general concept:

> tension, anxiety, apprehension, agitation, irritation, annoyance, fear, mental discomfort, nervous upset, inability to cope, strong emotional reaction, frustration

Part two contained four questions composed by the researcher, based on material from the (GSR) probe and related to perceived impact of health on job, job on health, life events and self concept. A Yes or No answer was required with a 1 to 3 scale of certainty. For both parts of the (PAP) probe respondents were told they were welcome to make additional comments.

Questions in part one of the (PAP) probe and the transcripts of interviews with #2, 6, 7, 9, and 18 are in Volume Two.[10]

Analysis

Of the 19 sample principals remaining in the Marina study, 11 responded more strongly than others to 'degree of certainty of strain' (Principals #2, 6, 7, 9, 10, 11, 12, 14, 17, 18 and 20) and seven of these indicated low self-concept at the highest degree of certainty (Principals #2, 6, 7, 9, 10, 17 and 18). Principals #11, 12, 14 and 20 had a high degree of certainty of strain but a positive self-concept. When certainty of strain and self-concept level were taken together, seven principals (#2, 6, 7, 9, 10, 17 and 20) were in the highest risk of strain category.

In part two of the (PAP), respondents in the highest risk category all indicated at the highest degree of certainty that work had affected their health. By contrast, only three principals, #5, 8 and 15, all responding at the lowest degree of certainty, said their health had not been affected.

Qualitative data from the (PAP) probe showed many respondents were stressed, in particular #2, 6, 7,

[10] Vol. Two, pp. 32-85.

9, 10 and 18. Abbreviated (PAP) questions and summarized replies from this smaller group appear below.

Principal #2

. . . feel about the work load . . . during an ordinary work day, week or term?

> Dragged me down completely.

. . . what signs are there?

> I lost sleep . . . looked forward inordinately to the weekends . . . .
>
> It knocks me completely for about 24 hours.

. . . feel about the amount of work you have to do?

> The pressures . . . need more time to do it better . . . the hundred and one things on your plate . . . . It's the interruptions . . . .

. . . your state of health . . . your professional job . . . has it had a bearing on your health?

> I was talking to my son . . . he said, 'I'd never be a teacher . . . look what it has done to you Dad!'

. . . your level of self-concept . . . ?

> I don't rate myself very highly . . . won't elaborate on that.

Principal #6

. . . feel about the amount of work you have to do may interfere with how well that work is done?

> . . . I am dissatisfied with my ability to read and remember . . . . As I am getting older, I am finding my abilities are falling away . . . I am not satisfield with my performance all the time.

. . . your professional job . . . has it had a bearing on your health?

> . . . it may just be me . . . this job may not have been like it is, to others [on further consideration respondent said] . . . I have had my health affected by my job.

. . . your life events . . . may have had a bearing on your professional life . . . ?

> Most definitely . . . recently the cops called . . . 'Your son was out last night . . . taken a friend's parents' car . . . made a bomb . . . put the bomb on someone's car and written off' . . . dear oh dear.

. . . rate your self-concept 'high' or 'low'?

> . . . I feel guilty at times, that at my age, in my career, my thoughts are going towards retirement . . . .

Principal #7

> . . . I mulled over things . . . woke up at three in the morning.

. . . your professional job . . . has it had a bearing on your health?

> There is no doubt now it has. I'm certain about that. Over a period of time . . . the worry . . . most definitely . . . it is my nature . . . being a perfectionist . . . .

Principal #9

. . . feel about the work load?

> . . . [you] know your programme for today . . . including my slot . . . that's fine . . . we can handle that . . . suddenly . . . I mean the unexpected . . . counselling, parents . . . visitors. These are the things that upset your programme . . . then the pressure's on isn't it? . . . then the stress is on . . . it's these sorts of things that upset your day.

[Referring to demands from public]

> All my life I have been involved in community work . . . I have had all the experience opportunities . . . but physically, emotionally, I just cannot do it [and in addition] . . . at a PTA meeting it is hell, but after a while you get free . . . but it churns me up and it's hell.

[Referring to interruptions]

. . . if I had been free from 'petty at call of everybody time demands' . . . .

[further] . . . the lack of ancillary services and heavy demands on me interfere with how well the work is done . . . .

. . . your professional job in the past . . . has it had a bearing on your health?

My job, I believe, has affected my general health. This is probably the greatest point in the questions so far. . . . .

[further] The effect would be the emotional nervous thing . . . getting up in the middle of the night, walking the floor . . . worrying type of effect. . . .

[further] . . . the greatest level of confrontation was a particular member of staff . . . . I had been exposed in a situation where what I espoused was found terribly short . . . it's too deep to tell . . . I know I acted badly . . . this caused me loss of sleep . . . reduction/missing meals . . . ended up into the sherry for two or three days . . . that's the way it was and the killing sinus continuously.

. . . your life events situation . . . may have had a bearing on your professional life as a principal?

How to raise $7,000 for another car . . . house mortgage now into a second party . . . that worries me . . . perhaps the security of my daughter's marriage . . . sure it is happening . . . .

. . . your level of self-concept . . . ?

. . . one of my worries is that I am not professionally competent as perhaps I should be . . . .

[further] . . . have a DP . . . feminist competition and she does things so well . . . I feel what I have tried to do has not been as perfect as I would like . . . I worry about this . . . I try and try . . . this takes it out of me . . . .

Principal #10

. . . feel about the authority you have to carry out responsibility as a principal?

> . . . we give more responsibility and decision discretion to our staff . . . by contrast, principals are treated very shabbily . . . .

. . . feel clear as to scope of responsibilities of your job as principal?

> Clarity in the manual is clear on some issues . . . custody of children . . . staffing ratio . . . these are clear. Many issues cannot be set out that way . . . some areas, even if clear from the Department, are hard to follow through at the local end.
>
> [further] . . . left us in the schools to sort out the indecision locally . . . even what they hinted as the case, I didn't agree with . . . .

. . . feel about being able to satisfy conflicting demands? I don't like conflicts. A worrying situation for me . . . I am a person who worries about 'nothings'.

. . . Your state of health . . . your job, has it had a bearing on your health?

> Feel though that the job also has affected my health . . . because I feel my temperament of worrying has had an effect on my health and thus on my job situation.
>
> [further] . . . the moment things start tensing up . . . stress starts developing, no matter what . . . if I had a grading visit [professional assessment] . . . I actually vomit . . . after it's over, I'm flat on my back.

. . . your level of self-concept . . . ?

> . . . have to say 'low' . . . what I do is the best I do . . . I perhaps feel with my temperament I'm in the wrong game, I have helped people, but it's been a strain on me . . . that's certain.

Principal #18

Do you feel the scope of your responsibilities is reasonably well defined?

> There is a diffence between sources . . . what is perhaps set policy and what is espoused, or thought idealistic by a staff inspector . . . with the Minister . . . what is espoused policy and what is stated policy are so different. Not at ease . . . strain . . . degree of certainty '3' [highest degree of strain]

[In reference to school committee and potential conflict]

> A strain area . . . the school committee thing is the luck of the draw . . . there is terrible elasticity there and sometimes without clear guidelines it is difficult . . . PTAs and school committee can be areas of conflict of ground . . . .

. . . your state of health in the past . . . has had a bearing on your professional life?

> I know high blood pressure . . . this affects me as a person generally, that includes school . . . I'm sure my job has affected my health . . . I think my nature too has made me susceptible to reacting to pressure out of and at work [situations] . . . this is true . . . state of health has had bearing on my health.

. . . your life events situations . . . have bearing on your professional life?

> . . . my domestic life . . . certainly has had an effect on my professional life . . . court appearances . . . selling up my home . . . strain situation of highest order.

. . . your level of self-concept . . . ?

> Definitely 'low' . . . at level of '3' [highest certainty] . . . I am looking for a general release . . . I hope it will all come right . . . I don't expect it!

Researcher's Comments

If the test of strain is an individual's perception of strain or stressfulness, the (PAP) data confirmed stressfulness in the majority of the Marina sample principals. During the (PAP) interviews respondents often made verbal asides confirming feelings of strain, and also identified perceived areas of potential strain.

After analyzing part two of the (PAP) probe, the researcher felt respondents' grasp of 'self concept' was somewhat inadequate. Self concept may be loosely defined as one's broad evaluation of oneself, one's characteristics and one's performance.

Advance Organizers

Several indicators for future investigation arose from analysis of the (PAP) probe for the full Marina sample.

1. Interruptions to working day and ensuing time pressures.

2. Confusion about principal's on-job activities.

3. Conflict over school committee activities and responsibilities.

4. Difficulties coping with some aspects of other personalities, especially staff.

5. Possibility of being in the wrong profession.

6. Intrusion of life events (domestic, financial situations) on professional performance.

7. Low self-concept of many respondents.

8. Individual personality traits, rather than work activities, may determine degrees of strain.

The researcher felt that the (PAP) probe had successfully provided a broad and connected source of data and that very good rapport had been established. Now was the time to venture a little more intimately into respondents' lives. How was this to be done?

THREE-DAY DIARIES (3DD)

The researcher wanted further data in accordance with person-environment (P-E) fit. Personal shadowing would be the best approach. However, the researcher did not want to follow respondents through their working day at this stage in case they misinterpreted this intensive contact as the culmination of the 'administrative' study. As a longitudinal study, the Marina research still had considerable time to go. A compromise was to ask respondents to complete a three-day diary (3DD) to reveal on-job activities and possibly also some off-job activities and introspection.

Procedure

Each principal was given diary sheets and told how to use them. Administrative, professional, liaison and general activities were to be recorded, together with off-job events experienced by the principal and/or principal's family. The family detail was to relate to respondents and would not contravene the initial undertaking not to seek direct comments from families about respondents. Entries were to be made throughout the day, using 'telegraphic' (i.e. informal, rapid, unpolished) English. Personal feelings about each day's events were also requested. The diary sheets were in six

headed sections to aid recording:

* before school

* beginning school to just before interval

* morning interval to just before lunch

* lunch to just before the start of afternoon school

* beginning afternoon school to leaving the school premises

* just after leaving school premises until arriving at school next morning

additional observations and free comments

The (3DD) probe was scheduled for three specified days to standardize weather conditions, fixed sports schedules and routine administrative activities across the sample. Three principals happened to be absent from their schools: #6 (prostate operation), #11 (minor surgery) and #17 (asthma).

When the researcher collected the diaries they were deliberately not discussed with respondents. The diaries were first read through without any attempt at detailed analysis although the researcher noted first impressions and possible advance organizers. A summary of (3DD) data from the full Marina sample appears in Volume Two, along with selected extracts from two diaries which stand on their own merits as narrative as well as qualitative data.[11]

Data Yield

There were indications of stressfulness in both on-job

[11] Vol. Two, pp. 86-98 (summaries) and 99-118 (samples).

and off-job activities. Relevant data extracts appear below with the researcher's explanatory comments.

Principal # 2
Researcher's comment: school is involved in a two-day Education Department inspection. The principal comments in his diary:

> I am appalled at the solemnity of Department officers given to grading [of individual teachers] . . . I am interested in this [diary] exercise to write such comments. Perhaps if we wrote this sort of thing in a diary, which nobody sees, it could be a sort of catharsis! [This is an implied coping strategy.]

Principal # 4

> Woke early and wondered if a parent would be coming to see me today following a telephone call she made yesterday. Wanted to know when I intended shifting her child from a certain classroom. I said that I would not do it. The child is happy. The mother is the problem . . . she is an intellectual feminist!

Researcher's comment: Later that day when a life event, a situation other than a work happening, made an impact on the informant, there was a further entry:

> Stress lingering . . . returned home to see the house being built next door rising higher and blocking some of our water view.

Principal # 5
Researcher's comment: This is day 2. The principal is absent from work with influenza and thrush mouth.

> Felt better and woke about 5.30 am. Worried about school newsletter which was due out today. Some important matters that parents should know about.
>
> Got up soon after 7 am wrote the newsletter and rang school on several matters, wife delivered newsletter draft. Played records and relaxed, feel better but the mouth is terribly painful.
>
> Day 3: . . . wife tried to dissuade me from going to work today . . . mild confrontation.

Principal #7
Researcher's comment: several life events, situations other than work, are recorded in 'comments and observations':

> . . . son's wedding in Wellington . . . Leave? How long? What help from afar? Another son at university . . . married with housing problems . . . his financial commitments pressing . . . equality of assistance to his brother at this time. Also own financial decisions: consideration of repairs to car . . . travel to Wellington and family 'appearance' . . . question of replacement versus extending family assistance.

Principal # 9

> This teacher has caused me more worry in the last three years than the rest of the staff put together in a variety of ways. I guess we all have 'em!
>
> Woke at 1.25 am with very little other than fitful sleep thereafter. Can't say that there seemed to be any particular matter going through my mind . . . the usual jumble of thoughts which included school and family matters. Don't know whether this is important, but seem so tired lately (falling asleep in chair) that I should sleep soundly for a week.

Principal # 10

> Day 1: Just a quiet pleasant evening, but the inevitable headache that awoke me around 6 am still there on leaving for school at 7.45 am . . . why?
>
> Day 2: . . . quiet relaxed evening without any [school] phone calls? However Budget gloom . . . I note Education vote is same as last year . . . does this mean an effective 16% inflation cut? I look forward with joy to getting out of the system!

Principal #18
Researcher's comment: Life events are commented on throughout the three-day diary exercise.

> Smoked heavily recently. At midnight only one cigarette left. The problem is if to smoke it now or leave it for after breakfast. Decision: smoke it now and knock off smoking altogether. Did so.

[later] A sidelight . . . Monday morning [two days before] concluded recent five-month close liaison with 'lady friend'. Now very much solo again.

[later again] Cashed [surrendered] life insurance policy . . . down to my last $10. The court released this to me as part of settlement.

I feel guilty about lots of things . . . my son [the son of my separated wife's unmarried sister] is with me. I have only been home and seen him at breakfast for days . . . he is still a kid at high school.

Analysis

Several questions arose about the (3DD) probe. Were the three days typical? Were on-job and off-job activities typical ? Had respondents kept a broad record, as requested, or had they selected either high or low points on those days? Had they recorded feelings about events accurately, or had they, consciously or not, modified perceived feelings when they came to record them? Human memory is selective, fallible and partial and events recorded after a lapse of time, even a brief one, should be viewed with caution. Painful events may be either suppressed or given undue weight.

The principal outcome of the (3DD) probe was that it further exposed the wide range of Marina respondents' on-job activities and their constant need for accomplished interpersonal skills. The respondents' working days were punctuated with miscellaneous tasks, many of them episodic and completely unforseeable, some trivial, some urgent. There were always interruptions. Many situations encountered by the principals subjected them to a high level of potential affective reaction.

Peterson (1982:2) commented on the emotional intensity of a principal's work:

> . . . the tasks of principals at one time or another may cover every possible emotion . . . anger, joy, sadness and anxiety . . . . there may be a higher incidence of affectively laden tasks and greater emotional intensity in schools than in other organizations.

Researcher's Comments

The following comments are based on notes of first impressions and possible further investigations, made at the time of first reading through the (3DD) probe. The first phase of the early Marina study was drawing to a close at the end of the school year, and to some extent these (3DD) notes are reflections on what had been accomplished over the whole field. They also show something of the thought development which guided later phases of the research.

1. Although asked to introspect on incidents, this was undertaken to a limited extent only. Most attention given to record 'what happened'.

2. The question of impact needs follow-up. Does one traumatic happening have more effect than a succession of small events?

3. Over all reaction: would like more of this over a longer period. But lengthy diary-keeping would be an imposition.

4. Evidence of different styles of principalship.

5. Passing thought: some of the sample appear to be foxing and providing material to create good impression: #4 and #16.

6. Are things already known to the researcher being given undue weight because of the researcher's position? Personal bias question again.

7. How about a check-up by general medical practitioner for all sample? Application to Mental Health Foundation for financial aid?

8. A question of concern: what is a 'measurable' measure of stressor-manifestation? Is 'perceived' good enough? What does a GP do? Discuss with local Medical Officer of Health. Discuss with own GP. Would he charge me a heavy consultation fee?

9. Must further summarize what has come out of open-ended interviews, observations and diaries. Check it. Themes and sub themes building: pleased with this. Some time down the track need a comprehensive questionnaire to triangulate data.

10. Two of sample, #4 and #5, have asked what it is all about. It has definitely developed as a thesis and not a Principals' Association 'project'. Feel reluctant to mention thesis openly although did so in formal preamble of first visit. In reply to the curious called it a postgraduate exercise.

11. Feel sure some people think this is the end of the project. Most important to emphasize that it is not.

12. Some members of the sample are learning from the experience: asking things like 'What will that give you?' Also using technical terms not used previously. Comments from #1, #2 and #18 about magazine articles on occupational stress and 'stress' in general.

13. Hunch that there is another division within stressor-manifestation sequence, a behavioural exhaustion thing. Some literature alludes to 'burnout' which may be this phenomenon. Some research articles use 'burnout' as synonym for 'stress'.

14. 'Burnout' -- is it not pathologically terminal? Can one be physically and psychologically exhausted and return to an adequate stage of coping? Is there another state, different from burnout, which is all-embracing for the job only? Professional staleness perhaps?

15. Feel more experienced in techniques and am developing an intense interest in methodology. Researching the literature is proving that one needs more basic medical knowledge in order to understand the stressor-manifestations sequence.

16. Knowledge of systems theory and sociology is proving valuable.

17. Sample respondents appear to have been self selected: Marina is a desirable area and so longer service, more experienced people are appointed.

18. Obvious from diary entry that respondent #9 as NZEI counsellor is working with #19, the sample respondent who withdrew. Question of ethics: the NZEI counsellor and the researcher who must not intrude despite the temptation to secure 'good material'.

19. Evidence of regular exercise and fitness programme: #3, #5, and #12. Are others engaged likewise?

20. Is there another form of self-selection in the Marina sample: armed service/national service and progression through sole charge, two-teacher and small country school backgrounds?

21. Wonder if sample know analytically how various parts of their on-job activities are interlinked. Do they know how various administrative authorities are linked by statute with the school? Could they set out all this detail schematically? Feel most respondents have not thought through these topics.

22. Evidence of little practice in thinking about situations: giving examples and making comments.

23. Point of busy lunchtime . . . no time out.

24. Effects of politics on staff morale. Media reports give rise to heated conversations in staffroom. Definite divisions among staff.

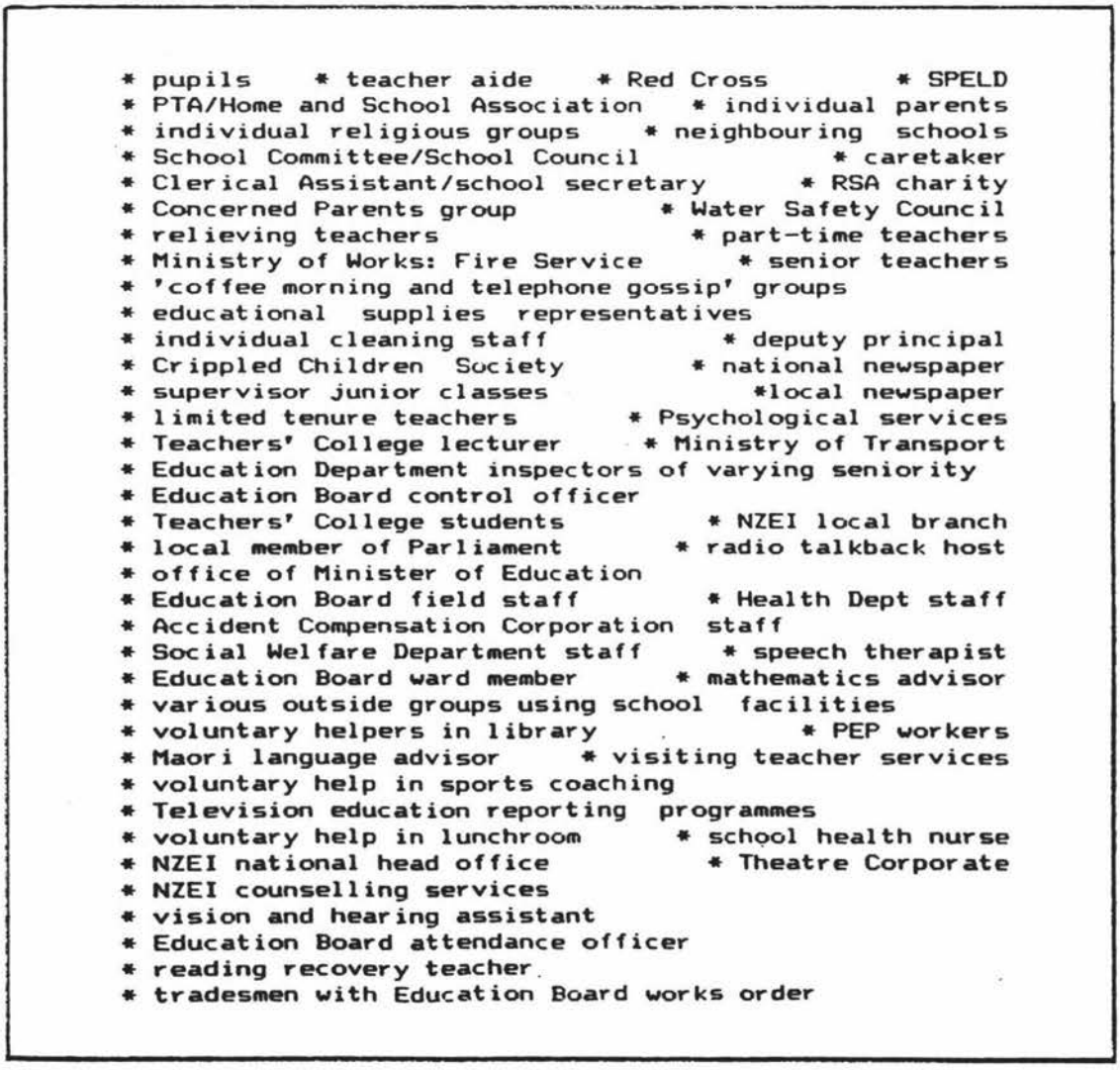
25. 'Fire-fighting' appears an apt description for many activities. Many principal's jobs are not 'principal's work'. There is no ancillary allocation for them to be done by non-teaching staff. Should these jobs be refused? Have principals over time simply accepted this extra loading? Perhaps some principals find such activities more to their liking than professional ones? Heaven forbid!

Advance Organizer

Phase one of the early part of the study was now complete. The researcher felt it opportune to conclude by acting on note (9) above: 'Must further summarize what has been received from open-ended interviews, observations and diaries.' Accordingly the researcher drew up a scatter diagram, Principals' On-Job Contacts, as part of the development of grounded theory.

PRINCIPALS' ON-JOB CONTACTS

The scatter diagram below sets out aspects of Marina principals' on-job contacts. Data were obtained from the early part of the Marina study, phase one, which included the probes on Principals' On-Job Perceptions, School Committee Holidays, Principals' Administration Profile, Three-Day Diaries and informal in the field observations by the researcher. These data were termed category components in the first stage of thought development and arising grounded theory. Tentative themes, sub themes, features, and sub features were also developing from these category components.



Overload

A diversity of contacts, activities and in particular unscheduled events is revealed by analysis of field records. There is potential for on-job activity overload leading to stressfulness. An aspect of on-job contact stressfulness peculiar to principals arises from the large number of on-job contacts with volunteers. Volunteers pose problems where they are contributing contrary to what is required. Their services may be most difficult to dispense with.

Multiple tasks and events could easily be accepted by principals as a normal part of the job. The researcher also wondered if many of these on-job contacts had, as it were, quietly infiltrated over a period of time. If this were true, could the same be said about events and activities? This overload could lead to stressfulness.

SUMMARY AT END OF EARLY PART, PHASE ONE

It was now time to take stock, firstly from the methodology perspective and secondly in terms of the stressor-manifestations sequence.

Methodology

1. The traditional (P-E) fit model did not appear wide enough to interpret all arising data.

2. The researcher was known professionally to all repondents and, despite a potential personal bias, on balance this was helpful. Respondents felt secure with the researcher and the researcher's professional background helped focus the research.

3. Respondents showed varying degrees of ability to introspect and to formulate abstract concepts.

4. Two respondents appeared to be 'creating a good impression' and 'selling themselves' to the researcher. Did they feel a colleague was sitting in judgement?

Stressor-Manifestations Sequence

1. There were two obvious main groups of respondent principals: those who saw themselves as experiencing stressors and those who did not, even if they appeared as stressed to the researcher.

2. A third smaller group appeared to perform professionally less well than they themselves perceived. It would have been interesting to tie respondents' perceived stressfulness with how an outside professional assessed their performance. These respondents may have overcome their potential stressors through the confidence given them by high self esteem.

3. In reviewing phase one, it occurred to the researcher that change appeared to be a factor in stressfulness. Times were changing, probably at an accelerating rate.

4. The researcher drew on academic knowledge of psychology and organizational management plus research material about stress in general.

In spite of some disappointments and vicissitudes during phase one of the early Marina study, a general data base in terms of (P-E) fit had been set in place.

Chapter Five presents phase two of the early field study.

CHAPTER FIVE

EARLY PART OF MARINA STUDY

PHASE TWO

Phase One had involved fairly close contact with Marina respondents but had not openly addressed stressfulness. The researcher decided to begin the second phase in the new school year with a direct approach to stressfulness.

The researcher wished to renew personal contact but felt it prudent not to ask for face to face interviews during the busy beginning of the year. A probe package, Principals' Professional Strain (PPS), was delivered in person to the 19 remaining respondents with a request to post back the completed probe.

PRINCIPALS' PROFESSIONAL STRAIN (PPS)

Respondents were asked to recall and record professional life situations that resulted in strain. Use of 'telegraphic English' was suggested.

Instructions to respondents may be summarized as follows: Part A, record six examples of separate on-job situations resulting in strain and rank them in descending order of strain; Part B, select from Part A the three situations that caused most strain. Replies appear below in rank order.

Principal #1
1 Resolving parent-teacher differences

2 Over-ambitious parents wishing to dominate the running of the school for their personal ends

3 Limitations placed on principal's authority by interpretations of policy, made at Education Board clerical staff level

Principal #2

1 Adjudicating conflicts between staff member and staff member; parent and school; staff and school committee

2 Frustration at inability of myself and others on staff to find solutions to academic problems of children with learning difficulties

3 Trying to come to terms with my own expectations of what I think the school should be doing for children, and what are the expectations of the parents of those children. These two sets of expectations are frequently miles apart.

Principal #3

1 Frustration at lack of action by Board and Department

2 Pettiness in reactions of school PTA or school committee

3 Inefficient teachers

Principal #4

1 Waiting for basic staffing entitlement from Education Board

2 Tension caused by trying to defend a teacher against an emotional and irrational parent

3 Re-establish rapport between parents and teacher: being a peacemaker

Principal #5

1 Inconsistencies of Education Board / Education Department decisions: justifying impractical requests from these authority figures to the staff

2 Dealing with staff grouches and unreasonable requests and inadequate staff, and being loyal to parents as well as providing professional loyalties

3 Parents' demands: over-ambitious parents who

consider children under-achieving at school; demands of school committee and PTA on time outside school hours. Advising parents with personal problems

Principal #6

1 No clerical assistance in the afternoons: continual interruptions with telephone and visitors, restrictions on professional work in office and visiting classrooms

2 Staff with lack of classroom management skills and unprofessional attitudes

3 Relationship difficulties with deputy principal

Principal #7

1 Individual parents, where children at fault, gunning for the school or the system

2 Where tension exists with staff members and situation has to be defused and rectified

3 In situations with the Department and Education Board, principal is a non-job: no real authority

Principal #8

1 Provision of additional accommodation by the Education Board was in dispute and behind schedule

2 Finding ways of making some teachers improve their performance

3 Defending staff against parents

Principal #9

1 Teacher with inferior personal relationships with people through thoughtless actions -- constant problems

2 Aggressive parents who attack school policy through ignorance of the system

3 Working delegation through weak senior members of staff; dropping own standards by using right development approach but not getting right results

Principal #10

1 Parents who continually harass teachers in person and letters to principal, Board, Department

2 Difficult parents who continue over period to be utterly unreasonable

3 Teacher being continued in a sick situation and principal making continual representation for removal

Principal #11

1 School under criticism from parents. Particularly as fault lies in restrictions and policies imposed by Education Department

2 Staffing organization decisions, where placement of teacher to class is less acceptable to the staff member concerned, but where the final 'piece of the jigsaw' dictates another class placement by the principal

3 The rights of the more capable teacher to employment, while Government bonding system favours the placement of less experienced and less capable teacher in a position

Principal #12

1 Teacher incompetence and/or unwillingness to do an adequate job

2 Implementing Departmental policy with regard to changes in curriculum

3 Parents with unrealistically high expectations of child's academic achievement. Parents who appear totally uninterested in their children's performance at school

Principal #13

1 Ineffectual teachers appointed as short term placements who have been problems elsewhere and not being advised of the situation

2 Education Board treatment of principal as irresponsible clerk

3 Being the mediator: parents and staff; conflicts of personality in school committee and parent groups

Principal #14

1 Aggressive parents

2 Delegating curriculum planning revision to staff

3 Pupils with learning difficulties

Principal #15

1 Education Board and placement of less competent teachers in school as relieving placement and principal no knowledge of situation before placement; damage while finding out for yourself

2 Time inadequacy to help children who need more specialized attention

3 Relationship with staff in Education Board: little appreciation of varying situations at local level: everything must fit the regulations

Principal #16

1 Teacher incompetency, especially with uninterested senior staff

2 Lack of full-time clerical assistance; have to do so much own typing and office work generally

3 Loss of young good teachers through the limited tenure system of two year placement

Principal #17

1 Difficulties in gaining what are necessary requirements from Education Board: staffing and general physical facilities and equipment

2 Provisions in staffing and equipment for 'special class' children in mainstreaming provisions within ordinary class organization

3 Frustration of not being able to achieve what I feel needs accomplishing

Principal #18

1 The necessity to place incompetent teachers in a full class situation. Perhaps able to be better used in small group situations. Sideways movement, as perhaps in other type enterprises. School classroom situation: all or nothing. Especially [apparent] at E12/1 inspection!

2 Parent-staff conflicts and clash of loyalties in the mediation role

3 Working in a large staff with so many women!

Principal #19

Withdrew from project

Principal #20

1 Relationship with Education Board and parents, particularly in the provision of back-up to open plan school: furniture supplies and general [explanation of] philosophy to the district

2 The Department by way of senior inspectional staff, in their lack of appreciation of the difficulty of interpreting supplies of limiting provisions, to the parents and district

3 Administrative pressure -- it moves: beginning of year, mid-year and end of the year. Lack of provision of ancillary staff to help at these times

Analysis

Some items recorded as stressors were probably there because they were fresh in the respondent's mind. Such incidents the researcher termed 'burn'. It is very difficult to generalize incidents objectively over time.

In the main, professional stressfulness arose from parent-teacher differences, frustration with the Education Board, range of staff abilities and perceived lack of resources, both personnel and material. Behind most problems was dissatisfaction with interpersonal relationships. There were, no doubt many other factors, such as limited time, tendencies to see situations as either win or lose, official funding limitations and intolerance of variable staff performance.

Researcher's Comments

There was a 100% response by the sample principals to the request for three major examples of professional strain. This response showed both the existence of stressfulness and willingness to talk about it.

The researcher next proposed to implement a

previous advance organizer and have respondents medically examined as part of triangulating previous probes. This would be a relatively complicated exercise, involving finding a suitable examiner and gaining respondents' consent to a very intrusive procedure.

MEDICAL EXAMINATION GROUP OF SIX (ME6)

The researcher felt an independent medical assessment was now called for.

Conceptual Background

The orthodox Western medical model sees abnormal behaviour as similar to physical disease, in that stressor-manifestations are not accepted as present unless clinically measurable. The researcher knew from research literature that some medical practitioners adopted a holistic approach, extending clinical recordings with observation of behaviour. A professional holistic evaluation would listen to the patient's own perceptions. Rosenfeld (1978:38-42) described the investigative skills of the alert holistic practitioner and extended stressors to include work and family situations:

> A good doctor is a biological detective . . . your appearance, complexion and expression permit me to make a wide variety of diagnoses . . . . Many of us work under more pressure, tension, frustrations or anxiety than we can handle . . . inner tensions take their toll in diarrhoea and cramps of colitis . . . . stomach ulcers . . . asthma, skin rashes, high blood pressure and . . . premature heart attacks . . . . An unhappy marriage . . . or guilt of marital infidelity, can result in a train of psychosomatic illnesses.

With such 'biological detection' in mind, the researcher arranged medical assessments. It would have

been better for the whole sample to have been examined but restriction was necessary as the researcher had to meet all the costs. Six respondents, about one third of the Marina sample, were selected and all agreed to be examined.

Procedure

The researcher wished to engage a medical practitioner conversant with occupational health and asked the chief medical officer of health for the Whakarama district for advice. This proved impossible for ethical reasons. The researcher then chose a Marina general practitioner who had dealt with trainee teachers and their personal problems. The medical practitioner's brief was to look for evidence of general stress.

Six respondents who appeared to be under a degree of stress were selected from the full sample on the basis of personal testimony, researcher observation and previous probe data. Three respondents who appeared to be under stress were not considered candidates for the medical examination. Principal #13 consistently denied stressfulness; later in the study and following a period of sick leave Principal #13 died in a motor accident; the certificated cause of death was 'advanced atherosclerosis and severe coronary heart disease (CHD)'. Principal #17, who suffered from chronic asthma, was under specialist supervision and an unlikely subject for examination by a general practitioner. Principal #14 was a particularly articulate respondent, under specialist supervision for CHD, from whom the researcher was confident of a continuing flow of data. Principals #13, 14 and 17 all suffered from stress-related disease.

Analysis

As well as the six clinical reports, the general practitioner supplied an interesting preamble, although

in part it appeared to be self-contradictory. The preamble and full reports appear in Volume Two.[1] The researcher's summary of the reports follows:

Principal #2
. . . admitted to some symptoms of stress -- no [physiological] medical signs . . . no mannerism of stress

Principal #6
. . . acknowledged stressfulness . . . hypertensive medication . . . physiological signs of stress

Principal #7
. . . suffered coronary attack previously . . . hypertensional . . . no stress signs noted -- medication can mask physiological symptoms . . . no particular signs of stress at examination

Principal #9
. . . conveyed feelings of stressfulness . . . no medical signs of stress

Principal #10
. . . related indications of stress . . . medical evidence of inner tension

Principal #18
. . . freely confessed stressfulness . . . hypertension . . . medication neutralizes symptoms

Researcher's Comments

Although some of the (ME6) sample were on medication which suppressed symptoms such as hypertension, half the sample showed signs of stress according to the practitioner, who used a limited reference.

The researcher realized that a true holistic medical approach was needed. It would require extended consultation over a longer time and include professional observations of respondents' lifestyles outside the consulting room. This was an unattainable ideal. Nonetheless, the researcher tried to sharpen later field observations through a study of relevant medical literature. The following table, Stressor-Manifestations Sequence Background Literature Sample, lists some of the researcher's reading from this early part of the Marina study to its completion. Additional material is in the bibliography.

[1] Vol. Two, pp. 119-124.

STRESSOR-MANIFESTATIONS SEQUENCE
Background Literature Sample

Physiological and somatic

Cardiac disease (Jenkins et al 1978) (Sanderson 1972)
Disrupted sleep, urination and bowel frequency (Vachon 1980)
Catecholamine excretion imbalance (Frankenhaeuser 1980)
Fatigue (Guyton 1982)
Headaches, tension and migraine (Guyton 1982) (Taub and Stroebel 1978)
Hypertension (Dryson 1986)
Peptic ulcer (Backus and Dudley 1977)
Pulse rate, blood pressure variations (Guyton 1982, Henry and Stephens 1977)
Respiratory illnesses (Luckman and Sorensen 1980)
Salivary secretion immunoglobulin A non-norms (Jemmott et al 1983)
Serum cholesterol elevation (Luckman and Sorensen 1980)
Skin disorders, eczema and herpes simplex (Guyton) 1982)
Ulcerative colitis (Rosenbaum 1985)

Psychological

Abuse: alcohol, drugs (Sadava et al 1978)
Asthma (Knapp 1982)
Boredom, anxiety, depression, irritation (Medalie et al 1973, Rabkin 1982)
Depression (Klarreich 1988)
Free-floating anxiety (Linn 1975, Shader 1984)
Job dissatisfaction (Jackson 1983)
Self esteem (Kobasa et al 1979)
Tension (Guyton 1982)

Behavioural and social

Absenteeism (Kaufman and Beehr 1986)
Burnout (Farber 1982, Pines et al 1981)
Counterproductive behaviours: minimal output (Winnubst 1984)
Delinquency in family (Ashton 1979)
Disrupted performance of spouse and parent roles (Cooper 1983)
Early retirement (Decker 1985)
Interpersonal relationships (Ivey and Authier 1978)
Isolation from friends (Klarreich 1988)

Industrial Medicine Check Grid

After receiving the medical reports, the researcher placed all the symptomatic evidence, from observations, checklists and the (ME6) reports, alongside an industrial medicine check grid (Fineman and Payne, 1981:54). Stressor indicators were present for the six (ME6) respondents; in terms of the check grid, all six would be candidates for further monitoring. The check grid is contained in the appendices to this volume.[2]

Advance Organizer

The researcher felt that the (ME6) probe respondents' personal characteristics should be examined using a standardized professional probe, the 16PF/CAQ test, the data to be subsequently monitored by a practising psychologist.

[2] Vol. One, p. 313.

SIXTEEN PERSONALITY FACTOR / CLINICAL ANALYSIS (16PF/CAQ)

The need for a personality probe was foreshadowed in analysis of the (GSR) and (PAP) interviews, where the researcher wondered whether stressfulness might in part stem from personal traits. Everly and Sobelman (1987) found that psychological assessment may be the most cost-effective way to measure human stress response. Personality assessment by test has its critics, but the researcher considered it to be on balance a useful tool provided the results were checked by a psychologist practised in this field, which in this case meant an overseas professional.

The researcher chose a professionally designed test, Sixteen Personality Factor / Clinical Analysis Questionnaire (16PF/CAQ). Professional interpretation of this test can identify aspects of stressful behaviour (Krug, 1980). The researcher is professionally competent to administer the test, which is widely used in clinical and industrial psychology.

Sample (16PF/CAQ) questions are in Volume One appendices and sample raw data and calculation worksheets in Volume Two.[3]

Procedure

To conduct (16PF/CAQ) tests on the full Marina sample and then to have the results assessed professionally would have been too time-consuming and too expensive. The researcher chose to test the small sample of Marina respondents who had already undergone medical examination and who appeared to manifest stressfulness on the strength of the (ME6) probe, their replies to the (GSR) and (PAP) probes and indications on the industrial medical check grid.

The tests were conducted under standardized conditions in face to face interviews. The scripts were

[3] Vol. One, pp. 314-317; Vol. Two, pp. 125-127.

keyed and kept on hold for professional analysis of the researcher's computations and findings. These were checked by a senior psychologist in the Institute for Personality and Ability Testing (IPAT), Illinois, USA. (The Institute was founded by R.B. Cattell, author of 16PF, from which the CAQ was adapted.) The researcher's analyses were returned with this comment:

> . . . our calculations of the preliminary data and interpretations are not contradictory to your own findings.

Analysis

For continuity the complete (16 PF/CAQ) profiles are discussed at this stage. Sample analysis graphs of first and second order scores appear on the two pages following. Second-order scores were also computed using part one scores only. The psychologist commented on the value of computing scores from both sources: '. . . I find there are sometimes differences which are helpful in analysis of a profile'.

Summary of Main Second-order Scores

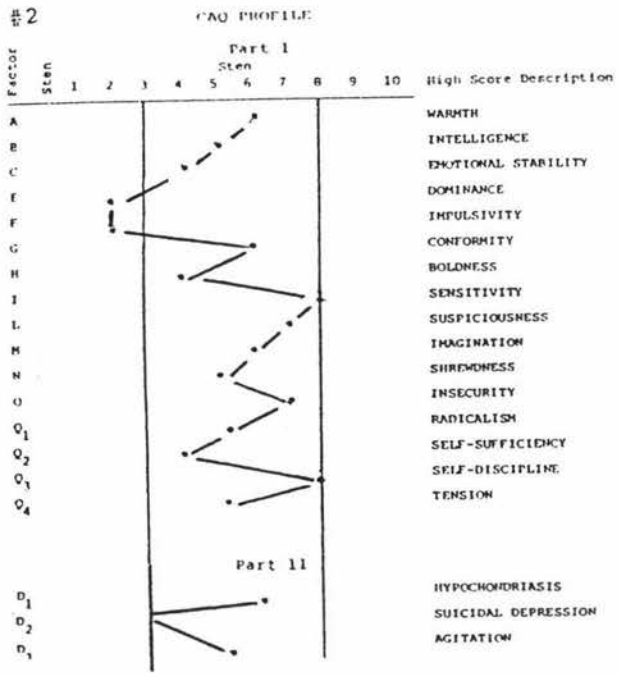
CAQ Second-orders

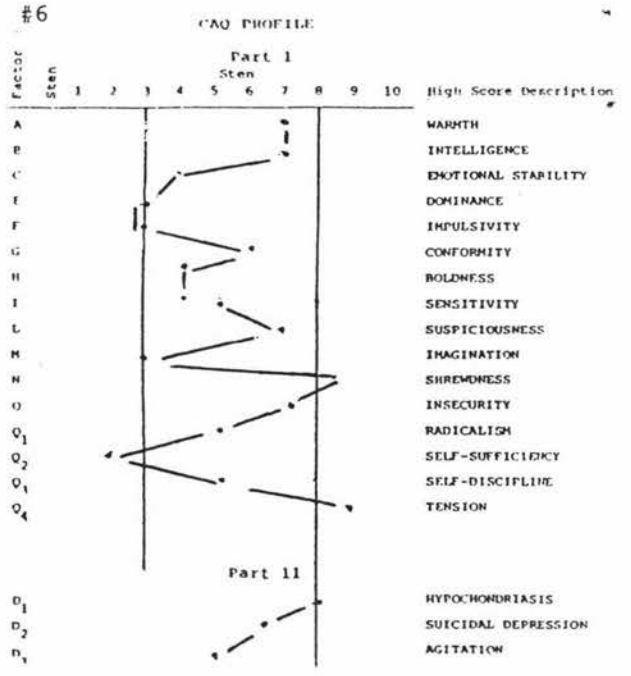
Sten:	1,2,3 (low)	4,5,6,7 (av.)	8,9,10 (high)
Extraversion	1	5	
Anxiety		4	2
Tough poise		4	2
Independence	4	2	

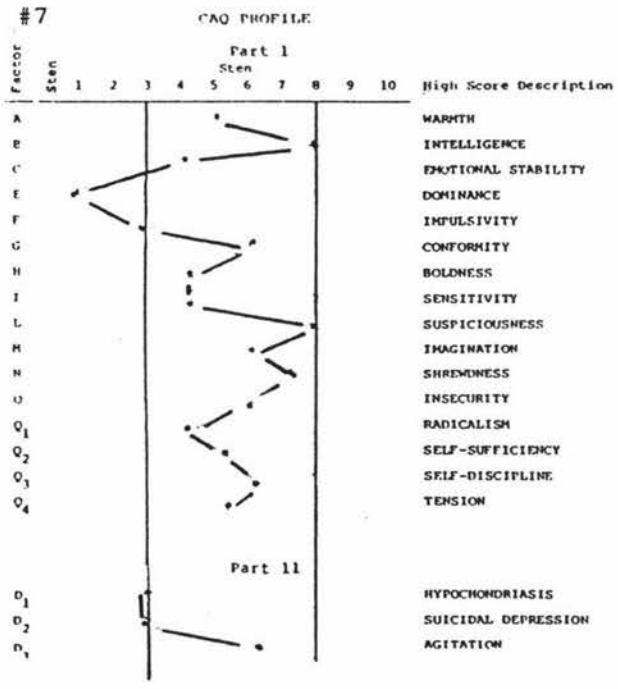
Second-orders from Part 1

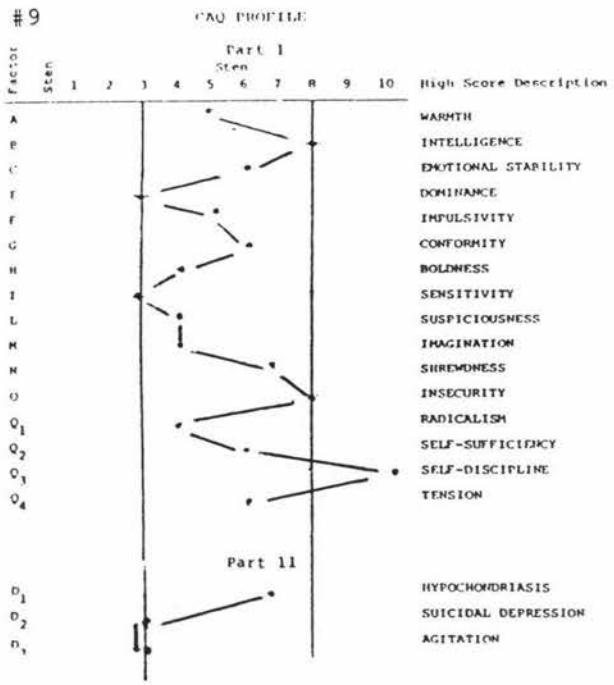
Sten:	1,2,3 (low)	4,5,6,7 (av.)	8,9,10 (high)
Extraversion	4	2	
Anxiety		3	3
Tough poise	1	5	
Independence	3	3	

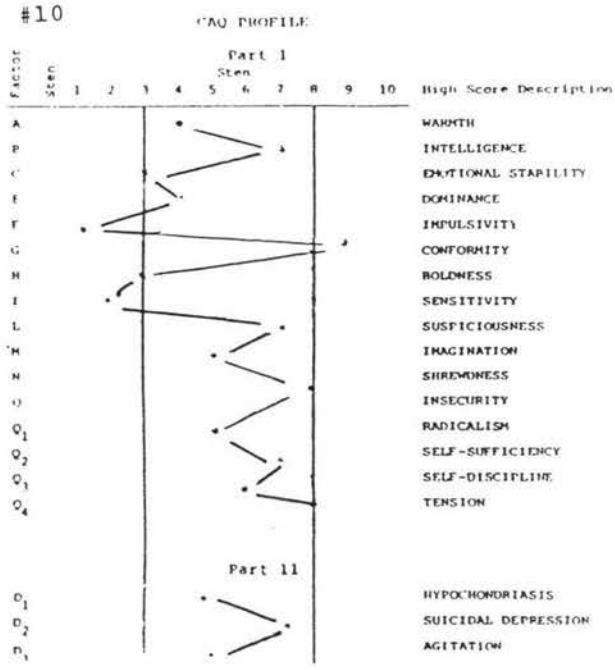
PERSONALITY FACTOR PROFILES

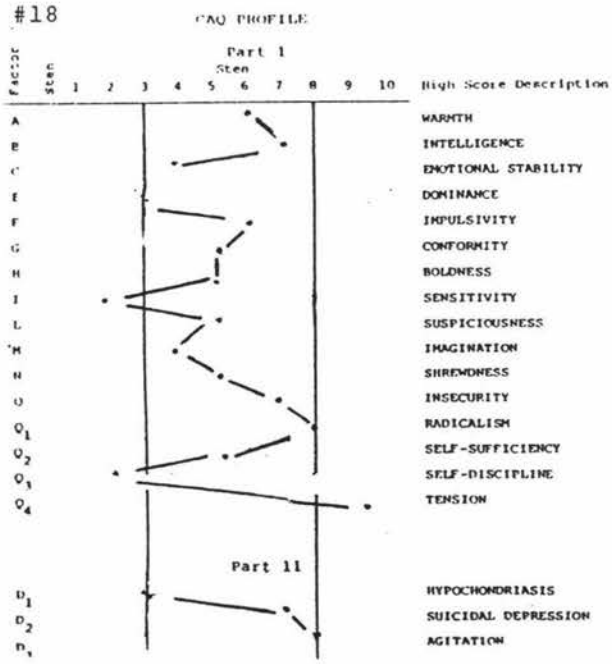







#9
CAQ PROFILE
Part I
Sten
Factor
Sten
1 2 3 4 5 6 7 8 9 10
High Score Description
A WARMTH
B INTELLIGENCE
C EMOTIONAL STABILITY
E DOMINANCE
F IMPULSIVITY
G CONFORMITY
H BOLDNESS
I SENSITIVITY
L SUSPICIOUSNESS
M IMAGINATION
N SHREWDNESS
O INSECURITY
Q1 RADICALISM
Q2 SELF-SUFFICIENCY
Q3 SELF-DISCIPLINE
Q4 TENSION
Part II
D1 HYPOCHONDRIASIS
D2 SUICIDAL DEPRESSION
D3 AGITATION


#10
CAQ PROFILE
Part I
Sten
Factor
Sten
1 2 3 4 5 6 7 8 9 10
High Score Description
A WARMTH
B INTELLIGENCE
C EMOTIONAL STABILITY
E DOMINANCE
F IMPULSIVITY
G CONFORMITY
H BOLDNESS
I SENSITIVITY
L SUSPICIOUSNESS
M IMAGINATION
N SHREWDNESS
O INSECURITY
Q1 RADICALISM
Q2 SELF-SUFFICIENCY
Q3 SELF-DISCIPLINE
Q4 TENSION
Part II
D1 HYPOCHONDRIASIS
D2 SUICIDAL DEPRESSION
D3 AGITATION


#18
CAQ PROFILE
Part I
Sten
Factor
Sten
1 2 3 4 5 6 7 8 9 10
High Score Description
A WARMTH
B INTELLIGENCE
C EMOTIONAL STABILITY
E DOMINANCE
F IMPULSIVITY
G CONFORMITY
H BOLDNESS
I SENSITIVITY
L SUSPICIOUSNESS
M IMAGINATION
N SHREWDNESS
O INSECURITY
Q1 RADICALISM
Q2 SELF-SUFFICIENCY
Q3 SELF-DISCIPLINE
Q4 TENSION
Part II
D1 HYPOCHONDRIASIS
D2 SUICIDAL DEPRESSION
D3 AGITATION

Summaries show test profiles as standard ten-scale scores (stens). Approximate normal population percentage equivalents to the spread of stens are:

1	2	3	4	5	6	7	8	9	10
2.3%	4.4%	9.2%	15.0%	19.1%	19.1%	15.0%	9.2%	4.4%	2.3%

The norm of sten 5 - 6 represents just less than 40% of the adult population. 'High score' means an 8 - 10 sten range and 'low score' a 1 - 3 sten range. High and low scores represent the upper and lower 15% of the adult population. In the Marina sample, test profile stens are distributed as follows:

Extraversion

Five principals scored 'average' on second-order scores. No one obtained a high extraversion score. Using the equations for Part 1 only, four principals scored low. As principals interact with people for a significant part of their professional activities, it is reasonable to conclude that individuals with low extraversion would be uncomfortable in a job where personal relationships are a substantial requirement.

Anxiety

In the second-order scores table four principals scored average and two high. Principals have constantly to deal with contingencies and to mediate in difficult situations. It is surprising that three principals scored high in the second order. A principal with high anxiety would have considerable difficulty coping with work stressors and mustering resources to meet daily demands. Principal #6 with a sten score of 8.2, principal #10 scoring 8.6 and principal #18 at 8.0 exhibit stress. High rating in anxiety is also a

distraction in a professional education leadership role.

Tough poise

Four principals scored average and two high on the second-order scores. The result was slightly different when computed from Part 1 only: one low score and five average. People with low tough poise tend to be influenced by their emotions in making judgements; high scorers tend to make decisions according to objective assessments of the facts of a situation. The professional psychologist commented:

> . . . I would think it would be ideal to be moderate on tough poise to be a school principal -- it is important to take into account both facts and feelings, especially when interacting with people . . . here your sample is moderate; it's the one area where your sample meet my expectations of what a principal might look like.

Independence

Four principals scored low in the second order table and two scored average. No one obtained a high score. Using Part 1 only effectively the same situation appears, with three low scores and three average. People with high independence typically try to alter whatever they do not agree with, rather than try to adapt. They are initiators and self-sufficient, not as a rule needing group approval before they take action. People low on independence try to adapt to situations rather than alter them, look for group approval before acting and are unlikely to be self-sufficient decision makers.

The IPAT psychologist commented on the low independence scores of the sample:

> At first I thought that your group might be group-approval-minded, given the nature of school systems (working with teachers, school

boards and parents). However this affiliative side of being dependent is not borne out in your sample, in that your people tend to be more introverted. So the position here is of all the sample (half the score on low, and half average on general population norms and nobody on high independence) tending towards being self-effacing, and very influenced by the situations and people around them.

Personality Profile Notes

The researcher composed personality profile notes for the six principals who formed the combined (ME6) and (16PF/CAQ) sample. The researcher was acutely aware that the clinical value of data was to be found not only in the presence or absence of traits but also in their intermix. The following profile notes should be read in relation to the table, Researcher's Checklist for Stressful Characteristics, for an interpretation of the personal characteristics of stressfulness.

Principal #2

Most notable features at the second-order level:
Low tough poise, low extraversion, low independence.

Most notable features at the primary level:
E-, F-, I+, Q3+ Pp = 3

Brief summary:
Would expect conforming, unassertive behaviour
(G = 6, Q3 = 8, Pp = 3, coupled with E-)
Emotionally reactive, threat-sensitive
(C = 4, H - 4, I+)
Not comfortable with people
(E-, H-, extraversion low)

RESEARCHER'S CHECKLIST FOR STRESSFUL CHARACTERISTICS

Emotional Stability	C −	high anxiety/low stress tolerance/ highest medical risk element/ inability to 'roll with the punches'/
Dominance	E −	low-scoring individuals tend to closet hostile feelings /passive-aggressive pattern/
Conformity	G +	respectful of authority/ /unrealistically high standards /low flexibility lowers the individual's ability to cope with extra stress/
Boldness	H −	ulcers/ external stressors reach them/ constant exposure to external stressors can result in psychological exhaustion/
Sensitivity	I +	high score: incidence of CHD and hypertension -- exaggerate symptoms/
		−low score: asthmatics -- deliberately underestimate symptoms/
Suspiciousness	L +	high score: CHD and general illness/
		−low score: healthy sign/
Imagination	M +	forget trivial things/
Shrewdness	N +	too detached to respond appropriately to emotional needs of others/ not easily swayed/ like 'polished' individuals around them/
Insecurity	O +	worried/ moody/ depressed/ upset by criticism/ /self-deprecating/
Radicalism	Q1 +	highly innovative/ logic rather than feelings/ break with established ways/ not best liked in group/
Self-sufficiency	Q2 +	high score: CHD, hypertension, Tb, ulcers/ prefer to be alone/does not need support/
	−	low score: social workers/
Self-discipline	Q3	inability to keep emotions under control
Tension	Q4 +	long time to calm down/ cry for help
Psychopathic Deviation	Pp−	uneasy in emergencies and conflict situations/ sensitive to criticism

Principal #6

Most notable features at the second-order level:
High anxiety, high tension, high neuroticism,
low independence, fairly low extraversion

Most notable features at the primary level:
Many extreme scores. Elevated CAQ Part II
D1 Hypochondriasis -- in the clinical range.
Pp also low.

Brief summary:
Not assertive
(E-, H = 4, Ext = low mod)
Unusual mix of A- yet Q2-; pretty
group-dependent, not good at independent
thought or action
Highly anxious, not self-secure, somatization?
'Cry for help'; tension (Q4 = 9)

Principal #7

Most notable features at the second-order level:
Low independence, high neuroticism

Most notable features at the primary level:
E-, F-, H = 4. Picture of timidity, soberness
Not much self-expression typically
However, given C = 4 and L = 8, would be
capable of occasional burst of hostility and
emotional reactivity

Brief summary:
Not well-adjusted; expect trouble dealing with
stress.
Factor B = 8 is a helping strength.

Principal # 9

Most notable features at the second-order level:
Moderately tough poise, with low independence

Most notable features at the primary level:
I-, Q3+, has expectations about how things
should be done
O+, E- Probably has trouble conveying
expectations to others

Brief summary:
Not assertive or self-confident
Pretty complacent, unenthusiastic (Pp = 5)
Probably more rigid with other people than if
Factor I score were a bit higher, or if more
extraverted

Principal # 10

Most notable feature at the second-order level:
Highly anxious, high tension, neurotic, introverted

Most notable features at the primary level:
Signs of depression: low energy depression = 8
Pp = 4, O = 8, F = 1
C = 3, O = 8, Q4 = 9 Very anxious
G = 9, I = 2 Rigid expectations

Brief summary:
Withdrawn from people, low energy, somewhat depressed
Very anxious, tense, and few resources to cope with it although B=7 helps.
'Cry for help', tension (Q4 = 9)

Principal # 18

Most notable features at the second-order level:
Highly anxious, high tension, fairly dependent. Neuroticism = 8.4

Most notable features at the primary level:

C = 4, E = 3. I = 2, Q4 = 9, O = 7.

Brief summary:
Quite tense, with few resources
'Cry for help', tension (Q4 = 9)

Researcher's Comments

The over all pattern indicates stress traits in all six respondents, especially #6, #10 and #18. Others, although showing stressfulness, display partially compensatory factors, a situation foreshadowed by the researcher during analysis of the (GSR) probe.[4] At the time this mix was tentatively presented as a 'debit/credit' balance.

Advance Organizer

From these profiles the researcher became interested in

[4] Vol. One, pp. 72-73.

the concept of compensatory factors and coping strategies. This would be an approach to be undertaken later in the context of how respondents implemented such strategies during their on-job activities.

The researcher felt that the (16PF/CAQ) probe had been valuable and had shown a need for a person factor probe of the whole Marina sample. This could be a two-tier approach, first exploring the extent to which respondents felt they were in control of action outcomes and then investigating individual behaviour patterns and their link with stressfulness.

An entry in the field record reads:

> Does success in some professions require certain personality traits . . . would it be possible to list desirable professional qualities and match these with personality traits? . . . what might be required for success as a poet would not be suitable for a commission salesman.

LOCUS OF CONTROL
(LC)

Marina principals' on-job contacts included persons, events and situations (see scatter diagram, Principals' On-Job Contacts, mentioned previously). Some contacts were not at all stressful, others produced intense unhappiness. An important determinator of perceived stressfulness is the degree to which people see themselves in control. Bandura (1982: 32) said:

> To the extent to which one can prevent terminate or lessen the severity of aversive events there is little reason to fear them.

Conceptual Background

People who believe they control their successes and failures and are basically in charge of their lives are said to have internal locus of control. They attribute a large degree of responsibility to themselves rather than seeing themselves at the mercy of outside forces. Niebuhr's famous dictum (1934) encapsulates this view:

> . . . give me the strength to change what I can, the courage to bear what I cannot change, and the wisdom to know the difference.

At the other extreme is the belief that outside forces control one's actions or inactions and little can be done to change this. People who perceive themselves as mostly unable to influence their lives are said to have an external locus of control. An extreme example of this, called learned helplessness, is the principal characteristic of clinical depression (Seligman 1975).

At this stage the researcher was unsure whether simple belief in an internal locus of control philosophy would lead to less stressfulness. Seemen and Seemen (1983) stated that a strong internal locus of control tended to help both general health and psychological adjustment in times of stressfulness. The researcher wondered if more attention should be given to direct action by individuals; this might be termed 'action control'.

Procedure

The researcher prepared a postal probe based on Rotter's 1966 Internal-External Locus of Control Scale (I-E). It was coded (LC) and appears in the appendices to this volume.[5] The probe presented 10 statements and asked for ratings of 1 (strongly disagree), 2 (disagree), 3 (uncertain), 4 (agree) or 5 (strongly agree). It also

[5] Vol. One, p. 318.

provided for additional comments. Respondents were to answer in terms of their professional lives.

Analysis

The Marina sample principals for the most part chose the mid point of the (I-E) continuum, which meant their replies tended to be uncertain. The researcher suspected these choices might have been influenced by caution with statements they found unusual, and that more might have been gained if the probe had been by face to face interview. However there were some useful replies.

Most respondents strongly agreed with Statement 3: 'There will always be organizational relations disputes no matter how hard people try to prevent them or the extent to which they try to take an active role in these activities.' The researcher felt this showed a need for in-service training to sharpen principals' interpersonal skills.

Statement 10 was: 'Even though some people try to control events by taking part in political and social affairs, in reality most of us are subject to forces we can neither comprehend nor control.' A majority of respondents indicated that they agreed. In addition, one respondent made a marginal comment: 'I do not believe principals should get involved in politics.' The researcher felt that respondents were uncertain as to what was professionally acceptable. This uncertainty may have been exacerbated by growing tendencies to overload schools with social responsibilities and subject principals to political pressure.

Replies to statements 3 and 10 show respondents tended to a low internal locus of control. This confirms the IPAT psychologist's statement on the sample of six's low independence scores (16PF/CAQ): '. . . tending

towards being self-effacing, and very influenced by the situations and people around them.'

All but one respondent disagreed with Statement 9 that leadership qualities are primarily inherited. This was felt to infer an appreciation of in-service education for principalship. Most statements produced replies in the uncertain category.

The additional comments section was of some relevance to research literature:

1. 'The questionnaire appears to be old fashioned and a bit religious': Rotter's (I-E) scale did appear to be old-fashioned and not in keeping with current organizational psychology thought, in that it did not consider the interactional aspects of (P-E) fit.

2. 'I agree with parts of these statements but not the whole thing. I am being asked to be black or white': locus of control is not looked upon as being a black or white issue but depends on what can or cannot be reasonably controlled.

3. 'I don't believe in this control business. You have to be skilled at your work and believe in what you are doing in order to get on': success depends on motivation as well as necessary skills. This aspect of (I-E) is termed a sense of self-efficacy (Bandura, 1977). Individuals gauge success or failure according to a number of factors: neccessary skills, determination to see the job through and the perceived impact of the activity for themselves and others. Individuals with a strong feeling of self efficacy show less physiological and psychological stressfulness (Bandura et al, 1982; Holahan et al,1984).

One respondent's comment was very illuminating in terms of arising stressfulness:

> Control is part within me and part from outside. I just get screwed up when it goes wrong. I have to believe what I'm doing is going to be good for me. It doesn't matter who's in control, I just want things to be reasonably all right.

Researcher's Comments

The researcher was not satisfied with the (LC) outcome. The researcher's background in the area of action control was limited and further reading uncovered the following:

1. The Multidimensional Health Locus of Control Scales developed by Wallston et al (1978); its focus on health would have made it more useful as an (LC) probe base.

2. Action control through defining broad goals along with detailed on-job specifications is believed to be more profitable in reducing individual stressfulness than a philosophical belief in external or internal locus of control.

3. An associated action control technique is the pursuit of a specified health-protective regimen (DiClemente et al, 1985). This is not a one-shot technique but lifestyle modification, requiring a broad spectrum approach to regular exercise, good nutrition, recreation, relaxation techniques and avoidance of unwise habits and palliatives.

The researcher concluded that the (LC) postal package did not clarify a number of points in the wide nature of the (LC) statements that might have been resolved face to face.

4. At this stage of the field research Principal #7 had taken leave of absence just prior to retiring and died while on holiday. The certified cause of death was severe coronary heart disease. Principal #7 was one of the group of six who had undergone medical examination and the formal (16PF/CAQ) survey. The respondent had indicated on-job stressfulness in prior field probes.

Advance Organizer

The researcher now attempted the second tier of the 'person' focused probes foreshadowed after the (16PF/CAQ): an investigation of behaviour, stressfulness and ill health. Research literature pointed towards individuals with positive behaviour, such as strong locus of action control, having less physical and psychological stressfulness. The emphasis was now to be on more generalized patterns of behaviour.

BEHAVIOUR PATTERN PROBE
(A/BBP)

The researcher found the (16PF/CAQ) profiles most valuable and regretted this test had not after all been run on the whole Marina sample. The profiles reinforced observations during earlier face to face interviews: Principals' On-Job Perceptions (PJP), General Stressor Symptoms/Reactions (GSR) and Principals' Administrative Profile (PAP). Data so far contained strong indicators of behaviour identified in research literature as Type A behaviour (Friedman and Rosenman, 1974).

Conceptual Background

In general, Type A behaviour pattern people are characterized by chronic time urgency, explosive speech, extreme impatience and undue competitiveness. In contrast, Type B behaviour personalities show very

little of these characteristics. Hypothetically, Type A and Type B represent a continuum of observable behaviour reactions. Type A patterns are stress related and associated clinically with risk factors for cardiovascular disease. A tendency towards Type B is desirable in terms of health psychology.

Procedure

The original Friedman and Rosenman (1974) Type A / Type B research centred around clinical interviews and medical examinations conducted by a cardiologist. From these interviews a less precise pencil and paper test was developed. The Marina researcher adapted the pencil and paper test as a mix of general behaviour patterns and those relating to on-job situations. The researcher styled the test Behaviour Pattern Probe (A/BBP).

This was a postal package setting out 19 behaviour characteristics, which if perceived to be present were to be assessed for intensity and rated on a simple scale. A final section called for additional comments.

The (A/BBP) probe may be found in the appendices.[6]

Analysis

Those respondents identified as Type A behaviour patterns were: #1, #2, #3, #6, #8, #10, #14, #16, #17, #18 and #20. Six of these Type A respondents answered at the (a) Yes, very sure level, two at the (b) level and three at level (c). This amounted to approximately 60% of the remaining sample of 17.

In the light of Friedman and Rosenman's proposal that Type A behaviour patterns may contribute

[6] Vol. One, pp. 319-320

to cardiovascular disease, two of the Marina sample, Principals #7 and #13, had died of coronary heart disease before this probe was administered. By now, or subsequently during the Marina study, Principals #8, #9, #11, #14 and #20 showed pathological evidence of cardiovascular disease which is a strong indicator of prolonged stressfulness. Of these four, two indicated Type A pattern at the (a) level, one Type A at the (c) level and the fourth Type B at (a) level.

The researcher later became aware of Rosch's 1989 observation that Type A individuals are often unaware of their behavioural patterns, or will deny them. In terms of Rosch's comments, the (A/BBP) probe data, and the instances of confirmed CHD, it seemed likely that the majority of the sample exhibited stressor-manifestations.

Researcher's Comments

It was felt that respondents might have misinterpreted Type A behaviour pattern as indicative of desirable work efficiency. However, irrespective of interpretation, Type A behaviour in a highly demanding job is a dangerous mix. Research literature corroborates Marina findings on the demanding nature of principals' work:

> . . . no other profession in which a person has so many masters to serve. School board . . . teachers, students, parents, the media.
> Welch et al (1982:11-12)

The researcher emphasizes that no individual would display a complete Type A behaviour pattern profile. Conversely, some Type A behaviour traits can be found in mainly Type B profiles. Rosch (1989) believes that someone with a so-called Type C behaviour pattern is most at risk of impaired health; Type C may be

described as Type B with an overlay of pent-up anger. The (16PF/CAQ) probe identified respondents who, although withdrawn, showed high levels of anger.

The accuracy of assessing Type A or Type B behaviour patterns has become controversial (Boyd and Begley, 1987; Yarnold and Bryant, 1988), mainly because assessments are based on self-report questionnaires. Meta analysis of research literature covering the relationships between measurements and disease finality has also been questioned (Booth-Kewley and Friedman, 1987). Nonetheless the Type A/Type B behaviour pattern construct, although controversial as an assessment of stressfulness, is a valuable awareness reference for stress management programmes.

Advance Organizer

The researcher felt that the (A/BBP) probe approach might have provided data that were too generalized, though it was undoubtedly useful. A probe linked to principals' behaviour during specific on-job tasks might afford valuable data on the personal aspects of (P-E) fit and stressfulness. Accordingly the researcher decided on first hand observation of Marina respondents at their work, using the technique of shadowing.

SHADOWING GROUP OF FIVE (SG5)

The end of phase two of the early part of the study was now approaching. Data had been gathered widely, including a range of aspects of (P-E) fit. The researcher now wished to use a potentially intrusive probe: rapport was very good and the researcher believed it would admit of close monitoring of respondents' on-job activities by way of shadowing. This

probe should also provide some triangulation of earlier data.

To shadow the whole sample would have been impossibly time consuming as the researcher was still working as a principal in the Marina district. Therefore it was decided to concentrate on the five respondents remaining in the small sample of six who had already undergone the (ME6) and (16PF/CAQ) examinations. The five respondents all perceived themselves as stressed and literature emphasized that it was respondents' own perception of stressfulness that was significant (Ellis, 1973; Lazarus, 1966). The probe was coded as Shadowing Group of Five (SG5).

Procedure

Available dates for shadowing were balloted against respondents' individual codes. The researcher allocated a block of three consecutive days, Wednesday, Thursday and Friday, for each respondent. The shadowing followed a fixed programme from 8.30 am to 3.30 pm and respondents were requested to record significant events outside these times. As for the three-day diaries (3DD) probe, each day was divided into parts. Time was set aside for the shadowed principal to have unobserved time with staff; the researcher later discussed with the respondent events during these unmonitored periods. Privacy was always respected. Samples of (SG5) data appear in Volume Two. [7]

It was imperative to maintain rapport and to be neither too demanding nor too intrusive. The researcher was sensitive about being a colleague, which the researcher suspected made respondents uneasy, perhaps because they felt they were being evaluated professionally. This was stressful for both respondent and researcher. In two cases the third day's shadowing

[7] **Vol. Two, pp. 128-147.**

was curtailed because it was becoming less productive.

Analysis

The (SG5) data was largely repetitive but also corroborative. The exercise was valuable for data triangulation; most importantly it added depth, colour and immediacy to earlier data. Qualitative data offers a more personal dimension than quantitative data and shadowing is a further enhancement.

Data enrichment was most significant for understanding interpersonal relationships. Much depended upon the degree of comfort in interactions between principal, senior staff, classroom staff, ancillary staff, parents, pupils and interface contacts. Shadowing offered insights through tone of voice, body language and mood changes of both respondent principals and others: things that cannot be recorded other than by direct observation.

The main yield from (SG5) was confirmation by observation of work overload and of the importance of interpersonal relationships. Principals were often involved in 'delegated upwards' situations where items in the too hard basket were moved on up. Principals were also expected to be lightning rods. The presence of these potential stressors, together with an open-door policy and constant demands for principals to cope with non-professional trivia, were perceived as very stressful.

Researcher's Comments

The danger of shadowing is that it may lead to the pitfall of reinforcing the observer's viewpoint, whereas it is respondents' perceptions which are basic to the stressor-manifestations sequence and the (P-E) fit

theory. What matters is not what the observer saw but what the respondent said was stressful.

Despite this, the researcher felt that ideally the (P-E) fit philosophy required extension beyond respondents' perceived stressfulness to include comprehensive data of physiological, emotive and behavioural reactions. This could be undertaken by using portable telemetric clinical apparatus and a combination of strategically-positioned unobtrusive video recorders. Such data would provide the ultimate for later analysis. This is not necessarily science fiction. A TV comedy two decades ago revolved around an elementary stress check which proved utterly misleading when based on physiological data without visual and subjective input. A transcript of this light-hearted yet instructive episode appears in Volume Two, entitled 'Barney Miller'.[8]

Grounded Theory

The preliminary 'professional' gross groupings had now divided to include 'administration'. Further, the gross groupings of professional, administration, interface and contingencies had evolved into a number of major themes and sub themes, as follows:

Professional

Developing/Implementing Educational Programmes; Staff Development

Administrative

Co-ordinating School Services

Interface

School and Community Relations; Liaison School / Official / Ad Hoc Bodies

[8] **Vol. Two, pp. 148-151**

Contingencies
General demands, unforseen emergencies

The summary, 'Marina Principals' Corporate On-Job Activities', sets out these themes, sub themes and features in expanded form. This is presented as an interleaf.

Advance Organizer

On completion of the (SGS) exercise the researcher concluded that respondents' views of how stressful on-job activities were might be coloured by their belief in how well they were achieving their goals. The traditional (P-E) fit model needed to be extended to accommodate (D-A) and (S-V) fit.

MARINA PRINCIPALS' CORPORATE ON-JOB ACTIVITIES

From this early part of the field work the researcher had built up an overview of Marina sample principals' on-job and interface activities. The importance of these activities lay in their potential for generating a stressor-manifestation sequence.

Professional

Developing/Implementing Educational Programme
(1) Organizing the school: Curriculum activities and personal development; establishing and maintaining the operational framework. Provision for staff utilization. Consideration of group and individual needs; mainstreaming special needs pupils.

(2) Curriculum development: Interpreting local needs from Education Department syllabus; setting out class/syndicate subject-activities outlines and encouraging the development of work units.

(3) Co-ordination: Co-ordinating evaluation of general curriculum programmes and of individual pupil's progress.

Staff Development
'Staff' includes senior staff, Division A, years one, two and three, and other categories.

(1) Assigning teacher placement in organization scheduling.

(2) Orientating staff new to school, or new to class level.

(3) Allocation of subject resource responsibilities and syndicate leadership roles to senior teachers.

(4) Encouraging non-senior teachers to undertake assistance in subject resource responsibilities.

(5) Leadership of sector activities within syndicates and the corporate school.

(6) Motivating professional and technological in-service growth of all staff, with special emphasis on year ones.

Administrative

Co-ordinating School Services
(1) Pupil/personal services, such as psychological service, visiting teacher, speech therapy, public health, Social Welfare, police, traffic officers, dental clinic, water safety, education support programmes.

(2) Secretarial: Inwards/outwards school committee and Education Board and Education Department. Financial reporting within specified and less-specified areas. Matching resource demands and fulfilment: No. 1 and No. 2 accounts.

(3) Office management: Clerical assistant and teacher aides, specified and less-specified activities.

(4) School plant maintenance: Co-ordination of specified and less-specified areas.

(5) Auxillary resources: Chartered school transport and educational/sporting trips; lunchroom helpers; library assistance; parent assistance in classrooms; voluntary subject-resource help; classroom equipment making; sports coaching; club activities resource.

Interface

School and Community Relations
(1) Identifying the school community and its components.

(2) Communicating with school clientele, pupils, parents and others, in interpreting the function of the school.

(3) Developing community interest and support for responsive educational programmes.

(4) Gauging the interests of the school community and assessing its participation role.

Liaison School/Official/Ad Hoc Bodies
(1) School committee interpretation of general administration input along established procedures; qualifying inputs against unspecified procedures.

(2) Interpretations of unspecified, e.g. politically espoused, demands of pressure groups, demands of individual parents.

(3) General articulation: school/staff and parents; areas of interpretation by parents/staff and education system.

(4) Adjudicating: staff/parents/pupils/education system.

Contingencies

General demands, unforeseeable emergencies; particular reference to school environment: staff/parents/pupils within matrix of education system.

SUMMARY OF EARLY PART, PHASES ONE AND TWO

At the end of this early part of the field research, set out in Chapters Four and Five, a good deal of data had been gathered and analyzed in terms of the original person-environment (P-E) fit philosophy.

The researcher summarized progress, first by compiling two summaries, Marina Principals' Job Stressors and Marina Principals' Vulnerability to Stressfulness Traits (interleaved at the end of this chapter). The researcher then revisited the six research questions set out in Chapter One. These research questions were not sequential. They were also not of equal value to the study. Questions 1 to 5 "flagged" areas where the research was to progress. Question 6 was the most important: the formation of a stressor-manifestations sequence awareness model. However, as field work proceeded the researcher was increasingly aware of needing to remain open-minded so that additions and modifications could be made as the model formed.

A summary of progress in terms of the first three research questions follows.

1. *What are the on-job activities of a sample of New Zealand primary school principals?* See summary, Marina Principals' Corporate On-Job Activities.

2. *What are the stressors encountered by a sample of New Zealand primary school principals?* See the Summary: Marina Sample Principals' Job Stressors.

3. *Do identifiable personal traits render some primary school principals more prone than others to stressors and more vulnerable to stressor manifestations?* See the Summary: Marina Sample Principals' Vulnerability to Stressfulness Traits.

SUMMARY: MARINA PRINCIPALS' JOB STRESSORS

Personal relationships: school and interface
Material resource inadequacies
Staff: insufficient, inefficient, inadequate background
Increasing social demands on school
Political pressures
Over all time pressures
Contingencies and unscheduled events
Ill-defined activities/responsibilities of education administrative bodies

SUMMARY: MARINA PRINCIPALS' VULNERABILITY TO STRESSFULNESS TRAITS

Difficulties conveying personal expectations to others
Low nervous energy resource
Very self-critical
Not comfortable with array of people in school and interface community
Tendency to be inflexible, evaluate in black and white
Too open to receiving others problems irrespective of resources
High tension: the length of time taken to re-establish equilibrium
Stifled hostile feelings: always endeavouring to be the nice guy
Worrying over trivialities
Mulling over past events and situations

NOTE: These stressors and traits are not in rank order of importance. They are based on person probes and on general field data.

Chapter Six presents data from the middle part of the Marina study. For descriptive purposes the middle part of the field study, like the early part, is subdivided into phases one and two. It moves towards the remaining research questions by focusing on the aims and values area of an extended (P-E) fit model incorporating (D-A) and (S-V) fit.

CHAPTER SIX

MIDDLE PART OF MARINA STUDY
PHASE ONE

The early part of the Marina research investigated general (P-E) fit, or people and their jobs. Both Person and Environment were viewed from two perspectives: respondents' perceptions and researcher's observations.

The middle part of the field study was to some extent an investigation in terms of extended concepts of (P-E) fit, that is, (S-V) and (D-A) fits: environmental Supplies, personal motives, goals and Values and environmental Demands, personal Abilities. The researcher's reading clarified why field data had failed to sit comfortably within the confines of the original (P-E) fit concept, whereas the (S-V) and (D-A) extensions did afford underlying guidelines. This realization evolved along with active field work and related study. No probes were intentionally designed to produce data that could be force-fitted into theoretical preconceptions.

The middle part of the research occupied nearly six years. The opportunity to observe change over a reasonably long period of time was essential for the longitudinal study. During this time the researcher continued to analyze and reflect on field findings, refining major themes and sub themes of grounded theory data and continuing to read research literature.

Continuous close observation over an extended

period was both undesirable and impossible so the researcher watched for likely major changes: fluctuations in school rolls, senior staff changes, marital crises, impending retirement and, most importantly, changes in respondents' health status. Being a professional colleague of Marina respondents enabled the researcher to have an 'ear to the ground' in a way that an outsider could not have: an advantage in an area where the researcher had often had qualms about personal bias.

Initially, no respondent had a retirement date in mind. Principals could retire either after 40 years' service or at any time up to the age of 65. By the middle part of the study, retirements among the Marina sample were becoming frequent. However, the researcher felt retrospective techniques could still secure valid data from retired respondents.

Probes during phase one were: Private and Professional Philosophies; Aims of the School; A Good Day at Work; Has the Job Changed? and Professional Ideal Job. An additional probe, of particular importance, was Stress as Defined by Informants, which for the first time asked respondents to define stress. During this phase the researcher also interviewed two psychologists and a New Zealand Educational Institute (NZEI) counsellor and held informal conversations with some members of the Education Department inspectorate. Phase one also includes reported comments from the retiring general manager of the Whakarama Education Board.

PRIVATE AND PROFESSIONAL PHILOSOPHIES (PvP) and (PP)

The 17 remaining respondents (two had died of coronary heart disease, one withdrew) were asked to record their

philosophy of life and write it in two distinct parts, private/personal and professional/work. They were told to be succinct and use 'telegraphic English', not carefully polished expositions: a 'bumper sticker' rather than an essay. The philosophies were collected from the respondents but not discussed with them. Several principals gave the researcher more than just one private and one professional philosophy. Responses to the Philosophies probe appear in Volume Two.[1]

Private Philosophies (PvP)

Private philosophies help people crystallize their action patterns. If expressed, they enable one's behaviour to be predicted and appreciated. Any mis-fit between a person's private philosophy and events, situations and personal interrelationships in their environment will cause discomfort and potential stressfulness. The major cause of mis-fit is what psychologists call 'irrational thought': an unrealistic expectation.

Analysis

On first reading these appeared stereotyped, idealistic and somewhat out of touch with today's world. According to criteria defined by Ellis (1973), most private philosophies were weighted with irrational ideals. In his work as a therapist, Ellis found that people can effectively deal with life's problems if they do not nurture unrealistic expectations, such as demanding thorough competence in everything and approval from everyone before thinking well of themselves. Farmer et al (1984:35) suggested three main irrational thoughts:

> We should be thoroughly competent, adequate, and achieving in all possible respects . . . .
>
> Life is . . . catastrophic if things do not turn out exactly the way we would like them.

[1] **Vol. Two, pp. 152-158**

> There is a right, precise and perfect solution to our problems . . . .

Klarreich (1988) listed a number of irrational thoughts based on Ellis (1973). Two are: 'I must be approved of all the time' and 'I must be in control all the time, responding brilliantly to every situation.'

Harrods of London's motto is superbly irrational: Omnia omnibus ubique, 'Everything for everybody'; a contrasting rational thought is Virgil's Non omnia possumus omnes, 'We are not all capable of everything.' (Eclogues, VIII 43)

Respondents may have tended to present themselves in their best light. Was this a memory of the worthy motto of school days? For example:

#6 . . . your best is the goal

#11 . . . strive . . . at height of my endeavours

#16 . . . whatever tasks done to the best of one's ability

#17 . . . I was born to serve

Others took a more relaxed view:

#1 . . . enjoy yourself -- later than you think

#5 . . . enjoy every day as it comes

#8 . . . don't worry it may never happen

The researcher's understanding of the (PvP) was heightened by some personal knowledge of respondents' circumstances. Principal #1's apparent light-heartedness could be denial: there were major family problems at this time.

Principal #3 mentioned 'compassion for handicapped or disadvantaged': a daughter had recently

suffered permanent neurological damage. This respondent also wrote of 'using the code of behaviour laid down by Christian people as a guide through life': another daughter had just been ordained.

Principal #8 was somewhat cynical: 'Let us come to a compromise and then neither of us will be happy': a falling roll had forced a change of school, only to find, after official reassurances, that conditions were not comparable, the second school's roll also fell and there were other unexpected problems.

Principal #9 wrote 'My aim is to help those about me': during the entire study this principal was a very active NZEI counsellor.

Principal #12's private philosophy was most specific and on first reading restrictive: 'Mankind has a tenuous fragile grasp of life on this earth -- human history has a very finite future.' This viewpoint had already been expressed strongly in conversation with the researcher and was a powerful central philosophy. As a person without close family ties, a great deal of Principal #12's off-job time was spent on conservation projects, including leave of absence in South America.

Professional Philosophies (PP)

The researcher hoped to gain some insight into what respondents expected of their on-job activities. Unfulfilled expectations could reasonably be expected to lead to stressfulness.

Analysis

Principal #1, a widely experienced principal and the only member of the sample with university qualifications, revealed a knowledge of people skills: '. . . use subtleties on syndicate members and senior staff . . . use psychology/sociology . . . people manipulation rather than heavier means.'

Principal #4 saw the job 'as function not status' and evidently perceived principalship in terms of an enlightened style: 'Lead by example'. This principal took part in class programmes regularly.

Principal #8 said 'No problems always challenges . . . there is always an answer'. This was more the case in previous times: Principal #8 established a school and guided it through rapid growth. However, during transfers to two other schools with established problems as well as established routines, Principal #8 had a very stressful time culminating in a heart attack.

Principal #10's 'philosophy' amounted to a current gripe: 'Academically strong can be the weakest teacher'.

Principal #11 wished '. . . to be a facilitator for those in the school setting . . . to help them develop their highest potential.' This respondent was distressed when caught in crossfire over releasing children during school time for the SPELD programme.

Principal #12 had strong feelings about staff interrelationships: ' . . . [the principal] if a breakdown in relationships . . . must be prepared to take more than half the blame.'

Principal #17 said 'My life's my work, my work is my life'. This respondent was untiring in professional efforts, particularly for children with handicaps, some of whom came from outside the school district. Liaison and assistance from official bodies was not up to this principal's devotion.

Principal #20's professional philosophy, 'Happy staff makes a happy school' and 'Teach by example' was borne out by observation. Principal #20 took classes and groups in music, arts and creative language.

Researcher's Comments

The (PvP) and (PP) probe did not provide much pertinent data. The researcher realized the 'bumper sticker' approach had been too restrictive, the 'professional' part of the probe should have been directly focused on principals' hopes and that respondents also had not found it easy to express abstract concepts.

Despite these drawbacks, the short comments which were offered as professional philosophies did give glimpses of respondents' approaches to their work. In many cases these comments were borne out by both earlier and later field work.

Advance Organizer

The researcher devised the next probe specifically to gather (S-V) fit data which (PvP) and (PP) had not provided.

AIMS OF THE SCHOOL
(AS)

Each respondent was asked during an open-ended interview to set out their 'aims of the school'. In effect this meant respondents' aims for education. A précis of replies to (AS) is in Volume Two;[2] the main points appear below:

Principal #1
. . . provide environment necessary to learn basic skills. . . social interrelationships [and periods of leisure] . . . live life of pre-adolescent . . . preparation to live life of adolescent

Principal #2
. . . develop as contributing school children . . . language and social affairs . . . all at [appropriate] level

Principal #3
. . . basics . . . language computation [and leisure] skills . . . relate socially to peers [and] adults . . . increasingly independent

Principal #4
. . . live [at] a child's level . . . acquire social skills appropriate to age and environment

[2] Vol. Two, pp. 159-162.

Principal #5
. . . continue pre-school development . . . curriculum appropriate to age and maturity [culminating in] adults . . . healthy physically and emotionally

Principal #6
. . . follow programme to . . . achieve level of capability . . . treated as individuals

Principal #7
Deceased

Principal #8
. . . provide learning environment and social back-up where lacking at home . . . equal opportunities

Principal #9
. . . [base level at end of contributing school] read and understand newspaper . . . write letters to friends . . . fill in required forms . . . mix with people . . . basic money situations [build from there]

Principal #10
. . . basic reading and written language skills [and maths] . . . help if below age literacy [and beyond] . . . interest projects . . . attention to health . . . world around us

Principal #11
. . . be themselves . . . get on with others . . . [interest projects]

Principal #12
. . . [endeavour to develop child] as in good home environment . . . difficult with present staffing . . . right atmosphere and encouragement

Principal #13
Deceased

Principal #14
. . . [own level of development] . . . peer average . . . aim to raise gradually . . . encourage strength of self-concept

Principal #15
. . . natural unfolding of intellectual, emotional talents and social interrelationships

Principal #16
. . . provide facilities in line with [natural stages of maturity and readiness]

Principal #17
. . . basic skills . . . to build on . . . social behaviour standards [make up home deficiencies]

Principal #18
. . . start where child is . . . [checking against national norms of attainment] . . . skills programme in language, arts and maths . . . [group projects] social studies, science, health . . . prominence to art and crafts, music, sport . . . cooperation

Principal #19
Withdrew

Principal #20
. . . good citizens . . . [education continual process] . . . develop full potential: mental, emotional, health-wise and socially . . . [comparison Victorian tutor] . . . more worldly . . . do not have the staff

Analysis

The researcher's first impression of these interviews was of their similarity in phraseology, expression and vocabulary. No doubt 'aims of education' is an area where principals read the same professional literature and attend the same in-service courses.

Respondents' replies often presented a somewhat unbalanced picture, concentrating on one aspect of their perceived aims. In spite of this, their general philosophy was often embodied in what they chose to talk about: for example, speaking of the school making up for a deprived home presupposes treating children in a caring way, as people entitled to equal opportunities, including ancillary help with basic skills. The (AS) probe brought to mind images of benevolent aunts or uncles, strong-willed in doing their best for others.

Researcher's Comments

Some respondents did not take full advantage of (AS), which gave opportunities to describe respondents' perceived ideal functions. Few principals are familiar

with a thinking-on-your-feet 'radio interview' style and the open-ended interview precluded prompting from the researcher. Some respondents had difficulty in covering all the vital areas and, for instance, failed to mention mathematics as part of their school curriculum. (AS) would have been better as a written postal package, giving respondents a chance to think over their replies.

However, even though principals were limited by their communication skills, the probe did generate more relevant (S-V) type data than the philosophies probe.

Advance Organizer

Within the (AS) probe, two principals mentioned reservations about fulfilling education goals for their schools: Principal #12, 'difficult with present staffing' and Principal #20, 'have not the staff'. The (AS) did not point clearly to the practicalities of implementing schools' perceived aims to the satisfaction of principals. Had it done so, perhaps more than two principals would have commented on these difficulties.

Because of the two principals' mention of restricted resources, the next probe was devised to investigate limitations on perceived goals, an investigation which happened to coincide with the focus of (S-V) fit on personal values as satisfied or otherwise by environmental resources.

A GOOD DAY AT WORK
(GDW)

This face to face interview probe looked at daily practicalities of achieving principals' objectives. The researcher did not want a head-on approach to isolate 'practical problems' as it would probably have produced a catalogue of out-of-context negative data. The material had to arise naturally.

During the probe respondents were allowed free rein except when the researcher suspected descriptions had entered the far realms of idealism. The researcher would then redirect respondents along the lines of 'Yes, that's good. Now tell me, does it or would it really happen? Or is that what you would ideally like it to be?' Descriptions that appeared in part idealistic were assessed as representing objectives for 'a good day' and were judged realistic. Summaries of the transcripts for this probe are in Volume Two.[3]

Analysis

Principal #1 defined 'a good day' extremely well in its widest terms: '. . . when what you do is well within your capabilities: enough time for interruptions, handle parent problems well . . . good planning and class management . . . [seen as helpful] to the staff . . . getting satisfaction out of . . . [doing] a good day's toil.' Principal #1's comment was implied by other respondents: '. . . however how many good days are there?'

[3] Vol. Two, pp. 163-167

Data analysis revealed the main requirements for 'a good day' as: personal satisfaction; positive exercise of professional skills and activities; completing necessary administrative tasks; satisfactory interpersonal relationships and adequate time to accomplish professional and administrative activities. These requirements are now discussed in turn.

1. Personal satisfaction

#2 . . . satisfied with my efforts . . . all days are not good days . . . some parts of the day aren't good either

#3 . . . getting things 'sewn up' successfully . . . [general comment] all this is mostly just a dream . . . it's Murphy's Law . . . things go wrong

#4 . . . enjoy my time . . . not called away for less important things

#5 . . . good day not too many upsets . . . good day with children

#6 . . . doing what I think is my job . . . getting through the planned day

#7 Deceased

#8 . . . feeling satisfied is a good day

#9 . . . feeling good and satisfied with the day is a good day for me

#10 . . . when things go according to plan

#11 . . . handling the day without undue strain on your staff

#12 . . . supervising the school . . . however it doesn't work out that way . . . many things to do that are not really my work . . . but who else is there?

#13 Deceased

#14 . . . when I feel relaxed and confident at the end of the day

#15 . . . being efficient and in charge

#16 . . . good days are most days

#17 . . . time with kids, that is the ideal

#18 . . . enjoying a principal's job as I see a principal's job

#19 Withdrew

#20 . . . being a principal and teacher

Satisfaction was a major attribute of a good day in terms of personal efficiency and feeling that others were contributing to the school running well. An implied factor was being in charge. Little reference was made to 'we' or 'our'.

2. Professionalism

Opportunities to implement professional skills in the interests of children and staff were essential to every principal's good day:

#1 . . . evidence of good planning and good classroom management . . . being helpful to staff

#2 . . . seeing the rooms

#3 . . . have planned well . . . in broad groups . . . various activity areas . . . obtainable goals . . . senior staff [in contact with their syndicates]

#4 . . . go to classrooms and see children and teachers working together . . . giving help to staff . . . not interfere

#5 . . . concerned with children

#6 . . . watching individual children develop . . . taking part in things [in classrooms] . . . helping staff with difficulties

#7 Deceased

#8 . . . classrooms going well . . . enjoying staff successes

#9 . . . classroom work planning is carried out with profit and enjoyment . . . seeing school ticking over

#10 . . . school functions OK

#11 . . . 'upfront' image to staff, pupils and visitors

#12 . . . to see children don't suffer through ill-planned work and staff not being up to the mark

#13 Deceased

#14 . . . seeing that staff are contributing to a profitable time for children

#15 . . . planning is done and implemented

#16 . . . if the school is well organized it will run well and the day will be good for everybody

#17 . . . time with kids . . . being a teacher to the whole school

#18 . . . a principal's job as I see [it]

#19 Withdrew

#20 . . . providing the right kind of environment for children . . . being a principal and teacher

3. Administration

Carrying out administrative tasks tended to be seen more as a necessary evil than as a positive contribution to a good day. Principal #12 described administration from a principal's professional point of view: '. . . administering a place according to aims and objects . . . [however, not a good day when] the small knotty things . . . take over and you are not able to get on with the important things.'

Administrative duties were sufficiently unimportant as to be touched on only lightly by some respondents and not mentioned at all by others:

A good day may be marred by friction further afield than parent-staff interpersonal relationships. There may be abrasive contacts at interfaces between school and community and/or between school and external administration.

#3 . . .[part of a good day is] when reasonable demands are met by the School Committee, Board and Education Department, without too much politicking . . . .

5. Time and Interruptions

Time, or rather opportunity to manage it without too many interruptions, was also mentioned. Interruptions are by definition tiresome, unwanted and inescapable.

Principals #1 and #10 mentioned lack of time specifically. For Principal #1 part of the job was to expect 'the unexpected . . . have enough time for interruptions'. However, according to Principal #9: '. . . interruptions are OK as long as the matter is vital to the work of the place . . . interruptions are not on when folk feel that their need goes before all else when really it is not of that priority . . . unscheduled visits with no real importance and substance get me.'

Researcher's Comments

After analysis of the data and general reflection the researcher returned to interleaf Marina Principals' Corporate On-Job Activities, with its major themes: Professional, Administrative, Interface, Contingencies. No change was seen in the major themes and sub themes but minor alterations and additions were made to the features in terms of evolving thought development and grounded theory. The "workshop" for these continual chartings was the large sheets of A3 paper and blue

paper slips indicating modifications. The researcher was most aware that the charting of themes and features would evolve into an important feature of the awareness model. Progress designs for the awareness model were being made from time to time but always thought of as being evolving and tentative.

Comments made during the (GDW) show clearly that respondents saw their job as child centred. It was for the child that classroom programmes must be organized and staff proficient. Administrative activities were seen as non-professional when they intruded on time spent actively associated with pupils and staff. Principals implied that they carried out administrative work simply because of a lack of trained ancillary staff.

The researcher proposes that freeing principals from much of their administrative workload could help interpersonal relationships. Time spent listening to staff and parents and time for school committee members, Education Board and Education Department staff could much improve this area of perceived communication problems. However, more is involved than extra time. Teachers are committed to set periods in classrooms, parents arrive unannounced expecting immediate attention, school committee members and Board and Department staff have difficulty in making and keeping tight appointment schedules. The availability of people is as crucial as time utilization.

Nor may time to listen and availability of people be the whole answer to interrelationship problems. Principal #3 expressed distaste for 'too much politicking', as did Principal #18: 'it is the political oneupmanship I find upsetting my working days'. The researcher interpreted these comments as either

capitulation or, more positively, as a plea for training in the fields of communication technique and counter-strategy advocacy.

The probe brought out naturally that lack of resources frustrated the carrying through of a 'good day' at work. In terms of (S-V) fit, this was significant as an area of potential stressfulness.

Advance Organizer

During the (GDW) probe the researcher's interest was aroused by Principal #18's comment: 'I enjoyed being a teacher and later a headmaster in the Maori service when things were fairly clear cut . . . .' This implied that things were perceived as not as good as they used to be. At the end of the (GDW) interview with #18, and also with the two principals still to be interviewed, the researcher followed up #18's comment, asking: 'It has been mentioned things in schools used to be more clear cut. What is your feeling?' From the three respondents' replies it seemed this might be worth investigating with a fresh probe of the full Marina sample.

At the end of (GDW) the researcher thought about the question of job environment change. Was there one underlying factor? If so, could it lie within the difference between being a classroom teacher and a principal? Was it a growing change in the definition of principalship? The researcher's background in organizational psychology led to a hunch that 'change' might be a question of extended 'closure'. Closure is the purposeful finalizing of an event, in which time is a critical factor. The researcher, as already mentioned, had been an active classroom teacher and knew that classroom teachers expected prompt closure in the

running of their classrooms. The researcher also knew the reverse was true for a principal's job. This knowledge was both a special insight and a potential bias.

The researcher devised a probe Has the Job Changed? in terms of Principal #18's nostalgic comment, 'I enjoyed being a teacher and later a headmaster . . . when things were fairly clear cut.'

HAS THE JOB CHANGED?
(HJC)

This probe was designed for both working and retired respondents. It was a face to face open-ended interview except for Principal #10, from whom data had to be gathered by correspondence because the respondent had retired out of the Marina area. (HJC) was written in a self-explanatory style for Principal #10 and the written probe served as a prompt for the interviews. Principal #10's reply raised matters of methodology: there was a helpful reply but the researcher's covering letter came back marked 'Ho hum.' Had information been lost through not having an interview? The respondent had always been most cooperative. Had the research seemed interminable?

The material appeared discursive. However, when all the data were taken together, they presented a valuable range of descriptions and feelings. These would lose their human dimension if the bulk transcripts were in Volume Two separated from the analysis; accordingly over half the data are presented here, in shortened form. To avoid possible selection bias the data was placed in serial order and a blind selection made of one part. Remaining (HJC) data are in Volume Two. [4]

[4] Vol. Two, pp. 168-171.

Principal #1
The job has changed, most definitely, particularly since the mid-seventies . . . the curriculum has changed and for the better, but that has involved programme writing from a staff sub-committee . . . the approach is good but time-consuming . . . staff have not adequate factual knowledge or curriculum construction professionalism . . . the approach would be better with work-parties working full-time [national or regional level] to present the structure and in-class material . . . leaving the local school to adopt such health, science, social studies, Maori studies or whatever material and resources, not build from the ground . . . there is still ample scope for good classroom teaching and management skills with good prescription material already planned . . . in time yes, but the changes are too many in such a short time . . . the school, and that means the principal, is now expected to extend into pupil and family counselling and staff clinical supervision, without adequate professional back-up . . . also too much is expected of local communities and ad hoc parent groups without adequate official orientation and public relations support by the Department . . . plus so many other additional areas of demands on the principal . . . so much is demanded without an impact analysis being made of what the pressures are on existing structures . . . something is going to break soon . . . some principals, perhaps older ones, are just turning off and barricading themselves in . . . they should become 'street wise' . . . meet the difficult situations and interpersonal problems with more vigour and perhaps cunning . . . principals have been benevolent souls as teachers sheltered from the thrust of rugged individualism of the hard world . . . I say meet the outsiders with what they understand . . . a strong frontal approach . . . . Not as the colourless social worker . . . but let such a principal try and he gets no backing from the Board and Department, as for the school committees, many of the principals' problems come from strong-willed individuals there who just wish to push their own particular viewpoint . . . where is the support of a loyal friend or the committee man with skills of an important decision maker ? . . . the job is harder and perhaps [because] of principals being too accommodating and now they are in over their heads . . . when is the rescue job to take place . . . some with strength survive and you know some don't!

Principal #2
. . . no doubt about that . . . I'd been a principal for over half my teaching life and it is becoming more difficult as time goes on . . . I felt I had to use priorities for my time and expertise . . . still extra staffing and facilities would allow the school to do its job . . . the highest priority is an administrator to do the work a principal does but a clerical assistant doesn't . . . needs someone experienced as a teacher and how a school works . . . a senior teacher released from part-time or full-time teaching preparing for a principalship would be such a person . . . it is a case of money I guess . . . .

Principal #3
The changes are difficult for me to comment upon really . . . I was in a residential school for special needs as my first principalship . . . into an intermediate . . . then a large contributing school . . . . Politics have been playing a more dominant part in recent times . . . changes of government see different economic approaches . . . that make their presence felt as 'turn downs' or promised 'turning ups' . . . also local MPs lobby the electorate taking things to the Board or Minister . . . I had that too . . . staff over the years have become both much better and some are lots worse . . . the spread of ability/dedication has got wider . . . school committees can be a bit bossy these days if you let them . . . I didn't . . . kids are much the same although some get a bad time at home . . . be firm and give them plenty of sport to get rid of the aggression I guess is the answer . . . I'd do it all again . . . .

Principal #4

. . . perhaps for me it has changed because I was first a headmaster in country districts . . . that was different, in the south communities were very friendly. Later I was in large city schools and no sense of community . . . now there are difficult people in the school area that make it hard for the principal and staff . . . I don't think children themselves have changed although the family circumstances are more difficult with the times . . . [since retirement] I relieve sometimes at [private girls' secondary school] . . . I just love to be with children . . . it is only the odd day . . . the most at one time was six days. The work is set out for me by the teacher or text exercises and xeroxed sheets . . . I have even taken a typing class but I was a compositor before I went teaching so I have some idea of that . . . the staff treated me as a guest and that is nice . . . . . I like being with children . . . I did like that too when I was working [as a principal] . . . teaching small reading groups and even the little ones for a day if no reliever. Looking back . . . it was difficult with headstrong staff and the odd school committee member . . . parents too . . . mainly the transient families who drift from school to school. Parents who knew me I got on well with. [Since retirement] the hairdresser tells me that parents still talk about [name] as a nice kindly man . . . is missed at [school named]. My health is not bad . . . I have had my varicose veins done and my sight has gone a bit . . . still active . . . [wife named] and I go for an overseas trip every year . . . .

Principal #5

. . . my job has changed . . . I am now in a bigger school and parents are more involved . . . a school council works well . . . in the last school the school committee left everything to me: writing letters to the Board, what I said they agreed to . . . just recently I am feeling I am expected to do too much and yet I am just doing what I want to do and what the parents expect . . . a lot depends on the people you are dealing with: staff, school council, even the individual school inspector makes the difference . . . get a good line of people and you get a good run . . . a few snags in a lot of different places and life can be miserable . . . mostly it is the principal's approach to things that makes things OK but there can be bugs that you just cannot iron out . . . the principal needs more power in making important decisions and not be in hands of people with 'odd quirks' . . . [Has your principalship job changed?] . . . perhaps not really . . . it has got more involved with people and their personalities.

Principal #6

. . . the job has changed . . . I was in a smaller school but the things I was expected to do with limited clerical assistance had increased over the last ten years . . . parents are involved more in the school, more demands are made for schools to raise money for equipment needed for curriculum changes and not officially supplied . . . the news media keeps alive matters of contention, the local suburban paper always has material that brings doubts that we have to defend even [though] it doesn't apply directly to us . . . problems with families spill over to us, for example service families that we didn't have before . . . staff are expected to be more to more people and that stretches their capabilities and time . . . times for a principal have become more demanding, especially with ones [i.e. schools] my size. Since retirement I have worked a couple of days a week at [building supplies] . . . I am a woodworker hobbyist so know them well . . . there is no problem of being the new chum . . . I know timber, fittings and so on . . . I did have some trouble with the register to begin with [laughter] . . . I used to do maths resource at work . . . it is an interest and I meet people . . . better than bowls because I get paid [laughter]. Sometimes I strike awkward customers . . . usually younger self-employed fellows . . . 'putting it across an old man' . . . most times it is about metric fittings or specific details of material I am not directly concerned with . . . I don't feel threatened if I don't know, I ask them pleasantly to tell me more.

At work [as a principal] I felt very threatened if my reply to a parent's enquiry was questioned . . . in education many questions or personal problems have no definitive answer to satisfy the questioner . . . many problems were concerned with personal relationships involving others or politically biased situations . . . I certainly do not worry about things at night as I did at school . . . leave [the builders' supply firm] at knock-off time and nobody ringing me at home, writing letters or fronting-up at the office with complaints and grim-faced 'I would like your version of . . . ' [laughter] . . . mind you, the money is not as good and I don't look the same without a tie and jersey. . . . My general health is much, much better . . . everybody tells me that, particularly staff I used to have.

Principal #7
Deceased.

Principal #8
. . . years ago I was in two- and three-teacher schools with my wife working . . . it was great . . . in cities there is a different attitude . . . times have changed too . . . staff and parents see things differently from say the 60s . . . although the style of teaching has changed we can cope with that . . . attitudes of the community have changed . . . everything now becomes an argument and a 'hot issue' . . . a lot of my time was taken up with things I didn't have to do before: problem families, staff who think they know it all and are a problem . . . everybody wants a say and there isn't enough time . . . time, time and in some cases better experienced staff are needed now to meet the problems of change . . . things are more difficult now .

Principal #9
Yes to me the job has changed over time . . . quicker sometimes than others . . . to the last part of the 70s all right . . . from that time on has been too fast, perhaps not too fast, without thinking enough . . . .

[Respondent elaborated on this; later comments on retirement are included in full because of references to #9's experiences while principal.]

Before I retired I got extra equipment for my woodworking . . . I retired at the end of the first term and started work on the Monday [laughter]. I do cabinets, decks and alterations in kitchens, bathrooms and that sort of thing . . . I have always done these things at home and for friends and relatives. When I first started I used to get physically very tired . . . a contrast to be in the office and walking around the school . . . I smoke more too . . . perhaps because I am working on my own . . . I did not smoke at work with visitors nor of course about the classrooms. The jobs are not continuous. I have days, sometimes weeks between jobs . . . not like a full-time job . . . it is my hobby and I enjoy it . . . pricing things out was difficult at first, but it is all right now . . . good extra money. I do not like the part of setting rates and job prices with people . . . they accept what I say and think is good . . . no arguments with the Education Board, staff or parents wanting special favours or their 'pound of flesh' . . . no I won't do this [the carpentry job] instead of teaching . . . it was good what I wanted all my life but there was not the independence I would have liked . . . now I think out a specification, ways of doing it and the cost and away I sail . . . no putting things to senior staff, trying to get things needed from the Board, no trying to convince some twerp on the [school] committee about something the others agree to . . . none of those hang-ups . . . mind you I am just myself . . . if you employed labour and I had a bank manager or directors and so on, well . . . .

Principal #10
. . . the job is harder now . . . the Education Board, the Department and ministers all expect schools to do more without the full equipment and extra staff to do the job . . . politicians and newspapers ask for extra services of the schools and the parents and public expect it to be done although it's not accepted as official policy . . . ministers make statements about reading recovery programmes available but they are available to selected schools [only] . . . PAT results give you candidates and there is not enough psychologists' time and reading recovery to further those results and meantime parents get into the act and write to the Department and the Minister . . . the principal is in the middle . . . there needs to be an enquiry into and a re-think of the schools' jobs, and how the principal, staff, Board and Department fit into things -- it is now almost a shambles . . . the principal has to try to hold things together . . . .

Principal #11
. . . I was a principal before in [name given, an urban newer housing area with a large Maori and Pacific Islands population] . . . this was much different [higher socio-economic area with few minority-group pupils, however some pockets of solo parents] . . . the job changed for me . . . much more parent concern for their children . . . very pleasant area to work in . . . very supportive community . . . yes, times also have changed since I came there eleven years ago . . . politically I would say . . . the government and the minister in recent times appear to be less supportive of education . . . sounds unusual but recent ministers appear to rubbish teachers . . . previously the Board or Department would be [more] clear-cut and principals would not be used as middlemen as in more recent times . . . educational politics, or educational matters being political issues, are commonplace these days . . . additional staffing for specific purposes is not of right in many cases . . . deputation to the Board gets results, no longer a considered opinion of facts [priorities no longer considered on merits]

Principal #12
. . . schools have changed and times have changed . . . not sure that we have kept up with that . . . do schools have enough facilities to do what is expected of them? . . . are we trying to do too much ? . . . do we get bogged down with the wrong things and forget the real things? . . . whatever is happening the job is harder, more demanding of time . . . I have no family [as an extra commitment] and I found the job took all my time and energy, more than when I was first a principal . . . was I just getting older and finding it more demanding ?

Principal #13
Deceased.

Principal #14
. . . most definitely . . . I used to think country schools were ideal but I know from friends that rural districts have changed too . . . both town and country principals are caught up with issues that never used to be school matters at all . . . everything now appears to be a potential issue . . . even setting the morning tea charge divides up the staff: coffee is dearer than tea, question of after-school arrangements, biscuits, no biscuits . . . God it can be difficult . . . the staffing difficulties are the biggest headaches . . . school committees discuss it, up it comes as general business at PTA meetings, individual parents write to the Board . . . changes in curriculum are not thoroughly introduced, they happen too quickly without previous Department PR, the principal is given a difficult task [of providing the necessary public relations] . . . give principals more authority and they will fight the battle but difficulties arise when you are the solitary soldier and no platoon in reserve when things get sticky.

Researcher's Comments

1. Most probes afford incomplete data, hence the need for multiple probes and general observation in field work. For example, Principal #2 said a principal '. . . needs someone [as an administrator] experienced as a teacher and how a school works . . . a senior teacher released from part-time or full-time teaching preparing for a principalship would be such a person.' In fact this was precisely Principal #2's circumstances at the time, with a young energetic postgraduate first assistant. The researcher felt this arrangement was a life-saver for Principal #2 and a form of internship for the first assistant, who received a principalship in another school soon after Principal #2's retirement.

2. In contrast, the very full information about Principal #4's personality afforded by this probe is unusual, as this principal was not given to talking at length. The data confirmed previous material.

3. Principal #1 ended with: '. . . some with strength survive and you know some [who] don't!' This presumably shows respondent's acknowledgement of the researcher's background. This potential research bias was mentioned in Chapter Three.

4. To avoid introducing yet another variable, the researcher purposely concealed gender composition of the Marina sample. At the start of the research programme, gender balance for Marina was approximately the same as for primary principals of larger schools nationally. However, Principal #16 (transcript in Volume Two) said: 'I feel being a woman principal is helpful in dealing with parents. Women understand each other better.'

The topic of androgeny (Bemm, 1974, 1975) interests the researcher. Does primary school principals' work require both traditional male and female attributes? For example, caring/nurturing on the one hand and aggressive decision-making on the other? Might male principals be stressed by an androgenous

approach? Are female principals stressed by adopting an aggressive 'male persona' in the mould of a Type A behaviour pattern?

5. Comments from retired principals were retrospective. However, after long service in education the respondents would still have been interested in and aware of current educational practices. Their release from principalships might allow comments that would otherwise have been suppressed. Obviously there is a research bias factor inherent in these retrospective accounts but the researcher felt the material was balanced by data from respondents still on the job.

6. Study of (HJC) led to a number of broader insights. These became possible indicators/advance organizers for inclusion in later probes.

Broader Insights

The items listed below were isolated without being analyzed or ranked in order of importance or frequency. A single extract from respondents #1 to #14 is used as an indicator in each case. Further examples appear in this chapter and also in the remaining transcripts (Principals #15 to #20) in Volume Two. [5]

Facilities

Principal #12: '. . . do schools have enough facilities to do what is expected of them?' [Researcher: does this mean ancillary staff and material resources?]

Curriculum Changes

Principal #14: '[these] are not thoroughly introduced, they happen too quickly without previous Department PR, the principal is given a difficult task . . . .'

[5] **Vol. Two, pp. 168-171**

Changing Community

Principal #4 was a principal in country districts before coming to Marina: ' . . . that was different, in large city schools . . . no sense of community.' Principal #4 also said ' . . . now there are difficult people in the school area that make it hard for the principal and staff . . . family circumstances more difficult with the times.'

General Change

Most respondents indicated changes in all areas, except that children hadn't changed: Principal #3, '. . . kids are much the same . . . . '

Education Inquiry Needed

Principal #10: ' . . . there needs to be a re-think of the schools' jobs and how the principal, staff, Board and Department fit into things -- it is now almost a shambles . . . the principal has to try to hold things together . . . .'

Management Styles

Principal #3, perhaps liberated by retirement: '. . . school committees can be a bit bossy . . . if you let them . . . I didn't.'

Time

Principal #8: '. . . there isn't enough time . . . time, time . . . .'

Getting Older

Principal #12: ' . . . was I getting older and finding it more demanding?'

Lessening Authority

Principal 14: '. . . give principals more authority and they will fight the battle . . . . '

Impact Analysis

Principal #1 raised a far-reaching broader insight from the probe Has the Job Changed?: 'additional areas of demand on the principal . . . so much demanded without an impact analysis being made of what the pressures are on existing structures . . . . ' This principal's background in sociology was apparent throughout the field work. Principal #1 was a minor executive in a national political party which emphasized impact analysis for environmental issues.

The call for impact analysis accords with other respondents' concern about educational issues. Such comments are valuable indicators of disquiet about educational change and perhaps speed of change.

Same Vocation Again

Principal #9: ' it was good what I wanted all my life . . .' This was echoed by Principal #3: '. . . I'd do it all again.'

Major Concepts

Up to this time the researcher had become aware of the presence in the Marina sample of three major concepts. Two of these, burnout and renewal, appeared in research literature. The researcher found another and named it 'burn'. Probe (HJC) provided examples of all three concepts.

Burnout

Definitions of burnout vary. The researcher uses the term for a preventable behavioural manifestation when individuals perform on-job activities at a much less efficient level because they are nearing emotional and physical exhaustion.

Burnout is reversible, whereas a strong degree of stressfulness implies demands beyond an individual's physical and mental capacity which may lead to deeper manifestations of an irreversible nature. Stressfulness may arise from gross extended P-E fit dysfunction. Appropriate coping strategies can avoid or modify the onset of burnout and stressfulness: Principal #1: '. . . some principals, perhaps older ones, are just turning off and barricading themselves in . . . when is the rescue job to take place . . . ?'

Burn

This term was used by the researcher for an event or situation perceived as a short-time stressor which, although it did not lead to deeper manifestations, remained in the memory. Principal #10 afforded an example. The researcher was aware of the background to Principal #10's burn situation when the following statement was made in retirement: '. . . previously the Board or Department would be clear-cut in their policies . . . [later, principals were] middlemen . . . educational politics.' This refers to an unfortunate experience when Principal #10 was in the middle of politicking about SPELD reading programmes.

Renewal

Change of environment, time out or reassessing professional/personal goals after burnout or a period of stressfulness becomes renewal if the individual successfully re-engages in the same field or another vocation, perhaps in a less demanding situation. Principal #6 illustrates renewal: '. . . since retirement I have worked a couple of days a week at [building supplies] . . . my general health is much, much better . . . everybody tells me that, particularly staff I used to have.'

Renewal is a state along a continuum. Individuals may come back to their previous position after burn, or after the behavioural situation of complete exhaustion termed burnout. Whatever the changed situation, the individual once more feels able to cope.

Summary

Probe (HJC) was designed primarily to discover to what extent respondents' aims were thwarted in practice. The probe was intended to uncover obliquely a variety of other data, for example whether principals had made necessary changes in approach to their work since they were classroom teachers.

The researcher found that the hunch about 'closure' was not supported by naturally arising data. However another area was raised when Principal #1, commenting on the change from class teacher to principal, said '. . . some principals . . . should become streetwise . . . [they had been] benevolent souls as teachers sheltered from the thrust of rugged individualism of the hard world.'

Although (HJC) data was not deeply analyzed, a number of advance organizers for further field work arose. The most obvious conclusion was that the job clearly had changed and while changes to children's activities were welcomed and approved of, social changes, administrative pressures and job ambiguities increased principals' difficulties.

The fifth probe in phase one of the middle study, Professional Ideal Job (PIJ), arose from a growing feeling that most Marina respondents seemed unhappy. In terms of extended (P-E) fit, had they chosen the wrong job? Yet Principal #9, without any prompting,

said most positively: '. . . it was good, what I wanted all my life . . . .' The researcher devised (PIJ) to discover respondents' ideals of a vocation.

Probe (PIJ) had to acknowledge that respondents started as classroom teachers and later achieved principalships. Career choices offered in the probe were broad band vocations. As an appendix to the main probe, respondents were asked whether with hindsight they would have remained in full contact with children as a kind of master teacher rather than rise to principalship, provided their salary progression remained the same.

PROFESSIONAL IDEAL JOB
(PIJ)

One aspect of organizational psychology associated with (P-E) fit emphasized that people should ideally be chosen for jobs according to how they fit them. Holland J.L. (1985) confirmed that certain jobs were best carried out by people with certain characteristics, and saw classroom teachers as having certain attributes and efficiencies desirable for their job. He described a traditional view; times change and attributes and efficiencies may also change. The paramount skills for classroom teachers were explaining things to others, supervising others and organizing others to do things their way. The Marina sample principals were successful classroom teachers before becoming principals; the job of principal was not congruent with accepted classroom skills and attitudes, especially organizing others to do things their way.

Procedure

The researcher adapted a test, 'What are You Really Looking For in a Job?' (Nathenson, 1984) and renamed it Professional Ideal Job (PIJ) probe. The original probe sought to measure hopes and goals in a broad professional category, not one specific job, and stemmed from research with university students and choices of future vocations. The researcher realized that the Marina sample was a different population and respondents were acting retrospectively. However, it was felt that there was value in administering it. The (PIJ) is in the appendix to this volume.[6]

(PIJ) contained 10 questions. Respondents were asked to consider each question and to rank the values they considered desirable when they chose their profession. Rankings were made at high, medium or low levels. Values represented by the 10 questions were self-expression, working with people and extrinsic reward orientation. A numerical abstraction from respondents' replies was placed against norms supplied with the test.

Analysis

In the original test the highest scorers for self-expression were prospective candidates for architecture, art, journalism and drama (average rating 5.6). Those planning to enter social work, medicine, teaching, social science and personnel work scored highest on people-oriented values (average 4.2). Emphasis on extrinsic reward values (average 3.4) was highest among those planning to enter business, finance, sales promotion, law, advertising and hotel management.

All but one Marina respondent scored around 4.2. The exception was Principal #8 who scored within the extrinsic reward cluster. Principal #8 completed the

[6] Vol. One, p.321.

probe with a background of insecurity following two unhappy school transfers, career path disruption and loss of faith in Education Board advice. Other respondents placed themselves within the people-oriented categorization, giving them opportunities to 'help others', 'exercise leadership' and 'look forward to a stable, secure future'.

This probe confirmed findings from the first Marina field probe, Principals' On-Job Perceptions (PJP), that most respondents had selected the right job. A mid-point summary: the job was the one for them but they felt hampered by lack of tools.

Person-vocation fit for teachers and principals at both pre-service and in-service levels is a complex combination of qualifications and indicated potentiality in the field. Pre-service selection ideally would be trade testing in the vocational environment. The degree of mis-fit is important because person-vocation mis-fit is very stressful.

Researcher's Comments

The concept of person-job fit traits in principals was of prime interest to the researcher. By using 16PF/CAQ material the researcher devised a profile of ideal personality traits for reduced stressfulness in a principal.

Research field work that gave rise to the chart Marina Principals' Corporate On-Job Activities, presented in Chapter Five,[7] provided the researcher with information on job activities which could be married with the 16PF/CAQ personality traits to produce an ideal person-skills profile for minimum stressfulness. During the Marina project the researcher submitted this profile

[7] Vol. One, pp. 131-132

to the Institute for Personality and Ability Testing Inc in the United States of America.

An 'ideal principal' profile was: warmth (A+); emotional sensitivity and participation (I+); group orientation and self-sufficiency (Q2-); intelligence (B+); social precision and conscientiousness/conformity (G+); and self-discipline (Q3+). In addition a simplistic 2-factor coping trait was specified: anxiety (C+) security (O-). Personality traits are expressed on a continuum. For example, A+ warmth is at the ideal sten score of 8 to 10. Again, Q2- self-sufficiency would be at a sten score of 1 to 3.

The rationale for the ideal principal profile was that, given the Marina principals' array of on-job duties, the desired traits would minimize stressfulness. Profiles of the six principals who were previously selected as being stressed showed a marked disparity between the ideal profile and their personality traits.

Profiles of the six principals are given below. The shortfall in each characteristic indicates a misfit and consequent stressfulness. The ideal sten score is given first; the actual score follows in brackets.

	Ideal	#2	#6	#7
A+	8 - 10	(6)	(7)	(7)
I+	8 - 10	(8)	(4)	(4)
Q2-	1 - 3	(4)	(2)	(5)
G+	8 - 10	(6)	(6)	(6)
Q3+	8 - 10	(8)	(5)	(6)
C+	8 - 10	(4)	(4)	(4)
O-	1 - 3	(7)	(7)	(6)

		#9	#10	#18
A+	8 - 10	(5)	(4)	(6)
I+	8 - 10	(3)	(2)	(2)
Q2-	1 - 3	(6)	(7)	(5)
G+	8 - 10	(6)	(7)	(5)
Q3+	8 - 10	(10)	(6)	(2)
C+	8 - 10	(6)	(3)	(4)
O-	1 - 3	(8)	(8)	(7)

Additional combination factors for each principal were:

#2: weak stress coping levels (C+ and O- combination)

#6: self-sufficiency well in accordance with required traits for counselling but not active leadership (C+ and O- combination) show weak coping skills

#7: (combined C+ and O-) show weak coping levels

#9: stress coping combination at a high level but displays depressed state. Upset by criticism, however Q3+ has buffering effects on stressors

#10: (combination of C+ and O-) weak coping skills

#18: (combination of C+ and O-) weak coping skills

The presence of personality traits appears to be based heavily on 16PF/CQ scores. However, the six principals perceived themselves as being stressed and field observations confirmed this.

Advance Organizer

The next probe, Stress as Defined by Informants (SDI), is followed by excerpts from interviews that took place during this phase. They included interviews with two psychologists, an NZEI counsellor, part of a press interview with the retiring Whakarama Education Board general manager and the researcher's informal

conversations with Education Department primary inspectors.

STRESS AS DEFINED BY INFORMANTS (SDI)

By the middle part of the Marina study, respondents showed evidence of being on a learning curve. They had adopted the jargon and become increasingly self-aware. The researcher remembered well how limited initially was respondents' knowledge of systems theory, organizational psychology and diagrammatic presentation of abstract thought. After one probe interview, the researcher and Principal #2, over a cup of tea, were discussing the culmination of a number of abstract points which the researcher had sketched on paper. The respondent was delighted with a sudden insight into the presentation which involved heady classifications linked with boxes and lines:

> 'It's just like the kings and queens of England!'

Procedure

Marina research had clearly proceeded beyond the 'administrative project'. It had assumed the form of 'Principals' Stressor-Manifestations Sequence' in the researcher's mind but, heaven forbid, not for the respondents. They would think of it as a study of the incidence of stressfulness in principals.

The researcher devised a postal probe giving respondents opportunity to express their knowledge of stressfulness. It was emphasized that repondents should not attempt any background reading, seek dictionary definitions or discuss the topic with others. Replies were to be unpolished and 'off the top of the head'.

Respondents were used to this type of informal probe, which was a photocopied strip note.

Analysis

Condensed versions of each respondent's idea of stress appear below.

Principal #1
. . . stress is where you are physically and emotionally tired out for whatever reason . . . burnout I've read is much the same, but you can make it again with help.

Principal #2
. . . feeling lousy and wanting to 'give it all away' . . . however stress is a fashionable complaint these days . . . *Time* magazine said . . . shows others you are in the big time . . . executive stress has status.

Principal #3
. . . not at all sure . . . a medical condition of the nerves . . . in need of rest and treatment after some tragedy . . . something like that . . . .

Principal #4
. . . a build-up of pressures and a combination of things that bug you . . . .

Principal #5
. . . trying to fit everything and everybody into your work . . . got to set priorities . . . get satisfaction with what you do . . . be realistic in what you set out to achieve . . . don't take life too seriously . . . relax and keep in physical shape . . . I say all this but I do get wound up and it knocks me about . . . it's not easy to do.

Principal #6
. . . being the fellow who is supposed to head off and fix everybody's problems.

Principal #7
Deceased.

Principal #8
. . . constant demands without much satisfaction . . . you feel beaten and low . . . not easy to get the better of those frustrations and win through . . . same with things at home but not so bad as you feel more in direct control there . . . .

Principal #9
. . . I did NZEI counselling and yet not sure . . . in others I suppose it is not being able to cope with some situations . . . for me it was being unhappy about not getting things done as I want them and feeling uptight and guilty about it.

Principal #10
. . . really getting 'clobbered' and not being able to fight back . . . mostly people situations.

Principal #11
. . . not at all sure . . . perhaps a nervous breakdown sort of thing . . . some people give up work and do something less demanding . . . is it an inherited thing . . . or the type of job . . . or conditions at home?

Principal #12
. . . the constant sizing up of people and working through people-centred problems . . . it is so unpredictable.

Principal #13
Deceased.

Principal #14
. . . a piling up of big things and little things too and getting down to it. I have high blood pressure and I know when I am under stress.

Principal #15
. . . when you are not skilled in your job . . . don't know about being fit and a winner . . . the weaker people with uncontrolled emotions get stressed . . . personal strength is what it takes.

Principal #16
. . . if your show is not organized or [you] don't keep staff up to the mark things fall apart . . . it's worrying about things . . . it's your own fault because you aren't running the place properly . . . be 'master of your own ship'.

Principal #17
. . . worry of what is going to happen next along with the present problems . . . the constant incoming tide with no relief of low tide . . . when something really big hits you . . . I had a staff member interviewed by the police on a sexual offence . . . completely unexpected . . . I felt completely 'cut down' . . . physically wanted to be sick . . . I suppose I didn't know what such publicity would do to the school . . . that was a stressful situation . . . feeling you are being humiliated and things beyond your control.

Principal #18
I am it . . . getting 'screwed up' when things get on top of you . . . things at work . . . my domestic situation . . . scrambling around trying to please everybody . . . being disorganized . . . it is part of it and the result of it too I suppose . . . I am not sure what is the cause and what is the result . . . the older I get I find problems harder to face . . . perhaps I am a bit of a 'softie'.

Principal #19
Withdrew.

Principal #20
. . . what leads to heart attacks and strokes . .. perhaps also that cancer is stress-related . . . I'm not sure about the cancer . . . struggles and problems over a long time and it gets to the weaker parts of the body . . . something like that.

Points made by respondents in their definitions of stress are:

1. Lack of time
2. Piling-up of little things
3. Fear of the unpredictable
4. People situation difficulties
5. Lack of satisfaction
6. Feeling lousy

Coordinates to the respondents' stress definitions were, 'The older I get I find problems harder to face', 'You can make it with help' and the flow-on effect of off-job stressors: 'things at work [may be affected by] . . . my domestic situation'.

Researcher's Comments

(SDI) may appear rather out of tune with other Marina probes but the researcher felt that a benchmark had been set as to respondents' present knowledge of the stress concept. Obviously no pre-test had been set at the beginning of the field study. The present knowledge had been gained against a background of no purposeful tuition. What then could be absorbed by respondents from a programme of stress awareness? Beyond awareness, what could be the profit to principals of applied

knowledge in the area of their on-job activities and healthy lifestyle?

INTERVIEWS WITH OUTSIDE PROFESSIONALS

During this phase of the middle field study the researcher interviewed several people with some professional knowledge of educational stress. One was an NZEI field officer engaged in teacher counselling within Marina, another a practising general psychologist specializing in stress awareness and management seminars and the third an Education Department psychologist.

The researcher also had numerous informal discussions with Education Department staff inspectors about principals' on-job activities. A reported statement from the retiring general manager of the Whakarama Education Board is considered worth including here.

NZEI Field Officer

The researcher used an open-ended probe: 'In your work in [Marina] during the 1980s, what comments have you about stressfulness in primary school principals?' The interview was unstructured and free ranging. Extracts from transcripts follow.

. . . the aspect of school life causing most stress is lack of correct factual information . . . finding out the facts and passing them on alleviates stress . . . there had recently been major changes, in particular

staffing procedures in the primary service, each accompanied by the stressfulness of rumours doing the circuit of the school. The Education Department has been changing its mind continually, about priorities in particular. . . . the Education Boards were advised, the principals advised by group meetings and telephone, only for both parties to be advised again almost immediately of a complete change of priorities.

[How does this affect principals?]

. . . they have been conveying the news to individual staff and getting the stick of being both the carrier of bad news as well as wrong information. The NZEI is very concerned . . . .

[Could you sum up stressfulness for principals during your time as counsellor in (Marina)?]

. . . principal/school committee wrangling . . . the media made big of it . . . it's the first time we [NZEI] can recall that principals [that is, not only classroom teachers] are talking troubles over with counsellors . . . some districts, ours in particular [Marina] are making it hard for principals . . . . the District School Committee Association president is not making it easy. The areas of responsibility are being questioned . . . the who and what . . . . Several principals in this area are taking sick leave, or the alternative option of access to EBS [Education Benefit Society] funding . . . will be leave without pay . . . two at the moment [in Marina but not among the researcher's sample respondents]] are resigning with dignity. There is principal stress these days and I'm sure it's increasing, or perhaps it's being more readily recognized as such.

General Psychologist

Besides general practice, this psychologist conducted stress awareness and stress management seminars. When the researcher asked about work stress in teachers, and in particular in primary principals, a pithy piece of advice was given:

. . . principals, like all administrators, should be prepared to roll with the punches, to make decisions and not procrastinate . . . they should learn to switch off

in order to re-charge for further work and worries should be analyzed as problems to be solved.

The interview became like a seminar, with the following summing up:

. . .the five Rs are the key. . . . they include the approach principals should take for stress management:

1. Recognize it [stress] . . . get in touch with the body and emotions to identify the cause of stress at home and at work.

2. Reduce it. Set limits by saying No, and stop trying to please everybody. Find direction by setting short term and long term goals.

3. Relate. Share with others so that stress may be reduced.

4. Relax. Energy can be misdirected into holding muscles in tension, resulting in tiredness and lack of power of concentration.

5. Restrict. Compartmentalize tasks and give yourself entirely to the task of the moment. Utilize time well. Do not be a grasshopper . . . that is a danger for teachers and principals also . . . working with people constantly and being at their beck and call.

Education Department Psychologist

This professional's work included consultations with teachers. When the researcher asked about principal occupational stress, the psychologist responded:

. . . I see a lot of cases of teacher stress . . . more of classroom teachers who cannot carry on any longer . . . true, many have carry-overs from home circumstances. It affects their work . . . their work is seen as stressful . . . home and work are an intermix of stressful situations. As to principals, I have not any direct contact, however, from talking to colleagues and reading research papers, principals do suffer from pressure and work stress as executives in business do.

On differences between pressure and stress:

. . . pressure is of a certain origin. Stress arises

from uncertainty . . . under stress, the person feels he must do more. Under pressure, he chooses to do more . . . stress can be thought of as worrying about worrying . . . under stress you can be resistant to change because advice is a threat to your integrity, while under pressure the individual can be adaptable. At the present time, both the teacher and principal are under stress, the teacher with mainstreaming situations, additions to curriculum and in some areas children are disruptive. . . . the principal would have stresses from a host of changes taking place . . . hasty changes are very stressful.

When asked to elaborate:

. . . changes and additions in curriculum, for example Taha Maori, reading recovery, junior class maths programmes, new health syllabus . . . perhaps the biggest area of change in your district . . . was the demanding parent . . . the principal [now] has not got it all his own way . . . PTAs, school committees all want a say . . . I am using my knowledge as a parent here I suppose, but others in the office [Psychological Services] notice it too. . . . from the Psych. Service view stress is with us as far as teachers are concerned and obviously this includes principals . . . I know [District Psychologist] with his connections with NZEI says that principals are experiencing increasing pressures and stress in their schools these days.

Inspectorate

On occasions during the Marina study informal discussions took place with Education Department inspectors and principals seconded to the inspectorial teams. All these talks were informal and occurred when opportunity offered. Simultaneous note-taking was impossible. These conversations disclosed two interesting situations.

Firstly, there was no recognized or implied need to recognize on-job stressor areas during school

visits. Present or potentially uneasy situations with parents, school committees, staff, informal groups and controlling authorities were thought irrelevant, although staff matters were considered if they involved professional incompetence. Staff interrelationships were also not of official interest or concern. However, in contrast, informal discussions with post primary principals showed that the secondary inspectorate's school liaison provisions appeared to be more prepared to discuss such matters with principals, which must have helped reduce stressfulness.

One senior primary inspector set the tone with a comment recalled by the researcher as along these lines: If a principal were in strife with lots of parents or the school committee, that would be seen as a quirk of the principals' personality. A judgement would be made accordingly. The researcher particularly remembers the word 'judgement'. The inspector continued that it was not the Department's role to join in rhymes and reasons and sort out these things. The principal would need an NZEI counsellor. On reflection, the researcher pondered that, if this were typical of the Department's attitude, a statement by Ruddock (1972) was most relevant:

> If, under stress, a man goes to pieces, he will probably be told to pull himself together. It would be more effective to help him identify the pieces and to understand why they came apart.

The official primary school inspection form E12/1 made no provision for mention of stressfulness. Consequently there was little encouragement to offer assistance. The researcher, who had visited Norwegian schools, mentioned that in Norway since 1977 there had been a legal requirement to address psychosocial stressors in all work places, including schools. This

was not considered as even interesting. It was dismissed curtly as being irrelevant. On-job stressors were officially and practically ignored and person-environment mis-fit was heavily loaded against person.

The second and more important inference to be drawn from these informal conversations was that unofficial change in school committee roles was having a flow-on effect on principals' stressfulness because of job ambiguity. One informant said guidelines for inspection visits had been drafted in the Whakarama district and were to be considered nationally. Emphasis would be was on school committees and parents as consumers, not on school staff. These guidelines were never formally circulated but were put into practice. The researcher was later able to write down another inspector's comments on these guidelines:

> . . . more recently, a three-yearly inspection report is to see what should be done is being done . . . the public should know it's getting its money's worth . . . the school committee is getting a consumer report with specific reference to principal and staff.

The sentiments expressed about the three-year inspection reports place a different emphasis on the official standing of school committees, whose accepted responsibilities under Board by-laws were to care for grounds and buildings and support staff and principals. These traditional responsibilities were reiterated a decade before the Marina study by the then general manager of the Whakarama Education Board:

> Through the years the committee has become the ally and support of the teacher and safeguards him from irresponsible criticism and complaint by members of the community. The teacher looks to the committee for protection and assistance in his work in the classroom, and an active interest in the material requirements of the school.

Whakarama Education Board General Manager,
(c. 1970)

These traditional responsibilities were founded no doubt on a respect for teaching professionalism embodied in the 1940 annual report of the Education Department, reported in the *Evening Post* of 16 July 1940:10 (researcher's italics):

> The continuation of the Government's policy of providing suitable education for every child for as long as he can benefit from it, the provision of all necessary buildings and equipment, education for country children equal to that in the centres, and *a greater measure of freedom to teachers in the exercise of their craft.*

The gradual de facto changes in school committee role were indicated by the researcher's informal discussions with inspectors. The changes did not appear as amendments in the Board by-laws, official school committee handbook or Board newsletters. The effects of change may be assumed to have been increased stressfulness for principals as a result of role ambiguity.

General Manager Education Board

During the later part of the Marina study the researcher tried unsuccessfully to get information on principal stress from senior members of the Whakarama Education Board. However on retirement the Board's general manager made a press statement that included education professionals (the general manager's habit was to speak of classroom teachers and principals as 'teachers'):

> . . . more is expected of teachers now. People expect too much, the teachers respond very

> well but it is unfair . . . if anyone complains they are not getting what they need, it is usually because there is someone with a greater need. We have only a limited amount of money and never can do everything we would like to.

Researcher's Comments

Because schools are loosely coupled systems (Weick, 1982), it is desirable for them to work openly with their interfaces. However, changes should be overt.

An open system approach should be well prepared by discussion over time with all parties concerned. Parameters should be documented to avoid stressful ambiguity of activities and responsibilities. Documentation should extend further than just providing a mission statement and philosophy, as stated in the organizational framework proposed by Henderson (1984:58) for commercial enterprises. Documentation for a school and its interface should proceed as in the Job Expectation Technique (JET) described by Huse (1974). This is a team-building approach, focusing on clarification of role space and job specification.

Data from the NZEI counsellor and the Education Department psychologist helped authenticate data from the Marina sample principals. To a lesser degree so did the reported statement from the Board's general manager. The material about inspector's informal talks and the de facto shift of emphasis from teachers as independent professionals to parents as clients gives a valuable insight into part of research question Five: Can professional organizational approaches . . . be modified in order to avoid or minimize stressors . . . in primary school principals?

In the researcher's opinion this can be done if policy statements for school and interface are overt, include all parties in the loosely-coupled system which

is the school, are adequately documented and all parties are prepared to discuss change. Policy statements must always meet the criteria of full current documentation.

Advance Organizer

The researcher's field visits had revealed that all but Principal #5 of the Marina respondents had only sketchy documentation on role responsibilities. It was reasonable to assume that adequate role definition for Marina principals might reduce organizational stressfulness.

Principal #5 had documented role space and specification. Although this documentation had not been made in the best possible way, that is, after discussion with all parties, the researcher noted that Principal #5's initiative should be followed up when a suitable opportunity arose.

Summary

This chapter described phase one of the middle part of the study and contained probes relating to professional aspects of the respondents' on-job activities, as well as interviews with outside professionals.

Chapter Seven covers phase two of the middle study.

CHAPTER SEVEN

MIDDLE PART OF MARINA STUDY
PHASE TWO

As previously indicated, the division of research into parts and phases was made purely for presentation purposes. No divisions occurred during the Marina field work other than those dictated by the researcher's ability to pursue the study.

The researcher never lost sight of the need to gather data from multiple sources while keeping the direction of the study in mind. According to Wilcox (1982: 460):

> . . . the gathering of many different types of data has been seen to increase the validity and reliability of the study.

Marina data had to return to the main concern of principals' stressors. During phase one of the middle part the researcher focused on aspects of Person in the Person-Environment (P-E) fit model. A return to the over all view was needed and the researcher also wished to close in, as it were, on the central topic. A specific probe about 'professional strain' was designed. It marks the beginning of the second phase of the middle study.

SOURCES OF PRINCIPALS' PROFESSIONAL STRAIN (SPPS)

Procedure

The difficulty of asking people focused questions is that they find it hard to answer comprehensively. If however you probe over a period of time from different approaches, fragmented responses coalesce into a wider and deeper perception. This longitudinal approach allows

previous responses to fade so that refocused questions may be looked at comparatively anew. Respondents' experience may also have broadened. The longitudinal approach, although it carries some risk of respondent staleness, increases the types of data that may be obtained from one respondent. Data from the whole Marina sample over a long period would be richer, more varied and increasingly reliable.

Marina respondents were familiar with the researcher's probes, rapport was excellent and detailed pre-set instructions no longer necessary. The researcher of course prepared for the contacts but no longer needed formalized written procedures for the interviews, as for earlier probes outlined in the appendices. As before, contact was made by post with respondents who had left the Marina locality.

The next probe was: 'What are the sources of your professional strain as a principal?' It was coded as Sources of Principals' Professional Strain (SPPS).

Data Summary

Replies ranged widely. However, some topics predominated; the researcher felt this was not the result of recent burn and that they had been identified to illustrate wider issues. Some respondents gave several examples and emphasized that they were the main causes of professional strain. Introspections were made within the comments. Some respondents wondered what was the true source of their stressfulness: a precursor to the (P-E) fit question. The recurring theme that the whole business of education, from top to bottom, should be the subject of enquiry, arose again in this probe. Summary points from each respondent appear below. A fuller selection is in Volume Two.[1]

[1] Vol. Two, pp. 172-177

Principal #1
Each individual and group has an accepted way they feel they should be treated . . . this is very complicated because of the mix of people.

Principal #2
Job so wide one has to be selective . . . lack of ancillary staff and ever-increasing demands: who does the bits left over? . . . question of strength of personality . . . I am a helper and giver, not a political person . . . does one have to learn an appropriate skill [to be assertive]?

Principal #3
Learnt how to lessen job strain . . . old age helps [maturity or street wisdom?] . . . inefficient classroom teachers, problem parents and teachers [friction among staff], special needs children, PTA and school committee demarcation, no funds [Department or Education Board].

Principal #4
[Central agency requirement] form filling . . . delays in staffing requirements . . . lack of communication from Education Board re [staff] appointments and previous difficulties . . . irrational parents [carry-over of problems in homes].

Principal #5
Job out of hand . . . [social responsibilities, no additional staff or adequate training, conflict of philosophy, school treats child as individual, wide range of staff proficiency].

Principal #6
Lack of time . . . teacher efficiency question . . . smaller schools undermanned [office staff]. It worries me this whole thing . . . principals blame staff and parents for the irritations. It all stems from lack of funding [ancillary staff, increased social responsibilities on school, fixed funding out of balance with responsibilities] . . . suit should be cut to the cloth . . . principal as 'juggler'.

Principal #7
Deceased.

Principal #8
Feeling of anger when parents offer ill-informed opinions of the state of education today . . . [lack of funding] . . . feeling of despair that individual children identified as at risk but resources insufficient . . . [some classroom staff below par].

Principal #9
[Major concern some staff inefficient.]

Principal #10
Big groups of strain. I cannot see solutions to them . . . basic reason variation of efficiency in staff performance [implied that efficiency and pay rate not commensurate] . . . suggested improvement may be variable space team teaching [classroom teacher more visible to colleagues] . . . doing too much on under-budget?

Principal #11
Principal doesn't make the decisions but has to put up with the consequences [system of teacher appointment not placing most efficient teacher] . . . special needs children [catered for] when the money is flush.

Principal #12
[Illustration of frustration where local situation problem does not fit central agency criteria for help.]

Principal #13
Deceased.

Principal #14
[Principal talks of own health problems and stressfulness, raising relevant questions] . . . don't really know how much blame can be given to: my job, personal emotional make-up, domestic life, goals, professional training, upbringing, confidence, [and person-related factors] . . . inspector indifference . . . every principal's course should include exploration of stress.

Principal #15
Great deal of professional strain results from one's own attitude towards job and people . . . need to anticipate problems.

Principal #16
[Respondent's principalship experience limited] . . . strength of the person is the key . . . make changes to make way easier.

Principal #17
I experienced a sense of strain expectancy as I entered the gate each day [an expression of free-floating anxiety] . . . do best for children . . . wonder how far Board and Department are from day to day aim [of school, with particular reference to special needs children].

Principal #18
Not sure whether strain lies with me or somewhere else . . . sure the strain is getting worse . . . other principals think much the same . . . public wanting more . . . resources have not kept up [reference to social problems and special needs] . . . what is needed is a

real look at the whole business of education . . . at moment is patch up and box on . . . principal in the middle . . . may be just me.

Principal #19
Withdrew.

Principal #20
It is a large question . . . I'll touch on something that is close to me [focuses on variable space building philosophy to illustrate trend of concerns] . . . started a new school . . . open plan [prior experience open plan school in Canada] . . . buildings and equipment cut down . . . parents not consulted . . . no publicity by Board to sell the idea . . . letters to local paper . . . Board shows lack of understanding . . . principal left with sorting out [public relations] . . . lack of honesty [officially].

Analysis

Sub themes arose within the (SPPS) data. Some were new in part, others corroborated earlier data. They included: interpersonal relationships; official public relations; special needs and increasing social responsibilities. These areas were interwoven. An indication of the frequency of data supporting these items follows. Specific areas are given in parentheses.

Note: These elements cannot be ranked in order of stressfulness, as they arise from responses and comments which do not measure intensity of feeling and extent of applicability. However, over all frequency does indicate degree of importance to respondents.

1. Interpersonal Relationships
Principals #1 (within school and interface), #2 (assertiveness training for principal), #3 (staff conflict), #4 (Education Board), #14 (inspector/school), #15 and #17 (Department/Board)

2. Official Public Relations
Principals #5 (children as individuals), #8 (funding

limited desirable provisions), #20 (variable space/open plan philosophy)

3. Special Needs
Principals #3, 8, 11 and 17 (implied comment)

4. Increasing Social Responsibilities
Principals #2, 5, 7, 8 and 18

Another frequent element, identified as staff inefficiency by the principals, may be connected with demands on staff as a result of the philosophy of treating each child individually, which entails providing for special needs and compensating for home deficiencies. These are heavy demands which may be within the range of ordinary classroom teachers if there is adequate ancillary help; principals may be judging what is possible by what good teachers can accomplish without help. There is a range of capacity in teachers.

Researcher's Comments

The researcher wondered whether principals were conveying to staff the necessary commitment. Were increased demands part of meeting principals' goals, set in their professional philosophy? Were these increasing demands, virtually unpublicized nationally by the Education Department, being stifled by underfunding?

Within the responses and comments of (SPPS), Principal #14's contribution was most valuable and bears directly on the (P-E) fit concept. Principal #14 said, 'I don't really know how much blame for this [health problems] can be given to my job as principal', and listed contributing Person factors which also related in part to previous field probes. The researcher is sure this respondent did not have enough depth of the

stressor-manifestations sequence to 'place' these factors; they were genuine. Principal #14's awareness had been heightened through experiencing heart attacks and heart surgery. This respondent also suggested help with stress management during courses for principals.

Advance Organizer

Around the time of the (SPPS), differences between principals and school committees, obvious in earlier field data, were being aired in newspaper articles, television and talkback radio. The researcher decided to pursue this area, although it was a divisive topic, because it centred on known Person stressors, role ambiguities. The time was opportune and there would also be an opening to pursue with Principal #5 the matter of documented role definition, mentioned at the end of Chapter Six.

PRINCIPAL / SCHOOL COMMITTEE RELATIONSHIPS (PCR)

The most notable component of relationships between principals and their school committees was the ill-defined role of the committees. The researcher visited four principals who had been articulate about difficulties with their committees and another, Principal #5, with the potentially useful practical documentation approach already mentioned.

Principals #1, 3, 9 and 15 had already shown that they had thought about relationships with school committees. They were invited to talk specifically about this part of their work in an interview probe coded as Principal/School Committee Relationships (PCR). Extracts from the probe data follow. Summaries of data from all respondents appear in Volume Two.[2]

[2] Vol. Two, pp. 178-181

Principal #1

> School committees have a most important management function . . . [however] they are lay persons without sufficient knowledge to do the regular practical functions. Their interpretations are a mish-mash of what they individually see as the committee function . . . this ranges from a playcentre group through to a lean entrepreneurial business. They do not have time in the two years to develop committee skills. The official handbook is very loose and does not provide material to clear away uncertainties of their role and responsibilities . . . many think their election to a committee gives them the right to exercise petty crusades over the staff and principal.

Principal #1's generalizations did not apply to the present school but were based on past experiences and knowledge of others' problems. Principal #1 knew the value of good relationships.

Principal #3

> . . . there is no need for school committees . . . OK there is really but their role and powers should be much more clearly defined and some course should be available like that for Justices of the Peace, either at Tech. Institute or the Technical Correspondence School . . . it's only a gesture of participation as it is, isn't it? or more precisely a money saver instead of paid assistance . . . the policy decision aspect doesn't exist.

Principal #3's had a strong sporting background. A referee or umpire guides in accordance with rules and as such must be accredited.

Principal #9

> . . . many are concerned with their own narrow points of view and getting favours for their interests . . . school committees range from those doing lip-service to the job . . . placing all their administrative services in the hands of the principal and school secretary . . . neither of whom has time provision for such purposes. Others feel they have complete authority over all professionals as well as their ill-defined

functions set out unclearly in the school committee handbook.

Principal #9 made these comments from both current personal experience and work as an NZEI counsellor.

Principal #15

> . . . schools of Grade V and above should have a school bursar to work in closely with the outside services . . . act as a professional administrator to the committee working within legal terms of reference. Smaller schools should have professional hours for such a position.

Principal #15 had been a teaching principal and had worked in private industry. Relationships with the school committee were not a problem in the Marina school. Principal #15's approach and personal appearance, ex armed forces with impressive bearing, may have contributed considerably to the perceived situation of ready cooperation.

Exemplar: Principal #5

This respondent was the one Marina sample principal who had consciously addressed role definition in the school framework. A special visit was made to this respondent. The interview was far ranging.

Principal #5 had set up a 'school council' which combined school committee and PTA. 'School councils' were not officially recognized. Initially the council kept two sets of minutes at each joint meeting, at times discussing school committee only business, such as decisions concerning the Board, while PTA members sat silently, listening but not contributing. Role definition for principal and council had been documented after discussions between the principal and some of the parties concerned; for this school, these measures, incomplete and unofficial though they were, obviated

ambiguity stressfulness.

Principal #5 set the tone early in the interview:

> Our school has a well set out and organized structure . . . . This [structure] is summarized for staff to see the over all picture . . . at the same time, each individual's tasks and responsibilities can be seen in detail. The management system is sound and the staff in-service programme is designed to explain things to new staff . . . also to improve all staff's appreciation of the school's objectives and total structure. The staff has opportunities to help in making what is good still better.

The respondent commented on the school committee members of the 'council':

> . . . their approach is very disconnected . . . there's little forward thinking and planning is very short time. The group . . . is a mixed lot, some voted on without much thought, almost 'stone cold' just before the householder's meeting. Some plan to get on and to stay on . . . the insurance reps, young mobile types . . . they feel it is an advantage to be known . . . some are of course good people wanting to help the school. However others have ideas often for their own children . . . they are expert at having others to support their ideas being put forward . . . I'll support you, we stand together. It's not the best way to reach decisions. . . one or two very forceful individuals can dominate meetings. There is a tendency for some characters to be against the staff and certainly be against 'the Board' and most times whatever the question at hand is . . . from talking to other principals this is the broad picture . . . it does change however from election to election.

The researcher felt that field data on principal /school committee relationships appeared to

present a situation not unlike a card evening: everything depended on the fall of cards, player's personalities, past experience and what was at stake. However, card games have clear rules to avoid ambiguity.

Principal #5 commented that school committee relationships and activities had changed:

> . . . once the principal had the ideas and was supported [by committee members], now it's more [a case of] we want to be involved. But there must be guidelines . . . officially, it's very loose so we have made our own.

The respondent was responsible for formulating job specifications for the staff and felt that it was natural for the 'school council' to have specifications too:

> . . . officially the school ones [guidelines] are OK . . . the school committee/school council not so easy. Most of the council guidelines are mine, with them agreeing to making modifications . . . although they met in subcommittee they didn't provide much in practice . . . well later they did . . . the process is protracted and a bit wearing on me.

Principal #5 had an unusual background with regard to the 'school council' concept, having been recently on official exchange to southern England [during the middle part of the research project]:

> I saw the new approach there . . . a bit like the intended changes here [a precursor to Tomorrow's Schools] . . . however the local authority had the say and the local school board not as much. . . . I feel we are on the right track, more parent involvement . . . the committee needs different guidance in their job . . . training videos, reference manuals, in-service courses say run by the Correspondence School . . . I can recall a series of programmes on national radio on the duties of members of small committees . . . the emphasis was on reaching consensus, the non-partisan role of the chairman . . . a good committee was helpful in reaching decisions

> and was kind to its members in doing so . . . [preparing new committee members should not be] left for principals to do . . . if there is added consultation or whatever [by way of school committees] the individual members need a background for the task.

Principal #5 emphasized the need for appropriate experience for committee members:

> . . . can I say it . . . Plunket committee service is not enough.

The hallmark of Principal #5's approach to lessen organizational ambiguity was to formulate written job specifications that included key tasks and expected results. The principal's job specification is an example of this respondent's pragmatic approach to all aspects of relationships, activities and responsibilities concerning the school. The specification appears in Volume Two. [3]

National Documentation

There were several 'school councils' in the Whakarama Education Board district. The researcher wrote to the general manager of the Board asking its official opinion about their establishment, in the guise that the researcher, as a principal, was contemplating such a move. The official reply was that they were not recognized and that the Board would ask principals to advise them of any future proposals. The researcher considered Principal #5's approach to be an appropriate solution. However, it was a local solution approaching de facto autonomy.

The researcher felt that it should be a national concern to define the roles of Education Boards, school committees and parents' associations and wrote to the educational agencies concerned. In summary, reactions were as follows:

Whakarama Education Board: Forwarded a copy of a

[3] Vol. Two, pp. 182-187

document that had been composed many years previously by the national body of parent-teacher associations. It set out school committee duties in loose terms similar to Board bylaws and set PTA-type activities as responsibility for publicizing the role of the school, fundraising and assisting teachers as part of the over all facilitating of children's education. A follow up letter from a senior Whakarama executive advised that these matters would allocate themselves amicably among parties concerned.

National body of School Committees Association: Did not respond and after a second letter stated that this was an area that had been raised by regional school committee associations. The newly-appointed executive officer further stated that the unfamiliar enquiry could not be answered.

National body of PTA: The body was not truly national as in one Education Board district there were no affiliated groups. In reply to the proposal to define PTA and school commitee duties, the researcher was sent a current copy of the association's national magazine containing nothing relevant to the question and a hand-written letter concluding with a description of the national president's long association with the PTA movement and hearty good wishes for the researcher's own job. The researcher's enquiry was not commented on.

Researcher's Comments

Whether the question of principal/school committee and community relationships is or is not directly concerned with ambiguous activities and responsibilities, it became an issue for public debate during the middle part of the Marina study, when a working party including Education Department, NZEI, Education Boards Association

and Whakarama Principals' Association was convened to study relationships. This eventually culminated in a 49-page document, of which the national NZEI secretary wrote to the researcher:

> . . . I should also point out that the report has no status, it never went to the Minister and no action was taken. . . .

The report avoids outright mention of the Education Board, Department, school committees or principals. Nonetheless it contained valuable pointers to matters that had already appeared in Marina data:

> Over recent years in the [Whakarama] Education Board district there has been a marked increase in the number of schools experiencing difficulties with relationships within the school, between the school and the community or both. . . .
>
> (p.4)

> School committees have difficulty in finding people to administer the complicated [accounts] . . . . Consequently many principals accept a great deal of responsibility for handling school finances . . . this highlights a need for additional ancillary hours for schools.
>
> (pp. 15-16)

> Principals have reported the belief that while their responsibilities are increasing their authority is decreasing . . . the traditional authority and unquestioning acceptance of that authority by teachers and parents has been eroded . . . .
>
> (p.22)

The ambiguity stressfulness of principal and school committee relationships, as a topic of organizational gross grouping, came up frequently in the Marina research, although not all respondents experienced stressfulness in this area during the study. For the majority there were occasions of minor burn. Potentially difficult committee relationships depended

on a number of factors. One group of principals was authoritarian, a second strove for affability with committee members and the chairperson in particular; a third group found working relationships stayed comfortable if there were no strong personalities on the committee and relatively few contentious issues. Principal #5 stood apart.

Advance Organizer

Organizational structure is an important part of Environment in Person-Environment (P-E) fit. The Person component often has to adapt within the (P-E) fit equation: 'adaptation process' is a loose term for what is formally known as coping.

Much of a principals' task involved adjusting the Person element of (P-E) fit, with emphasis on considering others' points of view. Ongoing coping as a professional activity was likely to be a new area for principals who as classroom teachers had leant heavily towards 'doing things my way'. The next probe would look closely at principals' coping ability.

COPING STRATEGIES
(CS)

No specific data had been sought about Marina respondents' coping ability. References had only arisen casually.

Conceptual Background

Everyone experiences day to day stressors as well as major negative life events (misfortunes) or, as Principal #5 in Has the Job Changed? put it, 'a few snags in a lot of different places and life can be

miserable.' 'Snags' may equal 'hassles' in the vocabulary of psychology (Kanner et al, 1981). If people can neither relieve manifestations arising from stressors nor modify their perception of them, chronic stressfulness follows. This has been generally accepted since Selye's work on the fight or flight response and General Adaptation Syndrome.

Why are some people more susceptible to stressor impact? The knowledge that people 'boil at different degrees' (Emerson, 1803 - 1882) has no doubt been with us for centuries. The major determinant of stressor impact is undoubtedly one's ability to cope. Lazarus and Folkman (1984:141) define coping:

> . . . constantly changing cognitive and behavioural efforts to manage specific . . . demands that are appraised as taxing or exceeding the resources of the person.

An important aspect of coping is referred to by Cohen and Lazarus (1979 : 219):'coping can occur prior to a stressful confrontation . . . it is called anticipatory coping'. The researcher bore in mind that anticipatory coping techniques might be teachable as a means of reducing on-job stressfulness.

Procedure

The researcher devised a 45-item checklist adapted from Cohen and Lazarus (1979), Folkman and Lazarus (1980) and Pearlin and Schooler (1978). The list was designed to indicate a range of possible strategies, cognitive and behavioural, that might be used by people under stress. These strategies included seeking help, emotional support, self blame, wishful outcomes, cognitive restructuring and methodological problem solving. Items were set out in random order to avoid any tendency to pick up from context what is being looked for and give

'desired' responses which invalidate data. Some items, such as 'big hugs', were short term strategies suited only to small ups and downs; awareness of effective long term coping strategies is essential in the Marina respondents' world of accelerating social change and financial vicissitudes.

Named the Coping Strategies (CS) probe, the checklist was used in face to face interviews, except for respondents #10 and #20, who had retired out of the area and received a postal package instead. The (CS) appears in the appendices. [4]

Analysis and Researcher's Comments

The interviews generated much talk and little enlightenment. With hindsight, the researcher realized that the (CS) was too detailed and took too long. Each item stimulated a period of anecdotal talk, most of it largely irrelevant. The questions about coping strategies should have been confined to several broad headings, in spite of the researcher's anxiety to avoid generating 'desired' responses. Suitable broad headings would have been Physical Activity, Alternative Thinking Processes and Appropriate Management Skills. This arrangement however would have needed a knowledge of coping techniques on the part of the respondents. A dilemma: in order to gather data the probe had to be long and was likely to be shapeless; if shorter, respondents would have trouble understanding it.

The researcher concluded neither an item by item count for each respondent nor a classified total would be worth while. Nonetheless, significant trends and omissions were discernible:

1. Colleagues were valuable. No respondent mentioned

[4] Vol. One, pp. 322-324

networking with staff inspector or NZEI counsellor.

2. Several respondents confided in one trusted member of their staff.

3. A minority of respondents realized that regular exercise was an important coping strategy for stressfulness and carried this out in practice.

4. Principal #1 drew diagrammatic approaches to problems indicating possible negatives and areas of possible support.

5. Over half the respondents used prescription drugs, probably as a result of stressfulness.

6. Denial and withdrawal were used in cases of minor burn. One respondent admitted to behaviour typical of clinical depression.

7. Rewarding was apparent in a number of respondents as increased social drinking or increased smoking, while others treated themselves and partners to restaurants or theatres. The former are palliatives and undesirable coping strategies, the latter positive and harmless.

8. Almost half the respondents used music as a coping strategy both on and off the job. Only Principal #5 used music intentionally to relieve stressfulness; for other respondents it was just something they did. This lack of self-awareness indicates the difficulties associated with the (CS) interviews.

9. Several principals were involved in hobbies or clubs and in times of stressfulness pursued these activities more intensely.

10. A minority felt stressfulness was an unavoidable part of the job and adopted a martyr's role. One principal looked on school holidays as compensation for the rigours of the job.

11. Two principals revealed that for them coping was concealing any outward sign of stressfulness. Both these respondents took comfort from religious faith.

12. Principal #18, after sitting through the 45-item probe, said: 'I did not know there were so many alternatives to use. Choosing the correct one could be more stressful than the stressful situation itself.'

The researcher concluded that not one respondent had an overall adequate bank of strategies. In particular, respondents did not know one of the most important coping basics: be kind to yourself. Many implied that their on-job activities were demanding, that they must do yet more and that they felt guilty if they did not. During and after this probe the researcher was strongly tempted to expose respondents to stress awareness and stress management techniques. Without doubt this impulse was seated in the researcher's professional background of seizing the teachable moment.

Recent Reassessment

Research literature (Everly, 1989; Cohen and Lazarus, 1983: Shinn et al, 1984; Latack, 1986) expresses coping as a complex phenomenon whose variables include: individual behaviour patterns, whether Type A or based on a belief in internal control of action; logical problem solving approaches; past experience; physiological disposition; perceived social support; and sufficiency of environmental resources. The key variable is the nature of the stressor. Leiter and Maslach (1988)

emphasize that of the two main kinds of coping, cognitive processing and active control, the latter is potentially the most effective. Flach (1989) emphasizes 'psychobiological resilience' in coping; this means one's ability to 'bounce back' and may be part inherent and part learned.

Flach's psychobiological resilience concept consolidated the researcher's proposal in the extended (P-E) fit model that a main emphasis on coping must lie within Person; it is not stressor disruption that leads to physical and emotional problems, but people's inability to recover their equilibrium. For Marina respondents the researcher sees two main requirements: anticipatory coping in the form of pre-service and in-service education for principalship; and sufficient environmental resources in the form of staff and material needs.

Coping and the Awareness Model

Coping may be thought of not only in terms of a set of procedures in reaction to a particular stressor, but also as responses aimed at satisfying specific goals: the 'tasks of coping'. Research literature has identified tasks of coping (Alexander et al, 1983; Taylor, 1983; Dewe, 1985a, 1985b, 1985c, 1987b, 1989; Dewe and Guest, 1990). Dewe's work has special reference to New Zealand. Five main tasks are involved:

1. Reduction of harmful conditions: basic environment and organizational.
2. Adjustment to negative events and situations.
3. Maintenance of high self image.
4. Establishment of emotional equilibrium.
5. Awareness and implementation of positive interpersonal relationships.

Individual coping responses are frequently spontaneous but sometimes insufficient. Efficient coping strategies or stress management involves acquiring a bank of learned procedures.

A checklist based on traits in Flach's 1989 psychobiological resilience model includes:

1. Insight into oneself and others, in particular as a base for successful interpersonal relationships.
2. Supple sense of self esteem.
3. Ability to learn from experience.
4. Tolerance of unusual behaviour.
5. Open-mindedness.
6. Courage.
7. Personal discipline.
8. Creativity.
9. Integrity.
10. Keen sense of humour.
11. Ability to plan realistically.
12. Philosophy that gives life coherence.
13. Realistic professional objectives and background knowledge.

One must admit this list embraces more than mere mortals normally possess. However, it does provide direction posts. The researcher's Stressor-Manifestations Sequence Awareness Model (Chapter Nine) incorporates in part the concept of psychobiological resilience traits adjusted for the real world.

Advance Organizer

The researcher was still reading relevant literature. The extended (P-E) fit model was more adequate than the original model with its restricted range of variables. More recent multi-discipline approaches to work stress were exploring additional variables and it was this area that the researcher intended next to investigate.

LIFESTYLE SURVEY (LS)

Conceptual Background

Research literature, in particular Salk (1973), showed health psychology to be based on proven links between psychosocial environment, lifestyle including personal philosophies, and disease manifestation. These variables extend and enrich the original Person-Environment (P-E) fit concept. Human health is seen as residing in humanity; health and wellness emphasize 'lifestyle', the way in which people conduct their lives, rather than invasive pathology. Unhealthy lifestyles are strongly linked to conditions such as hypertension and heart disease. These broad concepts of health and disease were introduced in Chapter Two and visited again in discussion of the Medical Examination Group of Six probe (ME6) in Chapter Five.

Lifestyle includes habits of thinking, or personal philosophies, and habits of diet, exercise and so on. Personal philosophies were considered early in phase one of the middle study. The researcher, who had conducted courses in stress awareness and stress management, including a major lifestyle module, compiled a Lifestyle Survey (LS) to investigate respondents' daily diet, exercise and recreation habits.

One aim was to identify respondents whose lifestyles were wide of the norms advocated in various Health Department and Heart Foundation publications. This part of the (LS) focused on red meat and alcohol consumption, egg, caffeine and salt intake, smoking habits, cooking practices, frequency of takeaway-type meals, exercise and recreation. A minor probe asked for resting pulse rates as a probable indicator of healthy lifestyle practices. A second aim was to discover if any lifestyle changes had been made after public campaigns for healthy lifestyles during the middle part of the study: if respondents had made such changes this might indicate openness to recommendations in a stressor -manifestations awareness model.

Procedure

The probe was discussed with a hospital dietician and a cardiac rehabilitation educator. Items were presented in random order to avoid channelled responses. The (LS) probe was a postal one and appears in the appendices.[5] A sample of completed (LS) responses is in Volume Two.[6]

Analysis and Respondents' Comments

Appropriate conceptual background accompanies this analysis, which also includes respondents' comments, some of which are paraphrased. Previous Marina data showed some on-job activities were perceived as potential causes of stressfulness. Psychosocial on-job stressors manifest as hypertension in the majority of cases and as heart disease and stroke in severe cases (Blackburn et al, 1984; Quick and Quick, 1984; Shaper et al, 1981). The incidence of hypertension relates to on-job stressors and unhealthy lifestyle. The former may be hard to modify; lifestyle is under personal control.

[5] **Vol. One, pp. 325-327**

[6] **Vol. Two, pp. 188-193**

Diet

Shapiro and Goldstein (1982) acknowledge psychosocial risk factors for hypertension and also confirm many lifestyle-based risk factors such as obesity; excessive salt, cafeine, cholesterol and alcohol; lack of regular exercise; and smoking. Simpson (1987:80), working from New Zealand surveys, suggested the following dietary modifications:

> . . . less energy intake by the overweight, less sodium . . . less sugar, less total fat, less saturated fat, moderation in meat consumption, more fish, moderation in alcohol consumption . . . .

Most respondents indicated lifestyles within approved norms. A minority took sugar and salt over recommended limits. Some respondents were changing to artificial sweeteners and reduced salt at table. There had been changes from hard animal fats to vegetable oils since the beginning of the study and grilling and microwaves were replacing frypans. Principal #12 exemplified these changes:

> Salt eliminated as far as possible . . . red meat reduced to one to two servings per week . . . white meat three to four servings per week . . . more salads . . . reduction in coffee . . . no beer (1 glass of wine per week), 1 to 2 measures of whisky all consumed at home . . . .

Principal #20's dietary modifications stemmed partly from having had a heart attack and partly from embracing a religion which forbade caffeine and alcohol.

Takeaway-type meals with large salt and fat content still appeared at the once to twice per week level for most respondents and were heavily relied upon by one principal, responsible for a teenage child, during the early and middle parts of the Marina project;

the comment on remarrying was, 'We're into salads and things and not the heavy stuff I was into.'

Respondents with diagnosed hypertension conscientiously used vegetable oils in cooking and avoided takeaways. Principals #9, 11 and 12 indicated changes to steamed vegetables and microwaves to reduce fat intake. All respondents consumed less than five eggs per week and three people ate less than two; although Principal #3 averaged 10 teaspoons of sugar per day, more than half the respondents used no sugar or artificial sweeteners. Coffee consumption was under four cups per day for all members of the survey.

Smoking and Alcohol

Smoking is now known as the biggest single risk factor for cardiovascular disease. Of the remaining sample of 17 respondents, three were smokers and two ex-smokers. All smokers inhaled. Principal #3 averaged 50 cigarettes per week.

There is epidemiological evidence that high alcohol intake is a significant hypertension factor. Paulin et al (1985) gives a risk threshold of four single drinks per day. Principal #20 was the only respondent who did not take alcohol. Principal #18 drank an average of three glasses of beer per day, Principal #3 averaged four glasses of spirits and one glass of beer per day. Both respondents said they drank only with company; both manifested stressfulness and had diagnosed hypertension. One respondent who reported solo drinking during earlier probes also reported smoking before and after stressful situations and using drinking after work as a reward for weathering on-job stressors.

Exercise

Regular exercise throughout life is recommended to

maintain physical health. Moreover, although no causal link has yet been established, people who exercise regularly report less anxiety, tension, depression and general stressfulness than people who take little exercise or are unfit (Blumenthal and McCubbin, 1987; Dishman, 1986).

One respondent, Principal #5, exercised vigorously and regularly in an approved regime: 20 minutes three times a week at a level to induce perspiration. Principal #14 jogged daily and #12 and #20 walked briskly and regularly, as did Principal #8 to a lesser degree. Several respondents engaged in less demanding physical activities such as golf, indoor bowls, gardening and house maintenance. Most respondents were physically inactive although during the early part of respondents' lives they exercised more vigorously and more often. Three respondents, #1, 5 and 12, although not as active during intervening times, took up exercise to approved criteria during later life at the time of the Marina survey.

Despite exercise, Principals #8 and 14 were strongly stressed; Principal #20, at a later stage, was found to have a severe heart condition. Some respondents took up exercise as a form of health rehabilitation. Principal #5 was the most active of all but in the last part of the study also was approaching a stressed condition.

Recreation

Pursuits included walking on the beach, indoor bowls, golf, cricket, service club and boat building. Previous probes showed these were enjoyed all the more during times of particular stressfulness.

Researcher's Comments

Respondents who could take their own pulse were engaged in regular exercise and understood the healthy lifestyle concept. However, from the field data they were nonetheless stressed.

Lifestyle indicators showed that respondents were changing their habits, particularly in diet. Even if the level of on-job stressors is high, the risks of hypertension and heart disease can still be lowered by improved lifestyle. Consequently lifestyle must be an important component of any stressors-manifestation sequence awareness model.

Advance Organizer

Lifestyle is an all-encompassing concept. An individual's medical history is an integral part of the lifestyle. This personal aspect was next to be investigated in the researcher's study of the Person factor in (P-E) fit.

MEDICAL HISTORY SURVEY
(MS)

A review of previous data and field journal notes, particularly notes following the (ME6) probe, showed two additional reasons for a medically-oriented probe. Medication can mask symptoms; it can also indicate that certain stressor-manifestations exist. These factors helped shape the Medical History Survey (MS).

Conceptual Background

During the (ME6) probe, the medical practitioner noted that some Marina respondents were on antihypertensive medication.

Prescription medicines to control high blood pressure, heart disease, asthma, skin problems, digestive upsets, headaches or depression indicate the presence of health problems which are generally accepted as having links with stressfulness, lifestyle and family history or genetic susceptibility.

The researcher decided to enquire how many respondents had medical problems of this nature. The enquiry would mean a highly intrusive probe into personal medication and family history, primarily to further examine the stressor-manifestations sequence in respondents. It was also hoped to discover more about respondents' coping strategies and their degree of self-awareness concerning stressfulness.

Procedure

Excellent rapport had been maintained and the researcher decided to venture on the Medical History Survey (MS). In the event all respondents replied in full. (MS) was a postal questionnaire about pharmacological indicators (drugs) of likely stressor-manifestations and genetic indicators (family histories) of stressor-manifestations vulnerability. The researcher consulted an ethicals compendium as a background and the manifestations - pharmacological correlation was checked by a practising pharmacist.

A final question, designed to explore respondents' self-awareness, invited them to attribute known medical conditions to any of eight options, such as domestic upsets and general ageing, mentioned in earlier Marina probes. The (MS) probe appears in the appendices[7] and returns from it are in Volume Two.[8]

[7] Vol. One, pp. 328-329

[8] Vol. Two, pp. 194-198



"Madge, have you seen my 'Getting-on-with-everyone' pills?"

As mid-point levity the researcher has included this Punch cartoon. Perhaps it depicts a stressed primary principal. It is fitting that it appears in the context of the Medical History Survey where questions were asked about respondents' medication. The character in the cartoon may be pursuing a 'one-shot' approach to interpersonal relationship difficulties.

Analysis

1. Medication. In the following analyses this refers specifically to prescription medication for probable stress-related conditions.

Nine respondents used medication while working as principals (Principals #1, 3, 6, 10, 11, 14, 15, 17 and 18). Principals #7 and 13 had died before the (MS) probe but the researcher knew from prior interviews that both were in this category. Two respondents used medication for the first time after retirement (#9 and #8). Principals #14 and 18 were able to reduce their medication after retirement: #14 had heart surgery after retirement which lessened the need for some drugs and Principal #18's health improved on remarriage.

Eight respondents were on medication for hypertension and/or heart disease. This means just over a 50% incidence of such disease in the Marina sample if the two deceased respondents, both of whom died of heart disease and were known to the researcher as hypertensives, are included. Hypertension and cardiac disease are accepted stressor manifestations. However there are other other contributing factors, among them family history. For these reasons, the 50% incidence cannot be taken as a 'hard' stressfulness indicator.

2. Family Histories

All respondents supplied information except for #8 who was adopted and did not know natural family. Some respondents were unsure of details, for example whether a person died of stroke or heart attack.

Premature death was taken as below 65 years. Seven respondents reported close family members dying before this age. One respondent had both parents and

two siblings die prematurely of cardiac-associated diseases.

3. Perceived Causes of Medical Conditions

Respondents' attributions of declared medical conditions to eight proffered options were (random order, not frequency):

Family medical history: #6, 14, 18, 20

Work pressures: #2, 3, 5, 6, 8, 9, 10, 11, 14, 17, 18, 20

Domestic upsets: #1

Major life events: #3 (child permanent damage from illness, wife in severe accident, prolonged rehabilitation); #8 (falling roll transfer, changed community, family adjustments); #11 (falling roll transfer to higher socio-economic area, financial problems, aged parents, family adjustment).

Time in armed forces: This was a wide variable; stressfulness is as perceived: #10, 14. Data varies.

General ageing: #2, 6, 10. Principal #6 was not chronologically aged in the sample.

Personality disposition: #11, 14. These respondents were mature and introspective. Generally a difficult option to choose.

Don't know: #20. This was added to several other options, implying that #20 was unsure about causes.

Researcher's Comments

Six respondents, or about one third of the sample, did not report medication, although four of them had conditions known to be stress related: one later proved to have severe heart disease, another suffered intermittently from mouth ulcers, a third from cold sores and the fourth from digestive problems.

There was no clear association between likely stressor-manifestations and family history; several

respondents had manifestations similar to their parents while approximiately the same number did not. However the value of the 'family history' part of the (MS) lay in exploring respondents' self-awareness and looking towards a general linking of lifestyles and coping strategies in the awareness model.

From a methodology viewpoint, the researcher was aware that the (MS) was a fairly blunt and unsophisticated instrument. Questions failed to differentiate between short and long term medication and offered a too restricted range of stressor-manifestation options. For example, asthma is a recognized stressor manifestation; Principal #17, known as a periodic asthmatic from earlier field probes, did not indicate medication, no doubt because Question 11, 'Have you had any of the following . . . *throughout* the period of the project?' was interpreted too literally. Principal #7 suffered from ulcerative colitis, also a recognized stress-related condition, but did not indicate because colitis was not an option in Question 11. Obviously the (MS) would have been better as a face to face interview with a qualified medical practitioner. Despite these shortcomings it yielded data and helped triangulation.

An important deduction from (MS) was that many respondents were concerned about their manifested stressfulness and sought outside professional help. They obtained medical diagnoses and then adopted recommended coping techniques by taking medication. Such respondent behaviour confirmed the need to construct a bank of coping strategies within an awareness model, in terms of one of the Marina research aims.

Advance Organizer

Minor probes in the lifestyle area were called for.

MINOR PROBES

Just before the last part of the Marina field study the researcher undertook a number of minor probes concerning lifestyle. These probes were made in various ways: at an appropriate time, usually at the end, of a face to face interview, or in a short telephone call to obtain data that seemed to be called for when the researcher had reviewed data already to hand. Some of these 'mopping up' minor probes included: age when Marina study commenced; position held prior to Marina principalship; qualifications; time in current position; commuting patterns; help from a partner in running households.

Researcher's Comments

Not all these probes added to the study, although all were potential sources of appropriate data. Some bore directly on stressfulness or helped flesh out descriptions of individual respondents; others were of mixed or little value. Minor probes were evaluated in terms of information already gained.

The age at time of study probe was not very significant; respondents of all age ranges perceived themselves as strongly stressed. The position held probe did not yield significant data: people with long service in principalships were strongly stressed, so were those without this experience, and the reverse was true.

Qualifications at BA level appeared to add a dimension of professional maturity and relative freedom from stress in one case. Others with diploma qualifications represented both strongly stressed and relatively unstressed.

DEMOGRAPHY

Respondents' Ages at Beginning of Study

Less than 45		(0)
46 - 50	#s 1, 5, 19	(3)
51 - 55	#s 6, 7, 8, 9, 13, 16, 18	(7)
56 - 60	#s 3, 10, 11, 12, 14, 15, 17, 20	(8)
61 - 65	#s 2, 4	(2)
More than 66		(0)

NOTE: This includes #s 7 and 13 who died during the research study and #19 who withdrew.

Principals #s 2 and 14 came into teaching later as ex-servicemen and #s 4 and 10 much later after prior occupations. Principals #s 16 and 19 had broken service.

TIME IN POSITION AT BEGINNING OF RESEARCH STUDY

Less than 1 year	#s 16, 19	(2)
1 to 5 years	#s 1, 2, 4, 7, 9, 12, 18, 20	(8)
6 to 10 years	#s 3, 5, 6, 8, 10, 11	(6)
11 to 15 years	#s 13, 14, 15, 17	(4)
More than 16 years		(0)

NOTE: At the time of selection, the researcher was not aware of respondents' length of time in their current positions. The ballot of sample was made from the Education Board's list of principals as at the beginning of the first research study year.

RESPONDENTS' PRIOR POSITIONS

Grade of Principalships

IV #8

V #s 5, 9, 12, 18

VI #s 4, 7, 1, 13, 17,

VII #s 2, 3, 10, 11, 20

NOTE: Principal #1, Grade VI position, was NE to Form 6; #3 an intermediate; #20 NE to Form 5 (newly-established private school).

Details of Assistantships

Principal #6, deputy principal Grade VII intermediate; #s 14 and 15 deputy principals Grade VII (both principals' previous experience in rural schools); #s 16 and 19 STJC permanent positions seconded as lecturers to teachers' college.

NOTE: (1) Ten of sample came to present positions from largest or second to largest grade positions.

(2) Half sample made parallel salaried moves to a more desirable location.

(3) Five moved to principalships from non-principal positions.

Time spent in current position had some relationship to positive stressfulness. Two respondents, one of whom withdrew early, and another who exhibited 'new broom syndrome' early on and considerable stressfulness later, were in their first year of principalships when the study began. A third respondent possibly suffered from professional staleness and undoubtedly was very stressed after more than six years in the same principalship. Unexpectedly, this respondent wished for the challenge of a larger school.

Commuting patterns provided diverse information but no respondents perceived commuting as stressful.

The partners probe was intended to show how much respondents' working days were extended by chores. Most respondents had a home division of labour with the male partner doing outside work. This applied whether the female partner worked away from home or not. Three respondents shared inside chores. One respondent lived alone and had no difficulty with the additional work; another respondent found household chores and responsibility for a teenage child to be most onerous.

The more useful raw data are included as interleaves.

The matter of long term leave of absence arose during the minor probes. A separate postal probe was devised to investigate it.

LEAVE OF ABSENCE
(LA)

Set holidays are a standardized formula for 'time out'. Leave of absence enables an employee to withdraw from

the on-job environment through sick leave or special leave provisions. In the teaching service a maximum amount of sick leave is allocated. Unused sick leave cannot be taken as recreational leave. Short term sick leave may mean influenza or sports injuries; long term sick leave implies protracted illness or a medical recommendation for substantial time out.

The researcher asked respondents for details of any leave of absence in excess of one month, over an indefinite period. Sick leave for hypertension, heart attacks and asthma would be significant because these are largely attributed to stressfulness. This approach replaced the usual sociological survey indicator of number of visits to the doctor over a limited period.

Procedure

Most Marina principals had now retired. A postal probe was used, although the researcher could see disadvantages in not using interviews. One disadvantage was the sensitivity of the topic. It was difficult to devise written questions which were neither too complicated nor too invasive and the researcher was denied the live interview advantage of tailoring questions as the need arose. Another disadvantage was the problem of distinguishing 'time out' that coincided with the long school holidays, an aspect that could have been clarified face to face. Written contact had to be made with those respondents living out of the district so on balance it was decided to use a postal package. The (LA) probe appears in the appendices. [9]

Analysis

Six respondents took leave of absence because of stressor-manifestations. Four took leave on medical recommendation as a precaution against more serious manifestations.

[9] Vol. One, p. 330.

Respondents' reasons for taking leave ranged from 'Need to get away on my own' to 'heart attack'. Two respondents indicated possible spillover from off-job situations: 'Life getting too much I guess' and 'Personal reasons, partly work-related too.' Sample comments under the three (LA) headings follow.

1. In terms of sick leave in excess of one month:

Principal #7
[Respondent died of coronary heart disease before (LA) probe. Leave totalling approximately eight weeks after heart attacks during principalship. On two occasions leave taken end-on to long school holidays. Information from clerical assistant.]

Principal #8
'Six weeks [after] heart attack . . . following transfer from one school to another.'

Principal #11
'One term after heart attack.'

Principal #13
[Died of coronary heart disease before (LA) probe. Took two six-week leave periods and just on one term before retirement. The researcher, who had good rapport with Principal #13's school secretary, visited the secretary after the (LA) probe was completed and was given this information from school records. The researcher suspected, from background knowledge, that the amount of leave taken might have been minimized for the records.]

Principal #14
'Five periods with heart condition while in this job.'

Principal #17
'Twice with severe asthma . . . here [present school] generally debilitated.'

2. In terms of leave, due to personal/school disagreement:

Principal #3
Felt 'job had got on top of me and had violent outburst with staff member . . . walked out and did not return.' [Physical assault by #3 who had already applied for, and later obtained, present position. No charges were laid.]

Principal #20
'. . . difficulties over board of governors [in private school] . . . felt I was being squeezed out . . . resigned.'

3. In terms of leave in excess of one month for other reasons:

Principal #1
'One term while at [present position], overseas trip, attempt at marriage reconciliation.'

Principal #8
'One and a half terms secondment to write science units [after heart attack] . . a time to ease me back to work.' [Respondent never returned to principalship and took early retirement.]

Principal #12
'One term overseas [present position] . . . conservation trip . . . in part a needed break [from work].'

Principal #15
'Before [present position], one term [solo sailing]. . . felt need to get away on my own.'

Principal #16
'Overseas trip . . . personal reasons [adult son's tragic death] . . . partly work-related too.'

Principal #17
'Seven months overseas scholarship [in present position, studying school music in USA and eastern Europe] . . . recuperation time as well.'

Principal #18
'Half term off on doctor's recommendation [in present position] . . . travelled to friends and played golf . . . life getting too much I guess.'

Researcher's Comments

Holiday provisions for teaching services include a six-week period which is not officially 'leave of absence'. There were indications during earlier probes that some respondents barely 'carried on' from term to term and used school holidays for recuperation.

The (LA) exercise was useful as an indicator of general stressfulness in the Marina sample. On reflection the researcher was pleased that respondents were asked to give information about leave of absence for one month extending over the indefinite period of their principalship. Some valuable information would have been lost had there not been an indefinite period of enquiry.

Advance Organizer

The concept of coping was of continuing interest since the Principals Coping Abilities (PCA) probe had shown some respondents were able to modify some stressors at a cognitive level. The (PCA) probe had been rather disappointing; it should have been more focused on respondents' work environment. The researcher wanted one more probe to encourage principals to comment on coping with their on-job activities. What might this approach be?

THE MAGIC WAND
(MW)

The researcher decided on an approach adapted from psychotherapy where it is used to encourage subjects to reveal their anxieties.

> If you could wave a magic wand to make your school on-job problems disappear, what things would these be? Choose an important one. Do not generalize, give specifics.

It was important that this be a face to face interview. Postal contact was made to those out of the Marina district. Telephone followup was made with one respondent.

By now, Marina respondents were divided into a minority of working principals and a majority who had retired. Some of the latter still identified strongly with their former profession and replied in the present tense as though they were active principals.

The (MW) generated a wide range of responses. Some respondents expressed more than one wish and saw an opportunity to ride hobby horses. However in essence these did relate to stressors. The researcher was impressed by the large input of valuable data from several respondents, who were still active principals or had only recently retired. These respondents showed a more developed appreciation of systems theory and ability to see avenues for useful change. The researcher felt that this growing maturity arose from the straws in the wind that led to the adoption of Tomorrow's Schools: public as well as education professionals had a recognized arena for discussion. These articulate principals provided most of the (MW) data. Data arose across the spectrum of themes, sub themes, features and sub features.

Sample quotations are presented below. The most frequent elements were staff, education administrative agencies and professionalism. Respondents are not identified as the aim of the probe was to isolate items rather than to describe people.

Analysis

1. Staff

One recurring wish was for more flexibility in staffing, especially when there were extra demands on staff time:

> . . . choice in selection of staff . . . like Normal Schools, particularly senior staff
>
> . . . to assist during the changeover of senior staff and the principal
>
> . . . special projects . . . setting up resource areas
>
> . . . release time for senior staff to work with their syndicates on a regular basis . . . a full-time floating teacher [to be] available to undertake this release programme . . . what would happen in smaller schools I don't know . . . perhaps smaller groups could share a full-time allocation

The magic wand would also provide specific training for ancillary staff, reducing workloads of both teaching staff and principal:

> . . . [non-classroom staff] trained in school ancillary work at a polytech before appointment . . . present prerequisites being, 'A good soul' or 'Worked in an office years ago' or 'I'm a Mum'

Respondents also wished for the school secretary's work to be extended and parent help to be better utilized:

> . . . office staff trained to do school committee administration work: accounts, agenda, minutes recording and circulation . . . train for a certificate as a school committee secretary treasurer as a paid position

> . . . voluntary participation by parents in classrooms to be selected by principal/staff and the work [carried out] at a designated class level, not in their own child's class for a committed time . . . have guidelines for activities . . . accreditation for service to be made as in Playcentre movement . . . paid ancillary staff to organize and liaise with classroom staff

2. Education Administrative Agencies

School committees' preparation for their role:

> . . . orientation training . . . specially produced video programmes . . . dealing with group techniques . . . role plays of less-expert chairmanship and better styles . . . responsibilities of school committees explained . . . 'no go' areas defined . . . problem-solving and conflict-resolution technique . . . the difference between work of school committees . . . business houses . . . and non-profit organizations . . . consultation with parents for specific purposes . . . co-opted on

their individual abilities in group committee techniques . . . ad hoc bodies to work on policy submissions . . . have no axes to grind . . . school committees not suited to the work they endeavour to do . . . working committees of parents preferable to present school committee setup.

3. Professionalism

Respondents were concerned with the Education Board's and Department's recognition of, and support for, their professionalism. Consultation was a vexed question.

> [Education Board and Department requirements] . . . staff personnel assistance . . . generally assist in welfare of staff . . . counselling, career path assistance . . . advice on professional qualifications . . . help in matters of law [advocacy] . . . publishing impending educational changes . . . at the moment controversial issues left to the principal . . . NZEI often undertakes personnel responsibility . . . should employee do this job or employer?
>
> . . . classroom design . . . should be 'the cook in the kitchen approach' [the cook knows the practical implications better than the architect] . . . develop modules and modify after 'field trials' . . . the Department should be looking for provisions to assist the teacher . . . at the moment it is 'just provide a classroom'
>
> . . . the Education Board and Department are not close to us . . . we deal with clerks . . . we fight, fight, fight for things that are not frills but mandatory for the job

Another response amounted to a request for a job review:

> . . . an analysis of what the school is doing . . . a look at the staff and facilities provided . . . find priorities and cut back tasks to meet present staffing, or increase the entitlement

One respondent's deeply-felt views on the recognition of professionalism are worth reporting at length:

> . . . good look at teaching as a career [is needed] . . . trend to treat the situation as one of

> seasonal labour . . . some good, some less so . . . some go, some stay, as long as the Minister [of Education] can say only a few vacancies . . . doesn't matter about length of tenure or calibre [of staff] . . . tendency to divide teachers into two groups: forty-year career, and others popping in and out . . . preschool children and after the family is more or less independent and of course, some time back those who stayed only because of bonding . . . career structure for all is not evident these days.

Researcher's Comments

Respondents were becoming more aware of the issues, more self-aware and articulate. Responses to the Magic Wand probe were not out of the dream world. In effect, principals were asking for adequate teaching staff for the workload, essential materials, and in particular efficient ancillary staff. Principals also wanted comfortable working relationships with school committees and recognition of principalship as a profession. All these responses identified chronic stressors.

Tailpiece

A respondent who had been away from the job for several years reflected wryly on the power of the magic wand:

Dear God, please don't send me back!

CHAPTER EIGHT

LAST PART OF MARINA STUDY
PHASES ONE AND TWO

The last part of the Marina field study involved two phases. The first was the devising of an all-embracing questionnaire based on features and sub features grounded in field work and analyses of its data. The second phase consisted of case profiles and thumbnail sketches of respondents.

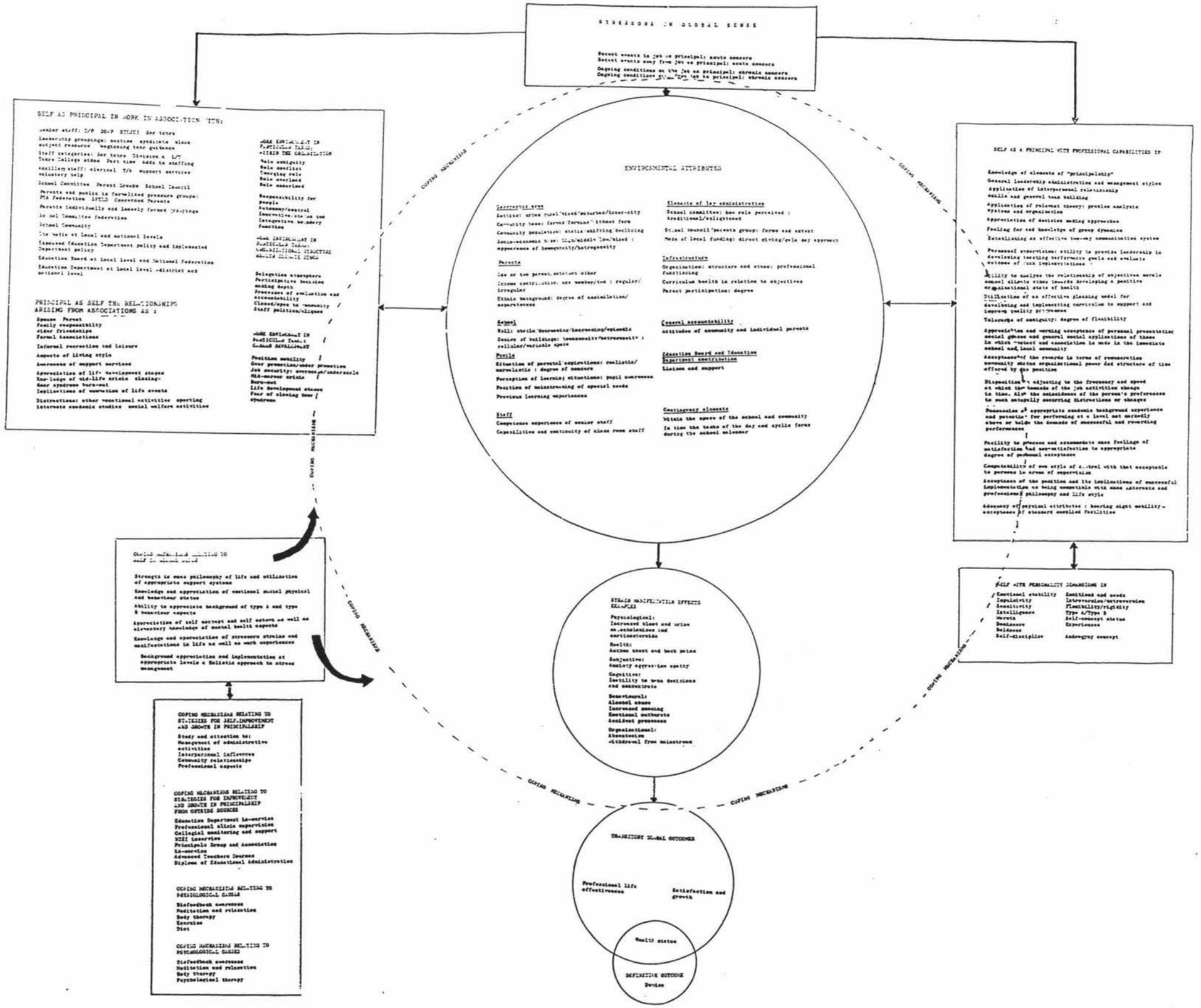
Throughout this last part of the study the researcher was finalizing the awareness model. Numerous tentative schema were drawn up. An earlier example appears as an interleaf. The final model appears in Chapter Nine. It is pointed out that the model in the interleaf was drawn up on several large sheets of pasted-together paper and its readability has been adversely affected by reduction. Its importance lies in illustrating the research process.

PHASE ONE: COMPREHENSIVE QUESTIONNAIRE (CQ)

The time had come to gather up field data for final re-examination emphasizing research questions four and five, on personal, environmental and organizational factors. Most importantly, the re-examination would look to research question six and the construction of an awareness model.

The re-examination would encompass all dimensions of stressor impact. A combination of research

SAMPLE: TENTATIVE AWARENESS MODEL



reading and hunches in the field had made the researcher aware of the potential effects of compounded minor stressors, or 'hassles'. Respondents in the longitudinal Marina study had not hitherto been asked to distinguish between strong stressors and hassles. Opportunity would again be taken to triangulate earlier data and to focus more closely on some issues such as professional policy.

As a preliminary, the researcher reflected again on the developing schema of major themes, sub themes, features and sub features developed from data yielded by field observations, open-ended questions, semi-structured interviews, checklists, respondents' retrospective comments, diaries and shadowing.

Procedure for Comprehensive Questionnaire (CQ)

The (CQ) was designed as a postal package with 47 self-contained features and sub features, in random order to avoid channelling responses. There was of course no hierarchy of questions: items stood alone, whether sub themes, features or sub features. Three additional items were designed to give a straw poll on policy matters: for example, respondents were asked to indicate from a list which areas they felt were lacking in their preparation for principalship. Examples of sub themes, features and sub features imported into the Comprehensive Questionnaire (CQ) from the working sheets schema are: Principal and school committee relationships /responsibilities /subsequent clerical demands; Staffing: allocation / personal problems / professional inadequacies / senior teacher responsibilities / appointments; Education Board: interpersonal relationships / funding / ambiguous role definitions for school committees.

The researcher included two passive items to check whether replies were thought through or merely

hasty, shallow choices. The two items might well have appeared at some time in the Marina field data but had not actually done so. They were: Q.11 about 'nits' and 'school sores' and Q.47 about religious instruction. Encouragingly, neither was in fact reported in (CQ). Respondents were asked to read through each item and mark with a dot items applicable to themselves. An indication of stressfulness was then to be recorded, using underlining for a hassle, square brackets for a stronger stressor. Items might be identified as both hassles and stronger stressors.

A copy of (CQ) appears in the appendices[1] and a random selection of (CQ) returns is in Volume Two.[2] The sample returns show symbols used by the researcher during triangulation.

Analysis

Response

Seventeen respondents were available and all responded in full. During triangulation the 47 items were matched to similar items in previous field probes. Triangulation ranged from approximately 43% to 60% match in individual cases. This rather low percentage was perhaps a result of omissions from previous field probes or omissions from the (CQ), or vice versa.

Sample Status

By now most respondents had retired and triangulation lay in part in respondents' situations: some may have responded at a high level because of their good memories, others because items had impacted strongly.

Hassle Variables

Previously there had been no opportunity for respondents to feel that hassles were 'stressors'; this meant the researcher was endeavouring to triangulate items from

[1] Vol. One, 331-343. [2] Vol. Two, 199-223.

the more specific (CQ) probe with less defined items from earlier probes. In addition, some items that appeared in the diaries as stressful may have been 'burn', weighing heavily at the time but later losing their impact. This possibility was mentioned at the time in researcher's comments.

Generally, items considered stressful were indicated at hassle level. According to research literature (DeLongis et al, 1982) an accumulation of hassles probably is more associated with onset of ill health than life events or major stressors.

Stress Indications

The items marked at most stressful level concerned not carrying out the professional side of principals' on-job activities and unsatisfying interpersonal relationships.

Data also indicated stress areas of no control. These mainly concerned Education Board grants for material resources; choice of staff, particularly senior staff; and the responsibilities of school committees.

Some hassle areas related to a number of professional matters, such as staff not keeping adequate records, or staff inadequacies over curriculum revision. The researcher speculated that if on-job prescriptions were detailed after consultation with staff concerned, stressfulness for the principal was reduced. The policy of 'open door' was a hassle to many principals but could be obviated by good time utilization and trained ancillary staff.

Where respondents were asked to indicate areas of lack of preparation for their principalships, conflict resolution techniques, principles of

counselling, sources of official arbitration and stress management were mainly identified.

Official changes in curriculum introduced too frequently and too fast were identified as a hassle by a minority but as very stressful by a large majority.

Concern over senior staff, particularly deputy principals, was seen as stressful by many principals. The underlying reason was that principals had no input into senior staff positions. Senior positions need very special people: excellent class teachers with superior professional leadership qualities.

Another area of stressfulness was where principals felt that they had to explain education ideas in press and on TV which were espoused political policy only, not official policy. This area is fraught with role conflict and requires highly developed interpersonal relationship skills.

Teachers' college students in schools were neither a hassle nor very stressful. The underlying reason, the researcher believed, was that the student's brief was detailed, associate teachers were vetted by the principal and the teachers' college was very involved in student supervision. There was thus little opportunity for role ambiguity or unsuitable staff for the task.

Mainstreaming was perceived as very stressful. Although no provision was made in the (CQ) to indicate the presence of special needs children, the researcher knew from informal observation that all special needs cases appeared in the (CQ) returns.

Stressors and hassles fell naturally into four main categories:

1. Stressors external and additional to the principal's on-job activities, such as unreasonable demands from the public, being a target for politicking, and growing social demands.

2. Stressors involving activities inherently part of principals' on-job activities, such as inadequate professional and material resources, difficulties communicating with various educational sources and increasing demands for consultation between principals and staff as well as with parents.

3. Stressors concerning the specific nature of on-job activities, such as providing for special needs pupils and intensive, unrewarding interpersonal relationships.

4. Stressors within the personality of the individual principal, such as feeling goals were not being attained, lack of time and professional skills to meet changing circumstances.

Researcher's Comments

The main value of the (CQ) lay in triangulation of previous data. In addition, the division of stressors into strong stressors and hassles was a breakthrough in the thesis. It may be assumed that accumulated hassles are potentially equivalent to strong stressors. Earlier field data had shown this indirectly through respondents' comments.

Which areas in (CQ) were indicated as stronger stressors or hassles is not as important as the finding that stronger stressors and accumulated hassles were perceived as stressful by Marina respondents. The researcher felt that (CQ) reponses did not lend themselves to quantifying but served a useful purpose in providing additional background to Marina individuals.

Advance Organizer

Case studies of individual Marina principals were built up from data obtained from all the preceding probes.

PHASE TWO: CASE STUDIES AND THUMBNAIL SKETCHES

As a research tool, case studies are useful in amassing information about individuals who share a common grouping. It is not claimed that a particular person in a group is necessarily identifiable with all others in the group. The case study gives a narrative picture of the individual.

Two sample case studies from Marina follow. One outlines a principal who was actively and successfully engaged in principalship and although initially stressed later was relatively free from stressfulness. The other was active and successful, but experienced considerable stressfulness throughout the study period.

Case Study: Principal #1

The school's contributing area ranged from well designed, above average housing, through older 'group housing' subdivisions, to cheap State rental accommodation and minimally maintained older housing. There was no focus for the contributing area. The nearest shopping centre was close to one other school.

The school had a gradually falling roll. Its buildings comprised an original block not refurbished to present building code, and transportable buildings. Locally-raised money had been used to beautify the grounds and convert a small building to an assembly 'hall'. Equipment provision was just above average.

The respondent, male, was in his fifties and had been more than half a decade in his present principalship. Tertiary qualifications: BA, Dip.Ed. Married with teenage children and wife working full time. There was noticeable marital disharmony and one

child, a girl, caused both home and school behaviour difficulties. Later in the field study Principal #1 lived with a partner and eventually remarried. His second wife also worked full time.

Before occupying his present position, Principal #1 was principal of an area school in a small pleasant seaside town. His main reason for leaving this position for Marina was staffing difficulties which caused significant work overload. Prior to the principalships he had been a teachers' college lecturer.

Before the field study began, Principal #1 was on medication to control hypertension (high blood pressure) which he attributed to on-job overload at his previous school, where although he was an administrative principal staffing difficulties forced him to take on a taxing teaching load as well. Teaching was made extra burdensome by having to fill in where he believed he had insufficient background in some subjects. Early in the Marina research his self-rating was sufficiently stressed for the researcher to place him tentatively in the group of six principals for medical examinations, though he was later dropped from this group.

During the earlier part of the field study Principal #1 led a sedentary life with virtually no exercise. In the later part of the project he became very health conscious and exercised regularly at a health clinic. He was active in a service organization and a political party at branch level as well as being an executive of an educational sailing centre.

At the last publication of the teachers' grading register, 10 years prior to the Marina study, Principal # 1's professional competence had been rated average. In his present principalship he was thought to be above average.

The researcher assessed Principal #1's situational personality as cheerful, enthusiastic, able to introspect well, with a capacity for academic thought. He also appeared to be 'streetwise', well able to take risks, innovative, deeply interested in his job yet able to 'act in [his] own interests'. He used networks of friends and contacts and was adept at seeking out helpful individuals. His interest in children tended to be academic, although he enjoyed being involved with pupils in the school music programme. He was able to keep his anxieties hidden from others. Principal #1's impressive appearance was seen by the researcher as a positive attribute in interpersonal relationships.

Principal #1 saw himself with a strong internal

locus of control, although with reservations in dealing with Education Board and Education Department, where he felt he had little input. Pencil and paper tests showed Principal #1 to be Type A/Type B behaviour pattern; long-term observation confirmed this in the early part of the Marina study, with a later tendency more towards Type B. His self image, which had sometimes been 'rather down' in his former principalship, was high in the later stages of the Marina study. Since his remarriage he felt his self esteem was 'riding high'.

Principal #1 held innovative professional objectives which he believed were unfulfilled mainly because of lack of resources.

In the early part of the field study Principal #1 expressed stressfulness which the researcher believed was made worse by his off-job domestic situation. Towards the end of the study Principal #1 still identified on-job stressors and hassles but many were dealt with as part of the job. Those outside immediate personal control remained problem areas.

Identified stressors included individual demanding parents, difficulties with STJC and a senior staff member, motivating staff generally, concerns over mainstreaming atypical pupils because of limited resources, inability to have any input into staff selection, undue haste in implementing new curriculum areas and having to put contingencies before professional priorities. Over all, Principal #1 thought that the pressures of principalship arose from accumulations of little things rather than one or two major stressors.

Principal #1's coping strategies were varied and showed an above-average knowledge of cognitive techniques: committing strategies to paper in schematic form; using prior knowledge of others' behaviour as a base for discussion or negotiation; a well-founded appreciation of the various behaviours individuals display both as individuals and in small groups; adeptness in getting favoured individuals onto committees and making covert use of personal supporters to smooth the way.

Principal #1 saw a need for further professional preparation and in-service training for principals, especially in conflict resolution techniques. Although he sought help through professional reading and discussion, he saw an urgent need for trained personnel to assist principals.

Principal #1 may be classified as having suffered burn in his off-job life and primary

manifestations in the stressors-manifestation sequence. Upon remarriage and in reviving his lifestyle he was able to readjust.

Case Study: Principal # 14

Residents in the school's contributing area were mostly blue-collar and clerical workers and sales staff. There were a number of emigrants from the UK and Pacific Islands, together with Maori families, solo-parent families and several known 'problem' families. Housing at a higher socio-economic level was limited.

There was no focal point for the contributing area. Three other primary schools were in the immediate vicinity. There were four small clusters of shops in the larger district; the nearest shopping centre had its own primary school close by. The area was formerly a very quick-growing one, with many young families. The principal felt that the school lacked a sense of community, which is a valued characteristic of many rural schools.

The school had a gradually falling roll. The original school building had not been refurbished to code and half the classrooms were transportable. Equipment was average. School grounds were above average, having been developed through voluntary work.

The respondent, male, was in his later fifties at the beginning of the study. He had been in his present position for less than a decade. He was married, with grandchildren by a married daughter. He first entered teaching after five years in the armed forces (1940 - 45). Previous experiences included head teacherships in small rural schools. His immediate prior position was as deputy principal in a large urban school with a principal of whom he often spoke fondly. The last public teachers' grading register, published 10 years before the start of the Marina study, classified him 'above average'.

During the field study Principal #14 spoke warmly of his daughter and her family. He mentioned his wife's increasing dominance and independence: she was selling property on commission, spending increasing time away from home in the evenings, weekends and public holidays. He felt his wife's growing independence was 'not like the old days'.

His medical history prior to the field study centred around hypertension and a heart condition. He did not think his ill health was connected with his time in the services. During the study he suffered further

heart problems. After his retirement he underwent heart surgery and came to feel he was 'in control'. He believed his health problems were the result of his profession. He was not selected as one of the six principals for medical examination because he was following a regimen set by his medical specialist.

After Principal #14 experienced heart problems he became highly conscious of the need for a healthy lifestyle that included regular exercise, balanced diet and time out for recreation and relaxation. He had previously felt guilty unless he was totally immersed in his profession, which he pursued as his hobby while 'off' the job.

Principal #14 felt he was fully aware of his role requirements as a principal, but that there was confusion in others' minds. He rated his self-esteem as rather low: 'Do I expect too much of myself?'

His introspection revealed a personality part Type A, part Type B behaviour patterns, which he wished to encourage towards more Type B behaviour.

Principal #14 was very articulate about his feelings and how situations affected him. He was predominantly a Type A personality, although inward anger features were not apparent.

Principal #14 believed he had internal locus of control and that this was reasonably high in his school activities, although pressure came from the 'boundary areas' of the school community. He wondered how to cope with unclear areas and wanted firmer guidelines. He appeared to see this part of his professional activities as a black and white situation.

Principal #14's observed management style was for him very efficient and positive, but not in accordance with more enlightened modes. At times it was consultative, at other times he seemed to expect no opposition to what he offered. His situational personality was observed as being towards introversion at an above-average level. He was nonetheless well able to display bonhomie in an endeavour to establish good interpersonal relations, while at other times locking himself into his office to avoid interruptions.

The principal recorded satisfaction in seeing children mature and in helping staff develop professionally. Dissatisfaction arose out of poor interpersonal relationships and situations where he saw pressing needs unsatisfied because of fixed Education Board and Education Department processes.

He enjoyed thoroughly being a principal and also working as a classroom teacher. At retirement he felt he 'could be doing it all again', with the reservation that he never felt 'his own man' in the later principalship as he did as a classroom teacher.

Identified stressors were 'strong personalities' in the school committee and parents' groups and among individual parents, which produced personal pressures. Principal #14 had had unpleasant experiences involving a school committee chairman and a school council adaptation of PTA/school committee. His current STJC also caused him concern and he adopted a strategy of physical avoidance in order to reduce pressure from this staff member, whose sterling qualities of concern for disadvantaged children he genuinely appreciated.

For a period Principal #14 experienced a personality clash with a school inspector, and had difficulties communicating with individual members of the Education Board staff. Motivating staff to undertake subject resource duties during curriculum changes was also a pressure area.

Voluntary funding for school equipment was an ongoing problem because of the socio-economic level of the school's contributing area.

The principal experienced frustration from a lack of material and staffing resources and from demands on his time and energy that were not 'professionally related'. Principal #14 had very clear professional ideals and held to them strongly; he found them difficult to implement because of the less than ideal world of his principalship. The most glaring example of a frustrated ideal was his desirable but rather impracticable 'treat every child as an individual'.

Curriculum change was seen as being introduced too rapidly, with insufficient resources and in-service orientation.

This principal attempted an 'open door' policy which resulted in professional time pressures and made regular classroom visits difficult. He perceived classroom visits as essential professionally in order to encourage teachers and children and 'feel the curriculum pulse', but holding to both these ideals meant that one tended to cancel out the other.

He would have liked job vacancies to be tagged with subject resource responsibilities. Possibly the major areas of on-job pressure could have been alleviated if principals had major input in staff

selection. He would have liked professional courses in 'conflict resolution, and counselling of others' and mentioned the particular desirability of a course in stress management.

Coping strategies employed on the job: Principal #14 thought out pros and cons of situations and attempted to lobby people whose support he needed. He projected, probably unconsciously, a benevolent and gentlemanly image which may have acted as a protective coping device.

Off the job, he had thought out, and carried through, good lifestyle approaches such as regular exercise and good nutrition, which not only provided a sound health base but also a feeling of confidence and of 'doing the right thing'.

During his retirement Principal #14 was revitalized, although occasionally hospitalized by heart problems. He was relatively free of financial stress, having invested during his working life. His wife still had her own income.

Principal #14 may be classified as having been burnt out and eventually suffering deeper manifestations in the stressor-manifestation sequence. By his own efforts he brought about a partial renewal. He commented on his career:

> I enjoyed my teaching . . . the way society was going in recent times, my time as principal had its fish-hooks . . . I was pleased to go at the time, in fact I tailored the job to make it easier for me towards the end.

Thumbnail Sketches

The 'thumbnail sketch' is a shortened form of the traditional written record of a case study. The thumbnail sketch is a brief summary which needs prior reading of the field data. Not all details are included in the thumbnail sketch but, in the context in which it is used here, it serves as a convenient general comparison of data and gives general trends among many respondents. In these examples it also gives a brief end section of a time line for each respondent. The following thumbnail profiles include all available Marina principals.

Principal #1
BA DipEd / hypertension / on medication / Type A behaviour pattern tendencies, later more Type B / continued professional reading interest / active politically / streetwise / family and marital problems / early stressfulness / remarried / major lifestyle changes / regained off-job momentum / aware of on-job stressfulness but appropriate successful coping techniques: strength in academic approach to problem solving and school music / did not work past available retirement date / foresaw further job stressfulness in Tomorrow's Schools / last of Marina sample to retire

Principal #2
Member medically examined group of six / denied health problems initially, later admitted stressfulness / hypertension / attributed ill-health to work pressures / tendency to Type A behaviour pattern / fortunate in senior staff assistance / low self concept / not comfortable with people / emotionally reactive / interest in music within school and out / variable space school orientation difficulty / isolated problem with staff / demanding parents / in retirement, active musically, house renovation, latterly health improved

Principal #3
Hypertension / on medication / Type A behaviour pattern / before coming to Marina, period of 'sick leave'/ resigned principalship without subsequent position / family health problems / changed outlook on religion later in life / dominant leadership style with staff, school committee, PTA / attributed ill-health to work pressures / majority of school district admired sporting background / until retirement, coached school football and cricket / after retirement, wife in serious accident / withdrew from mainstream in retirement

Principal #4
Hypertension / later entry to profession / earlier outstanding record as classroom teacher / high self esteem / difficulty in Marina appointment with dominating academic Maori first assistant and introduction of Taha Maori / very attached to children / benevolent approach to parents: some difficulty with strong parent and school committee personalities / religious philosophy of life / perceived no stressfulness in work / data not forthcoming easily from respondent / intense interest in music / retired and relieved sporadically part-time in private girls' secondary school / older than rest of Marina sample / continues relatively good health

Principal #5
Hypertension / mouth ulcers / extremely involved in job / officially recognized as progressive and innovative /

analyzed and recorded specific tasks for school and interface bodies / management style initially dominant but increasingly participative / some difficulties with incompatible senior staff unable to keep pace with principal / felt although worked extremely hard, parents demanded more / devoted to music / official exchange to Great Britain from principalship to classroom teacher and able to comment on Tomorrow's Schools type approach several years down the track / foresaw retirement by taking qualifications part time in building design / extremely fit physically over years / retired at first available date because of increasing demands / attributed ill-health to work pressures / very active, self-employed part time in retirement

Principal #6
Member medically examined group of six / hypertension / on medication / Type A behaviour pattern / high anxiety, high tension / not assertive / possible professional staleness / principal of smaller school: clerical staff restricted hours / difficulty with first assistant / actively engaged with children / encouraged parent visiting: difficulty class programmes and school office unattended / problems with son / highly respected / associated with Masonic Lodge as part of network / stressed with declining faculties / attributed ill health to work pressures / working part time in retirement / renewal

Principal #7
Member medically examined group of six / hypertension / coronary heart disease / on medication / low self concept / Type C behaviour pattern tendency: anger in / capable of emotional reactivity: under control in public / well-known for excellence as a principal: never expressed satisfaction with own performance / large school, found senior staff difficulties / over concern with helping married sons / before retirement, withdrew partly from outside school functions, felt only way to cope / continued ill health after retirement, died of heart attack while on holiday resting and reading
Fellow principal's comment: The good guys die young and the bastards live on.

Principal #8
Type A behaviour pattern observed / opened large new school: set the practices, no stressfulness / roll decline, transferred, inherited problems with staff and district politics / Education Board assured job secure and comparable: proved not so, very disillusioned / next transferred position inherited problems again / heart attack, previously very heavy smoker and social drinker / started medication / regular walking exercise / sick leave and secondment to writing syllabus units / ill health continued, took early retirement / intensified

interest in gardening / continued mulling over saga of disappointing events / attributed ill health to work pressures / early high self esteem changed with changing circumstanees

Principal #9
Member medically examined group of six / hypertension and colitis / no medication / although stressed, involved in taxing outside activities: previous Junior Chamber of Commerce, NZEI counselling / not assertive / concern over daughter's two failed marriages / spoke of yuppie locality difficulties / teacher ability concerns / professional 'inadequacy' felt in comparison woman first assistant / devoted principal with low self concept / decline in roll, transfer within Marina to similar area problems and below par first assistant / increased tobacco and alcohol consumption to cope with stressfulness / attributed ill health to work pressures / in retirement, part time work connected with woodwork hobby / part renewal / started medication / latterly two severe strokes / progressive rehabilitation from paralysis

Principal #10
Member medically examined group of six / hypertension / on medication / Type A behaviour pattern / high anxiety / withdrawn from people and somewhat depressed / stressfulness apparent to observer, respondent denial / late entry to profession / family pressure early in life to succeed / low self concept although chosen by Department for in-service programmes: withdrew because of self-conflict / hardworking / felt obligation for close association with school committee / mainstreaming problem / first assistant problems during part of study period / retired out of district / correspondence follow-up brought stressfulness denial initially, later attributed ill health to work pressures and gave details of on-job stressfulness / possibility of war service contribution to ill health / in retirement, effects of hypertension increasing / enjoys small town lifestyle

Principal #11
Heart condition / on medication / previous school large, with ethnic mix: Marina school majority middle-class / concern with first assistant during part of study / stressfulness from politicking: SPELD / concern Internal Affairs Department funded community hall, shared with school: heavy demand with no extra caretaking facilities / conscientious principal / committed to school committee rapport / concern with additional time demands of administrative work / expressed view that was predisposed to stressfulness / worry over two elderly parents and suitable care placement / two previous positions were in physical education service: appreciation of lifestyle / lower back pains associated

with stressfulness / possibility earlier occupational injury / attributed ill health to work pressures / after retirement living in 'Lifecare' village: involved in counselling retirees and organizing 'village' social activities / suffered severe heart attack

Principal #12
Digestive problems: diet conscious / never married / spent almost all waking time at school: making equipment, working on grounds / problem DP: history from previous appointment / very self-contained person: engaged in solo tramping, conservation activities / extreme physical fitness devotee / gave unstintingly of self / at times aggressive / in retirement, continued conservation activities

Principal #13
Severe heart disease before Marina study [respondent did not talk openly about condition] / on medication / died in traffic accident after retirement: death certificate gave cause of death as severe CHD / denied stressfulness / excessive physical symptoms of stressfulness / recorded as extremely proficient classroom teacher: most successful principal / perfectionist almost to obsessiveness / never fully satisfied / some difficulty with individual school committee members / felt Education Board treated principals as mere clerical staff / frequent sick leave before retirement / no evidence of moderating coping skills: believed excessive involvement always necessary
Comment: Why did this have to happen?

Principal #14
Severe heart disease before Marina study / on medication/ Type A behaviour pattern / most conscientious / early difficulties with school committee / some staff problems / uncomfortable with wife's growing independence and dominance / attributed ill health to work pressures / expressed view personality disposed to stressfulness / leave of absence heart disease related / coping strategies: lobbying staff members to own cause /suffered burnout during principalship: adjusted, part renewal, awareness of wise lifestyle / attributed ill health to work pressures / retirement: triple bypass surgery / reduced medication / enjoying reduction of pressures, knows limits

Principal #15
Hypertension/ on medication / high self concept throughout field study / time out solo sailing prior to Marina appointment / guiding philosophy that 'Principal should be in control!' / armed forces and private employment may account for approach / in principalship, not particularly innovative / well respected by staff and community / enjoying retirement / of all Marina

sample, overtly the least stressed / still very self assured, spry and active

Principal #16
First year principalship at start of Marina study / no similar experience: 'new broom syndrome' apparent / throughout study, advocated strong leadership and example / Type A behaviour pattern / did not reveal undue difficulties during field study / tragic family occurrence not revealed directly / possible work burden: overseas leave: no disclosure of background / early retirement / fulfilled ambition of principalship / early retirement possibly for accumulation of factors

Principal #17
Bronchial asthma / on medication / Type A behaviour pattern / most energetic principal who felt unappreciated: several official knock-backs over special needs resources / free-floating anxiety at times: sporadic depression / attributed ill health to work pressures / intense interest in school music / in retirement, health gradually improved / part time interest in orchard activities: enjoyment working in rural atmosphere on own / continues travelling each year organizing and guest conducting at music festivals

Principal #18
Member medically examined group of six / hypertension / on medication / highly anxious and very tense / Type A behaviour pattern / good-hearted person, taken advantage of sometimes / continued marital problems / unwise lifestyle related to solo parent situation / some difficulties working with women / remarried, revitalized lifestyle / enjoying retirement: leader of Rotary overseas study group / actively continues golf and seaside activities / reduced medication / no longer dwells on past / domestic problems potentially flowed over to principalship

Principal #19
Withdrew

Principal #20
Remarried, second family / open confrontation Education Board and Department: variable space school: previously direct experience in Canada / very active and innovative principal / engaged actively in school music / retired: part time director of school music centre, relieving classroom teaching, but long term taxing of energy / severe heart attack: medication / later attributed ill health in part to work pressures / moved overseas / health gradually improving

The thumbnail sketches describe in brief individuals. The temptation is to generalize. However, more value arises from seeing the person over time displaying their idiosyncracies, perceived problems and coping strategies. Most important of all is to see evidence of arising stressful manifestations together with changes that may have occurred on retirement.

Summary

In this chapter the Comprehensive Questionnaire (CQ) was discussed and two case study profiles as well as thumbnail sketches for all the Marina sample were presented.

The next chapter sets out the Stressor-Manifestations Sequence Awareness Model. Leading up to the final schema the researcher constructed a number of tentative approaches to this model. The final form incorporated themes, sub themes, features and sub features arising from research field data. This model consisted in the first part of a consolidated diagrammatic outline of the construct followed by colour coded supplementary material referenced to the diagram. The psychophysical parts of the model stem from the conceptual framework set out in the early part of the thesis, the other material being field research grounded theory.

CHAPTER NINE

STRESSOR-MANIFESTATIONS SEQUENCE AWARENESS MODEL

The Marina field data provided information about sample respondents' on-job activities, stressors and stressor manifestations.

After completing field work the researcher continued to identify, develop, modify and justify previous sub-constructs emerging from the data. Constant reference was made to prior data classifications: the scatter diagram of Principals' On-Job Contacts; the summaries, Marina Principals' Corporate On-Job Activities, Marina Sample Principals' Job Stressors and Marina Sample Principals' Vulnerability to Stressfulness Traits; and to the more extensive but still tentative awareness models developed during the field study.

The researcher decided to draw together all field findings and subsequent classifications in a diagrammatic model. This method of presentation was chosen for two main reasons: economy and precision in displaying a vast quantity of data and the foreshadowed intention to use Marina findings as a learning resource for primary principals. The model, identified by the researcher as the 'Stressor-Manifestations Sequence Awareness Model', is presented in this chapter as an interleaf.

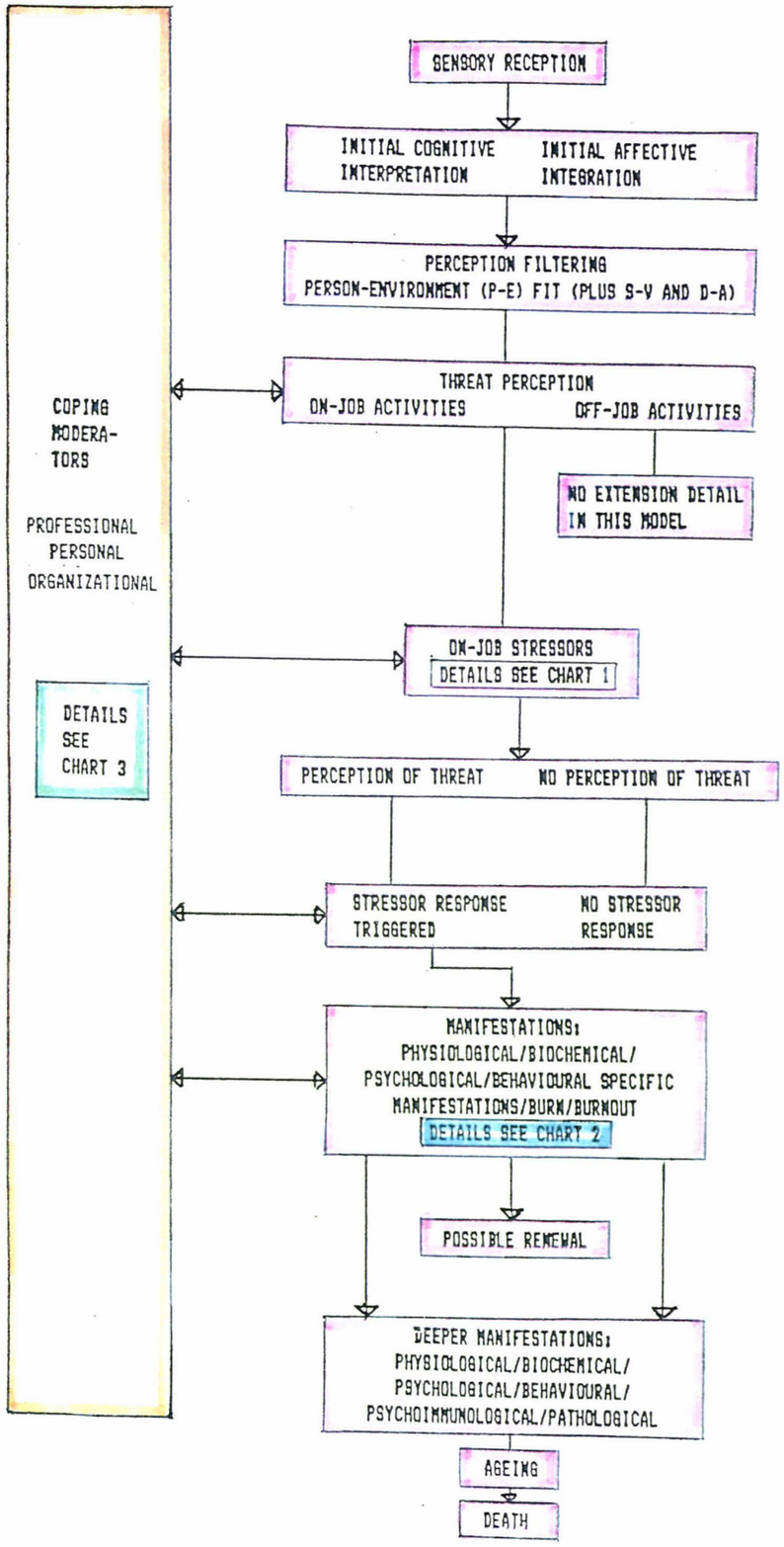
Conventionally, a 'model' is a diagrammatic means of displaying thoughts about interacting phenomena; a device to assist theoretical discussion.

Pick up diagram at bottom left hand edge
and draw back towards left hand margin
of this page.

STRESSOR-MANIFESTATIONS SEQUENCE

AWARENESS MODEL

STRESSOR-MANIFESTATIONS SEQUENCE
AWARENESS MODEL



Placing the diagram in this extended position affords easy reference to the researcher's explanations.

The Marina researcher conceived of an 'awareness model' as a vehicle for presenting field data principally as a pragmatic learning resource for future in-service programmes. The awareness model concept is an amalgamation of 'model', as used in both the natural and social sciences, and the 'self-awareness' approach used in health psychology.

The model outlines the complex dynamics of interaction and fit between people and their perceived environment. In the Marina field study the probes revealed three basic aspects of self-awareness: person, environment and relationships. The field research concluded with the Comprehensive Questionnaire. This questionnaire confirmed earlier data, identified hassles, sustained specific themes and sub themes and partly extended features and sub features for a projected stressor awareness model. The model is founded in the extended Person-Environment (P-E) fit theory of S-V and D-A fit. This corporate construct is the match between environmental Demands and personal Abilities, and between environmental Supplies and personal motives, goals and Values.

Importance of Awareness

The researcher felt that the driving force behind the years of Marina research was not just to arrive at an academic record of stressors and manifestations. Most imnportantly the mission statement was to provide opportunities for self-awareness.

The Marina researcher used 'awareness' as a contraction of 'self-awareness': the dynamic continuous process of gaining sensitivity and knowledge about oneself, one's on-job and off-job environment and the relationship of one's self to others. Self-awareness includes not only sensitivity to potentially threatening

situations but also the perception of a high degree of control over one's lifestyle by self-care. Lifestyle is defined as 'all those behaviours over which we have control' (Ardell, 1979:19). These behaviours include responses to perceived psychosocial wants as well as reactions to environmental influences.

In 1976 Selye saw self-awareness as the key to the prevention of unhealthy stress reactions. To be self aware was to be alert to body cues of distress and sensitive to risk factors in the environment. Nearly twenty years later, Dewe (1985:111) aptly summarized the self-awareness approach to managing stressfulness:

> The real issue is not really one of whether there is too much or too little stress in our lives, but one of whether we can be made more aware of those situations which for us cause stress, why we respond to those situations as we do, and what can be done about them. . . . [The aim of this approach is] to develop the process of 'self-awareness' and thus add to our understanding of the nature of stress.

Although the examples and strategies given here arose from a study in a fairly narrowly defined geographical and socio-economic area, as described in the first chapter, the researcher believes that the Marina-based awareness model could be generally useful in the area of occupational/organizational psychology.

The model is, therefore, in the main a schematic learning device derived from elements and linkings in a specific field research situation. However, in order to complete the model's frame of reference the area of psychophysical process included in the first part of the model is derived purely from research reading and that part of the model dealing with stress management techniques, with which Marina sample principals proved particularly ill-equipped, had to be

supplemented from literature on stress management. Consequently the Stressor-Manifestations Sequence Awareness Model is not based wholly on the Marina study. Nevertheless, the pragmatism of the awareness model is firmly grounded in the Marina field.

Reading the Model

The awareness model is discussed in two parts. Part one deals with the main block and part two with the narrow adjacent block. Boxes within the blocks identify major points.

Arrows illustrate feedback loops among major components and lance-lines link co-ordinated components, that is, factors existing concurrently. The boxes must not be thought of as definitive and components may not be discrete. Varying degrees of intermeshing can take place. Feedback loops represent cyclical, not lineal, progressions.

In order to understand component relationships it is essential to read the model and the researcher's accompanying explanations as a whole. The diagram should be kept in its opened out position while reading the explanatory text.

For ease in understanding the text:

1. It is colour coded to match the diagram.

2. Explanations follow the same order as the diagram.

3. On-Job Stressors, Manifestations, Deeper Manifestations and Coping Modifiers are the most important areas of this research study: these sections are introduced in larger type.

4. The mechanisms involved in the other areas of the model, important as they are to the construct, were not the direct attention of the Marina research. They are introduced in condensed type.

PART ONE: MAIN BLOCK

The psychophysical processes represented in the boxes obviously are not derived directly from Marina research.

SENSORY RECEPTION

This includes all sensory receptions, without evaluation.

INITIAL COGNITIVE INTERPRETATION and INITIAL AFFECTIVE INTEGRATION

These two primary processes involve assessing the event as potentially good or bad, interesting or irrelevant. They involve the fight/flight concept and a complex biological/neurological path.

PERCEPTION FILTERING
PERSON-ENVIRONMENT (P-E) FIT (INCLUDING S-V AND D-A)

Once input has been perceived as significant it is interpreted in terms of fit. The interpretation process has been theorized in extensions of the traditional role-ambiguity/personal attitude fit. These include D-A fit, the match between environmental Demands and personal skills and Abilities, and S-V fit, the match between environmental Supplies and personal motives, goals and Values.

THREAT PERCEPTION
ON-JOB ACTIVITIES and OFF-JOB ACTIVITIES

Input may be seen as a threat because of incompatibility with (P-E) fit. Perceived threats may be to on-job or off-job activities.

NO EXTENSION DETAIL IN THIS MODEL

The Marina field work was restricted by the researcher's commitment not to investigate respondents' off-job activities. Some related data arose but no in-depth investigation was undertaken.

ON-JOB STRESSORS

The features and sub features which are listed alphabetically below all arose from Marina research data.

ACCOUNTABILITY
Attitudes of public/community/ individual parents towards school's accountability

CONTINGENCIES
Daily tasks/ cyclic demands during the school year

EDUCATION BOARD/ EDUCATION DEPARTMENT
Extent of recorded tasks/ responsibilities
Liaison and support

INFRASTRUCTURE
School organization: culture and ethos
Organizational health in relation to objectives
Parent participation: absent/on invitation/demanded

LAY ADMINISTRATION
School committee, how it sees its function: by-law and committed policy/espoused policy conflict
School council/parents' groups: forms of/extent of written constitution
Associated activities: method of local fundraising/lunchroom

PARENTS
Family: one,two parents/ extended/other
Income: one, two, no earners: regular/irregular
Parental aspirations: realistic/ unrealistic/degree of concern
Ethnic background: degree of assimilation/separateness

PUPILS
Learning awareness
Special needs mainstreaming: resources available: teaching staff/ancillary/ material resources/ extent of politicking
Pupil community composition: homogeneous/heterogeneous

SCHOOL AREA
Community base: formed/unformed/forming
Community population: static/shifting/declining
Socio-economic base: high/middle/low/mixed
Community mix: homogeneous/heterogeneous

SCHOOL ENVIRONMENT
Building design composition: homogeneous/heterogeneous: cellular/variable space: comfortable facilities: administration/classroom/ ancillary
Grounds: suitability/out of school use

STAFF
Classroom staff: capabilities/ continuity of tenure
Senior staff: leadership capabilities/ resource background
Ancillary staff: adequate provision/skills

PERCEPTION OF THREAT	NO PERCEPTION OF THREAT
Established incompatibility with person-environment fit.	
STRESSOR RESPONSE TRIGGERED	NO STRESSOR RESPONSE
This process involves detailed neurological and physiological interactions.	Self-explanatory.

MANIFESTATIONS

The features and sub features listed below all arose from Marina field research data or, in a minority of cases, were logical deductions by professionals from this data. In the model the manifestations headings are recorded in natural sequence. In the following extension features and sub features are listed alphabetically.

MANIFESTATIONS: PHYSIOLOGICAL/BIOCHEMICAL/ PSYCHOLOGICAL/BEHAVIOURAL
SPECIFIC MANIFESTATIONS: BURN/BURNOUT

BEHAVIOURAL
Accident proneness
Aggressiveness
Alcohol excesses
Burnout
Effectiveness decrease: quantitative/qualitative
Partnerships: dissatisfaction/ disruption
Smoking
Withdrawal

COGNITIVE
Concentration impairment
Decision-making difficulties

EMOTIVE
Anxiety
Apathy
Burn
Depression

HEALTH STATUS
Asthma
Back, lower, pains
Colitis
Coronary heart disease
Headaches: migraine/tension
Herpes simplex
Infections, predisposition to
Immune system suppression
Insomnia
Rheumatoid arthritis
Skin disorders/minor ulcerations
Stomach ulcers
Strokes

ORGANIZATIONAL
Absences from work
Withdrawal from mainstream

PHYSIOLOGICAL/BIOCHEMICAL
Elevated blood pressure
Blood/urine catecholamines and corticosteroids

POSSIBLE RENEWAL

A situation in which the individual through reorganization of lifestyle or regaining confidence returns to previous activities or another field of activities.

DEEPER MANIFESTATIONS

These are listed alphabetically for reference and do not represent the stressor-manifestations sequence.

DEEPER MANIFESTATIONS: PHYSIOLOGICAL/BIOCHEMICAL/PSYCHOLOGICAL PSYCHOIMMUNOLOGICAL/PATHOLOGICAL

BEHAVIOURAL
Early behavioural manifestations deepen with continual exposure to stressors.

PATHOLOGICAL
Cell change clinically apparent and irreversible.

PHYSIOLOGICAL/BIOCHEMICAL
Earlier manifestations are still present and are used clinically for progress testing.

PSYCHOIMMUNOLOGICAL
Immune system impaired as result of chronic stressfulness.

PSYCHOLOGICAL
Rather like behavioural manifestations, these become more complex.

AGEING

In generalized theory, ageing is the result of continual stressfulness. It is a disintegrative process, varying from person to person, and does not proceed lineally.

DEATH

May ensue from struggle against stressfulness and exhaustion consequent on unremitting efforts to reach homeostasis, with resulting irreversible impairment of body systems.

MAIN BLOCK CHARTS

Chart 1, On-Job Stressors, details features (in upper case letters) and sub features (in lower case) of the On-Job Stressors box of the main block. Components are listed in alphabetical order for ease of reference.

Similarly, Chart 2 sets out details of the Manifestations box of the main block.

Both sets of features and sub features arose from Marina field research probes: personal characteristics; environmental details, including professional stressors and hassles; interpersonal relationships; life events and life styles. The conceptual framework linking the field research data was extended Person-Environment (P-E) fit theory.

The On-Job Stressors and Manifestations sections of the Stressor-Manifestations Sequence Awareness Model can obviously be referenced to the recorded array of individual Marina field research probes and observations. For clarity in presenting the model for awareness learning purposes, cross-referencing has not been included in the model and its following explanatory text. The reader may undertake this independently from both probes and data which were described, analysed and discussed in Chapters Four to Eight of Volume One and substantiated by the data in Volume Two.

An explanation of Chart 1 follows. All components were perceived stressors identified in the Marina field.

ON-JOB STRESSORS

ACCOUNTABILITY

Expectations of schools' accountability depend on source: media, political arena, national parental pressure groups, local community, small groups of parents and individual parents. This mix is potentially discordant.

CONTINGENCIES

Unforeseen events and situations occur from day to day. There is also a predictable cycle of busy times, e.g. parent interviews, fund-raising occasions.

EDUCATION BOARD/EDUCATION DEPARTMENT

Ambiguities stem from inadequate definition of tasks and responsibilities assigned to each of these administrative bodies. This lack of clarity, liaison and support is potentially stressful.

INFRASTRUCTURE

School organizations run smoothly if their cultural elements are generally accepted throughout the organization and the school has an established ethos. Potential areas of stress arise if cultural elements are absent, fall short of expectation or are not generally agreed on. The infrastructure will become inadequate if changes are imposed without consideration of their short- and long-term impact. Recently, parent participation in classroom activities has been advocated as an addition to the traditional organization. To avoid stressfulness, guidelines for the infrastructure should be set.

LAY ADMINISTRATION

Because of the looseness of by-laws and handbooks, school committees can interpret their functions along a broad band: from rubber-stamping principals' directives, through implementation of committed Education Board/Department policy, to endeavouring to apply espoused ideals not yet part of Board/Department policy. School council and parent groups play an important supporting part. However, to avoid conflict of interest their function needs to be clearly defined in a constitution. Associated lay activities contribute valuably, e.g. by way of fund-raising and lunchroom organization, but need to be guided clearly. Ambiguities over functions and responsibilities are potential sources of conflict and stressfulness.

PARENTS

Extended functions of the school involve social considerations. These stem from family composition, whether one or two parents or caregivers, or extended family. One, both or neither parent may be employed. Each factor affects the care-giving function of the school. Stressfulness occurs when schools have inadequate time and resources to meet these additional needs. The degree of ethnic assimilation or separateness also affects potential stressfulness. Parental aspirations range from realistic to unrealistic in terms of pupil potential and in judgement of teachers. Parental concern ranges from passive acceptance to pursuit of special considerations.

PUPILS

Awareness of the school's purpose and goals can vary widely among pupils, as does their skill proficiency and socialization. These differences are more marked when the pupil population is heterogeneous. Insufficient resources for mainstreaming special needs pupils by way of trained class teachers, ancillary help and equipment are very stressful, as is the placing of these matters in the public political arena. The traditional pupil/teacher relationship is less likely to be an area of stressfulness for the principal, unless the question of teacher capability arises.

SCHOOL AREA

Unique problems arise from the community base. Some areas are extensions of a well-established focal point. Others are new subdivisions with few or no amenities. Where a number of adjacent areas are similarly endowed with facilities, people tend to make random choices of community base. The population of some communities remains static; others change in their nature, enlarge or decline. The socio-economic base is a potential source of stressfulness, in particular if there is a mix. Principles of school governance are based historically on ideas of a static rural community which usually do not fit suburban areas.

SCHOOL ENVIRONMENT

Although school design often does not follow teacher/pupil needs, a particular area of potential stressfulness occurs when there is a mix of old and new buildings and cellular/variable-space design. A homogeneous building complex is potentially less stressful. The degree of comfort afforded by facilities, whether in administration, classroom or ancillary staff areas, is contingent on whether or not there are plans for replacement. Grounds can be a source of stress if they have blind spots for supervision or are restricted for use by bad drainage. Use of buildings and grounds outside school hours may also be an area of stressfulness if there is inadequate supervision.

STAFF

Classroom staff is an area of potential stressfulness if an individual teacher is seen by the principal, and by parents in particular, to be falling short of expectations. Uncertainty about continuity of a teacher's tenure is another area of concern. Other problem areas involve senior staff with shortfalls in syndicate leadership capabilities and subject resource background, staff equity and feminist/political issues. Underprovision of ancillary staff with insufficient pre-service skills is a major source of stress, especially if the principal's role is perceived in the traditional way as associated closely with pupils and staff.

An explanation of Chart 2 follows. Items are listed alphabetically for reference.

MANIFESTATIONS

BEHAVIOURAL

Accident proneness: loss of dexterity, as well as gross clumsiness, can also be a result of natural ageing.

Aggressiveness: this is a behavioural outcome of anger, which is a common emotional reaction to situations perceived as harmful or frustrating.

Alcohol excesses: consumption of alcohol is part of Western culture. Degree is all-important and socially acceptable consumption varies widely. Maximum recommended safe levels of regular consumption also vary according to clinical research. The New Zealand Health Department rule of thumb limit is two measures per day.

Burnout: state of physical and emotional exhaustion with a desire to give up and withdraw. The behavioural outcome takes place gradually through a series of recognizable stages. Resting, contemplation, changes in environment, network assistance and reassessing personal and professional goals can lead to renewal or re-engagement.

Effectiveness decrease: qualitative/quantitative. An increase in workload can affect capacity for in-depth thinking and the amount of activity undertaken. This process can also be a product of natural ageing.

Partnerships: dissatisfaction/disruption: on-job stressfulness may eventually disrupt partnerships. Conversely, upheavals in partnerships can exacerbate on-job stressfulness.

Smoking: a smoker who uses smoking as a comforter in an unfamiliar situation or to bolster confidence in a potentially stressful situation, or as a reward for surviving a stressful experience, is resorting to a highly dangerous palliative. Smoking reduces life expectancy and is a high risk factor, along with stressfulness, for cardiovascular diseases and strokes.

Withdrawal: stressfulness may lead to withdrawal from cognitive activities and social contacts in a process allied to depression. Individuals may withdraw professionally while remaining relatively active off-job.

COGNITIVE

Concentration impairment: inability to function at one's best intellectually. Memory loss is loosely associated with loss of concentration. Examples are inability to recall well-known things such as personal names and to retain material just read. This is a frequent sign of stressfulness and may also be a result of ageing.

Decision-making difficulties: ability to balance inputs and outputs may be impaired by stressfulness. Again, this may be a result of lessened self-esteem or natural ageing.

EMOTIVE

Anxiety: this is a variety of fear. Anxiety arises from perception of a potentially unpleasant experience and is accompanied by physiological and behavioural change. Anxiety threatens self-esteem.

Apathy: a form of withdrawal and abdication of responsibility. Apathy is characteristic of burnout.

Burn: perceived stressors may be expressed on a continuum. 'Burn' occurs between the effects of a major event and a state of effective coping. Burn is an acute situation that passes relatively quickly, in from several hours to a number of days. Stabilization time can be reduced by appropriate coping skills. An end-on series of burn events or an accumulation of hassles may have a major destabilizing effect.

Depression: depressed behaviour is governed by pessimistic or despairing beliefs. Sleep, appetite and concentration are disturbed. Depression may be associated with self blame and low self esteem. Excessive depression needs professional help.

HEALTH STATUS

Asthma: a chronic respiratory disorder thought to be based in an inherited physiological weakness. It is often triggered by irritants. It appears that in some individuals with established asthma stressfulness further weakens the immune system and intensifies respiratory distress.

Back, lower, pains: although individuals may have experienced physical damage to the lower back, the onset of stressors may worsen the condition. Where individuals suppress unpleasant emotions such as anger and anxiety, they may create a diversion in the form of acute pain.

Colitis: a condition associated with ulceration of the digestive tract. The physical process resulting in inflammatory bowel disease is not completely understood but stressfulness appears to be an important factor.

Coronary heart disease: stressfulness is well recognized as a contributory risk factor in the development of coronary heart disease, along with other risk factors: smoking, high fat diet, elevated blood pressure, lack of exercise, and a genetic component which includes race, sex and family history.

Headaches: migraine/tension: a stressful episode may trigger migraine after the event in susceptible individuals. Tension headaches co-exist with the stressful situation.

Herpes simplex (cold sore): the underlying virus is normally suppressed by the individual's immune system. An outbreak may be triggered either by an injury, such as sunburn/windburn, or by a stressful episode. There appears to be a genetic predisposition to this condition.

Immune system suppression: recent studies point towards immune system suppression as a major agent in the development of a range of stressor manifestations. Psychobioimmunology may replace emphasis on idiosyncratic factors such as self concept.

Infections, predisposition to: some people are prone to infections such as influenza. Stressfulness appears to increase vulnerability.

Insomnia: disturbed sleep patterns may be an early indicator of stressfulness, whereas chronic insomnia is a recognized component of depression. Insomnia may also be just a learned habit or a sign of ageing.

Rheumatoid arthritis: this psychophysiological disorder appears to be triggered by stressfulness. It is also associated with physical injury, ageing and a weakened immune system. There may be an inherited predisposition.

Skin disorders/minor ulcerations: individuals may manifest psoriasis, eczema, hives, shingles and mouth ulcers as a result of stressfulness. These conditions are often recognized by an individual as 'my indicator of stressfulness'.

Stomach ulcers: stressfulness seems to be a psychosocial factor in the onset of this condition.

Strokes: stressfulness is a recognized risk factor for stroke, as it is for coronary heart disease. Stroke manifestation follows damage caused by an interrupted blood supply to the brain. Severity ranges from minor memory loss to paralysis, speech impairment and death.

ORGANIZATIONAL

Absences from work: time out from work, increasing in duration, frequency or both, may indicate a wish to escape from a stressful situation. Absences for perfectly legitimate reasons, e.g. minor elective surgery, may still represent escape if they are taken during school term time. Another form of time out is extended overseas travel at times of stressfulness.

Withdrawal from mainstream: in cases of qualitative and quantitative overload, the individual may opt out of activities, e.g. attending parents' meetings and professional group functions, that would normally be accepted as part of the job.

PHYSIOLOGICAL/BIOCHEMICAL

Elevated blood pressure: high blood pressure damages heart and arteries. If it persists for several weeks or more it is called hypertension. Risk factors are ageing, sex, race, family history and excessive weight. Stressfulness is a factor.

Blood/urine catecholamines and corticosteroids: stressfulness produces many physiological and biochemical changes that may affect health. The clearest connection between stressfulness and illness concerns the release of hormones, in particular catecholamines and corticosteroids, which over time adversely affect cardiovascular and immune systems. Blood/urine levels of these two hormones respond quickly to threat so they are practical indicators of stressfulness.

Philosophy of life: whatever belief system gives meaning and cohesion to an individual's life. Regardless of how succinct or otherwise this philosophy may be, it should not imply irrational personal demands or beliefs that increase stressfulness. Adherence to religious doctrine may provide a philosophy of life. Professionals need also a detailed professional philosophy.

Physical withdrawal/non-participation assessment: in changing times principals may be drawn into accepting ever-increasing tasks and responsibilities. Individuals should develop the ability to appraise such demands and the strength to act on that appraisal.

Quality of life: continual self-assessment: individuals should develop habitual introspection and self-examination of the desired balance of on-job activities, family life and community involvement according to their physical and mental capacities.

Relaxation, recreation, exercise, rest: there must be a conscious effort to include all of these in an habitual routine.

Ritual and nest-building: a sense of security and self worth arises from taking part in routines with status significance. Providing territory that includes items of personal significance, such as a working area with family photographs, increases self esteem.

Sense of coherence: like hardiness, this characteristic enables individuals to see their worlds as comprehensive, manageable and meaningful. It is the hallmark of survivors.

Self esteem and locus of control awareness: good self esteem means having faith in oneself. It has a flow-on effect in a feeling of internal control, as opposed to being controlled by external circumstances: feeling good and being master of one's own ship.

Stress awareness/management: this large area concerns the ability to recognize potential stressors and one's likely reactions, together with implementation of a range of coping techniques. A number of these approaches have already been mentioned under other headings. Other examples are meditation and relaxation techniques. Excessive alcohol intake or smoking are dangerous palliatives which merely mask symptoms and are in themselves harmful. Coping techniques are learned practices which are successful if they nullify or modify a particular stressor without harm to body and mind.

ORGANIZATIONAL

Conflict management: this area of interpersonal relationships involves the principle that there should be neither a loser nor an outright winner. Consensus is the ideal; in practice each party gives a little without losing face.

Delegation within constraints of resources: a professional should know when to use the strengths of others in order to spread the task load, as well as to develop others' abilities. Delegation must be balanced against others' available time and resources.

Job analysis/task specification: within management, individuals should be fully and unambiguously aware of the range of on-job tasks and the extent of their responsibility. It is an administrative skill to divide the full range of tasks required in an organization and assign them appropriately within available resources. Stressfulness arises where details are unclear and/or resources inadequate.

Management balance: participative decision making: organizational psychology and small group sociology both suggest that smooth running of an organization is founded in participative decision making. Administrating professionals need to know to what extent participation is appropriate for a given situation. It may be wise to set parameters at the outset.

Organizational change and development (OD) basics: it is essential, if an organization is to avoid atrophy, for professional administrators to be aware of basic OD principles. Unnecessary change or inappropriate approaches to organization and development are potential stressors.

Performance feedback techniques: professionals should be aware that organizations need structures for determining performance in terms of goals. Organizations also need mechanisms to disclose specific areas of staff stressfulness in the pursuit of the organization's goals.

Publicity/promotion function: communication with an organization's clients, particularly those at the interface, is fraught with potential for disaster as well as for goodwill. There are well-grounded principles for this form of communication which should not be treated lightly. Time and expertise are essential.

Staff selection/placement: the right staff member must be selected for a specified job. Job analysis/task specification/person fit is essential if potential stressors are to be avoided. Limited consultation between employing authority and principal increases stressfulness.

Time utilization: one variable over which principals have some control is how time is distributed. Time utilization is based on sound principles and is a learned skill. Additional restraints are imposed by restricted resources. Time utilization must be looked at in association with physical withdrawal and non-participation assessment, a feature of the Person theme.

Summary

A general over-all view of the coping process may be summarized as follows: on the one hand, the individual makes changes in the Professional and Personal theme areas by using skills, knowledge and appropriate stress management techniques. The other approach, over which single individuals have far less input, involves modifying potentially stressful situations and events within the Organizational theme. An adequately equipped principal must have strategies at hand for unforseen stressors as well as building a 'bank' of coping techniques for the most likely stressors. In the Marina sample the most frequent stressors were minor hassles stemming from poor interpersonal relationships, lack of resources and speed of change, for all of which stress-proofing is vital.

Chapter Nine presented an awareness model for the stressor-manifestations sequence based on field work with Marina sample principals, supplemented by material from recent research literature.

The Marina study concludes with Chapter Ten. It describes the researcher's formal withdrawal from the field, summarizes findings and suggests topics for future research.

CHAPTER TEN

WITHDRAWAL FROM THE FIELD AND CONCLUSIONS

This final chapter describes the researcher's formal withdrawal from the field and presents conclusions in four parts. The first part is a summary of the Marina research findings. Part Two covers areas of reassessment after formal conclusion of the study. Part Three surveys possible future directions and research and Part Four reflects on the study area generally through the eyes of the last Marina respondent to retire.

The research drew to a natural close with the retirement of Principal #1, the last Marina sample principal to retire. The lengthy field study had varied in intensity: the early part was very active; the middle, and particularly the last parts much less so. During the early stages researcher and respondents were frequently in face to face contact, whereas the latter parts involved sporadic contact only, often through the mail, although, as they lived in the same locality, researcher and respondents did meet on occasions.

The study at times gave respondents the impression it had run its course, only to find that this was not so. At the end of the longitudinal study it was vital that respondents knew that the researcher had withdrawn from the field. Most importantly they had to be thanked for their contributions over a long period. In order to avoid the continuing dialogue that final visits or phone calls would have initiated, respondents were sent handwritten letters of thanks.

In contrast, the researcher did not discontinue research reading relevant to the broad Marina study area, although formal withdrawal from the field, and, hence, closure of field research, were readily accomplished. It was intellectually impossible to sever abruptly the threads of a study that for ten years had been a significant part of the researcher's professional and personal life. Indeed the researcher believed it undesirable to attempt such a severance, given that knowledge is an ongoing process and bearing in mind the dictum (the origin of which is now lost to the researcher): 'Thou shalt not rend the seamless coat of learning'. For the researcher this also meant, 'nor slash it off short'. As a direct result of ongoing reading, four major points of reassessment are presented in Part Two.

PART ONE: RESEARCH FINDINGS

The longitudinal study culminated in the finding that Marina field data supported the original research questions. These questions (refer to p.5), which had throughout guided rather than directed the research, are now affirmed as original research findings.

First, that Marina sample primary school principals engage in a vast array of activities as part of their job.

Secondly, that some Marina sample primary principals exhibit a stressor-manifestation sequence related to these activities.

Thirdly, that there are identifiable 'person' factors that lead to some Marina sample principals being particularly vulnerable to the stressor-manifestation sequence.

Fourthly, that there are identifiable

organizational and environmental factors that give rise to stressors and stressor manifestations in some Marina sample primary principals.

Fifthly, that professional organizational approaches and adaptations to personal lifestyles could mitigate or nullify stressor-manifestations sequences in some Marina sample primary principals.

Sixthly, that a stressor-manifestations awareness model grounded in the Marina research, together with current research findings, could be presented in the hope of assisting Marina sample primary principals.

Within the researcher's sample, principals were exposed to an extensive range of professional and administrative demands. They did experience on-job stressfulness. The degree of stressfulness related both to person attributes and the organizational environment. Stressfulness could be moderated by learned coping strategies and positive lifestyles. These findings should concern not only primary principals but also other professional and lay people involved in education.

Theory grounded in the Marina research identified major themes of perceived stressors to be difficult personal relationships, inadequate material and personnel resources, increasing social, political and time pressures on schools, ill-defined and ambiguous responsibilities and the pervasive pressures of contingencies and unscheduled events. These major themes are illustrated in the following statements, all formulated from theory grounded in analyzed field work: that is, each statement is supported by data gathered by the array of research probes. The data are summarized in Chapters Four to Eight of Volume One and extended by fuller samples in Volume Two. The statements are not listed in rank order of importance or frequency.

Principal stressfulness is increased by:

1. Unwilling involvement in politicking about espoused education policy when perceived task was to get on with professional job and rely on official support.

2. Insufficient official publicity or orientation for both schools and public over new and extended school responsibilities. Examples were: mainstreaming atypical pupils, variable-space schools, curriculum changes and social responsibilities for pupils.

3. Justifying to staff, parents and public the minimal priority given officially to maintaining a comfortable environment with sufficient and efficient staff, adequate material resources.

4. Constant parental demands for their children to be treated as individuals when official economic structure and facilities were restricted to dealing with groups.

5. Uncertain boundaries of authority and responsibility: ambiguous Education Board bylaws failed to define activities and responsibilities of principal, school committee and Board.

6. Over-demands on available time and resources with principal continually responding to others' demands and postponing professional activities.

7. Brief, fragmented nature of on-job activities led to professional dissatisfaction.

8. Shrinking recognition of professionalism from media, political lobbies and individual parents: feedback largely negative and secondhand from ad hoc sources.

9. Potentially difficult interpersonal relationships, which permeate all the preceding areas of perceived stressfulness.

It was impossible to identify a 'reasonable level' of stressors because individuals vary so much in stressor perception and also in their ability to cope. However, the researcher believed it was imperative for individual principals to increase their awareness of the stressor-manifestation sequence. The range of activities in New Zealand primary schools is already wide, public expectations of schools are increasing and primary

principals' activities are being expanded beyond their traditional role of responsibility for curricula, pupil welfare and administration. Current demands for public accountability exacerbate existing stressors and call for skills with which many principals may not have been equipped. Therefore it is also imperative that principals' work stressors should be evaluated regularly by outside educational professionals. Any necessary assistance should be available freely, with no hint of stigma, from other specially trained professionals.

Principals also need to develop support networks on a continuing basis. These should include not only personal friends but also groups of colleagues with whom to share professional concerns and effective practices. The aim should be always that every school operates at maximum efficiency within its given material resources.

In order to 'stressproof' themselves it is advisable for principals to build up individual banks of stress-coping strategies, upgrade their professional skills and adopt appropriate lifestyle habits as referenced in the Marina awareness model. Principals' on-job activities include inevitably some unpredictable events for which there are no pre-packaged solutions. Hence, principals need personal qualities of adaptability and flexibility and must realize that these are not solely intuitive but may be reinforced by appropriate professional education.

Those principals who by nature or training are reflective, resourceful and 'streetwise' and are aware of a number of additional helpful factors, will be less affected by stressors and will be professionally more effective. Practising a healthy lifestyle and feeling free to call on specialized outside help if necessary enables

individuals to perceive themselves as being in control.

In addition to the strengthening of desirable personal attributes, the so-called organization and society generally has a helpful part to play. It is essential to be generous with updated in-service training to meet society's changing expectations. Schools' most important clients, pupils, should not suffer. Principals must not be overburdened or insufficiently trained in specific areas. Most importantly, principals must be supplied with adequate professional, administrative and material support.

PART TWO: REASSESSMENTS

It was explained at the beginning of this chapter that the researcher's reading continued after the formal conclusion of the Marina study. As a result of this extended reading, four areas relevant to the Marina study were reassessed. They are outlined below.

1. Grounded Theory

The stressor-manifestations sequence described in this thesis is grounded in the everyday activities of primary principals in the Marina sample. There was no fully developed statement to be tested in the field.

As Bates (1979:13) has pointed out, there should be a practical application of the grounded theory research.

> . . . theory is argued to be validated not through idealistic or academic debate but . . . [in] its efficacy in the practical world . . . . Without such a criterion theory may well be . . . largely irrelevant, incomplete or wrong.

The researcher believes grounded theory was validated in the presentation of his 'Marina Stressor-Manifestations Sequence' awareness model. The purpose of this model was to give primary principals a base on which to build a sense of self awareness and provide management strategies for aspects of the stressor-manifestations sequence.

2. Medical Model: On-Going Considerations

At the beginning of the Marina project the researcher's conceptual knowledge included awareness that a purely biomedical model was inadequate. The biomedical model assumes that disease is an affliction of the body and is separate from psychological and social processes. All physical disorders are explained by disturbances in physiological processes, caused by injury, biochemical imbalances and bacterial or viral infection (Engel, 1977; Leventhal et al, 1985).

This viewpoint was widely accepted during the 19th and 20th centuries and still dominates Western medicine today. The researcher was aware however that medical literature was advocating increasingly the addition of a person-oriented view to the biomedical model. This new perspective involves looking at the interplay of biological, psychological and social factors in an individual's life rather than just physiological and pathological aspects. This broader perspective is termed the biopsychosocial model (Engel, 1980; Schwartz, 1982).

A recent development in psychobioimmunology concerns the interdependence of psychological, biological and social factors. Change in one of these factors often affects the others. The brain has the prime task of balancing interactions. Where the brain fails to maintain balance, immune system imbalance is seen as the prime cause of most adverse manifestations. Previously these manifestations had been assigned separate and distinctive causes for each target organ.

The researcher further noted that Zautra et al (1989) proposed that multiple minor stressful events, or hassles, were as damaging to the immune system as a major event. The Marina researcher's Comprehensive Questionnaire showed that hassles were seen as stressful: respondents had not previously been given the opportunity to distinguish hassles from 'strong stressors', although some had identified as stressful an accumulation of 'small knotty things'.

A 1991 literature review affirmed links between the immune system and hassles: Vollhardt (1991): 35-47.

> . . . rapid and substantial immune system changes [have been demonstrated] to arise from brief psychological stress [hassles].

This review concludes that immune system imbalance is primarily responsible for stressor manifestations and that the immune system is affected by changes over which the individual may exert control (lifestyle) as well as by uncontrollable circumstances:

> . . . change in the immune system in humans is often compounded by changes in environment, diet, activity, psychological and ageing states.

It is reasonable to conclude that positive lifestyle changes or 'wellness lifestyles' (Gardell, 1982a) may, by strengthening the immune system, ameliorate both personal and environmental stressors. Naliboff (1991:121) assesses current investigations into links between stressors and the immune system:

> Psychological and environmental stressors have long been thought to play a role in the etiology and exacerbation of physical illness. . . . studies have attempted to assess the impact of stress on immune system function by either correlating ratings of life stress [subjects' reported stressors] with immune parameters, or by sampling blood from volunteers before and after predictable stressors.

This recent focus on psychobioimmunology, hassles and lifestyle modification is most interesting in light of the Marina research findings. The researcher believes future stress models will integrate

aspects of organizational stressors, giving due weight to hassles, with defined personal attributes within a 'full' medical model which increasingly emphasizes the findings of psychoimmunology.

3. Extended (P-E) Fit Revisited

The (P-E) fit model with (S-V) and (D-A) extensions provided the underlying philosophy of the Marina study.

However, recent literature (Edwards and Cooper 1990:304) criticizes person-environment fit as a research philosophy in this forthright statement:

> Current research into the (P-E) fit approach to stress is plagued with serious theoretical and methodological problems . . . inadequate emphasis on the distinction between (S-V) and (D-A) . . . imprecise and uncomprehensive measurement of (P-E) fit dimensions and inappropriate techniques for assessing the effect of fit.

In the traditional psychosocial definition of stressfulness, stressors become stressors by virtue of the meaning assigned to them by the individual (Ellis, 1973; Lazarus, 1966; Lazarus and Folkman, 1984a; Meichenbaum, 1977; Meichenbaum and Jaremko, 1983). Edwards and Cooper (1990:304) cast doubt on this assumption:

> . . . we have yet to accumulate a sound body of empirical evidence that adequately addresses the basic propositions of the (P-E) fit approach to stress.

The researcher agrees that a clearly comprehensive approach is required to construct accurate measurement indices for person, environment, degree of (P-E) fit and resulting stressor manifestations. The researcher nevertheless believes that the Marina research was a useful undertaking notwithstanding these

criticisms.

It is earnestly hoped that a co-ordinated, multi-discipline approach to (P-E) fit and the stressor-manifestation sequence will resolve both theoretical and methodological doubts. Active research into these problems must live up to its name. It would help all concerned and make on-job activities free from avoidable stressfulness.

4. Methodology Revisited

After completing the Marina field work, the researcher considered the Marina methodology in the light of field experiences, recording, analysis, and readings of published research.

Ideally, the Marina field work should have uncovered a vast array of reliable data: experiential, physiological, psychological and pathological. Such naturally arising data should embrace both perceived tasks, unscheduled demands and details of stressor-manifestation sequences.

Six ideal criteria and a cautionary footnote were compiled by the researcher in this re-evaluation of Marina data. They are:

Field Recordings

The researcher observes, interviews and shadows subjects while they go about their on-job and, if possible, off-job activities.

Experiential Recordings

These should be anecdotal, introspective, and either retrospective or prospective. The researcher gathers vicarious data from the respondents using diaries, open-ended interviews, structured questionnaires,

pre-set check lists and informal probes. The researcher looks for subjects' current on-job reactions and feelings and further what they perceive as ideal.

Physiological/Biochemical Recordings

These should be obtained either directly, at the site of stressor impact, or later in clinical situations when results have not been distorted by the passage of time.

Psychological Recordings

These include the subjects' reactions to stressors and any accompanying behavioural patterns. Data must be gathered from standardized tests and written records compiled by professionally trained observers and interviewers. Ideally, data should be supplemented by audio-visual recording of behavioural relationships and person/event settings. The latter is particularly valuable for later in-depth evaluation.

Pathological Recordings

These accompany medical reports and include electrocardiograms, X-rays, sonar and angiogram tracings. These are specialized cell-change records.

Longitudinal Recordings

Study is spread over a long period in order to record a respondent's changing reactions to similar situations over time, as well as the full range of their on-job and off-job activities.

Footnote

The researcher must be aware that respondents can invalidate data through repression, defensiveness or exaggeration. They can also invalidate data through inability to be introspective, to identify feelings and to associate happenings with research terminology.

The researcher, in revisiting the methodology, considered that the six criteria and footnote had been covered in the present study. Exceptions were idealistic versions of the physiological/ biochemical, audiovisual and pathological recordings. In addition although the researcher was acutely aware of the need to avoid bias, some areas mentioned in the footnote would require unrealistic effort and unlimited time to obtain the ultimate in freedom from bias. However, the researcher felt that intensive triangulation provided adequate objectivity.

PART THREE: THE FUTURE

This part considers further research, research tools and possibilities for improved in-service training. Changing attitudes to education, embodied in Tomorrow's Schools, offer new opportunities for continued research into reducing primary principals' stressfulness.

Research and Research Tools

There is urgent need for extended field research into stressor-manifestation sequences in educational professionals. This research needs more direct data. Ideally it might use discreet state of the art technology: miniaturized, fully portable telemetric equipment and multi-lensed video-sound recorders to obtain complete and continuous sight-and-sound data of potentially stressful on-job situations, thereby eliminating distortions inevitable with conventional research tools which rely heavily on perception, introspection and objectivity. This ideal surveillance technology would be linked directly with appropriate clinical recording equipment. Observations would be longitudinal and representative of the total on-job environment. Experimental control settings would be used for necessary comparisons; on-job data would be

supplemented by material from off-job situations and activities. Subsequent data would be analyzed according to the disciplines of medicine, sociology, health psychology and organizational behaviour.

Such a research approach is of course impractical, academic, invasive and beyond research funding. Possibly it would be of little immediate use to principals. Yet this idealized proposal, unlikely ever to happen, has possibilities for in-service education here and now. The academic base of field research seeks to record, reproduce and interpret the complete picture of actors in their environment. The same blanket sight and sound coverage should be used to give the full context of potential problem situations: being there, not just being told about it.

In pure field research, potentially valuable learning situations for respondents of course have to be 'allowed to happen'. Recordings, valuable for research, must also be valuable for increasing respondents' self-awareness and coping skills. Economy can lead to the use of overseas in-service training material which does not fit the local environment and, indeed, is sometimes extremely forced. For example, videos of Hispanic children in United States schools and of an English bank manager interviewing new business clients have been shown to New Zealand principals in the hope that the videos might help the principals understand ethnic minorities and meet new parents.

Training

Stressful situations for principals have already been identified. Sufficient is now known for simulations of likely scenarios, portrayed by professional actors and incorporating appropriate coping strategies, to be used to develop 'stressproofing'. The Marina researcher

believes that existing multi-discipline information could be pooled and in-service videos and support material should be produced professionally.

The worth of this approach would lie in the availability of self-contained presentations for principals who might be identified as requiring help in specific areas. The videos could also be used in both pre- and post-appointment situations, on an individual basis, with a supporting mentor and appropriate follow-up. Confidentiality would be maintained, no principal would be identified openly and the material would be bonded to the profession.

Continuing Research

A degree of occupational stress is inevitable for primary principals. Change is a prime cause of stressor-manifestations; the recent introduction of major administrative changes in New Zealand schools has exacerbated the effects of change. Hence a suitable area for research might be principals' stressfulness in their involvement with Tomorrow's Schools. Three future research topics are suggested. Framed as questions they are especially appropriate to the field work approach.

> Do the administrative changes stemming from Tomorrow's Schools have possible stressful side effects for school principals?
>
> Do changes in schools for the nineties foreshadow altered public perceptions, with stressful consequences for principals?
>
> Has a changed emphasis in the national economy altered traditional perspectives, with the school principal becoming less a teacher and more involved as a cost accountant? Are these transitions stressful for principals?

PART FOUR: REFLECTIONS

Principal #1, the last Marina sample principal to retire, was interviewed by the local press on the occasion of his retirement. The researcher later talked with him. His thoughts make a worthy conclusion to the Marina respondents' many contributions to this study, 'Stressor-Manifestations in a Sample of Primary School Principals'.

Principal #1 began with feeling:

> The Education Ministry should review school staff to allow principals to focus on professional concerns rather than . . . lesser administrative matters. This would mean . . . extra staff . . . . I wonder, further into the 1990s, how many principals will give it away? I could have stayed beyond my 40 years but not now.

He continued his reflections on the primary school principalship in recent times:

> Many principals find . . . that they have far less time to get into the classroom to look after staff and student needs. This situation has got worse . . . but it was apparent about a decade ago. . . . I was conscious of that. It is conceded that with Tomorrow's Schools [the new approach to primary education administration] many woolly areas have been clarified . . . parent participation in educational decisions has [now] been established constitutionally . . . board of trustees have employer powers as a board of directors with the principal as a managing director. . . . Tomorrow's Schools intensified the existing pressures without a doubt. . . . when it all started or when principals became aware of it, is not really the issue. The pressures over the last say decade or so have got more and more and the pain for principals over that time has increased. Basically though it is the same situation -- never enough resources to meet the ever-increasing demands.

EPILOGUE

Three times during the field study the researcher became a victim of the research topic, suffering two coronary episodes which later led to triple bypass surgery.

During the lead-up to these episodes and for some time afterwards field work was discontinued. These inactive periods helped give the research its longitudinal dimension and certainly provided time for deep reflection.

The experience of having 'been there', in the sense not only of experiencing the principalship but also of being a victim of stressfulness, added extra motivation to complete the Marina study. The researcher hopes that personal crises have not added undue bias and that others may benefit from the message inherent in the *Stressor-Manifestations Sequence Awareness Model.*

VOLUME ONE APPENDICES

Introduction

The sixteen items presented here basically comprise the probes used in the Marina field. As such they constitute primary source material for this thesis when read in conjunction with the Volume Two data, compared with the secondary sources listed in the large bibliography which follows.

Not every probe appears in these appendices; for example the Volume One text contains both the very brief 'Magic Wand' probe and the simple time frameworks which formed the bases of the highly productive three day diaries and shadowing exercises.

Probes are not always presented here as word for word copies of originals: some material has been edited to make it more readable.

The 'Code No' at the beginning of many probes indicates codes allocated to individual Marina respondents to preserve anonymity. Short forms, acronyms, such as (LC) for Locus of Control, are shown because they were part of the researcher's 'working shorthand' in the field; they are not in an attempt to add an air of mystery. The researcher reiterates that all probes arose from progressively refined data gathered in the Marina study. Indebtedness to other researchers, and the relative success or otherwise of each probe, is covered in the Volume One text.

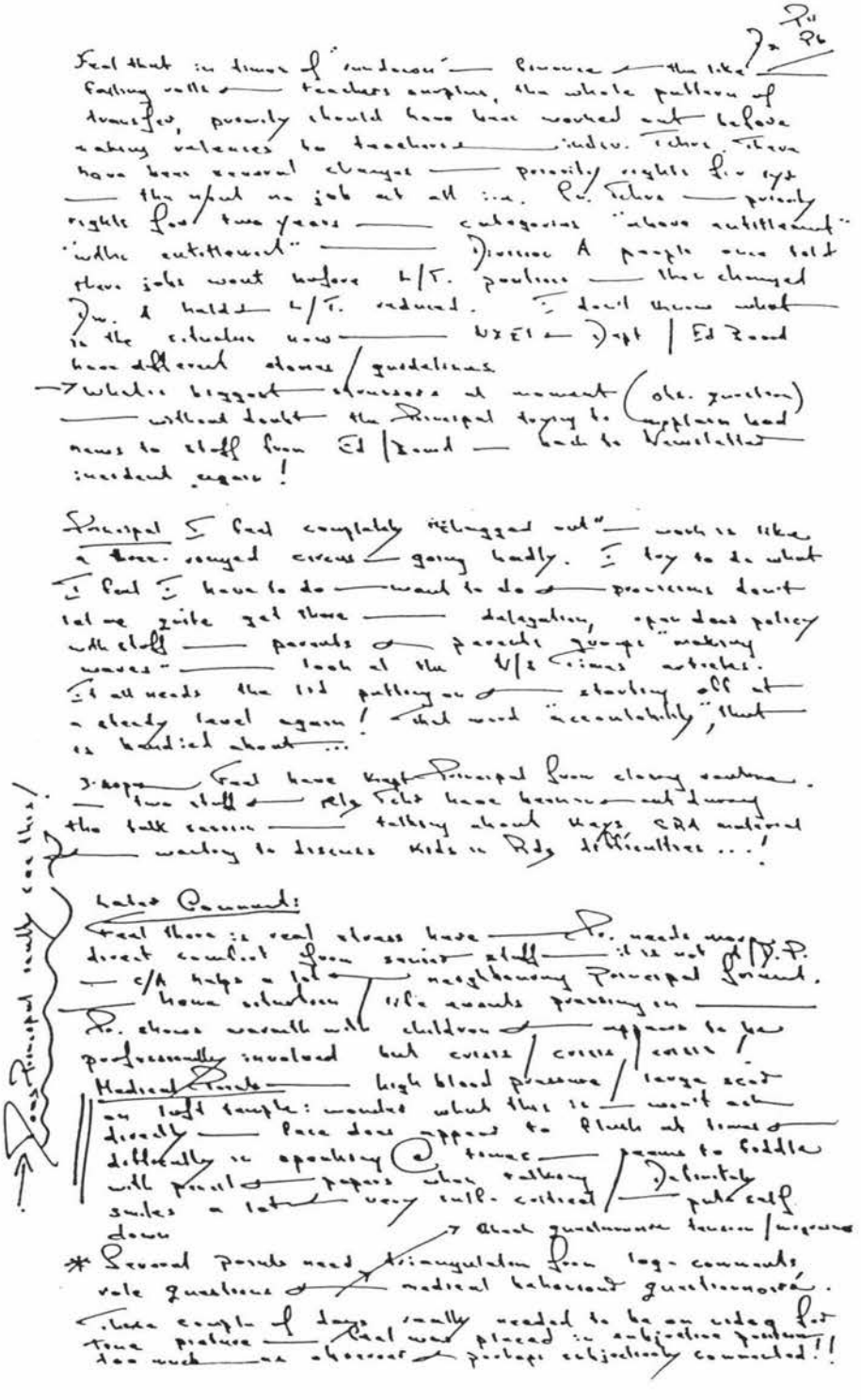
Probes are listed in chapter sequence,

corresponding to the chronological order in which they are discussed in Volume One. Readers who wish to relate probes to the extended data that constitutes Volume Two will find that volume similarly arranged.

APPENDICES

Introduction 292
Page from Field Diary: Shadowing Principal 294
Guideline for First Interview 295
Granting School Committee Holidays (SCH) 297
Education Board Bylaws (1980) and Education Board School Committee Manual 298
General Stressor Synptoms and Reactions (GSR) 299
Principals' Administration Profile and Graphs 301
Industrial Medicine Check Grid 313
Sample pages, Part II, 16PF/CAQ test 314
Locus of Control (LC) 318
Behaviour Pattern (A/BBP) 319
Professional Ideal Job (PIJ) 321
Coping Strategies (CS) 322
Lifestyle Survey (LS) 325
Medical History Survey (MS) 328
Leave of Absence (LA) 330
Comprehensive Questionnaire (CQ) 331

PAGE FROM FIELD DIARY: SHADOWING PRINCIPAL



The reader should note the following field research points:

Direct speech used by respondents. Details of setting and mood of characters. Indications of researcher's advance organizers. Points of reflexitivity made by researcher. Questions raised about triangulation of data and researcher objectivity.

GUIDELINE FOR FIRST INTERVIEW

This written guide was used as a prompt and read informally:

> I am engaged, in part, on a follow-up study connected with the recent Whakarama Principals' Association administration survey.

Two pamphlets were displayed at this stage. One was the Whakarama questionnaire and the other a resume of comments on that survey.

> They were sent to you by mail from the Principals' Association towards the end of last year.
>
> I intend to broaden the compass of that enquiry to a wider topic area involving job activities, principals' morale, and associated topics.
>
> In a random selection conducted under strictly authorized procedures the name of your school was forthcoming.
>
> I have the permission of the office of the District Senior Inspector of Primary Schools for the project. The Regional Superintendent of Education for the region has been advised, and also the office of the General Manager of the Education Board. No other staff of the Education Department has been notified, nor will any discussion with them take place.
>
> Previously I have written an administrative type monograph in partial fulfilment for a Diploma of Educational Administration, Massey University. Therefore I have some academic and field experience in the area of school administration research.
>
> Professional guidance for the study is through Massey University's Education Faculty.
>
> I intend to use the material arising from this project as a fulfilment of the requirement for a thesis. Also I intend to write a summary article for the benefit of primary school principals.
>
> I shall not be making any contact with staff members, ancillary staff members, or parents. I shall be working only with principals.

The details of the research will be subject to accepted conditions of academic confidentiality and the non-release of details for a prescribed period of time. Anonymity of persons and schools will be honoured in any recordings made.

These factors just mentioned are confidential. Do not discuss the project with any principals, including other members of the sample.

The over-all research practice of your continued acceptance and agreement to remain involved in the sample group for the project, will be maintained throughout the programme.

At this stage an informal verbal response was solicited in the form of general agreement to the probe:

'Is that all right?'

A formal question then followed:

'You are agreeable to taking part in the project?

Thanks for each principal's intended contribution was then expressed.

GRANTING SCHOOL COMMITTEE HOLIDAYS
(SCH)

Code No . . . .

This postal package is a further part of the administrative exercise in which you are taking part.

You are asked, as principal of YOUR present school, to describe the process of granting school committee holidays, using 'telegraphic English' -- brief unpolished vernacular English, not 'writing an essay'.

It is suggested that you describe this undertaking from several perspectives:

* your personal involvement

* liaison with other schools

* consultation with staff

* school committee's part

* relating to parents

* Education Board's part

It would be appreciated if you would make additional comments, as a principal, about the process of granting school committee holidays.

Please record your reply on the A4 paper supplied and return in enclosed envelope. Staple on this printed page as a cover sheet.

If you wish for further explanation of this material please telephone.

Enclosures: Education Board By-laws (1980) s. 29(a) and Education Board's School Committee Manual (1976) p. 25.

Your help in this administrative exercise is appreciated.

EDUCATION BOARD BY-LAWS (1980)

Section 29(a) of the by-laws, under 'organization and management of schools', says of school committee holidays:

> Special holidays for local requirements may be granted at the discretion of the school committee up to the number of half days allotted each year by the Board. Wherever possible the Board shall be given at least seven days' notice of such holidays granted by committees.

EDUCATION BOARD'S SCHOOL COMMITTEE MANUAL (1976)

> The regulations require a school to be open for 400 half days per year.
>
> School Committees usually have four half days which may be granted as a holiday in conjunction with some school function such as a gala day, sports day, picnic. The actual number is notified by circular anually [sic] . . . .
>
> Manual, page 25.

GENERAL STRESSOR SYMPTOMS AND REACTIONS (GSR)

Researcher's Checklist

Note: Includes some reactions and symptoms not readily apparent to an observer -- rely on respondent's recall.

absences, frequent
alcohol consumption increases
anxiety, free-flowing
appetite changed
arthritis
asthma
back pain, lower
clumsiness
cold hands and feet
colds, frequent
cold sores
colon irritation
concentration fluctuating
constipation
deep breathing
depression
diarrhoea
energy depletion
eyes, blinking/bloodshot
face flushing/blanching
fiddling, rubbing clothes/possessions
headaches, tension/migraine
heart area, pain/tension
heartburn
hiccoughs
hypertension
indigestion
influenza, frequent
insomnia
irritability
judgement impaired
knuckle cracking
mistakes increased
laughter, nervous
manner, apologetic
movement, unneccessary limbs/fingers/head
muscle tension/cramp
nail-biting
overreacting/humourless
palpitations
perspiration excessive
polyphasic behaviour
posturing, physical
rheumatism
retiring (bed) early
self-concept threat reactions
shoulder pains

sitting, restless
skin irritations
smoking increased
speech, hesitancy/impediment
stretching/shrinking, unneccessary, neck/face/fingers
talking, louder/fast/tremulously
teeth grinding
tongue exploring
withdrawal behaviour/avoiding people
yawning, repeated

GENERAL STRESSOR SYMPTOMS AND REACTIONS (GSR)

Additions

Note: These symptoms present in respondents but not on researcher's checklist.

activity, little purpose to
air gulping/burping
apathy
criticism, increased sensitivity to
decision ability, lessened
dizziness
ear ringing
face flushing/blanching
home situation, anxiety over
interpersonal conflict, increase
job strain, increased awareness of
memory lessened
pins and needles
tearfulness
throat gagging/clearing
verbal aggressiveness

PRINCIPALS' ADMINISTRATION PROFILE
(PAP)

This statement was read by the researcher at the beginning of each (PAP) interview. It was referred to as necessary during the course of each interview.

PART ONE

The following 10 questions refer to the course of YOUR work as a principal, in this year, in this school. As in the past, your replies will be recorded on the mini tape recorder.

After each question you will be asked whether you feel:

/At ease/ NOT at ease/

Your answer will convey whether you feel strain or not. To help you identify this feeling, near equivalents are listed on this card:

> tension, anxiety, apprehension, agitation, irritation, annoyance, fear, mental discomfort, nervous upset, inability to cope, strong emotional reaction, frustration

After each question you will be asked to assess the degree of certainty of each reply on a 1 to 3 scale, 1 being the least certain and 3 the most certain. Once your responses to the supplied questions have been recorded, you are welcome to make extended comments. Here are the questions:

1. . . . feel about the authority you have to carry out your responsibilities as a principal

2. . . . feel clear as to the scope and responsibilities of your job as a principal

2. . . . feel about the workload you will need to finish and is expected of you during an ordinary work day, week or term

4. . . . feel about being able to satisfy the demands of your staff colleagues, parents of your pupils, Education Board or Departmental officers

5. . . . feel about what your colleagues, parents and various controlling authority officials think of you as a principal

6. . . . feel about how to obtain the information and technology you need to be secure in your work: administratively, professionally and personal-relations oriented activities needed to carry out your job as principal

7. . . . feel about your opportunities to influence the next stage of the administrative process, in decisions and actions, that affect the school generally and you as the person on the job

8. . . . feel about knowing what the people you work with expect of you in the areas of leadership, professional expertise, counselling and general support

9. . . . feel about the amount of work you have to do may interfere with how well that work is done

10. . . . feel about the things you have to do as a principal that are against your better judgement

PART TWO

There are four more questions to be answered in a slightly different way. You will be asked whether you agree or disagree with a statement and then to indicate your degree of certainty as you did for questions 1 to 10. Feel free to extend your answers by general comments.

11 . . . your state of health in the past, in more recent times or now, has it had a bearing on your professional life as a principal . . . remember this is HEALTH bearing on the JOB

12 . . . your professional job, in the past, and more recent times or now, has it had a bearing on your HEALTH

13 . . . your life events situation: domestic, financial, family, outside interests generally, in the past, in more recent times, or now, has it had a bearing on your professional life as a principal

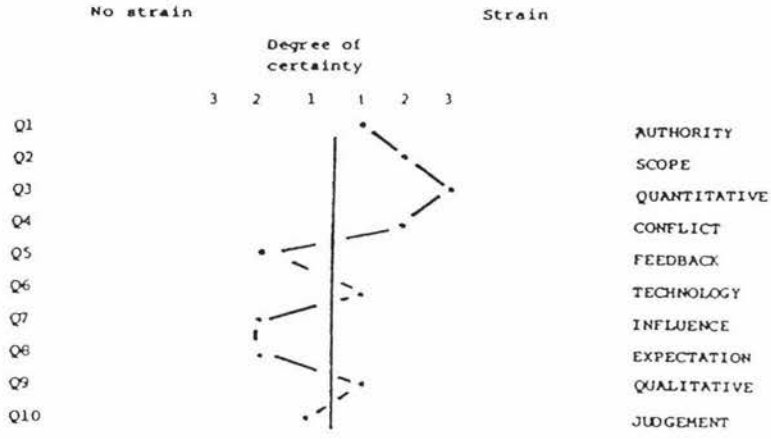
14 . . . in your position of school principal at this time of the term and year, how do you feel about your self? Answer Yes for high self concept, No for low.

I appreciate the time and consideration you have given to this part of the project. . . . it has been perhaps long and taxing.

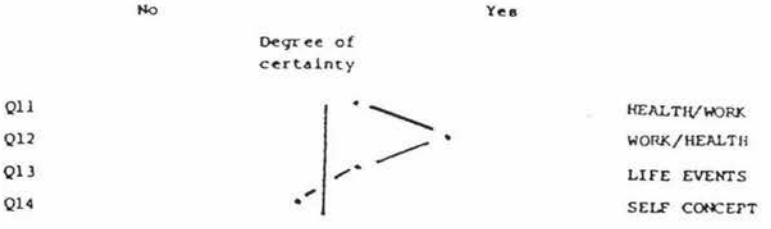
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ADMINISTRATION PROFILE

Part 1



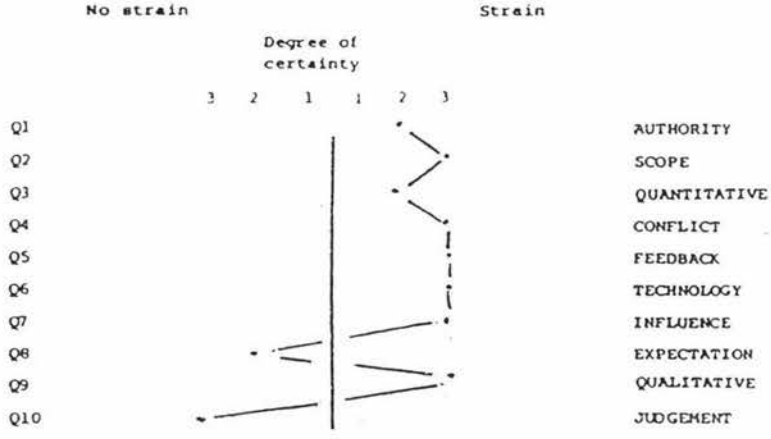
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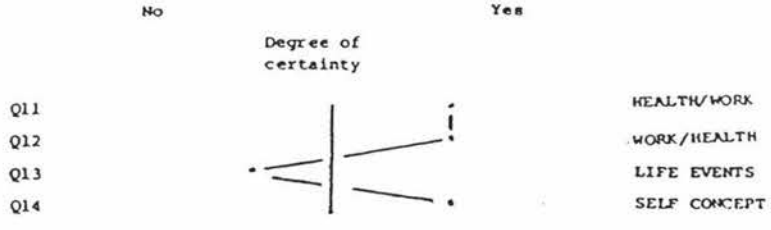
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ADMINISTRATION PROFILE

Part 1

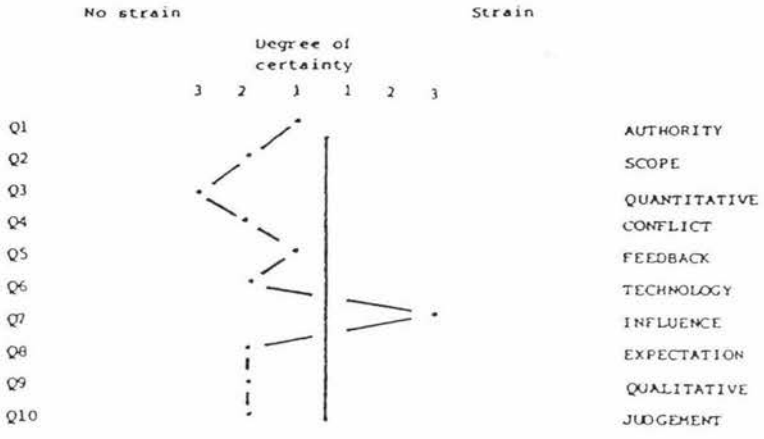


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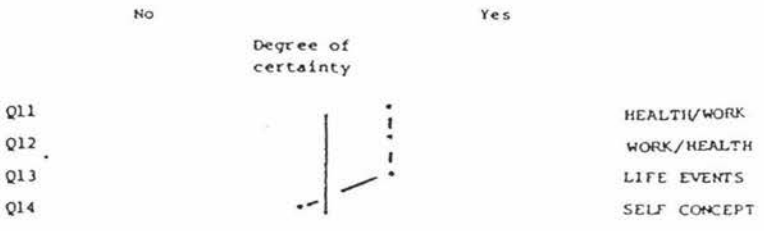


#3 ADMINISTRATION PROFILE

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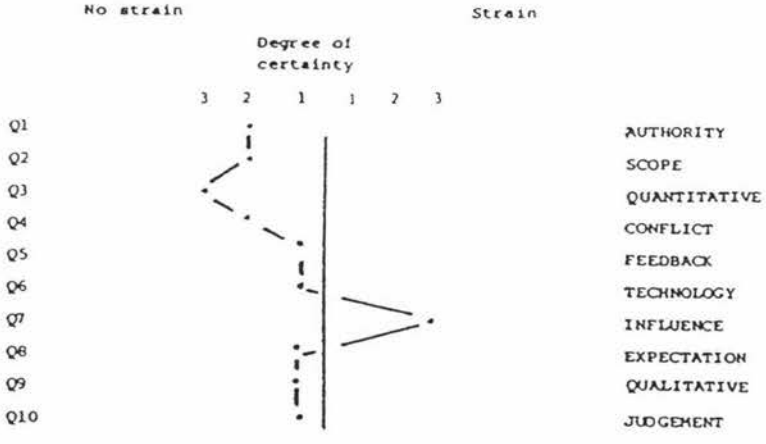


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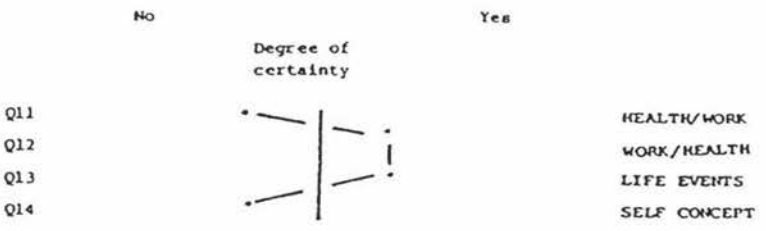


#4 ADMINISTRATION PROFILE

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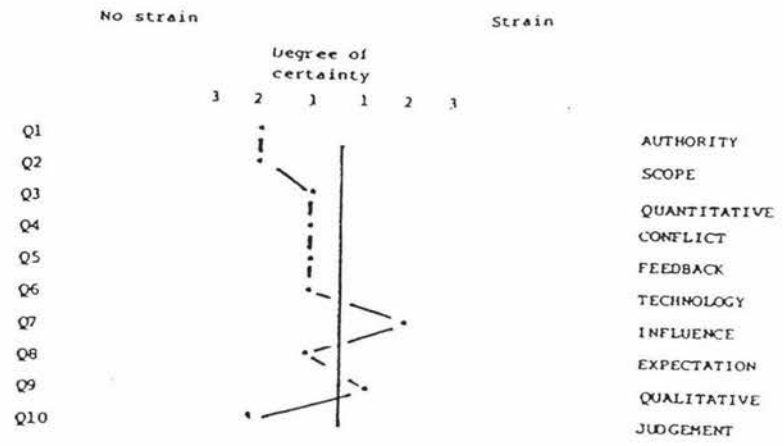


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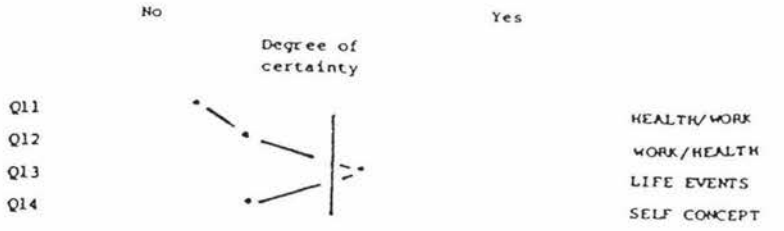


#5 ADMINISTRATION PROFILE

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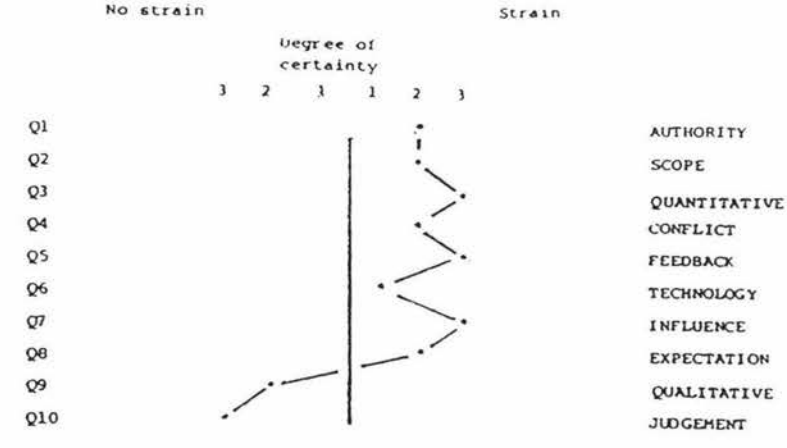


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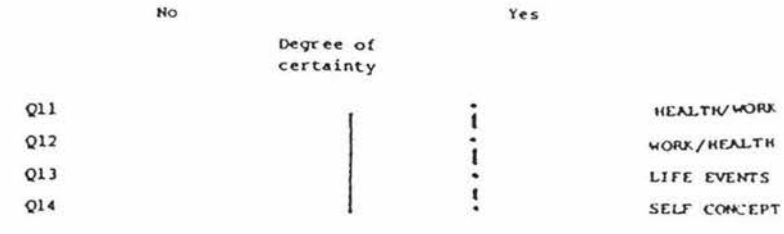


#6 ADMINISTRATION PROFILE

Part I

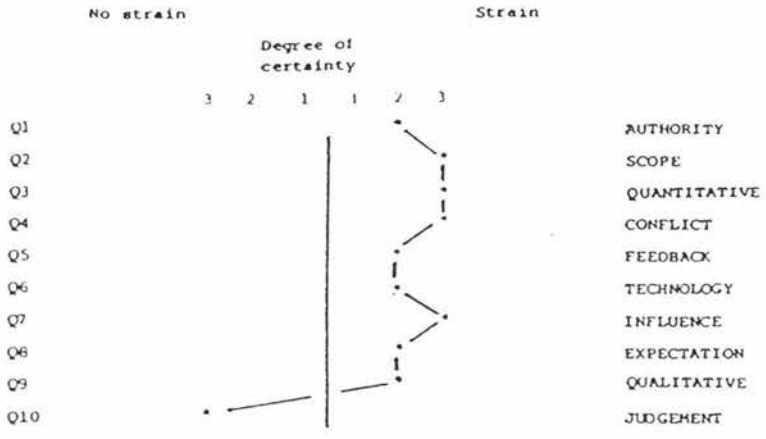


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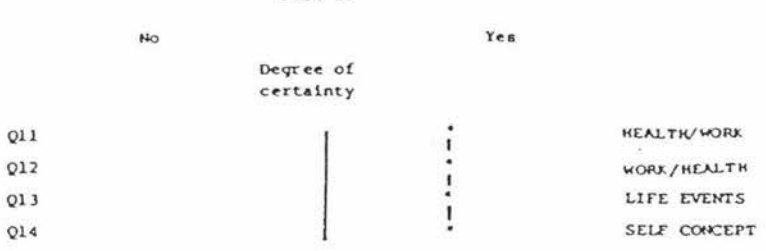


#7 ADMINISTRATION PROFILE

Part 1



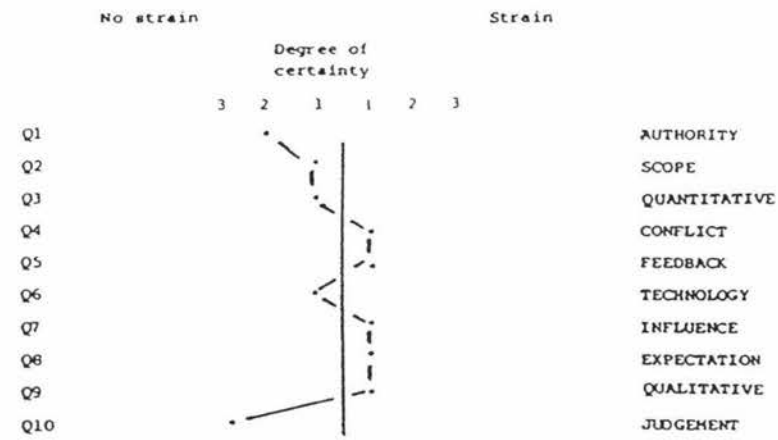
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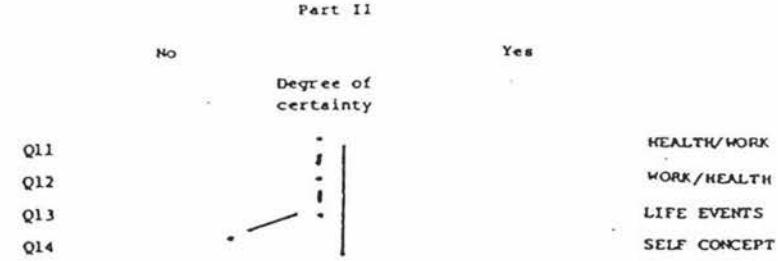
ADMINISTRATION PROFILE

#8

Part 1

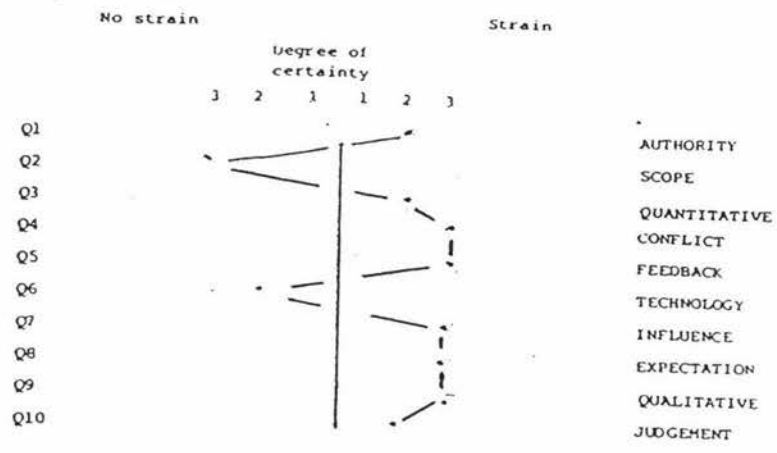


Part II

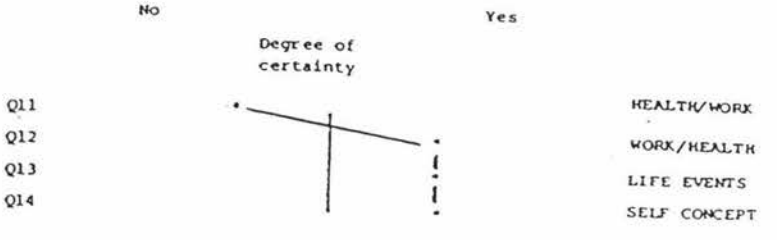


#9 ADMINISTRATION PROFILE

Part 1

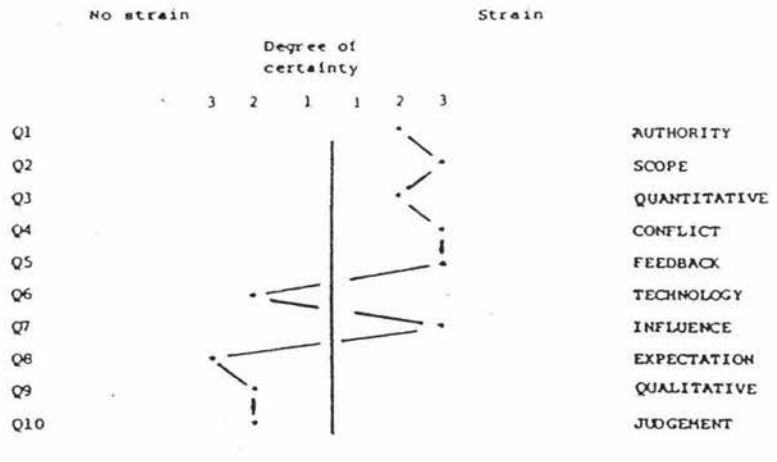


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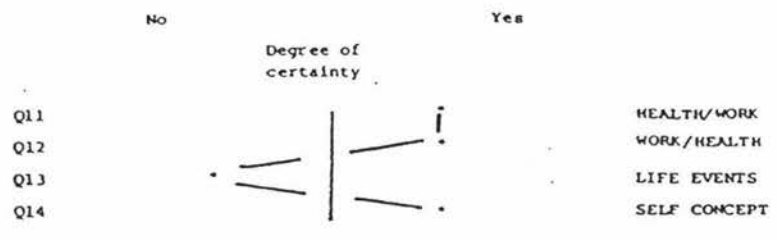


#10 ADMINISTRATION PROFILE

Part 1

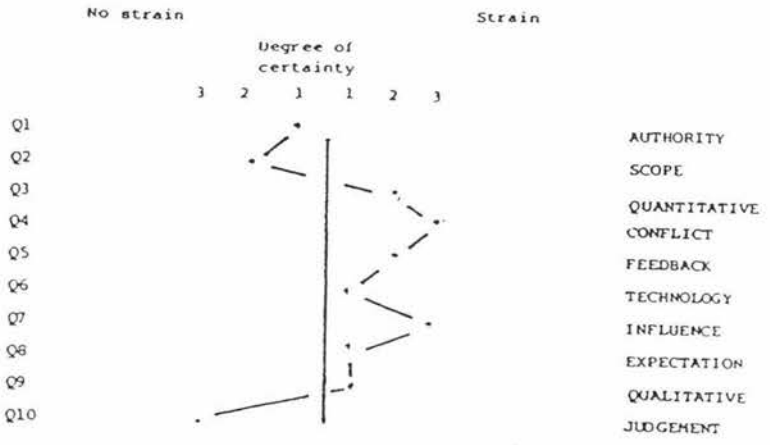


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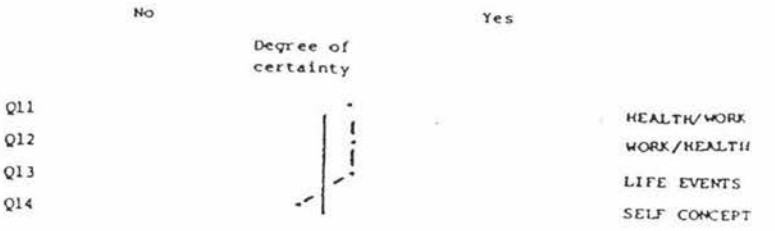


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Part I

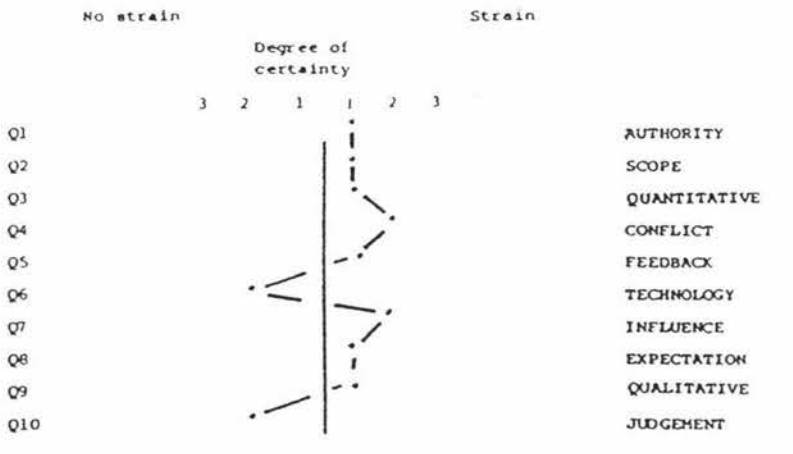


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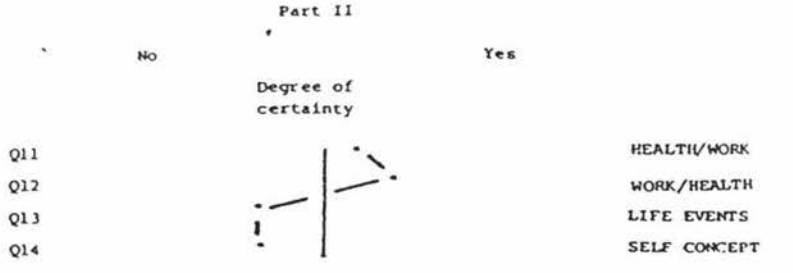


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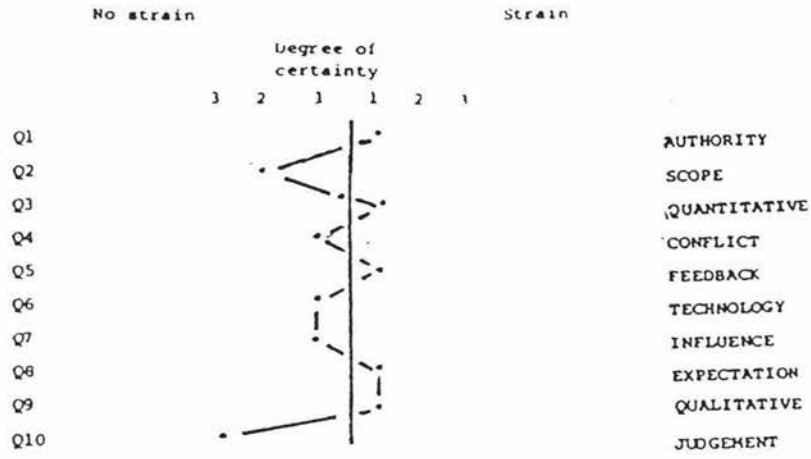


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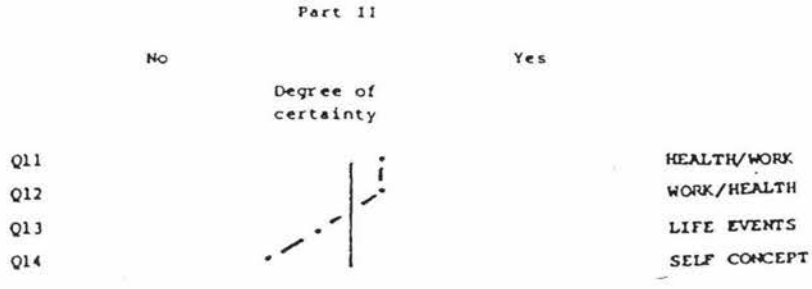


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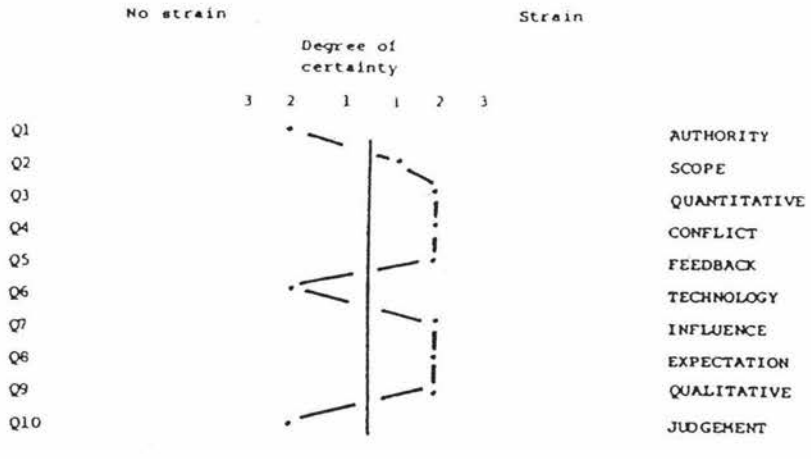


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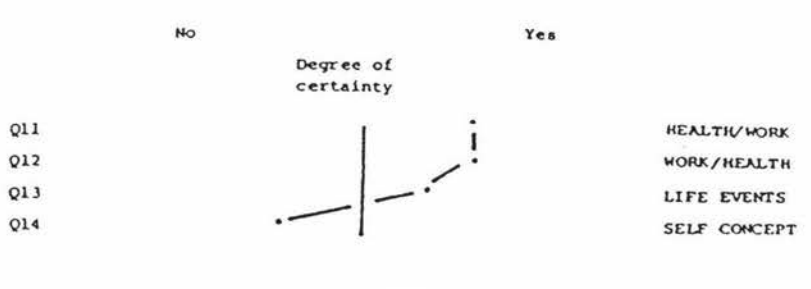


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Part I



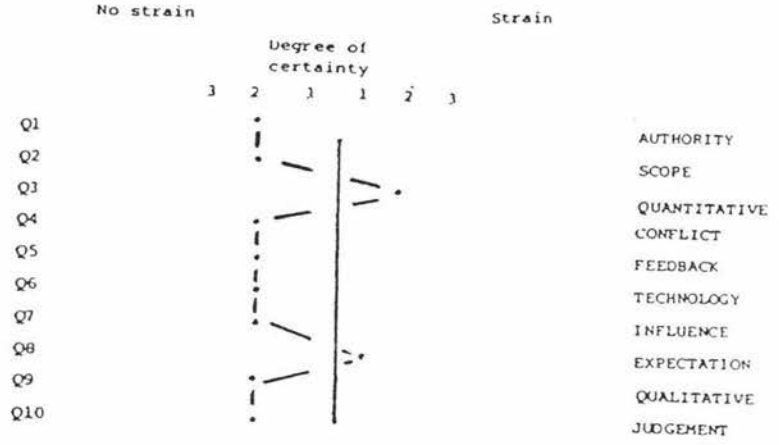
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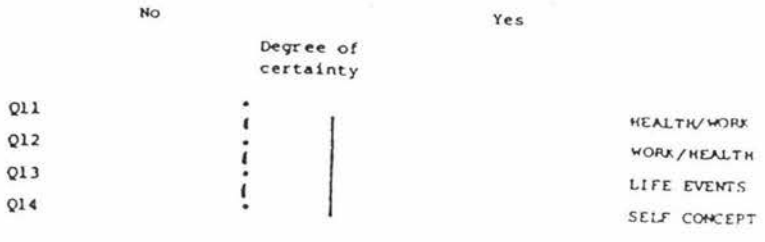
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ADMINISTRATION PROFILE

Part 1



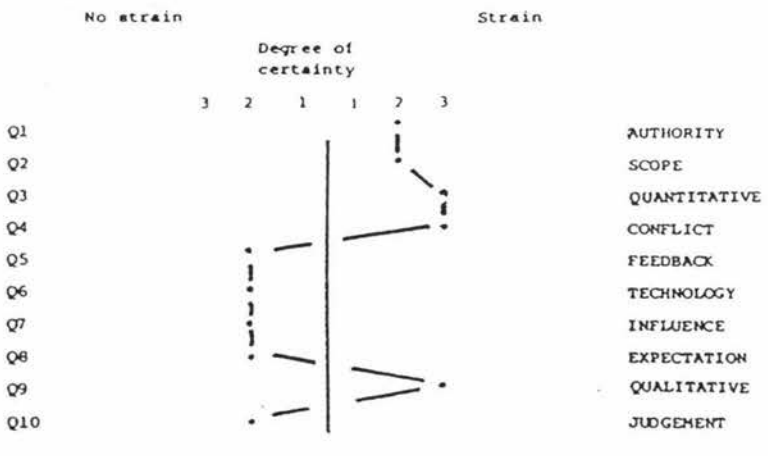
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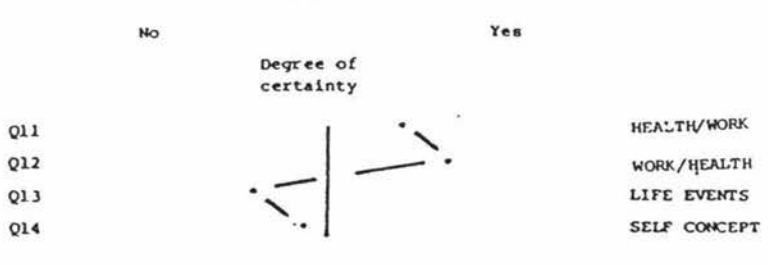
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ADMINISTRATION PROFILE

Part 1

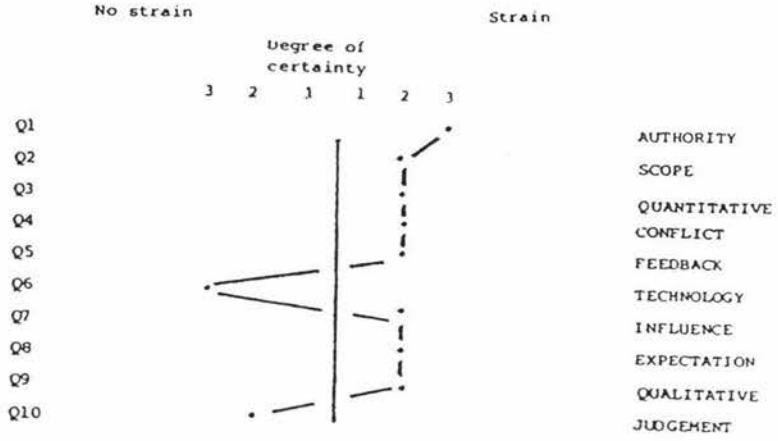


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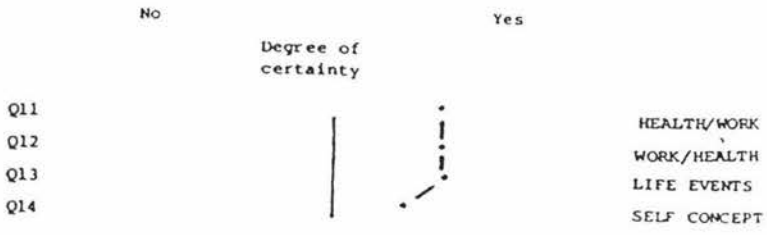


#17 ADMINISTRATION PROFILE

Part I

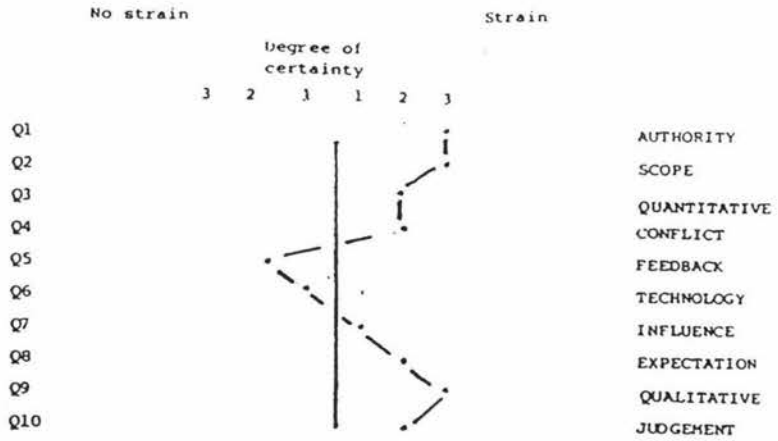


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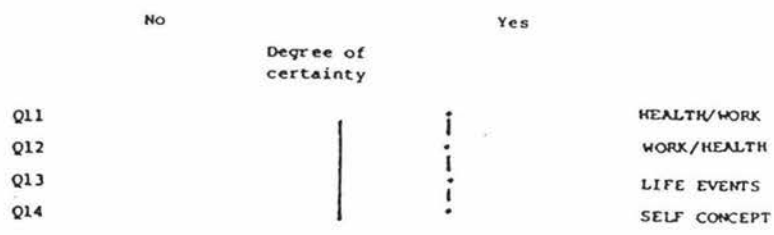


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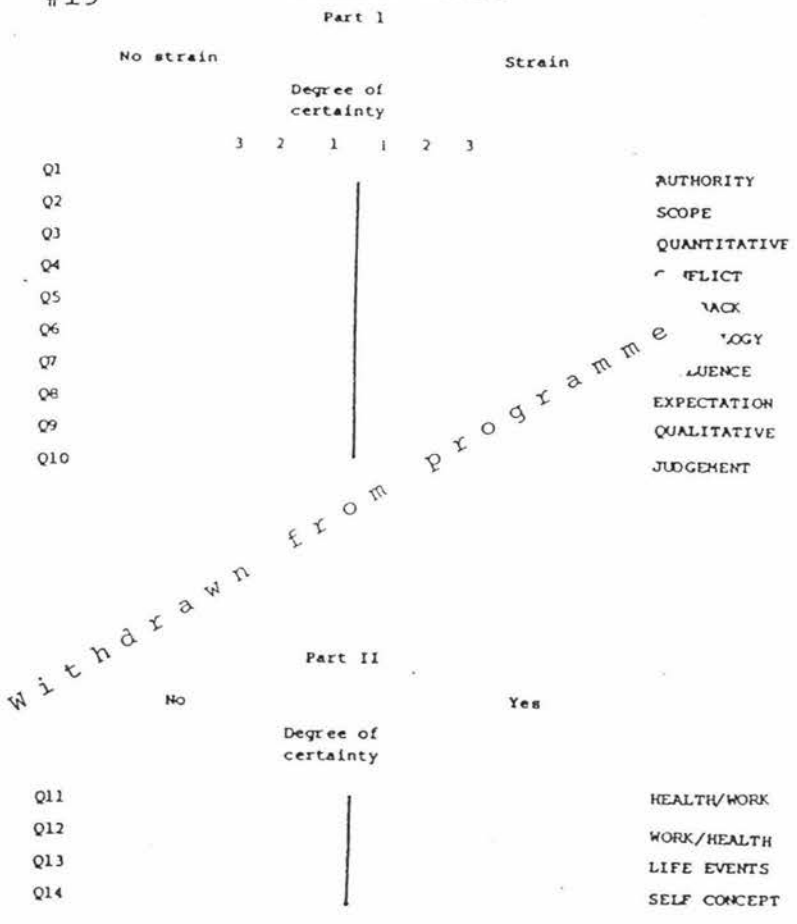
Part I



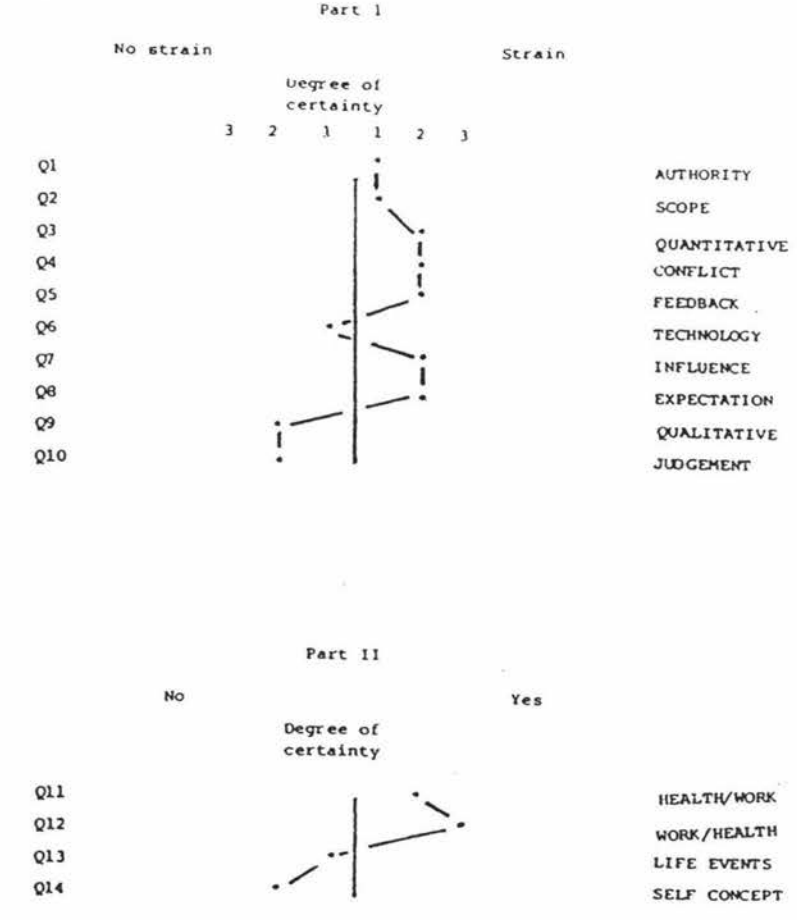
Part II



#19 ADMINISTRATION PROFILE



#20 ADMINISTRATION PROFILE



INDUSTRIAL MEDICINE CHECK GRID

This check grid, described by Fineman and Payne (1981:54) was constructed by five senior occupational physicians engaged in stress research. The grid was used in preliminary screening for occupational stress. Stress is likely if at least two symptoms are presented from the categories set out in the grid. Further clinical examination would then be undertaken.

PSYCHOLOGICAL/BEHAVIOURAL INDICATORS

(1) Expression of anxiety; feelings of sadness arising from being fed-up. Phobic states.

(2) Accounts of irritability, restlessness and inability to concentrate.

(3) Changes in sleep patterns -- sleeping too much or too little.

(4) Increases in smoking or alcohol intake.

PHYSICAL/PHYSIOLOGICAL INDICATORS

(1) Dizziness.

(2) Awareness of heart beat.

(3) Hypertension.

(4) Anterior chest pains or discomfort.

(5) Digestive disturbances.

(6) Loss or gain in weight.

(7) Tremors and excessive sweating.

SAMPLE PAGES FROM PART II 16 PF/CAQ

The full test comprises Parts One and Two. To show the type of questions involved, fragmented parts of questions from Part Two only are reproduced here. Parts One and Two were administered in full to the Marina sample respondents.

Part II

C A Q

WHAT TO DO: Some tests are thinking tests. But this test is only to see how you feel about things. There is no right answer or wrong answer to these questions because people are different. All you have to do is just to answer what is true for *you*.

You have a separate ANSWER SHEET. On the answer sheet there is a number for each question and next to the number there are three little boxes, like this: ‖ ‖ ‖ . Mark your answer for each question by filling in the left-hand box if your choice is the (a) answer, fill in the middle box if your choice is the (b) answer, and fill in the right-hand box if you choose the (c) answer. The (a) answer means yes, true, very much so, and so on. The opposite answer (c) means no, false, never, and so on. The (b) is the middle answer which you should not use very often.

Before you start the actual test, do the examples below for practice. Look at the right side of the answer sheet to where it says START HERE. Mark your choice of answers to each of the three questions now, by filling in the box for (a), (b), or (c).

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EXAMPLES:

1. I like to watch team games.
   (a) yes (often) (b) sometimes (c) no (never)
2. People say I'm impatient.
   (a) true (b) uncertain (c) false
3. I prefer friends who are:
   (a) quiet (b) in between (c) lively

Inside, there are more questions like these. These examples were printed on the answer sheet to make it easy to see what to do. But only the *numbers* of the rest of the questions will be on the answer sheet. When you are marking your answer, make sure the number of the question matches the number of the answer.

When you are told to, start with number 1 and answer the questions. Keep these four things in mind:

1. Give only true answers about yourself. It is more helpful to say what you really think.
2. You may have as much time as you need, but try to go fairly fast. It's best to give the first answer that comes to you and not spend too much time on any one question.
3. Answer *every* question one way or the other. Don't skip any.
4. You should mark the (a) or (c) answer *most* of the time. Mark the (b) answer, uncertain or in between, *only* when you have to, because neither (a) nor (c) is right for you.

DO NOT TURN PAGE UNTIL TOLD TO DO SO

(Research Edition)

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CAQ Alt-USA

Part II

A Note About Answering Part II.

Do the same for Part II as you did for Part I. There are no right or wrong answers to these questions, but only what seem the right answers for *you*. There are three possible answers for each question. On the separate answer sheet, fill in one of the three boxes—(a), (b), or (c). You should not use the middle answer, (b), very often. Some questions may not have the words just the way you want them but *mark every one* the best you can.

1. My mind works quickly and well these days.
   (a) yes, nearly always, **(b) sometimes,** **(c) hardly ever.**

2. I feel fit and happy.
   (a) most of the time, **(b) sometimes,** **(c) very rarely.**

3. I never feel so bored and disgusted that I'd like to smash the whole sorry place.
   (a) true, I never do, **(b) uncertain,** **(c) false, I often do.**

4. I get restless and depressed if I don't get some excitement.
   (a) often, **(b) sometimes,** **(c) never.**

5. Noise wakens me even from deep sleep.
   (a) yes, often, **(b) sometimes,** **(c) no, hardly ever.**

6. I seem to be clumsy and shaky in handling things.
   (a) always, **(b) sometimes,** **(c) rarely.**

7. My zest for work is high.
   (a) nearly always, **(b) sometimes,** **(c) hardly ever.**

8. I feel lonely and miserable.
   (a) yes, all the time, **(b) sometimes,** **(c) no, hardly ever.**

9. I'm not troubled by feelings of guilt.
   (a) true, I'm not troubled, **(b) uncertain,** **(c) false, I am troubled.**

32. Criticism easily hurts my feelings and makes me give up.
    (a) often, **(b) sometimes,** **(c) never.**

33. I get so fed up with people bothering me that I just don't care whether I answer or not.
    (a) often, **(b) sometimes,** **(c) almost never.**

34. I don't believe that the sight of certain things like a black cat brings me bad luck.
    (a) true, I don't believe that. **(b) uncertain,** **(c) false, I *do* believe that.**

35. When I'm in a place of worship or some place where silence or prayer is expected, I'm afraid I may feel like shouting out.
    (a) often, **(b) sometimes,** **(c) never.**

36. I can almost always see the "funny side of life" and get enjoyment from the things I do.
    (a) true, **(b) in between,** **(c) false.**

(End of second column on answer sheet.)

GO RIGHT ON TO THE NEXT PAGE

62. I need more sleep and almost always wake up tired.
(a) true, (b) in between, (c) false.

63. I don't get dizzy spells and heart flutters if I'm suddenly asked to do something.
(a) true, I don't feel like this, (b) uncertain, (c) false, I do get dizzy spells and heart flutters.

64. My life has lots of enjoyment and excitement in it.
(a) almost all the time, (b) sometimes, (c) almost never.

65. I find it easy to be relaxed, friendly, and cheerful with other people's young children.
(a) almost always, (b) sometimes, (c) hardly ever.

66. When I've done something well, I have met more friendly encouragement than jealousy or envy.
(a) true, (b) in between, (c) false.

67. People gossip about some of the daring things I do, but I don't mind being the center of their attention.
(a) true, (b) once in a while, (c) false.

68. I don't have very many fears of hidden physical dangers.
(a) true, (b) partly true, (c) false, I am fearful.

69. Most people are kind and ready to help you.
(a) true, (b) uncertain, (c) false.

70. I have a habit of counting things, such as my steps, or bricks in a wall, for no reason.
(a) true, I do this most of the time, (b) sometimes, (c) false, I very rarely do this.

71. There are things in my daily life that I feel I have to do *exactly* right no matter how much time or trouble this fussiness demands.
(a) I feel like that about many things, (b) only one or two things, (c) none.

72. I'm the kind of person people seem to respect and depend on for good advice.
(a) yes, (b) uncertain, (c) no.

(End of fourth column on answer sheet.)

GO RIGHT ON TO THE NEXT PAGE

95. I am confident that I can face and handle most emergencies that come up.
(a) true, always, (b) sometimes, (c) false, I cannot face emergencies.

96. I get a feeling of tension and have a ringing and buzzing in my ears.
(a) yes, often, (b) sometimes, (c) no, almost never.

97. I feel worn out and can't get enough rest.
(a) usually, (b) sometimes, (c) very seldom.

98. I rarely lie awake at night wondering what will happen because of wrong things that I've done.
(a) true, (b) in between, (c) false, I do lie awake.

99. I seem to blame myself for everything that goes wrong, and I'm always critica' of myself.
(a) true, most times, (b) true, sometimes, (c) false.

100. I'm happiest alone, away from people.
(a) true, (b) in between, (c) false.

101. The average person chooses his "friends" more for what they can do for him and not for real friendship.
(a) yes, generally, (b) perhaps, occasionally, (c) no, not at all.

102. There is no real danger in most small towns of being beaten up when you go for a walk.
(a) true, (b) uncertain, (c) false.

103. When people strongly disagree with me, I feel excited and challenged, and I enjoy it.
(a) very much so, (b) slightly, (c) not really.

104. People don't push me much to do things I don't want to do.
(a) true, they don't, (b) uncertain, (c) false, they often do.

105. People seem to be ganged up to treat me as if my opinions didn't matter.
(a) often, (b) sometimes, (c) never.

106. People never say that I'm much too orderly, neat, and clean.
(a) true, they don't say that, (b) uncertain, (c) false, people think I am that way.

107. There are only a few friends that I can trust and depend on, or who seem to trust and depend on me.
(a) true, hardly any, (b) some, (c) false, I trust most.

108. I sometimes think that I am somehow a doomed or condemned person.
(a) true, (b) perhaps, (c) false.

(End of sixth column on answer sheet.)

GO RIGHT ON TO THE NEXT PAGE

136. I find it easy to chat and joke with a person of the opposite sex.
(a) true, (b) in between, (c) false.

137. Many people do their best, when they're talking to you, to dig into private business and personal affairs.
(a) generally, (b) sometimes, (c) hardly ever.

138. A safe rule in life is "Trust nobody."
(a) yes, always, (b) sometimes, (c) no, hardly ever.

139. People who don't have enough "guts" to look after themselves should be looked after, free, by others.
(a) yes, true, (b) uncertain, (c) no, false.

140. I think I get all the sympathy and understanding that a person should expect.
(a) yes, (b) uncertain, (c) no.

141. I've never felt that someone was trying to get me to do something by some kind of hypnotism or evil influence.
(a) true, I've never felt like that, (b) uncertain, (c) false, I have felt like that.

142. I have never felt an urge to do disorderly and violent things.
(a) true, I haven't, (b) sometimes I have, (c) false, I often have.

143. I rate myself as a happy, contented person in spite of troubles here and there.
(a) true, (b) uncertain, (c) false.

144. I sometimes doubt whether I have been of much use to anyone in my life.
(a) true, (b) uncertain, (c) false.

STOP HERE. MAKE SURE YOU HAVE ANSWERED EVERY QUESTION.

LOCUS OF CONTROL
(LC)

Code No. . . .

Indicate the degree to which each probe best reflects your attitude. Use these ratings: Strongly disagree (1), Disagree (2), Uncertain (3), Agree (4), Strongly agree (5).

. . . society is run by a few people with enormous power and there is not much the ordinary person can do about it ( )- 1.

. . . success is determined by 'being in the right place at the right time' ( )- 2.

. . . there will always be organizational relations disputes no matter how hard people try to prevent them or the extent to which they try to take an active role in these activities ( )- 3.

. . . politicians are self-interested and inflexible. It is impossible to change the course of politics ( )- 4.

. . . what happens in life is predestined ( )- 5.

. . . people are lazy, so there is no point in spending too much time in changing them ( )- 6.

. . . I do not see a direct connection between how hard I work, or the way I work, and the assessments of my performance that others arrive at ( )- 7.

. . . leadership qualities are primarily inherited ( )- 8.

. . . I am fairly certain that luck and chance play a crucial role in life ( )- 9.

. . . even though some people try to control events by taking part in political and social affairs, in reality most of us are subject to forces we can neither comprehend nor control ( )-10.

. . . additional comments:

BEHAVIOUR PATTERN PROBE
(A/BBP)

Code No . . . .

Below are twenty items. First make a Yes or No response by using 'Y' or 'N' in the brackets. The STRENGTH of your response should then be assessed by using one of these: (a) very sure; (b) sure; (c) not completely sure. The letter chosen should approximate YOUR level of response.

For example, in Question 2 if you most times walk quickly about the school you should write 'Y'. Then add either (a) (b) or (c).

. . . in your professional and administrative work do you feel rushed always ( ) 1.

. . . when you move about the school, do you most times walk quickly ( ) 2.

. . . do you feel that you are a very competitive person at work or during leisure activities ( ) 3.

. . . are you always busy at work -- feel things are always needing your attention ( ) 4.

. . . have you time for other pursuits, recreation or hobbies away from school ( ) 5.

. . . do you take work home at nights regularly, or think about school a lot at home ( ) 6.

. . . do you readily express your feelings ( ) 7.

. . . would you say you speak quickly ( ) 8.

. . . when you talk on the phone, do you doodle, or click a biro, or tap your fingers ( ) 9.

. . . do you write letters while watching TV, or read while having afternoon tea ( ) 10.

. . . do you feel let down if you do not get favourable comments about something you have done ( ) 11.

. . . do you finish other people's sentences for them ( ) 12.

. . . do you steer an informal morning tea conversation round to a topic that interests you ( ) 13.

. . . are you the first to finish your meal ( ) 14.

. . . are you known for dashing in and out of the staffroom during morning tea ( ) 15.

. . . are you impatient at traffic lights or in the supermarket queue ( ) 16.

. . . when working on one task, are you already thinking of what you're going to do next? ( ) 17.

. . . are you impatient if things don't go the way you want them to at work ( ) 18.

. . . would you say you are a hard task master on yourself ( ) 19.

. . . additional comments ( ) 20.

PROFESSIONAL IDEAL JOB
(PIJ)

Code No . . . .

* Here is a list of ten occupational values.

* Think of them in terms of yourself.

* Each probe should be considered in terms of:
'The ideal job for me would have to . . . .'

* Give each a value as it relates to you.

* Choose 'High', 'Medium', or 'Low'.

THE IDEAL JOB FOR ME WOULD HAVE TO . . .

. . . provide an opportunity to use my special abilities or aptitudes ( )- 1.

. . . provide me with a chance to earn a good deal of money ( )- 2.

. . . permit me to be creative and original ( )- 3.

. . . give me social status and prestige ( )- 4.

. . . give me an opportunity to work with people rather than things ( )- 5.

. . . enable me to look forward to a stable, secure future ( )- 6.

. . . leave me relatively free of supervision by others ( )- 7.

. . . give me a chance to exercise leadership ( )- 8.

. . . provide me with adventure ( )- 9.

. . . give me an opportunity to be helpful to others ( )-10.

COPING STRATEGIES
(CS)

Code No . . . .

In terms of your WORK AS A PRINCIPAL consider the following:

* During your activities you experience different situations and encounter different people. Some situations/encounters/activities present you with a stressor or a problem. You may endeavour to cope with the stressor or problem, i.e. to nullify or reduce it, by taking certain forms of action.

* A range of possible coping techniques follows.

* Use a tick in the brackets if you have used any of the techniques during this school year.

. . . repeat the problem again and again in your mind in order to understand it	( )	1.
. . . blame yourself	( )	2.
. . . talk to someone involved to find out more about the situation	( )	3.
. . . feel that a big hug and appropriate words of comfort are helpful	( )	4.
. . . discussion/sharing with neighbouring principal or close-friend principal	( )	5.
. . . share with member of your classroom staff who is not involved	( )	6.
. . . talk over with a person not in teaching profession	( )	7.
. . . engage in a prescribed form of relaxation therapy, e.g. yoga	( )	8.
. . . hope a miracle will happen	( )	9.
. . . discuss with an ancillary staff member who is not involved	( )	10.
. . . engage in simple relaxation exercise technique e.g. shoulder lifting	( )	11.
. . . go on as though nothing had happened	( )	12.
. . . keep your feelings to yourself	( )	13.

. . . go to bed early that night ( ) 14.

. . . get professional counselling advice and follow it ( ) 15.

. . . rationalize that financial reward for principalship presupposes you must put up with stressors /strains and problems/hassles ( ) 16.

. . . take comfort in your own philosophy of life ( ) 17.

. . . try to make yourself feel better by thinking of your good points ( ) 18.

. . . make out a plan of action on paper and follow it ( ) 19.

. . . talk the situation over with the NZEI counsellor ( ) 20.

. . . physically avoid the people concerned in the situation ( ) 21.

. . . use self-talk: 'Do not think about that!' ( ) 22.

. . . take it out on somebody not involved ( ) 23.

. . . make a promise to yourself that things will be better next time ( ) 24.

. . . think out several solutions to the situation and action the most suitable ( ) 25.

. . . engage in some form of physical activity e.g. a brisk walk ( ) 26.

. . . get more deeply involved in your hobby or club ( ) 27.

. . . take comfort from your religious faith ( ) 28.

. . . feel you must take the role of martyr ( ) 29.

. . . take sick leave ( ) 30.

. . . treat yourself to something special, e.g. going to a film ( ) 31.

. . . work through the steps of a problem-solving technique you are familiar with ( ) 32.

. . . take 'time out', completely isolating yourself for a time ( ) 33.

. . . confront the person concerned and really get it off your chest, once and for all ( ) 34.

. . . discuss matter with a senior staff member who is not involved ( ) 35.

. . . talk matter over with your staff inspector ( ) 36.

. . . use the technique of silently abusing the person concerned ( ) 37.

. . . go along with fate -- sometimes you just have bad patches ( ) 38.

. . . look upon the situation as a learning exercise and 'block up the gaps' for next time ( ) 39.

. . . make yourself feel good by taking medication ( ) 40.

. . . talk situation over with school secretary ( ) 41.

. . . discuss matter with spouse/partner ( ) 42.

. . . take a long relaxing bath ( ) 43.

. . . listen to music/read relaxing book ( ) 44.

. . . general comments ( ) 45.

LIFESTYLE SURVEY
(LS)

Code No . . . .

As part of the administrative survey in which you have already taken part would you please complete the following questionnaire. It is suggested that you may wish to consult other members of your household. You may complete the questions in any order.

1. Number of times (servings) of red meat on average per week

2. Number of servings of poultry/fish per week

3. Number of whole eggs per week (where they can be counted -- does not include baking)

4. Use butter/margarine on bread etc as a spread

5. Use mostly in cooking:
soya/sunflower/peanut/corn/vegetable/butter/margarine /beef dripping/lard/specify others

6. Average number of take-away style meals per week, including those prepared at home and fry-ups

7. Are your meals cooked with salt?

Yes/No

8. Do you add salt at the table?
None at all/just a pinch/ more than just a pinch/quite a bit

9. Number of cups per week: tea . . . .coffee . . . . .

10. Number of cups per week: Milo/cocoa/herbal teas/etc

11. Average number of teaspoons sugar per week added to the above drinks

12. Do you use an artificial sweetener in the above drinks?

Yes/No

13. Cigarettes: None/actual number averaged per week

14. Do you inhale the smoke?

Yes/No

15. Have you a 'smoker's cough'?

Yes/No

16. Do you take regularly alcoholic beverages in social circumstances/main meal of the day (Do not include rare toasts, Christmas, farewells)?

Yes/No

Average per week

beer (standard beer glass)	. . . . .
spirits (single nip)	. . . . .
sherry (sherry glass)	. . . . .
wine (wine glass)	. . . . .
other (details)	. . . . .

17. Do you restrict alcoholic beverages only to times when others are present?

Yes/No

18 (a). Do you exercise an average of at least 20 minutes three times a week, SUFFICIENT TO CAUSE PERSPIRATION? (This includes gym, walking, jogging, sports, gardening etc.)

Yes/No

(b). If Yes, please give details:

(c). If INSUFFICIENT TO CAUSE PERSPIRATION, give details of any other physical activity and its weekly average duration and frequency:

19. In terms of question 18(a), would you have answered Yes for any of the following decades of your life?

Age 20/30	Yes/No	Age 30/40	Yes/No
Age 40/50	Yes/No	Age 50/60	Yes/No
Age 60+	Yes/No		

20. Have you made 'lifestyle' changes in the following areas SINCE THE INITIAL ADMINISTRATIVE STUDY INTERVIEW?

diet	Yes/No
smoking	Yes/No
alcohol consumption	Yes/No
exercise	Yes/No
recreation/hobbies	Yes/No

21. If you answered Yes to any part of question 20, are you aware of reasons for change? Give details.

22. In terms of health awareness, can you take your own pulse?

Yes/No

23. What is your resting pulse?

MEDICAL HISTORY SURVEY
(MS)

Code No . . . .

THIS IS A STRICTLY CONFIDENTIAL ITEM. It concerns your situation during the first part of this project as well as at the present time. For some of the group, this may mean looking at your circumstances before retirement as well as now.

Please read all the questions before making any written response. Some ask for a simple Yes or No. Some ask you to choose among listed possible choices. Others need a reply in your own words.

1. Are you still working as a primary principal?
   Yes No

2. Were you on continuous medication or treatment during the first part of this project? Yes No

3. If Yes, give details as fully as you can: condition being treated, name of medication and dosage:

4. Are you on continuous medication or treatment now?
   Yes No

5. If Yes, give details as fully as you can: condition being treated, name of medication and dosage:

6. (a) Did the condition now being treated become apparent after retirement? Yes No

   (b) Give approximate date when condition first appeared:

7. If the answer to 4 was Yes, has your treatment been changed as to medication or dosage?

8. (a) If you were previously on continuous medication or treatment but no longer are, give approximate date when treatment ceased:

(b) Brief comment on reasons for discontinued treatment:

9. (a) If the answer to 6(a) was Yes, do you consider the condition now apparent in the later part of this project was of a 'silent' nature during the first part of the project, that is, it was present but has only now been identified and confirmed? Yes No

(b) Brief comment:

NOTE: A special thanks for your consideration in completing these details. They will be most valuable in the last phase of the project. A most vital part of this survey follows. It requires some recall and introspection; full details are essential for this survey to have maximum value.

10. (a) Is there a history of stroke or heart disorder among your BLOOD relatives? Yes No

(b) If Yes, please identify by underlining:

grandfather grandmother father mother

uncles aunts brothers sisters

(c) Please identify condition, approximate age at onset and age at death if applicable

11. Have you had any of the following conditions during the project? Please underline.

stomach ulcer stroke asthma heart condition

high blood pressure arterial spasm

12. If you underlined any condition in question 11, can you attribute its onset to any of the following? Please underline.

family medical history work pressures

domestic upsets onset of major life event

time in armed forces general ageing

personality/disposition don't know

LEAVE OF ABSENCE
(LA)

Code No . . . .

Please read all questions before answering.

1. During your professional service did you have leave of absence in excess of one month because of illness?

Yes No

If so, give details, including position held.

2. During your professional service did you have time off because of personal/school disagreement?

Yes No

If so, give details, including position held.

3. During your professional service did you have leave of absence in excess of one month for reasons other than personal/school disagreement or illness?

Yes No

If so, give details, including position held.

Comments

COMPREHENSIVE QUESTIONNAIRE
(CQ)

Code No . . . .

In terms of YOUR work as a school principal, consider the following:

* A major work situation, perceived as a long-term worry, and which also has a high degree of uncertain consequences, is called 'strain/stress'

* A more minor work situation, perceived as a shorter-term worry, and with a lesser degree of uncertain consequences, is called a 'problem/hassle'.

* On the following pages is a range of probes about your work.

* Read through the FIRST part of each probe. Indicate in the brackets ( ) whether it has applied to you at any time during this administrative project. Use a tick for Yes, a cross for No.

* Read the SECOND part of the probe. If any section between the oblique strokes {/ /} is applicable to you, put a dot under the first letter of that section.

* When you have completed the probe, return to each section identified with a dot and consider whether for YOU that section is a shorter-term problem/hassle or a long-term strain/stress. Then:

* UNDERLINE the word or words (in all the sections marked with a dot) that are a problem/hassle.

* Put SQUARE BRACKETS [ ] round the word or words (in all the sections marked with a dot) that are a strain/stress.

* If a section is sometimes a problem/hassle and sometimes a strain/stress, underline AND bracket that word or words.

. DIFFICULTIES DEALING WITH SCHOOL COMMITTEES ( ) 1.

/chairman /secretary / treasurer /

/ other individual member /

/ committee generally /

. INDIVIDUAL PARENTS DEMANDING PRINCIPAL'S IMMEDIATE TIME ( ) 2.

/ ring the school /

/ arrive at office wanting a matter to be resolved immediately /

. INADEQUATE EDUCATION BOARD GRANTS ( ) 3.

/ official textbooks / library books /

/ maths equipment / infant equipment /

/ office stationery /

/ physical education gear /

. PROBLEMS WITH WET-DAY LUNCH BREAKS ( ) 4.

/ organizing extra teacher duties /

/ general disruption /

. EXPLAINING TO PARENTS THAT SOME EDUCATIONAL IDEAS IN PRESS AND ON TV ARE ESPOUSED POLITICAL POLICY ONLY ( ) 5.

/ parents consider such items are official policy and at present implemented in all schools /

/ parents consider such items are for the individual schools to initiate /

. PARENTS QUESTIONING SCHOOL CURRICULUM ( ) 6.

/ queries about subject content /

/ queries about method and approaches /

/ children's written work not
corrected continuously by teacher /

. DIPLOMACY SITUATION CONCERNING
INDIVIDUAL PARENT'S APPRAISAL
OF TEACHER ( ) 7.

/ perhaps warranted /

/ perhaps unwarranted /

. CONCERNS WITH STAFF INSPECTOR ( ) 8.

/ general manner /

/ general professional dealings /

. GENERAL DOMESTIC CONCERNS OF STAFF ( ) 9.

/ spillover to work /

/ resulting in frequent absences /

. DIFFICULTY DEALING WITH AN INDIVIDUAL
MEMBER OF STAFF ( ) 10.

/ disruptive with other staff /

/ disruptive with own class /

/ disruptive with other children /

/ disruptive with principal /

. PARENTS' CONCERN ABOUT SPECIFIC SCHOOL
HEALTH PROBLEMS e.g. 'nits' or
'school sores' ( ) 11.

/ school should initiate individual
inspections with Health Department /

/ school should carry out inspections /

/ composing suitable school newsletter item setting out steps for home treatment /

. INCREASING RISE OF WOMEN'S ISSUES AND EQUITY RIGHTS ( ) 12.

/ parent maintains reading material sexist /

/ parent not wishing to supply some details for official records /

/ allegiances on basis of gender among staff /

. EDUCATION BOARD COMMUNICATION DIFFICULTIES ( ) 13.

/ in getting relevant information /

/ decisions delayed /

/ particular officer's attitude /

/ standard 'off-putting' replies /

. DIFFICULTIES DEALING WITH PTA OR HOME AND SCHOOL ASSOCIATION GROUPS ( ) 14.

/ president / secretary / treasurer /

/ other individual member /

/ committee generally /

. PROFESSIONAL DIFFICULTIES DEALING WITH STAFF MEMBER IN POSITION OF RESPONSIBILITY ( ) 15.

/ STJC / DP / senior teacher(s) /

. LIAISON PROBLEM WITH ANCILLARY STAFF MEMBERS ( ) 16.

/ school secretary / teacher aide(s) /

/ caretaker / cleaner(s) /

/ composing suitable school newsletter item setting out steps for home treatment /

. INCREASING RISE OF WOMEN'S ISSUES AND EQUITY RIGHTS ( ) 12.

/ parent maintains reading material sexist /

/ parent not wishing to supply some details for official records /

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. EDUCATION BOARD COMMUNICATION DIFFICULTIES ( ) 13.

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/ STJC / DP / senior teacher(s) /

. LIAISON PROBLEM WITH ANCILLARY STAFF MEMBERS ( ) 16.

/ school secretary / teacher aide(s) /

/ caretaker / cleaner(s) /

. TRAFFIC PROBLEMS ASSOCIATED WITH SCHOOL ( ) 17.

/ difficulties with parent and/or visitor parking /

/ difficulties with school crossing supervision because of its distance from school /

/ inadequate crossing provisions /

/ inadequate staff parking /

. GENERAL INADEQUACY BUILDINGS OR GROUNDS ( ) 18.

/ buildings of outmoded design /

/ inadequate grounds : not enough hard areas/

/ drainage problems with grass areas /

/ mixed permanent and transportable buildings /

/ disruptions through building construction or refurbishing /

/ disruption through ground siteworks /

/ required building maintenance /

/ required grounds maintenance /

. FUND RAISING BY VOLUNTARY CONTRIBUTIONS OR SCHOOL FEE AN IMPOSITION ON STAFF TIME ( ) 19.

/ school secretary / teacher aide /

/ classroom staff / principal /

. MOTIVATING STAFF GENERALLY TO IMPLEMENT ACCEPTABLE STANDARD OF CLASSROOM PROGRAMMES ( ) 20.

/ year one / limited tenure /

/ division A /

/ senior staff / staff generally /

. GETTING STAFF MEMBERS TO KEEP ADEQUATE RECORDS ( ) 21.

/ year one / limited tenure /

/ division A /

/ senior staff / staff generally /

. MOTIVATING STAFF TO TAKE ACTIVE PART IN SUBJECT RESOURCE PLANNING AND SCHEME COMPILATION ( ) 22.

/ senior staff / staff generally /

. GENERAL OUT-OF-SCHOOL VANDALISM ( ) 23.

/ grounds / buildings /

/ outside apparatus /

. CONCERNS WITH OUT-OF-SCHOOL USE OF BUILDINGS AND GROUNDS ( ) 24.

/ school classrooms / school hall /

/ school library / grounds (sports use) /

. CONCERNS WITH TEACHERS' COLLEGE STUDENTS INVOLVED IN SCHOOL ( ) 25.

/ difficulties with classroom control /

/ as a consequence, setback to overall classroom programmes /

. TELEPHONE PROBLEMS ( ) 26.

/ phone messages for children from parents during school time /

/ non-emergency calls from some parents /

/ staff interruptions concerning above /

. CONCERNS OVER MAINSTREAMING OF CHILDREN WITH SPECIAL NEEDS ( ) 27.

/ burdens classroom teacher /

/ classroom staff without specialized training /

/ insufficient teacher aide assistance /

/ insufficient appropriate equipment /

/ resentment of class children /

/ resentment of parents /

/ insufficient liaison with specialist advisors /

. DEMANDS BY PARENT GROUPS FOR FUNCTIONS ADDITIONAL TO THOSE SCHOOL STAFF FEEL SUFFICIENT ( ) 28.

/ PTA suggest a project -- leave principal and staff to organize /

/ school fund-raising activities /

/ curriculum familiarization evenings /

/ swimming coaching /

/ 'water-wise' programmes /

/ etc /

. PARENTS BLAMING CURRICULUM METHODS FOR CHILD'S FAILURE TO MAKE PROGRESS ( ) 29.

/ pupils working on own in groups, without teacher /

/ newer 'untried' methods /

/ shifting to another class teacher for maths etc /

/ open-plan organization /

/ 'no homework' /

/ in composite class /

. INROADS ON SCHOOL TIME FOR LUNCH-ROOM ORGANIZATION ( ) 30.

/ classroom teacher / teacher aide /

/ school secretary / principal /

. PARENT DEMAND FOR PARTICIPATION IN CLASSROOM ACTIVITIES ( ) 31.

/ felt as an intrusion /

/ agreed if on staff terms of selection /

/ if in classroom other than own child /

/ if in own child's classroom /

. CONCERN OVER STAFF TIME SPENT ORGANIZING PARENTS HELPING WITH SCHOOL ACTIVITIES, e g. library, making equipment, sports coaching, weekend working bees, organized by: ( ) 32.

/ school secretary / teacher aide /

/ member of classroom staff /

/ school committee liaison / PTA liaison /

/ ad hoc groups of parents' liaison /

/ school principal /

. CONCERN ABOUT UNSCHEDULED VISITORS ( ) 33.

/ Education Board officer /

/ sales representatives /

/ outside-of-school organization representatives /

/ official education liaison personnel /

- INTRUSIONS ON PRINCIPAL' TIME: PRESSURE ATTEND SCHOOL-RELATED FUNCTIONS (other than regular school committee or limited PTA term functions ( ) 34.

  / ad hoc committee meetings /

  / major school project activities /

- EXPLAINING OFFICIAL BOARD OR DEPARTMENT POLICY TO PARENTS WITHOUT PUBLIC RELATIONS BACKUP eg press releases or information pamphlets ( ) 35.

  / new curriculum areas / taha Maori /

  / mainstreaming special needs children /

  / health curriculum /

  / out-of-zone enrolment /

  / variable teaching spaces /

- PARENTS WANTING TO TAKE CHILDREN OUT OF SCHOOL FOR NEEDS NOT COVERED BY ATTENDANCE REGULATIONS ( ) 36.

  / long weekends / vacations / music /

  / ballet / speech / club sports team travel /

- ADMINISTRATIVE RETURNS REQUIRING MORE EXPERTISE THAN ANCILLARY STAFF HAVE, BUT DEMANDING OF CLASSROOM TEACHER AND PRINCIPAL'S TIME ( ) 37.

  / furniture returns /

  / organization schedules/

  / attendance / textbook returns /

  / relieving teacher and leave of absence returns /

  / health returns /

  / Social Welfare reports /

- TIME DEMANDS OVERSEEING SICK BAY ACTIVITIES AND MEDICAL EMERGENCIES ( ) 38.

  / teacher aide / clerical assistant /

  / principal / STJC /

  / other designated teacher /

- CONCERNS ABOUT STAFF IN PARTICIPATIVE DECISION-MAKING PRACTICES ( ) 39.

  / additional to classroom teacher's committed time /

  / staff as a group not experienced in the practice /

  / some staff members feel not their job /

- CONCERN ABOUT PRINCIPAL'S FUNCTION (TO ATTEND TO ALL SORTS OF TASKS AND DEMANDS) ( ) 40.

  / 'open door' policy towards parents and staff /

  / fixing equipment in emergency /

  / discipline / counselling /

  / unscheduled liaison with outside agencies /

- NO OFFICIAL INFORMATION HANDOUT TO GIVE PARENTS EXPLAINING THE AFFAIRS OF THE SCHOOL ( ) 41.

  / parent's responsibility to the school /

  / principal's and staffs' responsibilities to parents and children /

  / role of the school committee /

  / available helping services /

- PRINCIPAL'S DAILY ACTIVITIES ARE REALLY A SERIES OF CONTINGENCIES

OR 'FIRE FIGHTING' -- and
consequently not enough time for: ( ) 42.

/ sharing in classroom programmes /

/ professional co-ordinating of curriculum /

/ motivating less-experienced classroom teachers /

/ liaison with senior staff /

/ fostering public relations 'image' of school /

/ evaluating pupils /

. CONCERN OVER EDUCATION BOARD'S FAILURE TO RECOGNIZE PRINCIPALSHIP AS A PROFESSION ( ) 43.

/ not keeping principal informed of matters affecting personal professional career path /

/ adopting view that local disharmony between school and district is a matter attributable to principal's shortcomings /

/ principal as Education Board's 'clerk in the field' /

. CONCERNS OVER PERSONAL RELATIONSHIP DIFFICULTIES WITH STAFF IN POSITIONS OF RESPONSIBILITY ( ) 44.

/ DP / STJC / senior teacher /

/ division A syndicate leaders /

. FEELING THAT SOME ACTIVITIES REQUIRING STAFF PARTICIPATION/HELP ARE A DEMAND ON THEIR PROFESSIONAL TIME ( ) 45.

/ distributing publicity for outside groups /

/ selling products on commission /

/ collecting for activities /

/ publicity for: /sports clubs / music clubs /

/ gymnastic clubs / book clubs /

/ 'water wise ' / bus charters /

/ school trips /

/ school photograph payments /

- CONCERN OVER STAFF TIME SPENT LIAISING WITH OFFICIAL SUPPORT STAFF ( ) 46.

/ psychological services / health nurse /

/ visiting teacher / police programme /

/ traffic education / welfare services /

- CONCERNS RELATING TO RELIGIOUS INSTRUCTION ( ) 47.

/ instructors not authorized by school committee, as regulations demand /

/ not enough personnel to cover all classes /

/ classes taken at times not provided for in Attendance Regulations /

/ instances of below-standard class management practices /

/ dominance of minority religious groups /

- LACK OF PROFESSIONAL PREPARATION FOR PRINCIPALSHIP: inadequate knowledge of ( ) 48.

/ office accounting practices /

/ small group sociology /

/ conflict resolution techniques /

/ counselling principles /

/ sources of official arbitration /

/ stress awareness and stress management /

/ playing the 'people game'

. CONCERNS ABOUT NO INPUT INTO STAFF PLACEMENT PROCEDURES ( ) 49.

/ senior staff /

/ staff with professional difficulties in previous school /

/ year one with college problems /

/ staff with record of previous personal instability /

. CONCERNS REGARDING DEMANDS OF STAFF IN-SERVICE PROGRAMMES ( ) 50.

/ time-consuming well beyond 'teacher only days' /

/ principal's time to organize /

/ official changes in curriculum too frequent and too quickly introduced /

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STRESSOR-MANIFESTATIONS IN A SAMPLE OF PRIMARY SCHOOL PRINCIPALS: A LONGITUDINAL STUDY

Volume Two

Jack G. Holland
1991

STRESSOR-MANIFESTATIONS IN A SAMPLE OF PRIMARY SCHOOL PRINCIPALS: A LONGITUDINAL STUDY

Volume Two

A thesis submitted in fulfilment
of the requirements for the degree of
Master of Education

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ABSTRACT

This thesis results from a longitudinal field study of stressfulness in nineteen New Zealand primary school principals. The study was located in a suburban area during the 1980s. After establishing a broad base of field work from the full sample, the researcher concentrated on a core of six principals, returning to the full sample in the later field work. The approach is in part retrospective as some members of the sample retired during the extended period of the study.

To focus the field study, the researcher formulated six broad research questions to gather data. The study found the incidence of manifested stressors to be widespread.

This thesis describes mainly 'on-job' stressors, including hassles, and identifies the stressor-manifestations sequence, including burn, burnout and pathological outcomes. Some principals displayed renewal in changed environments.

The researcher linked field data with current published research findings to make an awareness model combining the stressor-manifestations sequence with aspects of stress management.

VOLUME TWO

STRESSOR-MANIFESTATIONS IN A SAMPLE OF PRIMARY SCHOOL PRINCIPALS

The longitudinal Marina study generated a vast amount of data which were recorded on tape, checklists, coded response forms and in the researcher's notes.

This thesis was designed so that Volume One would stand independently as the thesis, which in turn would be supplemented by Volume Two. This second volume provides a greater depth of data than it was possible to include in the thesis proper.

Material in Volume Two may at times appear to be excessively discursive. As such it reflects qualities of some respondents. Volume Two material is presented at length in order to provide the colour and depth essential to qualitative data.

Items in Volume Two are either samples or summaries. Samples are complete responses from several respondents to a specific probe. Summaries are shortened versions of the whole Marina samples' replies to a probe. Obviously, not all Marina data is included.

Volume Two material is arranged in chronological sequence to facilitate cross-referencing with the thesis proper and Volume One appendices. Data may not however always adhere strictly to a probe; information is often valuable even when it digresses.

VOLUME TWO

Principals' On-Job Perceptions (PJP)
Satisfying 2
Non-Satisfying 6
Granting School Committee Holidays (SCH) 15
General Stressor Symptoms/Reactions (GSR) 25
Principals' Administration Profiles (PAP)
Samples: Principal #2 33
Principal #6 41
Principal #7 48
Principal #9 57
Principal #10 66
Principal #18 77
Three-Day Diaries (3DD) 87
Summaries: Principals #1 - 20 87
Samples: Principal #11 99
Principal #14 106
Medical Examination Group of Six (ME6)
Preamble 120
Clinical Report 122
Sample 16 PF/CAQ raw data and calculation worksheet 125
Shadowing Group of Five (SG5)
Samples: Principal #10 129
Principal #18 137
'Barney Miller' 148
Private and Professional Philosophies (PvP/PP)
Summaries: Principals #1 - 20 153
Aims of the School (AS)
Summaries: Principals #1 - 20 160
A Good Day at Work (GDW)
Summaries: Principals #1 - 20 164
Has the Job Changed? (HJC)
Samples: Principals #15 -20 169
Sources of Principals' Professional Strain (SPPS)
Summaries: Principals #1 - 20 173
Principal/School Committee Relationships (PCR)
Summaries: Principals #1 - 20 179
Principal's Job Specification, Principal #5 182
Lifestyle Survey (LS)
Samples: Principal #5 189
Principal #10 192
Medical History Survey (MS)
Samples: Principal #6 195
Principal #14 197
Comprehensive Questionnaire (CQ)
Samples: Principal #2 200
Principal #3 203
Principal #5 206
Principal #10 209
Principal #11 212
Principal #12 215
Principal #14 218
Principal #18 221

PRINCIPALS' ON-JOB PERCEPTIONS (PJP): SATISFYING NON-SATISFYING

PRINCIPALS' ON-JOB PERCEPTIONS
(PJP)
(SATISFYING)

Summaries

Principal

#1 . . . progress of children
. . . working with parents and committees
. . . planning short and long term and seeing fruition of such plans
. . . taking part in the music programme

#2 . . . contact with children
. . . working harmoniously with school committee
. . . music with children (my main interest)
. . . contact with supporting services, e.g. psychologist, reading teacher
. . . friendliness of the staff
. . . interesting contact with other people and principals

#3 . . . the general feeling in the district that I am doing a good job
. . . seeing children succeed
. . . feeling that staff are relaxed and working as a team
. . . basically job satisfaction is feeling relaxed, or wanting to come back after holidays (in one school, felt I did not want to come back)

#4 . . . with children
. . . very good supervisor of junior classes . . . helping her establish resources
. . . helping teachers in classrooms, maths, music and creative writing
. . . establishing an adventure playground and encouraging an enthusiastic teacher with the project

#5 . . . main interest is with children . . . working in music programme
. . . parent satisfaction and support
. . . general relationships with staff
. . . variety of changes during the day
. . . seeing progress children make . . . they 'drop in' and talk after they go on to the intermediate school

#6 . . . seeing individual children progress
. . . helping in my area of strength . . . maths
. . . working with groups of parents on school projects
. . . helping young teachers in their professional development
. . . being told that the school is a great place, by parents

#7 . . . seeing the school, a large one like this, running well
. . . enjoying seeing children interested in their work and sports
. . . over time, seeing the younger staff develop in professional skills and general confidence
. . . working with committees that do not get bogged down in trivialities and indulging in general back-biting

#8 . . . being with children and seeing them develop
. . . seeing individual staff develop professionally
. . . receiving thanks from parents when things come right with their children
. . . involvement of parents in school (on my terms)

#9 . . . success of year one teachers
. . . support of the solid core of the community
. . . (modesty to the wind) norms of standardized reading tests improving . . . jointly attributable to excellent resource material, enthusiastic staff and striving parents
. . . (do not know if this is relevant) extremely supportive and able secretary eased me into the area
. . . see children taking part in the school programmes with interest and profit

#10 . . . having a successful day in which things appear to 'flow' and no 'upsets'
. . . able to see children make adjustments and improvements progressively from term to term
. . . having the support of the community
. . . seeing staff having successes and enjoying their teaching

#11 . . . being able to see the bulk of parents appreciative of our efforts . . . a few 'fringe parents' can be difficult however
. . . children getting along nicely in their classes . . . particularly those with difficulties overcoming them
. . . working together with groups of parents and the committee

#12 . . . having the school 'ticking over' the way we want it
. . . being told appreciative things by our parents
. . . noticing improvement in children over time, those with problems in reading and general language arts
. . . seeing good classroom programmes in action

#13 . . . see children develop in creative language
. . . professional development in staff
. . . attaining goals which we as a staff set out to achieve in the best interests of children, staff, parents and community

#14 . . . dealings with kids . . . general work certificates presented twice a week at assembly
. . . the school council now has all senior staff as representatives . . . have definite input to matters that concern them
. . . when staff use initiative
. . . good public relations with the district

#15 . . . contact with children
. . . watch the school develop into kind of place I visualized
. . . help teachers with difficulties
. . . seeing staff secure good Green Report
. . . local people say nice things about us
. . . satisfaction with school environment . . . myself and wife and small number of school committee help with this

#16 . . . parent involvement
. . . general feeling of team . . . this is increasing
. . . support of colleagues in this new position
. . . seeing the school develop (not as quickly as expected) . . . developments . . . caretaker changed . . . physical environment upgraded

. . . support of Education Board (but not grounds supervisor)
. . . support of school committee

#17 . . . satisfaction in viewing work of whole school: subject area and general staff development
. . . relationships with children
. . . community affairs . . . establishment of community house in the area
. . . human relations . . . each child photographed on first day at school
. . . teaching school music . . . experimentation in sight reading
. . . provision for pupils with disabilities

#18 . . . test of satisfaction: 'Up in the morning, want to go to work'
. . . like job . . . pay could be better . . . enjoy holidays
. . . good when things go well
. . . working with school committee . . . more encouraging than parent teachers association

#19 . . . as a new principal, making changes and support of parents
. . . staff willing . . . but not very capable
. . . enjoy children very much
support of Education Department and Education Board
. . . cleaning up the school and tremendous community support
. . . support of principal colleagues
. . . starting parent teachers association
. . . parents delighted with change

#20 . . . making organizational arrangements to run a new variable space school
. . . seeing syndicate leaders motivating their section teachers
. . . being with children . . . working in the music programme
. . . building up school resources to assist in subject area programmes
. . . seeing the staff have pride in their school

PRINCIPALS' ON-JOB PERCEPTIONS
(PJP)
(NON-SATISFYING)

Summaries

Principal

#1 . . . parents with unreasonable demands
. . . children with special needs but not enough assistance with teacher aide time . . . some of these parents very organized and go direct to the minister, political football . . . we are in the middle . . . a few hours a day is not enough . . . need full time assistance . . . a small unit should be set up . . . saving money?
. . . staffing problems of two types: senior staff appointed but without appropriate 'track record' thus putting too much on other staff . . . the other, general work overload, as they are involved in working with children in groups, being on subject resource committees, dealing with a small group of unreasonable parents and now 'mainstreaming' of kiddies with special needs. Makes it tough for some classroom teachers!

#2 . . . pressure from some parents . . . lack of appreciation of what we are doing . . . we must have classes of above thirty . . . some staff better than others . . . they know it from 'morning gossip coffee sessions' and demand what class the child should be in
. . . lack of backing of Department inspectors . . . especially of removal of substandard staff
. . . children no problem but the parents are always on the doorstep (lots of parents are wonderful)
. . . variable-space school a problem . . . Board and Department leave it to us to sell the idea . . . we have to counter the media opposition . . . a session on radio talkback brings problems I could do

without

#3 . . . school committee and PTA . . . why we have these two groups? . . . they usurp each other's function . . . have a school council but it is not officially recognized

. . . we can identify children who are failing but not enough assistance to help . . . this is a non-satisfying situation for me

. . . can handle parents . . . the Board and Department cause most of my frustration . . . selection of staff, maintenance of buildings, and generally treating me as 'second-class citizen'

#4 . . . no real problems

. . . the first assistant is a very strong personality, wants to extend things Maori in the school . . . very well qualified academically and always wants his own way . . . has a number of friends in the right places

. . . the school committee treasurer is also a very strong character, argues all the time with me and other committee members (time will see these things pass I suppose) . . . it is not at all pleasant

. . . about personality or strong characters: have a few parents the same, always demanding immediate attention . . . these are matters of concern. I feel the big things should be the problem but it's the string of little personal-conflict ones that I find non-satisfying in my job

#5 . . . senior staff not always the best professionally . . . no say in their appointment . . . deputy principal and supervisor of junior classes not up to scratch . . . diplomatically delegate some of their responsibilities to other junior capable staff

. . . difficulty with basic supplies . . . No.1 A/c not adequate . . . spend valuable time begging offcuts and left-overs for art and craft programme

. . . substandard facilities for staff e.g. toilets and staffroom . . . Education Board say must wait general up-grade of school and that not on programme . . . local MP involvement but he is in the Opposition!

. . . in-service is needed in new curriculum programmes e.g. maths, social sciences and language . . . staff resistance to after-school arrangements . . . too much on our plates with all these changes

. . . some parents feel they have a right to interfere in school organization

. . . shortage of ancillary staff

. . . need staff release to help with in-class assistance with new curriculum programmes

. . . the more we do as a school, some parents look for a still bigger contribution on our part

#6 . . . difficulty with deputy principal from normal school . . . very good in subject resource areas of social studies and art and crafts but not enough control over standard four class . . . no skills in dealing with rest of senior pupils . . . real problem to me

. . . because small school, limited clerical assistant hours . . . office not manned for whole day . . . interruptions for me . . . the school has to be receptive to public at all times irrespective of number of pupils

. . . small staff means extra time needed to staff subject resource committees . . . schemes of work are needed for all school [classes] irrespective of staff members . . . in large school perhaps only on two committees, here perhaps three times the workload

. . . have open door policy for parents, but find this difficult to handle . . . enjoy parent contact but it is a pressure for me

. . . district is very pleasant but a number of rental houses and these bring people with problems who drift from school to school . . . lots of time spent with them then off they go and it is a repeat performance . . . service families also have problems and little social assistance available

. . . feel Education Board and Department do not appreciate the fact that all these little bits add up and become a headache if no resources are available . . . money again I suppose!

#7 . . . on large staff, factions develop . . . leads to lower morale of whole staff . . . remedy to remove a senior teacher but impossible. The deputy principal is the other member . . . feel he would be much different on his own

. . . small number of staff do not pull weight in the subject resource areas . . . what can you do as not [consulted] in their job appointment? . . . no way of rewarding those who carry extra tasks.

. . . school committee presents some difficulty as term of two years means not enough continuity . . . some come on committee with no idea of how to serve in that role . . . a mix of strong personalities at times.

. . . more flexibility in staffing allowance needed . . . new supervisor of junior classes appointed . . . staff of ten and has no time to see department in action . . . classroom teaching from day one.

#8 . . . key to this is senior staff . . . a lot is asked of them: to be excellent classroom teachers, strong subject resource people . . . leadership in their syndicate and being a strong supporter of principal and school policy . . . I have one big exception!

. . . parent interference not by deed but by gossip . . . taking up issues which are half-truths . . . that is one of the biggest problems

. . . the school has grown rapidly and ensuing problems of staff being placed rather than appointed when the 'numbers' are reached or a relieving teacher employed . . . this leads to instability and parent concern

. . . difficulties in accommodation not being provided for instance of roll increase

#9 . . . individual staff member and parent complaints . . . I have tried but really not suitable . . . impossible to move . . . the parent complaint thing in this circumstance most disturbing to me . . . cannot sleep when an incident is on

. . . no real worry about curriculum resource, as have several very strong staff (this is a satisfying thing . . . not the other way around isn't it?)

. . . vandalism much worse than in previous school [country district] takes about 1 1/2 hours every Monday morning to sort it all out

. . . the general 'keeping-up-with-Joneses' problem children must perform to high parental expectations . . . this also provides problems with pupil class-placements . . . 'best teachers for my children and not in a composite class' attitude . . . in school this size must be composites . . . allocations become a real worry here

. . . school committee and parents' group has its moments . . . the Joneses thing again

. . . feel most of children over-indulged at home . . . brings attitude they must always be treated as individuals, so in the limelight . . . demand one to one attention

#10 . . . lack of general provision for a good job . . . flexibility needed in staffing especially

. . . the deputy principal is the biggest concern . . . was a good classroom teacher, still is but has gone downhill . . . doesn't pull his weight now

. . . two long-standing pupil or rather parent problems . . . no real remedy to be found . . . special education problems and parents unrealistic

. . . the number of curriculum changes in recent times . . . staff find classroom activities take all their time and yet are expected to take part in curriculum review writing outside of school time

#11 . . . problems with a wide-ranging socio-economic district . . . last school low economic area and English language difficulties but in many ways easier . . . parents grateful for what we did

. . . political lobbying and concerned parents are the thing here . . . SPELD group want children released during school time . . . district senior inspector says 'no' . . . local MP involved and me in the middle . . . ward member also

. . . difficulty with one senior teacher . . . other staff can see professional shortcomings and lack of leadership . . . two or three junior staff carry out areas not

adequately covered . . . tried all types of encouragement . . . wrong person in the job

. . . have an internal affairs subsidy community hall . . . wide-ranging use but no funding for out of hours supervision . . . a real worry

. . . need for flexibility in ancillary hours when new projects under way in school, for example upgrading of library as subject resource material . . . becomes one of ever-increasing additional load on staff . . . too many extras and no commensurate additional assistance

#12 . . . all concentrate on teachers' problems by a long way . . . deputy principal is a 'no hoper' . . . been for fifteen months and history in previous school . . . feel illness contributing factor

. . . buildings: classrooms and staffroom inadequate . . . battle with Board . . . no closer than before

. . . parents . . . a group of pushy types . . . getting a bit better, they 'graduate out the top' or move away . . . a minority but they are a worry

. . . in a smaller school class numbers and composites are inevitable . . . part-time teacher time not the real answer

. . . general feeling of a lot of my extra personal time and effort not really appreciated. I spend a lot of weekends and holidays on grounds and making equipment

#13 . . . calibre of staff . . . no say in selection . . . or indication of what they will be like on appointment

. . . by end of school year not knowing what all staff will be for next year, expectations for 'top drawer' and 'woody ones' pop up

. . . some areas not being treated as a professional e.g. school committee and Education Board staff

. . . parent and community over-demands . . . principal seen to be superhumanly active and again with abundant time to sit and listen to everybody

. . . Education Board seen to 'feather-bed' an older teacher in ill-health and endanger children

#14 . . . wide range of age and professional capabilities of staff . . . having no input for selection . . . particularly senior staff

. . . some problems school committee and parent teachers association . . . one or two members funny attitudes and one or two smart alec type . . . do not look forward to the meetings

. . . curriculum development . . . not enough keen types on staff . . . takes too long from setting philosophy and prescription down on paper . . . when implemented it is out of date!

. . . do not enjoy conflicts with parents

#15 . . . staffing . . . temporary placements . . . unsatisfactory for children . . . maternity leave . . . placement of bonded staff etc . . . all very unsatisfactory

. . . unable to help as would want in reading . . . know what is wrong with individual children but no staff facilities to help . . . class organization does not provide individual assistance

. . . some children a distress to teachers but psychological services not successful in pleasing parents and staff . . . name the problem but not able to fix it

. . . principal left to do school committee's job . . . arrange building maintenance . . . downright false impression from Administration Handbook

. . . parents demand rights that are not there

. . . new committee members have to be inducted by principal and then they become the boss

. . . Education Board belittle principals e.g. require counter signature for basic supplies

. . . increasing demands on classroom teachers but no backup of assistance or release time

. . . senior teachers paid extra to oversee their areas but only official release time for year one teacher professional assistance provided . . . unrealistic

. . . principal's job losing its power . . . now just an 'office boy'

#16 . . . getting things done through other people . . . not directly by self as previously [prior to being a principal]

. . . professional standards of some staff

. . . time between senior teacher leaving and new teacher taking up appointment

. . . curriculum changes . . . require additional staff planning . . . maths, social studies, language arts . . . too much, too soon . . . in smaller school, staff must be responsible for proportionately greater curriculum resources than in larger school . . . less staff, yet the amount of curriculum planning is the same

. . . stable school roll but children come and go armed services community . . . also neighbouring school variable space . . . parent dissatisfaction and come here

#17 . . . in-fighting over special needs children . . . I agreed to take a number from out of zone . . . tentative extra staffing and teacher aide . . . then as time went on reductions made as surplus staff were absorbed into other positions in other schools . . . political situation and things done 'off the record'

. . . I willingly take on problem staff from other schools. Also children with special needs from outside zone but just left to get on with it without extra staff if needed elsewhere

. . . parent conflict I could do without . . . school committee gets involved in domestic squabbles

. . . I love my work but find the in-fighting too much

#18 . . . too many aggressive parents . . . I want to listen but takes forever . . . most matters cannot be resolved without totally giving in on my part or that of staff . . . always fringe stuff . . . nothing really world-shattering

. . . after-school vandalism . . . door locks glued up, graffiti and so on

. . . the school community is so diverse . . . can work well with most . . . it is the minority I have difficulty with and they also with the rest of the district . . . in the Maori school service it was working with a more homogeneous group . . . I find that much easier

#19 . . . working to 5 pm at school . . . the evenings, weekends and holidays

. . . families in crisis in this area

. . . use of grounds out of school hours by intermediate and college pupils . . . cannot stop or control it

. . . staff generally not used to taking outside own class professional subject resource responsibilities

. . . school committee supportive but does not meet regularly

. . . no senior staff I can talk to . . . I don't trust them (I don't mince matters)

#20 . . . implementing variable space philosophy . . . difficulties with Education Board over furniture and equipment . . . lack of money and parent opposition to the idea of no provision of table and chair for each child

. . . increasing roll and permanent staff appointments lag behind . . . difficulties with succession of relievers

. . . pressure of broken homes as well as disparity in backgrounds of others means wide range of children's abilities and home support of the school

. . . political demonstration at official opening of the school

. . . no guidance and background publicly available about variable space by Education Department . . . principal left to carry the 'crusade'

. . . curriculum planning some pleasure but the job is just too big . . . too many changes without official resources

GRANTING SCHOOL COMMITTEE HOLIDAYS
(SCH)

GRANTING SCHOOL COMMITTEE HOLIDAYS (SCH)

Summaries

Principal #1
Term 1: Rang intermediate school . . . arrangement 10th, 11th, 12th and 13th July as mid-term break viz. either side of weekend . . . boys' high and girls' high similar arrangements . . . no problems. Term 2: Announced on staffroom calendar proposed dates . . . mention other schools. Told committee of dates .. . I have the initiative. Advised parents . . . subject to Education Board approval. Told children at assembly. I write letter to Education Board . . . reply to me as principal.

Personal belief that mid-term break is necessary. Clearer guidelines are necessary . . . different schools have varying policies. Some parents think: the teachers are giving themselves a day or two off.

Principal #2
Extract from Principal's Report to School Committee in June: 'The mid-term break to be observed by local schools is on July 13th. Committee is requested to write to the Education Board informing them of school closure on this date.'

The request in this form was accepted by the school committee as in the past, without query or comment. Mid-year reporting to parents is just prior to the break . . . this day has been valued by the staff as a break in the winter term. Extract from school newsletter: 'All local schools will be closed on July 13th for the mid-term holiday.'

Although usually two holidays per year allowed for by Education Board . . . second holiday option a source of tension . . . timing is crucial. If left too late in the year the reaction of school committee and parents is question of a holiday when six week vacation coming up. If taken after school fair then parent attitude: we work as voluntary helpers on the Saturday, why Monday off for staff? . . . complication of working solo parents. The terminology 'shopping day' isn't much better!

The climate at the moment in this area is rather anti-teacher . . . more pay . . . seeking

increased job opportunities . . . these so-called mid-term breaks seen as 'teacher perks' rather than spread of the school year with short breaks . . . it's nothing extra, included within school year attendance requirements.

Principal #3
Term 1. Rang and discussed two days with intermediate principal . . . 10th July and 27th October. Term 2: wrote to Education Board saying 'the following days have been set by the school committee as holidays. This has been arranged in consultation with neighbouring schools.' Reply of approval from Education Board to principal, who later advises school committee of the arrangement.

I'm quite dictatorial over this as far as the committee is concerned. Staff realize that we fit in with intermediate school and so not discussed with them beforehand. Same procedure used over last few years, no repercussions yet.

Principal #4
Rung by neighbouring intermediate principal . . . asked when we intended to break. Put it to staff. Some wanted two days this term [second term] . . . others, one now and other mid-term, in the last term . . . said I'd make decision following day. Staff given vote Monday or Friday at mid-term, alternative whether Monday following Labour Day. Majority arrangements fitted in with colleges and intermediate . . . I spoke in support of the days to vote on, when we voted!

Newsletter transcript: ' . . . school committee has granted holiday . . . intermediate and college dates . . . . '

Principal #5
My own preference, two holidays in early July. I feel ready for a long weekend in the middle of winter term . . . our ski club opening. In March consulted intermediate school principal who had contacted high schools and settled on date. (Later high schools changed . . . a week later and did not advise us.) Placed dates in school bulletin to parents and within school . . . Functions Calendar. School council advised as per each year. I notified Education Board: 'At last evening's meeting of school committee it was resolved . . . trusting this meets with your approval. Signed, the principal.'

Principal #6
Exercise not undertaken, principal in hospital.

Principal #7
Date agreed in April, with intermediate and college. Same each year. Agreed to by school council. Newsletter to parents. Wrote to Education Board on behalf of the school council . . . school has Monday and college has Friday and Monday. Anxiety each year about granting of second day later in year . . . difficulty in justification . . . reaction to taking the two days as for college, because Education Board allocation of school committee holidays varies from year to year [one or two, depending on start in February].

Principal #8
The 'tradition' of school committee holidays established before I came. Check actual date with neighbouring intermediate school . . . happens we close together. Next school committee meeting I ask secretary to write advising the Education Board that the school along with others in the district closing [specified one day].

Principal #9
. . . I believe the break is for teachers, therefore should suit teachers, but line up [time] with associated schools. Procedures: check with intermediate school early June to consider date. Ask my staff if the intermediate date suits them. Advise school committee that staff want specified date, committee accepts without murmur. Parents advised, newsletter. Letter to Education Board, '. . . advise this school will be closed [specified date] for mid-term break. The school committee has approved this closure. Signed principal.'

In previous Education Board [3 years previously] 'school committee holidays' were never mid-term breaks . . . only for show day or international sports events . . . were school committee prerogative . . . [principal at this stage also comments on 4 x 10 week year] at moment secondary schools taking mid-term break of 2/3 days, proving a difficulty to primary schools with allowance of 1 or 2 days allowed by stricter control from Education Board.

Principal #10
[In terms of self believe that] committee-approved days must be used by authority of the committee . . . never accept the premise a fair on Saturday compensated by holiday on Monday . . . this means teachers working more than regulation 200 days.

[In terms of staff] staff discuss and decide day suitable for closing, taking into account other schools and own school particular programme . . . also consider number of committee holidays allowed for that particular year.

Liaison other schools: no difficulty, where one day allowed, take mid-term with colleges . . . more than two, problems!

[In terms of school committee] at first meeting following biennial election of school committee, advise them of requirements and attitudes of staff . . . regulations, school open 400 half days; number of days permitted by Board for the current year . . . responsibility given to committee to close or not . . . staff to recommend the most suitable days . . . clearly point out non-acceptance to close school usurps rights of all teachers by demanding they work beyond regulation days.

[In terms of parents] . . . newsletter . . . 'School will be closed on [specified] for mid-term break by authority of the school committee.'

Principal #11
[In terms of self] . . . school committee decision, not mine . . . influence date if school suffered.

Liaison . . . easier with precedent set by contributing schools agreeing with local college . . . . First time two days at mid-term . . . but agreed with colleges as school committee mostly new members.

Staff: discussed only with DP and STJC . . . know staff generally favour mid-term break rather than other times.

School committee: when liaison with other schools settled, I wrote advising: 'Committee Chairman . . . I will be recommending [specified] at next meeting to coincide with college . . . enclosed is Board circular. Parents like to know in advance . . . you may wish to consult other members and make an immediate decision . . . if you feel it is a contentious matter with committee members, may be propitious to leave decision until June meeting. Signed, principal.'

Parents: in information section of Parent Bulletin, mention is made of one or two school committee holidays per year, the dates coincide with the intermediate school . . . item in school newsletter: . . . school committee has approved mid-term break to

coincide with intermediate and college dates . . . . Please endeavour to arrange any special out-of-school appointments for children in this break, thus avoiding interruptions in term time.'

Education Board: . . . Committee chairman contacted individual members, wrote to principal agreeing with dates . . . school committee secretary wrote to Education Board and letter confirmed at next committee meeting. Education Board wrote to committee confirming their letter.

Same procedure next year. Unless!

Principal #12
Outline: Early in June rang intermediate and arranged to take off same [specified] day . . . mentioned in school committee Principal's Report . . . minuted committee meeting . . . this will be [specified] a letter to go to Education Board, 'school will be closed [specified], this is a school committee holiday. Signed, secretary school committee.' Parents advised in newsletter.

Footnote: During 5 years here, if there are two days available the practice is not to take another day later in the year.

Principal #13
On sick leave. Exercise not undertaken.

Principal #14
Some years ago school council formed, with senior staff as full members . . . their support, now not alone at school committee meetings as previously. Prior difficulties, school committee saw mid-term break as hand-out to teachers . . . jealousy element . . . perhaps more parent involvement in school helps.

Staff: senior teachers seen as representative of staff so not directly consulted . . . liaison with intermediate and college . . . council normally approves date suggested by principal . . . individual strong personalities sometimes . . . .

School council: Principal's report: 'The local intermediate and college will be closing for a mid-term break [one day specified]. I suggest we follow suit.'

Parents: 'our mid-term break will be Monday [specified] and on Tuesday [specified] will be this year's Teacher Only day. These two dates coincide with college break.'

Education Board: ' At its May meeting, our school committee decided that it would grant a committee holiday [specified]. Signed, principal.' The secretary of school council and I exchange copies of all our correspondence to Education Board . . . no problem here.

Principal #15
General approach: self, never considered it as a factor. Liaison with others: all schools affected by intermediate and high school confer. When date agreed, approach school committee independently.

Staff: ask if agree with local arrangements, never had any dissenters.

School committee: I submit the date and ask for approval. Always cooperative, assuming my initiative as desirable.

Education Board: Principal writes and advises, 'School committee has granted a holiday [specified] and with your approval . . . will be closed. Also note, schools in district have selected [specified] as Teacher Only day.'

Parents: in newsletter: 'Mid-term break, this year the schools of our district have chosen [specified] as the committee holiday for the winter term. In-service training day . . . the six local schools have arranged courses for all teachers [specified date] . . . [two days specified]. No school for children.'

I take the leader-role in this and assume the school committee and parents will go along with it . . . I never have had any discussion or question with parents about the way the holiday is arranged . . . sometimes a committee member will make a mild joke about time off for teachers. I can see a weak principal could find himself on the defensive . . . I generally avoid problems by explaining about 400 compulsory half days and mentioning the general attitude to the extra holiday. I agree . . . committee should decide on the day in consultation with principal, but do not agree that they should decide whether we have a day or not!

Principal #16
In hospital for minor orthopaedic surgery. Exercise not undertaken.

Principal #17
On sick leave. Exercise not undertaken.

Principal #18
Well-established pattern in district . . . intermediate school contacts college and contributing schools agree.

Problem when only one allowed holiday by Education Board . . . in past, college takes two days mid-term . . . we take one or two accordingly. Advise school committee of local arrangement . . . principal advises Education Board. Newsletter to parents conveys local arrangements.

No problem until someone asks . . . school committee holiday . . . does the committee make the decision or just follow on precedent and what the teachers say?

Principal #19
Withdrew from project.

Principal #20
Personal attitude: Selfishly I felt like a break in the middle of winter term. Monday appeared better than Friday. The personal desire naturally influenced my follow-up during informal discussions with all individual staff members.

Staff liaison: Full discussion at staff meeting on possible choice, Monday or Friday . . . voting 11 to 2 for Monday . . . some staff asked if second entitled day also at that weekend . . . my personal view, leave for some time in third term . . . staff agreed.

School liaison . . . now we were unanimous, contacted other local schools . . . intermediate having two days . . . college and intermediate had been in contact previously.

School committee attitude: no difficulty in agreeing with my suggestion . . . I stressed liaison with other schools . . . would advise parents . . . suggested second holiday would be combined with school gala day in third term.

Education Board: I wrote as the principal requesting that the school committee holiday be granted: 'This school is seeking your approval for a school committee holiday [specified]. Last evening the school committee confirmed my request for this date. I await your advice.' Education Board replied in duplicated letter formally addressed to principal.

Parents: in newsletter, '. . . school closed for a school committee holiday which we are counting as a mid-term break along with intermediate school and college.'

Implications: the use of such days [is] of right and in my opinion should be granted mandatorially and nationally . . . for benefit of teachers who are inclined to deteriorate at this particular time of the year.

Additional Sample Data

The following comments, recorded during other probes, bear directly on the committee function.

Principal #1
School committees have a most important management function -- [however] they are lay persons without sufficient knowledge to do the regular practical functions. Their interpretations are a mish-mash of what they individually see as the committee function -- this ranges from a playcentre group through to a lean entrepreneurial business. They do not have time in the two years to develop committee skills. The official handbook is very loose and does not provide required case study material to clear away uncertainties of their role and responsibilities.

Principal #3
. . . many think their election to a committee gives them the right to exercise petty crusades over the staff and principal.

Principal #7
. . . school committees range from those doing lip-service to the job . . . placing all their administrative services in the hands of the principal and school secretary -- neither of whom has time provision for such purposes. Others feel they have complete authority over all professionals as well as their loosely-defined functions as set out in the school committee handbook.

Principal #9
. . . many are concerned with their own narrow points of view and getting favours for their interests.

Principal #14
. . . there is no need for school committees . . . OK there is really but their role and powers should be much more clearly defined and some course should be available.

Principal #15

. . . schools of Grade V and above should have a school bursar to work in closely with the outside services . . . act as a professional administrator to the committee working within legal terms of reference. Smaller schools should have professional hours for such a position.

GENERAL STRESSOR SYMPTOMS/REACTIONS

(GSR)

GENERAL STRESSOR SYMPTOMS AND REACTIONS (GSR)

Summaries

Principal #1
Heartburn -- indigestion pains -- unable to make decisions as easily and firmly as usual -- temper and irritability -- verbal aggressiveness -- increased social drinking -- general feeling of depression -- inability of memory recall -- times of lessened appetite -- apathy or staleness -- things at home are a worry -- 'Is it all worth while?' Feeling of self-concept threatened: generally I do . . . have 'highs' as well as 'lows'

Blinking -- wears spectacles -- scratching behind eye -- speech hesitation -- head scratching -- moving about in seat

Principal #2
Pins and needles -- general speech hesitancies -- not able to concentrate on set task and perform below personal expectation -- lethargy and 'to bed earlier than usual' -- increased mulling-over of work situations during coffee breaks, driving car -- cannot forget work problems -- increased sensitivity to criticism -- unable to make decisions as easily and firmly as usual -- -- memory loss, have to make copious notes and forget names of staff members -- unable to concentrate on set tasks -- feel strain of job increasing -- do not attend a family doctor -- school health nurse insisted I had a complete medical examination last term (no unusual symptoms detected) -- throat constriction -- tearfulness. Feeling of self-concept threatened: in recent times yes -- I protect myself now -- withdrew a bit.

General restlessness -- blinking -- wears spectacles -- neck scratching -- series of unsatisfying yawns

Principal #3
Heartburn -- engaging in activity with little purpose or results -- insomnia -- growing inability to make decisions easily and firmly -- ill-temper and irritability -- increased mulling-over work while driving and shaving -- lessened tolerance and sense of humour -- 'Is it all worth while?' -- concentration below personal expectations -- look forward to social drinking -- going to bed earlier -- staleness and apathy -- hesitancy in speech. Feeling of self-concept

threatened: recently I think I bounce back or try to put instances behind me.

Tongue exploring teeth and mouth -- chin posturing -- gross change of movements in chair -- hesitation in speech

Principal #4
Insomnia -- unable to make decisions easily and firmly -- ill-temper and irritability -- increased mulling-over of work situations while driving car, meal times and ablutions -- changes in sense of humour and tolerance level --- concentration below personal expectation -- lethargy and earlier to bed -- increased sensitivity to criticism -- tension headaches and migraine headaches -- onset of cold sores. Feeling of self-concept threatened: yes but I have help in Biblical truths.

Blinking -- wears spectacles -- readjusting glasses -- leg bouncing -- can't sit still

Principal #5
Mouth ulcers -- indigestion pains -- insomnia -- ill-temper and irritability -- increased mulling-over of work situations while driving, just sitting, and shaving -- reduced sense of humour and related tolerances -- prone to be clumsy and minor accidents -- general moodiness -- look forward to social drinking -- increased sensitivity to criticism. I do at times feel my self-concept threatened -- try to rise above it -- over all I'm a good guy!

Sits rigidly -- no other observable reactions

Principal #6
Heartburn -- indigestion pains -- engaging in activity with little purpose -- insomnia -- onset of pins and needles -- marital and family problems -- unable to make decisions easily and firmly -- ill-temper and irritability -- verbal aggressiveness -- increased mulling-over of school situations during rest periods at home, driving and shaving -- reduced sense of humour and related tolerances -- prone to be clumsy -- accidents -- general moodiness -- not able to concentrate and task performance below personal expectations -- lethargy and to bed earlier than usual -- speech hesitancies -- 'Is it all worth while?' -- inability in memory recall -- increased sensitivity to criticism -- feeling of apathy or staleness -- cold sores -- feel that I must think again about early retirement -- discussed this with friends and officially about two years ago -- I feel very put down at times -- not a great admirer of myself.

Head dipping -- shifting body -- making gross movements in chair -- fiddling continuously with biro -- speech stammer (controlled) -- ear fingering -- rubbing left elbow while listening

Principal #7
Indigestion pains -- engaging in activity with little purpose -- unable to make decisions as easily and firmly as usual -- change of usual expressions of humour and tolerance -- speech hesitancies -- increased sensitivity to criticism -- feeling of apathy or staleness -- feelings of dizziness and ringing in the ears -- feel I am not measuring up at work although officially I get appreciative feedback -- I feel I work hard but don't think much of myself really -- doubts and fears all the time. At work at times I quite definitely feel my self-concept is threatened -- not measuring up as I should.

Touching corners of mouth before starting to talk

Principal #8
Periods of verbal aggressiveness -- increased periods of mulling-over work situations when driving car, during social drinking, and while shaving -- look forward to session of social drinking -- lethargy and to bed earlier than usual -- feel it is hard to say if my self-concept is threatened -- over the long term, no problems.

Replacing spectacles on end of nose -- twisting eyebrows with fingers -- lots of body movement in chair -- toe-tapping while listening

Principal #9
Onset of indigestion pains -- engaging in activity with little purpose -- insomnia -- sinus -- irritability -- increased mulling-over of work situations while driving car and showering -- lessened sense of humour and related tolerances -- task performance below personal expectation -- experience lethargy and to bed earlier than usual -- 'Is it all worth while?' -- lessened appetite. Really I put on a brave front and perhaps hide what I really experience and feel -- I have times when I don't know what is going on with me -- I brave it out and at times I just have to go away and be sick -- I try not to let my shortcomings show -- as far as my self-concept being threatened is concerned -- deep down I am very critical of myself.

Continual throat clearing -- finger play

Principal #10
Engaging in activity with little purpose or results -- insomnia -- evidence of ill-temper and irritability -- increased periods of mulling-over work problems during periods of supposed relaxation -- lethargy and to bed earlier than usual -- speech hesitancies -- periods of air gulping -- 'Is it all worth while?' -- inability in memory recall -- increased sensitivity to criticism -- feeling of apathy or staleness -- tension headaches -- having head-noise problems, consulting specialist -- perhaps hypertension or war problem -- as to self-concept -- not too bad . . . I want everything to go well -- that doesn't happen.

Head dipping -- very quick speech -- tucking chin into shirt collar -- neck stretching -- speech hesitancy -- leg crossing and uncrossing -- stroking left hand across desk

Principal #11
Heartburn -- indigestion pains --insomnia -- lethargy -- speech hesitancy -- air gulping -- skin irritation -- tension headaches -- I am happy and quite satisfied.

Very little observable reaction -- odd head dipping

Principal #12
Engaging in activity with little purpose or results -- insomnia -- unable to make decisions easily or firmly -- increased mulling-over of school problems when supposedly just relaxing when having meals -- changes in expression of humour and related tolerances -- 'Is it all worth while?' -- unable to concentrate to level of personal expectation -- solo comfort-drinking -- lethargy -- speech hesitancy -- inability in memory recall (uncertain) -- lessened appetite -- uncertain about self-concept being threatened -- it varies over time -- I feel dissatisfied at times.

Straightening desk blotter -- throat clearing -- stroking blotter with fingers of right hand -- rubbing top of thigh

Principal #13
No acceptance of symptoms at all. Part way through interview mentioned history of heart attacks (monthly medical checks) -- I feel OK.

Very quick speech -- clicking biro -- doodling -- speech stammer (controlled) -- head tilting and dipping

before starting to speak -- general restlessness in chair -- laughter after making any definite pronouncement -- always on alert in expectation of outside intrusions -- polyphasic (always doing several things at once)

Principal #14
Feverishness and increased perspiration -- heartburn -- indigestion pains -- insomnia -- marital and family conflict -- inability to make decisions as easily and firmly as usual -- evidence of irritability -- increased mulling-over problems while driving car and while 'resting' -- lowered tolerances of things generally -- 'Is it all worth while?' -- general moodiness -- inability to concentrate to level one would wish -- lethargy and off to bed quite early -- feeling of depression definitely -- lessened appetite -- feeling of apathy or staleness -- tension headaches. About self-concept: I do not see myself in a very impressive light -- better now than say 10 - 15 years ago.

Fixed, rather tense body position, maintained throughout, but confident, quiet manner of speaking -- left to right eye movements

Principal #15
Irritability -- increased mulling-over of work situation when walking alone -- change of general tolerances -- moodiness -- lethargy -- increased sensitivity to criticism -- tension headaches. Uncertain about self-concept -- when first appointed this was so -- not so much now.

Some touching of moustache -- moistening lips before talking -- but composed, receptive stance

Principal #16
Increased period of mulling-over work situations when driving car or out walking -- to bed earlier than normal -- difficulty with memory recall -- 'Is it all worth while?' -- increased sensitivity to criticism -- tension headaches. I feel good about my self-concept -- I feel I am a well-rounded person -- I walk tall.

Tense sitting position -- appeared lacking in confidence and ill at ease -- hunching of shoulders and smoothing of sleeves

Principal #17
Insomnia -- increased mulling-over work situations when driving and shaving -- hesitancy in speech -- decrease

in memory recall -- tension headaches -- feel self-concept been threatened -- within myself I am satisfied -- however I wonder what others think.

Racing voice but quiet in manner -- asks warmly if replies are what are required -- touching forehead with palm of right hand

Principal #18
Engaging in an activity with little purpose or results -- marital and family conflict -- difficulty in making decisions as easily and firmly as desired -- irritability -- lessened sense of humour -- proneness to be clumsy -- increased social drinking -- to bed earlier than normal -- speech stammer -- air gulping -- 'Is it all worth while?' -- increased sensitivity to criticism Yes I have misgivings about my self-concept being threatened -- I have had better times -- not a strong self-concept.

Flushing face -- pulse obvious over right brow -- speech hesitancy -- brushing upper lip -- manner rather apologetic

Principal #19 withdrew from programme.

Principal #20
Insomnia -- increases in family conflict -- periods of verbal aggressiveness -- increased mulling-over work situations when driving car and exercising dogs -- fluctuations in sense of humour and taking jokes against oneself -- speech hesitancy -- lesser ability to recall especially people's names -- lesser appetite -- feeling of apathy and staleness -- tension headache. Yes I'm happy about my self-concept -- it is threatened at times but I grasp unto my faith and I am strong.

Quick speech -- bold body movements when changing sitting position -- occasional speech hesitancy -- but appearance of being always alert

PRINCIPALS' ADMINISTRATION PROFILE (PAP)

PRINCIPALS' ADMINISTRATION PROFILE
(PAP)

Samples

PRINCIPAL # 2

Q1 . . . feel about the authority you have to carry out responsibilities as a principal?

> At ease . . . there is strain . . . degree of certainty '2'.

Q2 . . . . . feel clear as to the scope and responsibilities of your job as principal?

> At ease. May I make a comment first?

Sure.

> I try to cope. I don't always with that area -- some situations I do. At ease -- no. And strain.

Give me an example of the area.

> Coping with teachers inadequate in their job. I'm not sure what I really can do there -- in the ending stages that is. Degree of certainty of 'strain' answer quite high -- '3'.

Q3 . . . feel about the work load that you will need to finish, and expected of you, during an ordinary work day, week or term?

> Not at ease . . . there is strain . . . degree of certainty '2'. I am gradually learning to pass it over to other people.

Tell me more about that . . . .

> Delegating.

What effect has the strain on you?

> Dragged me down completely.

A little more detail ?

> Well. In the open-plan situation, it is a different set-up [from conventional architecture] . . . can consult with senior teachers more easily than I could in a conventional school. [Pause] It may be the type

of school . . . or it may be I am learning more . . . to delegate.

When did you feel the sort of strain -- just roughly how did it affect you?

Ah. A general feeling of ill at ease -- feel myself getting tense. Running about . . . not getting things done.

What signs were there?

I lost sleep, when I knew I had too much to do and too little time . . . I thought so anyway . . . I lost sleep. I looked forward inordinately to the weekends [laughing] a break.

Q4 . . . feel about being able to satisfy the conflicting demands of your staff colleagues, parents of your pupils, Education Board or Departmental officers?

Not at ease . . . strain situation .. . degree of certainty '3'. To some people I can satisfy those demands by using my senior people -- a lot more.

Now turning the question more directly to yourself?

It is a strain at times -- completing these various demands areas when the energy runs out . . . when conflicts arise. Which do I give priority? I find it hard to cope with all the demands . . . I put off some, ignore others and delegate some too . . . I don't like conflict.

Q5 . . . feel about what your colleagues, parents and various controlling authority officials, think of you as a principal?

Not at ease at the time . . . a strain area . . . degree of certainty '3'. I feel it is me . . . a confidence thing. You would have seen in the diary [format] you gave me . . . the episode about the inspector's visit. I didn't know where I was after that one. I felt rocked . . . my self-esteem and the self-esteem of the whole staff. That was sure a strain.

What did it do to you immediately -- at that time?

It does what it has done to me in the past. It knocks me completely for about 24 hours and then I gradually put it in the background and then go ahead again.

Do you have a feeling of indigestion or . . . ?

> Ah. A feeling of strain, I can feel it around my eyes.

That's different from a strain from reading?

> Oh yes! It is a tension strain. That's how it affects me.

During the time of the strain and your eyes . . . were you still thinking about the 'visitors?

> Yes, but perhaps after 48 hours, the period was over. Thank goodness.

Do you have any little devices whereby you can help not thinking so much about those times?

> . . . there are other things to worry about.

Q6 . . . feel about how to obtain the information and technology you need to be secure in your work: administratively, professionally, and person-relations oriented activities, to carry out your job as a principal?

> Not at ease . . . strain . . . degree of certainty '3'. It may be my own fault.

Can you give me some points . . . ?

> Well, the lack of preparation in taking over a school such as this. [A large newly-established open-plan school.] In way of staff training, or time for me to visit similar schools already operating. That was a tremendous strain opening this school. No background whatsoever . . . very little help. An invitation by the Education Department to a course in Wellington about open-plan. Otherwise . . . thrown to the wolves. That's the kind of information [I base this on]. I was completely unprepared.

Would your same feelings apply across the board to other things, professionally, administratively . . . ?

> Well . . . perhaps. I'll think about that more . . . .

Do you feel you would need a course or modules on such things as shared decision making, staff development . . . ?

> It may be . . . but not necessarily helpful.

What would you feel was a good way to prepare you for this sort of thing?

> [Pause] For this particular type of school I would have liked, as they are doing in some Education Boards now, let the guy go in . . . .

Sort of observing before he opens his school, on pay and free from his present job?

> Sure, then say go back to that school after a term or something and see it working after having a go yourself. So in appointing people to positions, there would be so much more consideration and time spent in the preparation process.

Q7 . . . feel about your ability to influence the next stage of the administrative process, in decisions and actions, that affect the school generally and you as the person on the job?

> [Laughing] That is like the last one [question]. Not at ease . . . yes strain . . . degree of certainty '3'. I would feel frustrated about many things. The Education Board for example. If it is something here at school it is OK . . . but further away the results often are frustrating. Again, such things leave me tired, if they are not successful [any approaches I make to the Board] Sometimes the strain of putting my point across is a mixture of being satisfying as well . . . when I do it for other people and help them.

Let's look at that one again . . . not so much your ability to influence the next stage, this time, but the opportunities . . . .

> These are not great.

Let's look at the people in the hierarchy -- say staffing . . . you have a problem and offer a solution and you try to put it across to the Education Board?

> The particular point of staffing. I am satisfied because [officer specified] in staffing now, used to be a teacher in a neighbouring school [specified] and I know him . . . my deputy principal knows him better. We have great lines of communication [laughter]. I have had no trouble with Board people.

How about Department?

That's a particular area. Yes . . . now, that is a matter of personalities. Is this confidential?

Very.

You know [specified]?

Yes. Hold on, I'll turn off the recorder.

[Later] I don't know where I am with [that person]: It is part of my makeup. I have difficulty in fighting people. Even in defending myself. [Laughing] I don't influence the Department from that side . . . do I?

You don't come across to me like that at all.

Don't we present different pictures to different people?

What would you feel about courses in assertiveness -- techniques for being more assertive say in your case?

That's what I need.

Would that be good for you in a course?

Yes, surely.

Where people have a particular need and the course is tailored for their needs?

It depends on the purpose . . . ah er. That could be dangerous in some cases, to give an assertive person further assertiveness [laughing].

Yes, that's very true.

Could I make a further point? I avoid battles, because I'm a peaceful person.

And when you avoid battles, does this sort of play up with the gut, or whatever?

Yeah . . . it does. You tell me how you see me? Somebody described me . . . as a gentle man.

That's very true, there's no doubt about that.

I am probably too gentle for this job.

How about the good type of approach [in-service], that

pre-arranges for some friendly type to look at you and your needs and shows/helps you to suit your felt need?

> It can be too late now -- but somebody doing that in your mid-40s -- 50s . . . Yes that would be good. Even talking about these things to you is pretty good . . . isn't it?

Q8 . . . feel about knowing about what the people you work with expect of you in the areas: leadership, professional expertise, counselling, general support?

> Give me a wee bit more.

How do you feel you stand with your staff -- senior staff, teachers and how you lend them assistance?

> Ah. I am at ease with that . . . no strain . . . degree of certainty '2'. People on my own patch know me and that's OK, it's others -- the ones outside . . . .

Q9 . . . feel about the amount of work you have to do, may interfere with how well that work is done?

> Not at ease . . . overly strained . . . degree of certainty high, say '2'.

How would you illustrate that?

> The pressures . . . need more time to do it better. You know the hundred and one things that land on your plate . . . I try to take the load off class teachers. That's why I don't give it the highest rating, because there are lots of little things . . . it is easier for me to do than disturb someone else. Just as an example. I look after all sick children . . . the sick bay is close to here . . . closer than the office. I take final responsibility for all children, so I want to know all about it. Now that takes up time, an inordinate amount of time . . . ah . . . if we could have a full-time nurse, it would be fine. In some cases I hand over to the clerical assistant, but she is not always capable of making the decision and not fair on her to make the decision. That's the kind of little thing that takes up your time, that you would rather spend somewhere else. But it has to be done. Ultimate responsibility.

Generally how about the amount of work you have to do and its interference with how well that work is done?

It's the interruptions that would do Wouldn't it? I do start to do things, comp letters, looking at things and have to sto start.

You said not at ease . . . overly strained . . . d of certainty '2'. Does that still stand?

Say at ease . . . frustration . . . degre certainty '3'.

OK. You say frustration -- is that the same as 'str.

Yes I'd say so.

Q10 . . . feel about the things you have to do principal are against your better judgement?

You may have to explain that a bit . . . mean generally the things to do . . . conf] . . . or in terms of the syllabus. The app to . . . the new line on social studies . themes and things . . . is that it?

Or perhaps in administrative practices -- a li fiddling or . . . ?

No -- no, nothing like that, not even to more for the school, you mean?

Just generally.

Generally I'd say, no.

We have missed out the first bit . . . haven't we?

At ease . . . no strain . . . degree certainty '3'.

Q11 . . . your state of health in the past, in recent times, or now, has it had a bearing on professional life as a principal? Remember this HEALTH bearing on the JOB.

[Pause for some time] This is important i it? I haven't a GP for a start. The fa doctor . . . not because I have anyt against doctors.

You don't seek medical advice . . . ?

No . . . no . . . isn't that, I am not [specified neighbouring principal who is 'i colour therapy]. To put it simply, I have family doctor. Other members of the family

to one . . . I suppose he's mine too but haven't been here [reference to speci locality]. The last full medical I had was the Forces . . . 1942. Since then I have one medical examination for an insura company . . . about 15 years ago. When I was bit low last year [a specified public hea nurse] forced me . . . actually made appointment for me to see a doctor [in tl locality]. Had blood tests . . . X-ray e Nothing came of it. I knew I was tense and down. That's the only contact I have had w doctors. [At this stage, a bit of hesitancy speech as recorded on tape] So you . . . you . . . I'm just tired that's all.

Once before when I was here, you said how you cope with strain . . . how about that?

I have had a pretty rough time over the la while, so I sometimes hop into bed aft dinner.

Earlier than you normally do?

Yes . . . I was talking to my son about thr years ago about jobs. He said, 'I'd never be teacher', I asked why. He said, 'Look what has done to you, Dad!' . . . I was rocked. son had seen something happen to me. It made think, I thought I was doing fine at th stage.

Again about the choices . . . Does your state of heal have a bearing on your professional life?

Yes, but it's a mixed sort of question . . isn't it? I'll say, yes . . . degree certainty '3'.

Q12 . . . your professional job in the past, in mo recent times or now, has it had a bearing on yo health?

Yes . . . degree of certainty '3'.

Q13 . . . your life events situation, domesti financial, family, outside interests generally, in t past, in more recent times, or now, may have a beari on your professional life as a principal? . . . fairly open about this one . . . .

I might be kidding myself, but I don't think has.

You don't think these things may have an effect on your work here at school? . . . last time I was here, you talked about your wife's operation.

> For that immediate period, yes . . . no, I don't think so . . . that hadn't occurred to me though.

Any other areas, financial, family . . . ?

> No, not really . . . no . . . degree of certainty '2'.

Q14 . . . your level of self-concept generally in the position of a school principal at this time of the term and year?

> I don't rate myself very highly . . . won't elaborate on that.

All right.

> I'd say about in the middle perhaps or just below.

Would you say 'low' or 'high'?

> [Pause] . .. I'd say low . . . degree of certainty '2'.

PRINCIPAL #6

Q1 . . . feel about the authority you have to carry out responsibilities as a principal?

> Not at ease . . . there is strain . . . degree of certainty '2'.

Give me an instance.

> A school committee person might try to do something without discussing it or somebody might want to dash in, without clearing it with me. You feel you have lost control of the situation . . . that would be one of the set-ups when I would think my authority is being questioned.

Would it be true to say that in some cases, where your authority starts and finishes would be grey and one would work on precedent and that sort of thing? You couldn't go and study up something?

> Usually you could find broad references in regulations . . . but it is the old story. The

School Administration Handbook does mention things, but not define things clearly. The Organization and Inspections Regulations do in finer terms, in some areas. But school committee matters, not readily at all, mostly personal relationship there.

Q2 . . . feel clear as to the scope of responsibilities of your job as principal . . . ? [long pause] Let's limber up a bit, we're a bit formal [laughter] . . .

It's an area of not at ease . . . a strain, degree of certainty '2'. It's like the first question.

How do you feel about your knowledge of scope and responsibilities of your job?

I am not really satisfied. I do feel at times that I am not up entirely with areas of curriculum, as I'd like to be . . . administration I can manage fairly well.

Give me an example of the strain area.

As far as curriculum goes, I have a very excellent language/social studies person. I think [specified] knows more than I do. I really sometimes get a little uptight. because I feel . . . I feel I should know a fair bit. I realize we can't all be experts . . . I feel that I am expecting too much of myself.

How about scope and responsibility?

[Pause] That's all I can think of at the moment.

Q3 . . . feel about the work load that you will need to finish and expected of you, during the work day, week or term?

At ease . . . perhaps . . . no, not at ease. Strain . . . degree of certainty '1'. I can get through most of the work, I aim to do. Admittedly there are times, of course, when things come in on you. You get a heap of things to be done and they are to be done at once. That is not quite so good, but I usually keep on top of things.

Can you give me a bit more?

Well . . . with the school [because of roll size] and no clerical assistant in the

afternoon, I am always interrupted, the phone, parents, you know. This of course is worse at the beginning of the year, mid-term, and at other times . . . it's seasonal, at other times as well.

You said 'at ease perhaps . . . [no, not at ease . . . strain . . . degree of certainty "1".] Is that OK?

[Pause] . . . Not at ease . . . strain . . . degree of certainty '3' [laughter].

Q4 . . . feel about being able to satisfy the conflicting demands of your staff colleagues, parents of your pupils, Education Board or Departmental officers?

Conflicting demands sometimes very difficult . . . usually I can keep parents and staff au fait with each other. What else was there ? You mentioned staff . . . . There are times when staff demands for teaching materials are such that I have to balance that against what comes in from parents. And so you must not overdo the request to parents, but on the other hand, teachers these days seem to want more and more . . . the financial balancing act is not an easy one.

Now over all then, how do you feel about satisfying those conflicting demands of staff, parents, Education Board or Department?

It must be a strain, but not all the time . . . Definitely at times. Not at ease . . . strain . . . degree of certainty '2'.

Q5 . . . feel about what your colleagues, parents and various controlling authority officials, think of you as a principal?

This is a difficult one, because many people will not come up to the boss and tell him he is a 'so and so' and [that] I don't like his policy. There was one thing, that many parents were very pleased to see me back when I got back from the hospital and some staff members too. The deputy principal, who had been taking over from me, probably felt . . . had to give up the reins and not quite so pleased [laughter].

So what feelings have we got then?

Not at ease . . . strain, slightly . . . degree of certainty '1'. No, a strain situation, as

always wondering how you would rate with other principals in other people's eyes. [Pause] No . . . say strain . . . degree of certainty '3'.

Q6 . . . feel about how to obtain the information and technology you need to be secure in your work: administratively, professionally and person-relations oriented?

Not sure what that involves.

How would you get information for your roll projections, and say professional knowhow?

If it was over a professional way of doing things and changes in teaching, teaching techniques . . . I can easily ask an expert . . . you know resource person, the Teachers' College . . . . About a child who was failing, it is not so easy to get the reasons for that. Although I am a professional, I'm no psychologist . . . Psych. Services . . . well [laughter] it's not easy at times. Not at ease . . . strain . . . perhaps degree of certainty '1'.

Q7 . . . feel about your ability to influence the next stage of the administrative process, in decisions and actions, that affect the school generally and you the person on the job?

I have always found the Education Board, the Department, if you have a reasonable request, put in a reasonable way, in most instances you have a reasonable reply. In recent times, with the economic circumstances being what they are . . . the reasonable replies are coming fewer and fewer . . . most of these things cost money.

How long is it since that change has taken place?

Eighteen months to 2 years I'd say. Not at ease . . . strain, these days . . . degree of certainty '3'.

Q8 . . . feel about knowing what the people you work with expect of you in the areas: leadership, professional expertise, counselling, general support?

With a resource like [specified] on the staff, in social studies and language, not so much is expected from me, so much in that direction. In science where I feel I've done a lot of work . . . they get something from me there. In

setting standards of behaviour, routines, I think I'm satisfied they get what they want, when they want back-up, they get it. I certainly don't want children running round the place creating mayhem. I'm certain they try to keep . . . I'm certain they try to keep . . . [respondent appears to lose words here].

So really then you are satisfied about what people expect from you in those particular areas?

Most of the staff like routines and like to know where they are.

So you are at ease . . . not at ease in this area?

[Pause] Not at ease . . . strain . . . degree of certainty '2'. They don't tell you about those things that you would like to know.

Q9 . . . feel about the amount of work you have to do may interfere with how well that work is done?

No . . . what I do manage to do, I do reasonably well. Except for some things. For example I am very dissatisfied with my ability to read and remember. I read a page, get to the end of it and say what was that about . . . and I don't know. As I am getting older, I am finding my abilities in that way are falling away . . . so you might say, I am not satisfied with my performance all the time.

In the global sense do you feel shortage of time interferes with the quality of the work you have to do?

I don't know whether it is time or not . . . I feel the quality is falling off . . . . At ease . . . no real strain . . . I've come to terms with it. Degree of certainty '2'. The quality wouldn't improve, if I had bags more time [laughter].

Q10 . . . feel about the things you have to do as a principal are against your better judgement?

I am not sure what is involved in that one.

You are working with a lot of people and so lots of things are generalized, lumped together. Do you feel however in general, that you have to do things as a principal that would be against your better judgement compared with say in your own business . . . running your own concern?

You mean ethics, morals or philosophy? . . . No not really. I consider other people . . . their feelings . . . I don't bulldoze over people.

All right . . . I have got your drift there.

At ease . . . no strain . .. degree of certainty '3'.

Q11 . . . your state of health in the past, in more recent times, or now, has it had a bearing on your professional life as a principal? . . . remember this is HEALTH bearing on the JOB.

Yes most definitely . . . . Before I went away for the operation, I was not performing at all well. I was ineffective. I got tired very easily, couldn't make proper judgements . . . it has every, every possible bearing on the matter.

How do you rate this? . . . saying about health and the job?

Yes, it has a definite bearing on your efficiency . . . inefficiency [laughter] . . . degree of certainty '3'.

Without going into too much detail . . . if you like, tell me what was the hospitalization about?

Urine system breakdown. How much detail do you want?

It dragged you down in health?

I think my kidneys were definitely affected.

It was nothing to do with your heart?

No, no. Not that.

Was this building up over the years or did it come quickly?

There would be times, it was in the morning when you had a very thick head, that would gradually go away. But towards the end of the day, it was getting worse and worse. And towards the end, I had a thick head all day.

This is what I was getting to . . . now at the end . . . it wasn't caused by your job . . . . It was a problem that would cloud your performance?

A physical problem that was building up in my body and clouding my ability to work.

Not your job causing your illhealth?

That's it.

Q12 . . . your professional job, in the past, in more recent times, or now, has it had a bearing on your health?

Yes . . . this is not the same. . . . I'll say yes, the job has had an effect on my health. I feel it has done this to me . . . I think it could be me . . . .

Explain this further.

Well, it may just be me . . . perhaps this job may not have been like it is, to others . . . you can't tell, can you? I'd say I have had my health affected by my job . . . I'm sure. Yes . . . certainly. Degree of certainty '3'. And that's over a number of years too.

Q13 . . . your life events situation, domestic, financial, family, outside interests generally, in the past, in more recent times, or now may have had a bearing on your professional life as a principal?

What's involved here?

Things that happen away from work . . . and they come back into your thinking . . . perhaps while in bed . . . while you are walking . . . they could come into your concentration at work . . . over a period of time . . . do you feel life events generally: marital, domestic, family etc . . . ?

Most definitely . . . my difficulty is at its worst . . . most recently . . . recently the cops called . . . 'your son was out last night . . . out the window with some friends . . . taken a friend's parents' car . . . made up a bomb . . . put the bomb on someone else's car and written off' . . . dear oh dear! . . . young hooligans.

I am so sorry . . . so when you are at work, over the short period that is . . . when you are doing something and before you know where you are . . . you are thinking on that level, topic . . . ?

Yes, usually, though once I start into a job . . . keep busy . . . that fades away . . . but

comes back later.

Goodness.

Yes, it is a strain . . . degree of certainty '3'.

Q14 . . . your level of self-concept generally in the position of a school principal at this time of the term and year?

Now . . . self-concept?

How you see yourself . . . rate yourself, generally as a person . . . are you riding high or in the middle somewhere, or a bit generally unsatisfied?

Generally dissatisfied. I've been in this school too long and need fresh challenges . . . it's a case of where though . . . [mentioned localities].

Would you rate your self-concept 'high' or 'low'?

I feel 'low' level . . . degree of certainty '3'. . . . I feel guilty at times, that at my age, in my career my thoughts are going towards retirement . . . rather than trying to get the best out of my job and that is possibly mostly because I'm getting dissatisfied with my present position . . . if I had a bigger school or a different school . . . with more and different challenges . . more to administer . . . I would be happier.

PRINCIPAL #7

Q1 . . . feel about the authority you have to carry out responsibilities as a principal?

As far as the total job is concerned we sit on knife edges all over the place and when it is all boiled down, the amount of authority that we have actually got is negligible, because we can be over-ridden by the inspector etc. and the Education Board. Not at ease . . . strain . . . degree of certainty '2'.

Q2 . . . feel . . . as to the scope and responsibilities of your job as principal?

Again this is tied up with the first question. Do you want an 'at ease' sort of answer? I've

got to answer 'not at ease'. If there are any niggles in the game this is mainly where they come from. It's a strain. I wouldn't say it is a major . . . it is something nipping all the time. There are times it comes . . . [lost track of thoughts] where am I?

Is it generally a strain even then . . . ?

Yes there is an element of strain in it. It varies with the sort of thing, with what you are dealing with at the time.

Can you elaborate on this . . . ?

[Pause] No it's like the first answer/question . . . . It is a strain . . . degree of certainty '3'.

Q3 . . . feel about the work load that you will need to finish and expected of you, during an ordinary work day, week or term?

It's the sort of job that you never feel it's done. . . . I feel very negative this morning. I would say this is the sort of thing that niggles me quite a lot, and it is probably due to the fact that I am not a very well organized person, basically. If I would determine the sort of steps I was going to take more clearly, I guess I would accomplish more or achieve more satisfaction. BUT that doesn't allow for the many breaks and interruptions and what have you that disturbs you anyway. . . . Now have I answered the question? [Smiles] . . . Strain . . . '3'

Q4 . . feel about being able to satisfy the conflicting demands of your staff colleagues, parents of your pupils, Education Board or Departmental officers?

Not really . . . with staff perhaps.

Give me some details.

Yes, when you find the demands of senior teachers . . . in conflict with each other. One puts forward a view and the other doesn't see it that way . . . no back-off. Shall we say no consensus. I have to do the settling bit . . . this is a strain for me. I want to help but I must be involved to do that and it gets a bit screwed up.

Generally then . . . conflicting demands . . . .

With the Board and the Department . . . I don't like disagreements. . . . trying to solve conflicts. . . . Not at ease . . . strain . . . degree of certainty '3'.

Q5 . . . feel about what your colleagues, parents and various controlling authority officials, think of you as a principal?

I'd say on the positive side. I am at ease, I think, but there is strain though. I know . . . one of the things with me as a principal is that apparently I have some kind of strength with people and am able to draw them together and smooth things out. It took me a long time to believe that sort of thing as far as I was concerned but it doesn't alter the fact that there are times when you know when you are making the grade or missed out on not relating to this person, not reaching them properly and so on. At ease . . . a strain though . . . degree of certainty '2'.

Q6 . . . feel about how to obtain the information and technology you need to be secure in your work, administratively, professionally and personal-relations oriented activities, to carry out your job as a principal?

Yes . . . let's have an example.

Well . . . in some professions like your son's if he as a communications engineer were asked to price some installation, he by retrieval of information and his professional expertise could calculate and present specifications and costs . . . could you do this similarly with a specific lad with reading problems . . . ?

You mean, individual diagnosis, individually paced programme . . . you know? That's a curly one. . . . Well it exists when a parent makes a demand for example and you haven't got the 'troops' or resources to satisfy it. You know damn well something has to be done but you can't . . . . You know 'bodies' can be a big help in teaching [to solve problems] but look at the downturn at the moment, and yet teachers are available. Look at . . . [Relates two situations that had been in the local newspapers about reduction of staffing due to fall in rolls] I've gone off track I think in not answering.

The information to get the job done . . . .

> At ease and not at ease [laughter] . . . a strain though . . . degree of certainty '2'. That one is there, but just how . . . it keeps floating out of my head.

Q7 . . . feel about your ability to influence the next stage of the administrative process, in decisions and actions, that affect the school generally and you as the person on the job?

> Very dissatisfied at times . . . not at ease . . . a strain situation. Particularly when you find in a school like this, 650 or thereabout, when you find you are beaten by the building code . . . 450 and no allowance made for a big school and so on. The bleating from the Education Board is that you are up to code and that you can't have more administrative bits and pieces . . . you can't have this, that and the other thing. . . . Told you have all the sealed area you are entitled to. . . . In this day and age with money being a bit tight, there are things you don't get where you might have several years ago . . . this thing carries over into other areas too of course.

I remember once before you mentioned about rounding off part-time teacher hours because of new supervisor of junior classes . . . is that a similar situation?

> Yes. Yes . . . that's similar. It goes back to the general question . . . this is a non-job. You see things at the source and then have no power to see some solution or alternative. A person's authority isn't there. Even in [school] committee finances and that sort of thing . . . they think it is better off in their hot little hand . . . why does one have to be so little in these things? Not at ease . . . strain . . . degree of certainty '3'.

Q8 . . . feel about knowing about what people you work with expect of you in the areas: leadership, professional expertise, counselling, general support?

> What was that . . . give it to me again?

[Pause] Expect from you . . . do you know what they expect from you in those sort of areas?

> No not really, there is a bit of blind flying by the seat of your pants that goes on in some of those areas?

Is it your lack of preparation for your job or is it the way the job is structured . . . perhaps it could be remedied . . . suggestions for making it better?

> I think some of those earlier questions where there is ah . . . is the role not clear because of the interference of other organizations or other divisions in the outfit, contributes to this . . . the inspectorate included, because you can go back over the years when you had a cut and dried syllabus in your hot little hand. Even then an inspector would walk into the place and say you couldn't do it that way . . . completely throwing the place into confusion. We need more authority to 'run our own ship', appointment of our own staff . . . then there wouldn't be all this doubt thing . . . .

That is a fact of the question . . . how do you feel about knowing about what staff expect of you in those areas of leadership, professional expertise . . . ?

> Not at ease . . . strain . . . certainly not certain [laughter] say . . . '2'.

Q9 . . . feel about the amount of work you have to do, may interfere with how well that work is done?

> I don't think there is any doubt about that . . . the administrative nonsense one has to deal with . . . the trivia and so on certainly takes one away from the professional job, which is dealing with kids and their education. Sure, I'm positive I could do a much better job if it wasn't for the phone calls and bits of paper.

Are you at ease or not at ease?

> Not at 'ease'. . . degree of certainty '2'. There is another issue tied up with this. There would be times when you haven't done something and would be anxious about it. Like the return that should have gone in at the first of the month and here it is half-way through . . . you know? You were doing pupil reports or something, and you know you are concerned about the oversight.

You were going to make a comment . . . .

> It's escaped me at the moment what it was.

You touched on something interesting there . . . I wonder if you could help with your thoughts . . . we

have talked . . . used the word 'strain' obviously . . . at another stage the word 'concern' at another time the word 'anxious'. Would they be a continuum . . . going uphill? How would you put them?

> Strain , I suppose at the top . . . what's next . . . what order? I think I would put 'concern', 'anxious', and 'strain' and the first two would contribute to the 'strain'. . . I'm not sure about all that though.

Go on . . . do you think something that would have 'strain' would have physical overtones . . . ?

> Yes I think so.

How about psychological . . . ?

> Yes I think so . . . you have mentioned emotional things . . . you could be waking up at three o'clock in the morning worrying out that sort of thing. . . . This is not my study. I doubt . . . I doubt whether having 'concern' for something would do that . . . um . . . 'anxiety' would lead to it and if you put one 'anxiety' on top of another then you have 'strain' haven't you?

Something I shouldn't say to you . . . you're a good informant . . . you can express what you think . . . you are brave in what you say.

Q10 . . . feel about the things you have to do as a principal are against your better judgement?

> I don't feel too much conflict in what is behind that question.

. . . moral judgement, philosophy conflict or professional judgement things?

> I think there are no qualifyings there . . . I would admit that at some time I would admit there are things . . . like having liquor at school functions . . . the by-laws of the day . . . that's gone by the board now . . . there are one or two other things but nothing unduly . . . some of these religious types [parents] get at you at times about what is happening in the schools today . . . no that's not really it.

Professionally then . . . .

> No I feel OK with that one. At ease . . . no strain. Degree of certainty '3'.

Q11 . . . your state of health in the past, in more recent times or now, has it had a bearing on your professional life? Remember, HEALTH bearing on the JOB.

> Yes . . . you mentioned to me on one occasion that the way in which I acted had changed prior to . . . or after I had had a mild coronary that I had and I thought about that and yes I appreciate it that it has . . . a lot of things let slide over my head now that previously I might have got uptight about . . . feel wound-up about . . . at the present time I'm giving some very serious consideration to the niggles, to the thought as to whether I'll get out and let somebody else have a go at the game. . . . The question has my state of health influenced the thing [job]. Yes I don't think there is any doubt about it . . . you must cut your garment according to your cloth. Definitely health has had an influence on my job. Degree of certainty '3'.

You have changed your approach . . . cutting the garment . . . you haven't let things wash . . . ?

> Well [laughter] thanks for that . . . .

Have you rearranged things . . . delegated more . . . set priorities?

> Previously I attended a lot of meetings . . . I attend school council once a month, and I might if there is another one to go to OK, I'll attend that . . . but I don't go to NZEI or even headmasters' meetings and so on.

Do you delegate more to your staff . . . ?

> When I said I let things go over my head, I mean that . . . previously I mulled over things . . . woke up at three o'clock in the morning . . . this no longer happens.

Are you doing any sort of more planned exercise diet or . . . ?

> Not specifically . . . no not in that way.

Take on any cult relief in the way of yoga or . . . ?

No . . . [laughing] . . . no. What has happened mainly is to put school things in one pigeon hole and forget them and put home things in another. There is a tendency for them not to meet. My wife says, 'What did you do at school today?' I'll just pass it off and get rid of it.

I had somebody tell me once . . . until they had a health problem they looked upon work as a hobby . .. at it all the time . . . no leisure . . . . Did you smoke before your coronary?

Many moons ago I did . . . .

You are not into daily walking . . . ?

I should do more walking than I do.

Q12 . . . your professional job . . . in the past, in more recent times or now, has it had a bearing on your health?

There is no doubt now it has. I'm certain about that. Over a period of time, the worry . . . most definitely . . . it is my nature . . . being a perfectionist . . . it doesn't pay [laughter] . . . never again . . . yes . . . degree of certainty '3'.

Q13 . . . your life events situation, domestic, financial, family, outside interests generally, in the past, in more recent times, or now may have a bearing on your professional life as a principal? . . . be fairly open about this one . . . .

I have a situation at the present time . . . they tend to surface and drop away again . . . don't they? They tend to stop you in the middle of composing a letter or what not. Ah . . . one now, the newly-weds [son and daughter in law] heading off by plane this afternoon [honeymoon]. That's one. The other is one of my married sons is hopeful of getting a loan through and if they don't get it all . . . well where is yours truly to help . . . if at all. It's one and then there is another, they build up a bit on you . . . don't they? . . . because you don't know what is important . . . I realize now about the backing-up of life events more . . . I hadn't thought about it as building up . . . just thought that's a problem and that's another . . . sort of thing.

Q14 . . . your level of self-concept generally in the

position of a school principal at this time of the term and year?

> I feel there has been some dissatisfaction of late . . . because of the thing I mentioned to you earlier . . . the question of retirement and how one is . . . how it will work out . . . how well a fellow has done here. How one levels in the view of others . . . you are questioning your own confidence . . . aren't you? When you start doing that your self-esteem must fluctuate.

How would you feel at this particular stage of the year about your self-concept/self-esteem?

> Earlier in the year I had been quite satisfied . . . now one or two things have arisen . . . probably due to the weather [laughter] the time and part of the workload of terms, some personalities . . . you know the sort of thing . . . over the time generally and now I'd say low. Degree of certainty '3'.

How about in terms of getting up and coming to work in the mornings . . . ?

> Friday has a tendency to be a better day in the week than Monday . . . yes.

It's a fairly personal one . . . isn't it . . . I think I'll leave that.

> I said tending because it hasn't reached . . . 'creeping like a snail unwillingly to school' stage.

You'd say not satisfied as a principal as it goes at the moment?

> Perhaps I'm a bit harsh . . . say I'm slightly so . . . [laughter]. If I may I'd like to go on a bit about the question of 'getting the information about the job'. . . I'd like to say something about preparation. Too many are chucked in at the deep end . . . for me it was experience in a sole charge to the present . . . I know that side reasonably well . . . the teaching side. But I do wish I knew a lot more on how to keep books [accounts], filing, 'common garden' administration.

You mean techniques of approach . . . models of problem solving . . . how to look at a job and evaluate 'fors' and 'againsts' involved . . . how to get the upper hand,

at times in interpersonal relationships, e.g. parent visits . . . perhaps use of psychological weapons . . . is that too academic or impersonal?

> No it isn't . . . my daughter is a savings bank teller and I have seen her 'in-service notes', steps about the nuts and bolts of the job and other useful material and they have practice sessions in taking the upper hand and when to humour the client, what sort of help is available in times of indecision and how to move that way . . . tremendous . . . the human side. The same kind of thing presented to us would be terrific, but what a job putting it into a service course for principals!

PRINCIPAL #9

Q1 . . . feel about the authority you have to carry out your responsibilities as a principal?

> One of my concerns . . . has always been . . . the situation of interaction . . . the interest taken by the community . . . sometimes wonder if the community at large is being encouraged to interfere in areas where they are not really skilled. You know . . . we won't use the term Concerned Parents organization . . . so strike that from the tape . . . this type of activity troubles me as a movement, greatly. Talk-back shows, letters to editors, they all have a go. I believe I am the sole professional judge here. I haven't had too much here . . . but I was in a school [laughter] where the school committee [prior] to this one had been in the practice of usurping the principal's authority [country area] even walked into playground to sort out problems with the children. It took me some time to get back over all professional control to my liking. But that is extreme.

How have reservations about the authority been . . . ?

> Yes over all and it's grim in some areas as I know as a NZEI counsellor . . . in some setups, at the present time, parents are encouraged to go beyond what is reasonable in cases . . . the media . . . even the Minister! Not at ease all round. Strain to me . . . yes. Degree of certainty '2'.

Q2 . . . feel clear as to the scope and responsibilities of your job as principal?

> Again this tied up with the first question. At

ease with the situation, but it's a strain getting there.

Do you know what are your duties and rights . . . responsibilities?

Yes although there is strain in making certain decisions in which the origins of responsibility . . . is that the word? . . . are not apparent . . . but it's not often. Just a few days ago . . . it's confidential . . . I had a ring on NZEI business from a principal [specified] newly settling in. I believe I'm lucky in that I've been right through from sole-teacher, two-teacher. four-teacher, eight-teacher and sort of learned it from the grass roots up. But people like [specified] thrown right in . . . into the first area of principalship authority in a 9/10 staff school . . . from a senior teacher's seconded to teachers' college position and then a principal's job . . . [specified] has had no background in which to pick up what it's all about . . . perhaps a short national course [in-service]. I get quite a number of calls from [specified again] and some others . . . saying this is the situation . . . what do I do . . . what avenues are open? In hindsight I had no problems . . . I hope . . . I've had the experience from small schools up . . . I feel sorry for people like this who have been thrown in a situation where they feel terrified . . . not uncommon. I . . . I feel confident in my role as the manager if you like of this school. I don't know if that's being egotistical or not. At ease . . . degree of certainty '3'.

Q3 . . . feel about the work load that you will need to finish and expected of you, during an ordinary workday, week or term?

Not at ease . . . strain . . . degree of certainty '2'. I would have to plead unsatisfied.

. . . Like to comment . . . extend?

All right . . . the reason I have given you that reply is that you/we plan. . . know your programme for today . . . including your slot and so on . . . I get here in the morning and look at the day's programme . . . that's fine . . . we can handle all that . . . suddenly . . . I mean the unexpected . . . staff inspector [specified] comes in to discuss a

point . . . it may be senior inspector [specified] calls to discuss a counselling matter he has got involved in too . . . parents . . . visitors. These are the things that upset your programme . . . then the pressure's on isn't it? . . . then the stress is on . . . . You have deadlines to meet . . . some self-imposed and then three o'clock . . . after all 3.30 pm many of our staff have gone . . . if it's interaction with staff it has to be before then. What do you do . . . reorganize? Set tasks to fit later . . . take work home but that's only paper work, not interpersonal things . . . . If you can get a clear day generally you can fairly smoothly get through . . . but there are so many interruptions to the programme we have to take. Does [specified clerical assistant] say I'm busy for half an hour . . . parents haven't come up just for a walk . . . can you say make an appointment before you come? . . . they've come for a definite reason and we should be available . . . it's these sort of things that upset your day.

Q4 . . . feel about being able to satisfy the conflicting demands of your staff colleagues, parents of your pupils, Education Board and Departmental officers?

Not at ease . . . . In conflict I feel strain . . . degree of certainty '3'. Because of my professional standing I am into mediating, guidance and counselling. Other people's problems because of the way it is are my problems. You know I don't like conflicts but I appear to be involved in them . . . even get involved further with NZEI counselling . . . it's a strain for me as well [laughter].

Q5 . . . feel about what your colleagues, parents and various controlling authority officials think of you as a principal?

Strangely, despite everything perhaps . . . I am a worrier . . . I admit that, I like to help others . . . I worry, I'm sure, about myself . . . Yes I'd say it is a strain for me. Degree of certainty '3'.

Q6 . . . feel about how to obtain information and technology you need to be secure in your work: administratively, professionally and personal-relations oriented activities to carry out your job as a principal?

Probably think my answer . . . at ease . . . no strain . . . . degree of certainty '2'. Going back, I said that I felt confident in the management of the school . . . again I think that's purely because of my years of teaching . . . my strength is in the organizing side now . . . probably . . . I'm being honest now . . . probably my weakness lies in curriculum . . . professional side . . . that doesn't worry me very much because I believe senior teachers, deputy principal and supervisor junior classes are trained and experienced in their own special field. I think my own task is to have this place running smoothly . . . ensuring that the right things are being taught, at the right times, to the right kids . . . I believe there would be less strain on me because of that philosophy I have than in some of the other answers I have given.

Would there be some strain?

Yes, there would be strain to a degree.

To recap . . . perhaps, I hope not putting words into your mouth . . . you would find the administrative side straightforward?

Yes.

The professional side you delegate to those who are 'doing the job'. . . it's your role to coordinate the whole thing . . . .

Right! right!

Putting it all together is a strain . . . but not getting the information and techniques?

That's it exactly, no strain is answer to the question.

Q7 . . . feel about your ability to influence the next stage of the administrative process, in decisions and actions, that affect the school generally and you as the person on the job?

Let's look at an example . . . I would like your opinion of this hypothetical case: coming up third term you find you have a new supervisor teacher junior classes, come into the place, possibly not been in an STJC position before . . . they will be required immediately to take up a class because of intake at NE level . . . you have a point-six part-time teacher. . . this sort of person is quite agreeable and the way you

see the programme you could quite easily have them taking over a NE class . . . so you perhaps suggest with all this in mind they could 'round off' this position to let the STJC say have half-term released. How do you feel as the person on the spot . . . knowing the group of children and teacher position . . . able to put case to Education Department and the Education Board? Your ability to influence the next stage of the process . . . ?

> That's easy, nowadays there is no influence I could use against a closed door.

You feel it is a closed door situation?

> . . . certainly. It's almost locked now . . . .

Some people would say there was elasticity . . . .

> Don't know.

I'm interested in this and am taking you further . . . do you feel people should, at the principal level, make up their minds about whether a thing is 'on' or 'not on', and perhaps follow up further those things they feel are entitlement and put aside things not in entitlement . . . they may have some moral/logical right but you know there is no Departmental provision . . . it's not worth getting uptight about?

> I guess in theory that's right. I would agree . . . but in fact we don't . . . we do try to influence . . . do get uptight when we get knocked back. Unfortunately the state of the economic climate, or who you know, makes the difference sometimes.

Would you reduce strain by doing some sorting out and not going any further?

> Yes but who knows the secret . . . which are the ones? I think you are right in suggesting that there are times and situations when I do say it's not worth spending the cents to write a letter . . . .

Is it a strain then?

> Not at ease . . . strain . . . degree of certainty '3'.

Q8 . . . feel about knowing about what people you work with expect in the areas: leadership, professional expertise, counselling, general support?

That's a strain . . . human-relations-wise is a strain. Not at ease. . . strain . . . degree of certainty '3'. Working in the unknown is a strain.

Do you feel that this may be something within you that makes you a little poorer . . . that's a disarming question isn't it?

You're right, I am a bit of an introvert . . . I cut myself down because this is the way I present myself from within. Yes I am always trying to prove myself. All my life I have been involved in community work, Jaycees, Lions and so on, through all the office positions .. . NZEI including branch president last year to prove I am confident and stress-free in public situations . . . I'm not. At my age I've proved it . . . I have had all the experience opportunities . . . but physically, emotionally, I just cannot do it. You don't know what I go through.

Can you turn off that 'gut-squirming' when you try? Do you use some techniques?

You just force yourself . . . at a PTA meeting it is hell, but after a while you get free . . . but it churns me up and it's hell.

We did say it was a strain area? [laughter for some time]

Q9 . . . feel the amount of work you have to do, may interfere with how well that work is done?

Not at ease . . . strain . . . degree of certainty '3'. An example will show how I see this . . . having time to do something in more depth and with consideration of a need in kids' learning that is of special need in the school . . . the first time this year I've been in the position was a spare classroom to set up an enrichment group . . . let's call it. I wanted to do this for some time . . . but I have used lack of accommodation as an excuse I suppose . . . really it was time . . . if I had been free from 'petty-at-the-call-of-everybody' time demands I would have released staff by utilization of part-time teacher component and my back-up in classroom contribution . . . we would have provided that local special need. What do I find myself doing . . . seeing parents, about self-centred demands? It is not

really a case of no 'open door' but time to do both . . . seeing I can't do both I begrudge these individual demands which deny what I feel are a better utilization of my time to pupils; also to salesmen at the door, perhaps that's OK but also denying appropriate time to the visiting teacher and essential professional back-up services. I feel the amount I want to do makes me spread my attention too thinly . . . in this case not at all . . . the lack of ancillary services and heavy demands on me interfere with how well the work is done . . . a strain issue . . . very much in my case.

Q10 . . . feel about the things you have to do as a principal are against your better judgement?

No, I think I'm at ease and satisfied with that situation . . . it would be less stressful than some of the other topics we have covered.

There would be no strain?

There is strain involved . . . yes. I've changed. Degree . . .'2'.

Would you shape that out for me . . . give me an example?

The strain area?

Yes.

Probably in the professional side . . . not morally [laughter] . . . how shall I put it? . . . in following a tight curriculum . . . I am bound to follow certain directions . . . I would like to bend more. I am not sure to what extent I let my philosophy go . . . I suppose I have a fair run in what I do . . . I have guilty feelings about it and feel it may not be what would be thought to be right . . . the parents too I feel would favour, in this area, a more formal approach . .. I'm not expressing this well . . . but this question implies to me that I really do worry about it . . . even if you don't think my logic implies it being against my moral judgement.

That is a point of view . . . I see that.

Q11 . . . your state of health in the past, in more recent times or now, has it had a bearing on your professional life as a principal? . . . remember this is HEALTH on the JOB.

State of health on the job . . . the other way round I'd say 'yes', truly. Not this question though. No relationship I'd say. I have had sinus and . . . hernia. No strain . . . degree of certainty '2'.

Q12 Your professional job in the past, in more recent times, or now, has it had a bearing on your health?

My job, I believe, has affected my general health. This is probably the greatest point in the questions so far.

Could you tell me a bit about this . . . You've told me bits during other times we've talked . . . but I'm looking at it from another angle . . . not just symptoms but whether you feel your job . . . has had a bearing on your health?

The effect would be the emotional nervous thing . . . getting up in the middle of the night, walking the floor . . . worrying type of effect.

Would this just be at odd times only . . . and what effect would this have?

I'd like to say it has no effect on my family life whatsoever. . . but I know I'm a bloody liar [emotion] when I say that . . . because it must . . . it's a strain on me . . . we are talking about [uses own name] because it affects him and what affects him affects his wife . . . and family.

How does it affect you say physically . . . those worry times you describe?

I said I have sinus trouble, this brings it on . . . it is a most painful bind . . . .

Have you had a health problem with your heart at all?

No . . . no.

Tell me if you have one of these terrible sinus periods . . . do you have migraines?

No.

So you have this sinus . . . badly, could you name, describe, what could have triggered it off . . . what sort of thing?

Yes I can, without using a name . . . for me probably the most . . . greatest level of confrontation was with a particular member of my staff on several occasions. I know I acted badly professionally . . . disregarded all my ideas of counselling, listening, that sort of thing . . . the person told me of my shortcomings . . . I had been wrong . . . my motive may have been right . . . my approach wrong . . . I had been exposed in a situation where what I espoused was found terribly short . . . it's too deep to tell . . . I know I acted badly . . . this caused me loss of sleep . . . reduction/missing meals . . . ended up into the sherry for two or three days . . . that's the way it was and the killing sinus continuously. Has also happened at other times of worry. Strain . . . degree of certainty '3'.

Q13 . . . your life events situation, domestic, financial, family, outside interests generally, in the past, in more recent times, or now may have had a bearing on your professional life as a principal?

I think it must have had . . . probably less at present . . . as times go on and family growing up . . . becoming independent and so on.

Any recent events that may worry you and make intrusions on the job?

How to raise $7000 for another car . . my house mortgage now into a second party . . . that worries me . . . perhaps the security of my daughter's marriage you know . . . do you mean that sort of thing?

Do you feel life events do mount up and cause extra worry . . . has it happened to you?

Sure, it is happening, especially the beginning of this year.

Would it have been a strain on you?

Yes strain . . . degree of certainty '3'.

Q14 . . . your level of self-concept, generally in the position of a school principal at this time of the term, and year. Are you riding high or in the middle somewhere . . . perhaps unsatisfied?

Unsatisfied . . . .

Would that be low self-concept?

Yes.

Could you say why this is so at the moment?

Because one of my worries is that I am not professionally competent as perhaps I think I should be, as I look round some of my colleagues.

What do you have in mind there?

I have no degree . . . parts . . . have a DP at the moment who does a thousand times more study and can speak very ably in a 'thousand facets' of education . . . can leave me for cold. This has been brought home very much to me that I've never delved deeply into the professional side of my career . . . may I say I have feminist competition and she does things so well . . . I feel what I have tried to do has not been as perfect as I would like . . . I worry about this . . . I try and try . . . this takes it out of me . . . still . . . there it is. Strain '2'.

. . . self-concept?

Low . . . degree of certainty '3'.

PRINCIPAL #10

Q1 . . . feel about the authority you have to carry out responsibilities as a principal?

Not at ease . . . strain . . . degree of certainty '2'. No power of hiring of staff, or say in this . . . no power to fire inefficiency in others . . . others judge me . . . little power to use my own judgement of others who do not measure up . . . the district senior inspector's bulletin talks about what we already know . . . no teeth to do anything about it. Other areas of concern are Education Board limitations . . . we give more responsibility and decision discretion to our staff . . . by contrast, principals are treated very shabbily . . . this worse during financial downturn . . . their 'saying no' because of lack of money, doesn't lessen the local problems . . . in the past Education Board funding helped with problems.

Q2 . . . feel clear as to scope of responsibilities of your job as principal?

> Clarity in the manual is clear on some issues . . . custody of children . . . right of police interview at school . . . staffing ratio . . . those are clear. Many issues cannot be set out that way. Parents now are more questioning . . . we have encouraged them . . . the media encourages parents to question even what is laid down, let alone stuff that wasn't clear before. This sounds complicated but you'll know what I'm getting at. Some areas, even if clear from the Department, are hard to follow through at the local end. The SPELD 'tuition bit' during school time . . . was it in a Board newsletter? The two-page script in the local newspaper disturbed me . . . what the Department was saying in the newspaper, what we were to do . . . the whole thing was very unclear, but left us in the schools to sort out the indecision locally . . . even what they hinted as the case, I didn't agree with . . . not at ease . . . strain . . . degree of certainty '3'.

Q3 . . . feel about the work load that you will need to finish and expected of you during the work day, week or term?

> My work load varies.

In the global sense . . . how do you feel?

> Not at ease . . . strain . . . degree of certainty '2'. Everything important to others as first priority! The strain situation as I see it, is particularly when I've got troubled parents . . . that's where I find the workload . . . what is the priority of time? . . . their problem is immediate . . . I have to put aside what I was engaged in. Classroom visiting . . . preparing something against deadline and the extra unforeseen demand arises . . . if I have no time limits that's OK . The unexpected time pressures, that is the strain.

How can this type of strain be lessened . . . avoided?

> I'm sure in the past it was a case of placing yourself [the principal] on a pedestal . . . I'm holier than thou . . . I'm into the 'helpmate' situation . . . 'your problems are for me to solve'. The solver of problems, with the wide-open door, in my book ends up with

problems too. We have encouraged this approach . . . more work . . . more worrying work, with no extra experienced help . . . sure there are senior teachers' [positions] now . . . they are in classrooms . . . the required helping is a one-to-one situation with parents or children. [They are not free to give it, are in the classrooms teaching.] I therefore take on a counselling role, but I am not trained, or given time allowance to act like this.

Q4 . . . feel about being able to satisfy the conflicting demands of your staff colleagues, parents of your pupils, Education Board or Departmental officers?

I don't like conflicts. A worrying situation for me. Not at ease . . . strain . . . degree of certainty '3'. I am a person who worries about 'nothings'.

Have you always been like this?

Oh yes!

Could you go back perhaps . . . ?

I could go back to my early gradings, [teacher assessments] they were horrifying times and that sort of thing . . . I did quite well . . . but the agony!

You were going to tell me about worrying over things? How about as a child . . . teenager?

When I was 18 years . . . during the war, I wanted to join up, but my parents were against it. Being me, I wouldn't go against them . . . I could have arranged it . . . it worried me and upset me . . . I had this strong 'death wish'. I went at 21 . . . I was 'gut-sensitivish' . . . you know, even about little things? . . . even today, if the caretaker has a problem and is uptight about something . . . .

Would it be fair to say then . . . the type of person you are . . . this is not an evaluation situation . . . you have been a fairly feelingful sort of person, always . . . in some ways, because of your makeup . . . over a long time . . . you may get hurt a bit?

Yes, I feel so. I am prepared, though, to get hurt because of my own feelings. I don't want to get hurt . . . but I do get hurt.

So what we are doing here is suggesting even before the gradings [when you were younger] . . . there was that worrying stance?

I am sure it was.

Can you say then that in meeting these various conflicting demands, you endeavour to do your best, [do it] quite successfully, but it is a strain situation?

Most . . . most definitely . . . strain . . . degree of certainty '3'.

Q5 . . . feel about what your colleagues, parents and various controlling authority officials think of you as a principal?

Not at ease . . . strain . . . degree of certainty '3'. I worry whether people are thinking evil thoughts about me. I think perhaps it is in my mind sort of thing, even if I haven't given any cause for that.

Which one group would worry you most?

I think it's colleagues who worry me most.

Staff colleagues?

Many of the staff have been here with me all the time, but I still have doubts . . . although I must be reaching them . . . I still worry.

From interviews before, you mention one person you find uncertainty with . . . is that the person or the position held?

I think it's personality there . . . also, we have to work very close and perhaps it comes to light more. I have not had that feeling with other deputy principals.

Q6 . . . feel about how to obtain information and technology you need to be secure in your work: administratively, professionally and personal-relations oriented?

It's a strain situation in certain areas.

All over . . . generally?

No . . . not taken over all. At ease . . . no strain . . . degree of certainty '2'.

I thought that was a bit odd, because you have a fairly good grasp of your administrative techniques, because you have been involved in conducting in-courses [in middle management] . . . you have been about professionally, in your reading and experience . . . you are sensitive in person-to-personal relationships . . . you didn't do it all by chance did you? [laughter]

No . . . .

Now how about, as a side-line, seeing you were on the middle management in-service panel, some comments about your preparation or improvements for your preparation, for your job as principal: administratively, professional matters, person-to-person relations and so on?

This is quite a heavy one . . . .

Make a comment . . . what would you like to see for other people . . . make your job easier, if you were starting now . . . ?

I think there is a need for it . . . I have come up learning on my own . . . meaning there was never the right course at the right time to develop the right thing . . . when I suppose there was a need . . . then I don't know if I would really know what was required to do, what I really needed.

Yes, that says something . . . doesn't it? [laughter]

I would dearly love to see time given to the development of administrative . . . technical skills of being a principal, for beginning principals . . . or anyone running areas of a school. I learnt to be a principal in a sole charge school . . . being thrown in, with nobody there to really help . . . there should be room [organization] for senior principals in an area, not by chance, to call in the young principals . . . but by requirement, call them in . . . set up programmes. The guidance of senior people for the young ones coming through . . . this is invaluable. How does anybody learn to develop systems . . . to develop attitudes toward staff? . . . you need guidance in these things.

How do you feel about the middle-management modules meeting these needs in principal preparation?

Yes . . . and no. The modules need peppering with opportunities to discuss cases . . . real

cases . . . talk them through, without feeling any threats for people . . . all in the spirit of principal comradeship. In modules, in courses . . . there is the panel, perhaps talking academically and putting on a show, others as young participants in the 'one-upmanship' business, and the biggest riddle of all, a Department person! [Also present].

I know you pulled out of the panel . . . were you not sympathetic to its approach?

As I've said, it was not quite right. You know, principals I have spoken to get most out of principals' meetings . . . the free back and forward, non-threatening discussion of experience.

Not perhaps swapping ignorances is it?

Hell, no. There is background of reading, various bits from courses, other people's experiences . . . just talking things through among equals . . . that's it . . . without being 'the act' . . . that's what the modules tend to be . . . perfect presentations . . . overhead projector transparencies and all . . . but not really in support . . . the supportive talking-through part is missing . . . .

Do the present modules cover the 'strain situation' , as we have touched on through the interviews in this administrative project?

No . . . actually you know . . . parts of these interviews . . . they are the supportive talking-out thing . . . I've enjoyed the sessions with you.

Do you think, in part, they have been supportive in your position?

Of course . . . sure . . . I've found it so . . . I've learnt the jargon too [laughter].

Q7 . . . feel about your ability to influence the next stage of the administrative process, in decisions and actions, that affect the school generally and you the person on the job?

There are areas where I'm moderately satisfied and other areas where I am not. I have great feelings with my school committee. I can get things . . . develop things with the community

and the parents as people, it's great . . . the stumbling block is the professional administration . . . the next step up. I am not on colleague terms with the DSI and the 'executive suite' in the Board . . . I don't know them as people . . . I am not an executive member of NZEI, to know them in deputations . . . I just don't know them and they don't know me . . . I feel then I haven't the mana to get from the Department and the Board what I need at my school level . . . they don't really know the situation . . . they don't know me and it's faceless.

Well, is it over all a strain area?

[Pause] Not at ease . . . over-all strain. Degree of certainty '3'. You could say . . . over-all dissatisfied . . . but the local scene situation gives the good bits. I'm away on this one. You've seen the business in the paper [specified newspaper] regarding staffing entitlement and roll decrease . . . you know the story. The DSI's office replies in the paper, at a political level . . . [the acting deputy DSI] . . . I don't even know him . . . he hasn't been here . . . he has to write it up that way . . . says we have all the facilities we need for the general aspects of special needs . . . now I'm beaten . . . they say I've got the 'allowed part-time entitlement'. . . . I've got this, that and the other thing . . . at the grassroots level I know I've not got adequate provisions in helping others, I get clobbered. It's a case of economic restrictions and has taken away the local interpretation need factor . . . I have psychological reports backing, PAT scores, visiting teacher back-up material and what is more now that proven experienced staff is excess staff, who because they are not bonded, are to be turfed out of a job.

Q8 . . . feel, about knowing what people you work with expect of you in the areas: leadership, professional expertise, counselling, general support?

I might sound big-headed, but I am highly satisfied, I believe my staff, no matter what, share with me . . . ask me. At ease . . . no strain . . . degree of certainty '3'.

Would you like to elaborate further?

During my career I've tried to be close to

people . . . whether they are close to me, or thinking devious things about me, that is a different issue. But I have always tried to share . . . tried to be close to them . . . tried to be there when they needed me . . . I feel I enjoy this part of it . . . sitting down talking with a teacher . . . discussing with the STJC and bouncing into a Senior Teacher's room, particularly when they aren't teaching [actively], discussing some aspect of work . . . having them coming to my door . . . my door is never closed . . . it's only closed now because we are recording [laughter] . . . when it is open, they come in willingly . . . I'm not treated like a leper . . . perhaps some over-demanding parents make me feel sometimes that a closed door is better [laughter].

Q9 . . . feel about the amount of work you have to do may interfere with how well that work is done?

I am highly satisfied with a 6-hour day, if you like to put it at that . . . all the needs of school . . . I am here at the hub . . . if I can't do something now, it gets done tomorrow. No strain . . . definitely at ease . . . degree of certainty '2'. Wait on . . . if there is any unpredicted conflict business though . . . hours with parents . . . then that puts my statement out doesn't it? Also, it's strain . . . but not the way I want it to happen . . . I feel the quality is still there. Today I'm going to start off with this . . . [indicating school committee monthly report] as things turn up, I allocate priorities and time . . . if by the end of the day, I am here or there, I call it finish . . . I hold it over . . . if it must be completed, I allocate it priority . . . sometimes with the open door, I get caught . . . then it is a quick friendly session only [laughter].

Have you always worked this way?

Just experience, made me delegate more to senior staff . . . do the things I couldn't leave to others . . . things that only I have the facts and expertise to do readily. Also I don't spend lots of time just 'drifting around classes' . . . if I require a class visit, that's it . . . some visiting to pat backs and be seen though. My job is here mainly [office situation]. I find I can't be a grasshopper, takes too much out of me.

Q10 . . . feel about the things you have to do as a principal, are against your better judgement?

> Basically OK. No strain . . . degree of certainty '2'. However sometimes it is a bit 'tongue in cheek' . . . or perhaps public relations . . . I think that's how I'd explain it. I am generally at ease with it though.

Expand on that one.

> I had to write a letter this week . . . an elderly lady sent some music to the school . . . she had written the lyrics . . . utter rubbish . . . to do with us and Telethon. I said to the clerical assistant, when she was typing the reply . . . feel unhappy, because I am not telling the truth . . . I had to say thank you . . . thrilled to receive it . . . I didn't say it was a load of rubbish . . . I couldn't praise it . . . there was an underlying falsehood in what I said . . . you know, in teaching children, it's encouragement, in PR, it is plain deceit, but the 'customers' have to be happy.

What would you have done if you were much younger?

> . . . think I would have done the same . . . it is inherent in my nature, not to hurt people . . . but I can't be insincere . . . so it's a bind . . . a worry, you know.

I've got to say this . . . are you committed to a particular lifestyle or anything with those uppermost thoughts?

> Not really . . . just a nice family life situation. . . . opted out from Presbyterian church about 10 years ago . . . had some conflicts of thoughts.

. . . you are tender . . . caring because of you . . . then?

> Certainly not behest of a movement . . . no [laughter].

Q11 . . . your state of health in the past, in more recent times or now, has it had a bearing on your professional life as a principal ? . . . remember this is HEALTH bearing on the JOB.

> Yes, certainly . . . degree of certainty '3'.

Feel though that the job also has affected my health too . . . however I feel my temperament of worrying has had an effect on my health and thus on my job situation.

Q12 . . . your professional job, in the past, in more recent times, or now, has it had a bearing on your health?

Most definitely . . . degree of certainty '3'. I suffer . . . have suffered terribly from migraine . . . the moment things start tensing up . . . stress starts developing, no matter what . . . if I have a parent at me, or a teacher in tears . . . if I had a grading visit [professional assessment] . . . I actually vomit . . . after it's over, I'm flat on my back . . . .

Your grading visits . . . .

I take them so personally . . . I can't stand the process. . . actually go away and am sick in the toilet . . . the present fellow [inspector] is no different, even when not a personal inspection . . . just three-yearly school one.

Could you go back . .. would you have been like that, when you were younger?

When sitting matriculation . . . there was great pressure on me . . . basically it came from my parents . . . I was expected to get 100% with everything I touched . . . they were soul-destroyed when it was less . . . particular rivalry with local minister's son . . . pressurizing me . . . .

Were your brothers? sisters . . . ?

My older brother didn't sit, my sister went away to be a nurse, didn't need it [matriculation]. She was always accepted . . . but me, I was my parents' image. I've had it built into me . . . in the job . . . reports White 9, Green 7, Yellow 5 . . . slaved and 'gut-turned' my way to the top . . . migraine, vomit, 'sconed out' afterwards . . . that's been me . . . Good God, it's terrible! [Laughter]

You haven't had a heart attack?

Not yet [laughter].

How about smoking?

No.

You have touched on an interesting area previously. You have delegated more . . . taking notice of time pressures . . . making priorities . . . not 'grass-hoppering' about . . . have you any strategies to release the tension/stressors?

No, I don't think so . . . not within the school. Going back to my first grading visit . . . I didn't know what to expect . . . wild stories . . . I decided to build a boat in the garage . . . over the winter, every night after school finished . . . I released myself doing that . . . physical work . . . being creative too . . . wonderful. This year, with a three-year inspection visit, I found the pressure building up again . . . right now . . . would you believe it . . . another boat [laughter]. Have to hurry, only a year before I retire [laughter].

That is going out at 40 years [retiring] . . . ?

No, not the full 40 years, I was a late starter at 29 years and now I'm 60. I could go on longer . . . but it's out. After the services . . . I was in hardware retail . . . left as branch manager to go to training college . . . wanted to be of some helping use . . . please my parents!

Q13 . . . your life events situation, domestic, financial, family, outside interests generally, in the past, in more recent times, or now may have a bearing on your professional life as a principal? . . . be fairly open about this one.

No I don't think so, my life revolves around my family . . . my married sons and their families . . . No, I'm quite certain about this. Any problems would be within me . . . my nature. No strain . . . degree of certainty '3'.

Q14 . . . your level of self-concept, generally in the position of a school principal at this time of the term and the year?

Not entirely satisfied.

. . . 'high' . . . 'low'?

[Big pause] . . . have to say 'low'. Degree of certainty '3'. What I do is the best I do . . . not altogether happy with myself though . . . I do look forward to Fridays [laughter]. I perhaps feel with my temperament I'm in the wrong game, I have helped people, but it's been a strain on me . . . that's certain.

PRINCIPAL #18

Q1 . . . feel about the authority you have to carry out responsibilities as a principal?

A strain area. Feel that the authority of a principal has been eroded . . . no longer 'master of the domain'. Mind you there had to be some openness compared with the tradition of say 20-odd years ago, by the traditional headmaster . . . now, partly because of our own making, we have invited folk into schools . . . that's OK, but 'to be interested' has set up 'interference' in some quarters . . . the media has aided this approach . . . the Minister advocates changes in [press] interviews and the public take this as policy . . . as of right . . . conservative ones . . . then some parents and groups, CONTACT for example, make our lives miserable . . . 'back to basics', out-of-school use of facilities, accountability . . . you know the situation? Not at ease . . . strain . . . degree of certainty '3'.

Q2 . . . feel clear as to scope of responsibilities of your job as principal?

These aspects, at this time of my career . . . got nothing to lose . . . in the situation I'll describe, are tied up with the last question . . . authority, this scope thing and the status of a principal is a sore point with me. There is a niggling background of the Inspection system [Department] . . . the likes of this staff inspector, who can make snide remarks to the office assistant [here] . . . what he would do or not do if running the school . . . at this stage I would tackle him if he said it to me . . . whereas ten years ago I'd be thinking of my career proposals . . . or would I tackle him as I say [laughter] . . . I was surprised to hear recently the Primary Principals' Association president [specified] make a statement about principals being given a five-yearly check and possible replacement . . . at the moment we have three-yearly school inspections . . . that's fair . . . I feel they

and our president are 'knocking' us . . . I feel the Department, or is it the personality of the present staff inspector . . . he is against us [rather] than with us.

Do you feel the scope of your responsibilities is reasonably well defined?

[Some in-service course] material is one approach . . . the Handbook for Principals is another. There is a difference between sources . . . what is perhaps set policy and what is espoused, or thought idealistic by a staff inspector . . . like I said before, with the Minister . . . what is espoused policy and what is stated policy are so different. Not at ease . . . strain . . . degree of certainty '3'. You know, I perhaps within my school know the scope . . . but the principal is no longer the one to decide. School committee federation espoused policy . . . overseas management articles . . . individual inspectors . . . the Handbook . . . all vary.

Q3 . . . feel about the work load that you will need to finish and expected of you during the work day, week or term?

In recent years, I'm prepared to say, I've made damn sure the work load isn't too heavy, e.g. don't take my work home now . . . I virtually turn off when I drive out the gate . . . I've trained myself to do this . . . I'm quite sure I don't do as much as I should, because of ageing in inverted commas . . . because I'm not prepared to run myself into the ground . . . a blood-pressure problem started about five years ago. You know, what I said about 'drive out the gate' and turning off, that's really wishful thinking . . . I worry about what I should have done.

How about your work load generally?

From my point of view I would say, I don't work to the stage of overload . . . I'm not satisfied about it though, because of all this parent demand thing . . . part of work . . . that's overload. A strain . . . degree of certainty '2'.

Q4 . . . feel about being able to satisfy the conflicting demands of your staff colleagues, parents of your pupils, Education Board or Departmental officers?

I keep thinking of individual examples in these separate areas and find it hard to give a generalized answer . . . . If I feel OK about the staff and not the others . . . I'm not satisfied generally, am I? . . . some of the individual staff . . . I'm not happy about my role there, either . . . I must say not satisfied.

Are you saying it is a strain area?

Yes . . . strain . . . degree of certainty '2'.

Q5 . . . feel about what your colleagues, parents and various controlling authority officials think of you as a principal?

Not a real problem . . . no strain . . . degree of certainty '2'. I don't really worry about this . . . no, I definitely say that . . . I'm really a bit hard about this now.

Q6 . . . feel about how to obtain information and technology you need to be secure in your work: administratively, professionally and personal-relations oriented?

At ease . . . no strain . . . degree of certainty '1'. If I really liked to worry about it more, it could well be a strain.

I'd like to shape this one up a little. Why I say this . . . you are in this middle management course. Is it more or less right, that this is some approach by the Department [locally it is believed] to have principals and in some cases deputy principals to attend an in-service course, during the first part of the year of the school three-year inspection visit?

Why at my stage they bother with me I don't know . . . they also will line things up in the school at the visit time, with what was set out in the first part of the course.

Do you feel .. . the information you have been able to get for your job was presented in a logical way, or piecemeal?

You mean the course, or the general getting of a background for a head's job?

Well OK, both or either [laughter].

Could you go back again to the original question, I'm lost, what are we up to . . .

it's the bit about where did you get the information?

How did you get the information and technology you need to be secure in your work: administratively, professionally, and personal-relations oriented?

Cripes this is complicated! [Laughter.]

OK . . . are the course modules any good . . . how's that?

Well, it would have been years ago for me . . . administratively I feel that my start in a four-teacher school . . . never had a sole-charge . . . was the way to learn . . . right into it up to the ears and you had to cope or not survive.

The recent course would be OK for people just fairly new at it?

However, most of the ideas are based on overseas material and old at that . . . you know I was on exchange to the USA . . . really you can't transfer one thing to another and implement its philosophy . . . must be home-grown. They mention the Prebble and Stewart books [see bibliography] . . . I read them, but although 'done' here, it's all about ideal people you're working with . . . isn't it? Now about the other parts . . . we covered administration . . . I'm more interested in the administration . . . not the teaching now . . . quite impatient with kids.

I feel we got into an area there, didn't we?

Q7 . . . feel about your ability to influence the next stage of the administrative process, in decisions and actions, that affect the school generally and you the person on the job?

This is a strain area. Degree of certainty '1'. I'm going to express an opinion . . . the school committee thing is the luck of the draw . . . who is on it and whether they feel their way and take a bit of guidance [from the principal] . . . there is terrible elasticity there and sometimes without clear guidelines it is difficult . . . PTAs and school committees can be an area of conflict of ground . . . if there is a showdown, what can you turn to? Even if the School Committee Journal tries to clarify the situation at times, but it isn't

what the PTA federation has in mind. The Education Board [locally] are a bit touchy about school councils too . . . instructions in their newsletters tell us that.

Where your school committee or you are approaching the Board on local matters, do you feel they take heed of your on-the-spot background of the problem?

As the principal, often have specifics and background from experience . . . trying to get the school committee to appreciate it and feed it to the Board, because they are the official line on buildings etc, is hard work . . . strain area . . . some principals, with the right committees (pliable ones!) write the letters for them, or write from themselves . . . but as for how far the locals, the committee or principals can influence the next stage . . . I'd say very little. You know, in recent times, the biggest hurry-up comes from individuals writing direct to the Minister! I know now what things you can 'influence on' and others where you can't.

Q8 . . . feel about knowing what people you work with expect of you in the areas: leadership. professional expertise, counselling, general support?

I do know what they expect . . . what I would be dissatisfied with is my own personal performance. The staff expect magnificent leadership [laughter] . . . highly satisfied about knowing, as long as you don't include the performance. The strain . . . the worry goes back to personal expectations of what you should be doing, in your own estimation of things.

As an appendix here . . . what would be some of the little strategies you use , to know what they expect from you . . . tackling the feedback?

. . . almost incidental . . . just day to day rubbing of shoulders with people . . . senior staff meetings . . . feelings that they are working on from what has been set as policy. If you delegate something, follow it through . . . watch for odd bristlings . . . etc.

How about a principal's performance . . . a salesman can gauge how he is doing in personal relationships . . . the warmth of response and, more tangible, the measure of sales figures . . . what thoughts about this in relation to a principal's performance?

It is difficult . . . there is no way to have check lists . . . short of asking them . . . that's not on . . . would you get a true indication? No doubt we should be getting feedback . . . all we can do is get incidental feedback by incidental rubbing of shoulders . . . ask senior staff how 'we' are getting on . . . that's us as a team . . . note the royal 'We' [laughter].

I keep in touch with the American scene . . . the staff and pupils [junior high onwards] are asked to evaluate . . . . This is a stress area, because the personal relations thing is so involved . . . trying to help . . . trying to console, trying to jog along . . . all those things to varying people with different personalities and in the end not being able to alter the 'system', even your local system much . . . alter it only by doing more of the same thing . . . that's extra stress to me.

I used to feel that this personal relations thing and this whole area we are talking about was a strength of mine . . . not now, in last two or three years . . . this could be due to lack of male staff . . . one relieving only, out of whole staff . . . or more of the staff, who are the type prepared to question . . . the younger placed [tenure] and placed relieving staff . . . I think it is me too . . . had a battering one way or another over the last few years. Not at ease . . . strain . . . degree of certainty '2'.

Q9 . . . feel about the amount of work you have to do may interfere with how well that work is done?

Not at ease . . . strain . . . degree of certainty '3'. . . . reflection on my powers of delegation . . . if I did everything, wouldn't have time to do it . . . when I hear what some of those young fellows do [on management course] I'm highly dissatisfied [laughter] . . . the problem on a larger staff you have many areas to cover, delegation of subject resource and not everybody has an interest in the things to cover . . . problem of delegation of music and no real music 'buff'.

How about tagging advertisements?

[Laughter] . . . you know that's not really

workable . . . so many of staff tenure [6 positions] . . . year ones [2] and relievers [2] . . . see half the staff . . . because of the system no long-run tenure. Delegation in ideal situations lovely . . . in unsatisfactory conditions . . . strain. This perhaps could be lessened with released staff and use of teacher strengths used in other rooms . . . part-time component [1.6 hours] means cutting back reading recovery . . . you know it yourself? Because I'm philosophical about it . . . only moderate strain . . . guilt and conscience in essence though, it is a worry. [Pause] I'd have to be truthful and say . . . big strain.

Q10 . . . feel about the things you have to do as a principal are against your better judgement?

Not really . . . can't think of many incidents that would bring up the moral aspect. At ease here. If you do want an example though, it's about racism . . . because of my past school experience [Maori School service] very sympathetic to the Maori . . . find myself now less and less. I was in the country, then country towns and then the city. Now perhaps I am negative. When I got into the high socio-economic area, find quite an antipathy to Maori studies in the school . . . fouled up really by [specified itinerant specialist teacher], rubbed staff up and parents . . . although feel negative myself . . . feel that the kids need to rub shoulders with Maoridom . . . now behind us a bit and have built up a good programme. However at times I was pulled many ways . . . my past, my changed present, poor showing by specialist teacher, staff and parent resentment and feeling that philosophically it should be done. A strain really here.

Not so much moral judgement . . . just better judgement?

Also again . . . the school cleaning thing . . . really a school committee responsibility . . . in urban areas, this is not like the rural close community situation, principal acts for committee, but in a showdown has no authority, the Board says it is a committee affair . . . walking the tightrope for efficiency and then can get clobbered . . . a strain here. Others [principals] have had it worse . . . you know about it, as it was in the Principals' Association survey [mentioned elsewhere].

Can you make a generalized statement about this . . . against better judgement in your case?

> All right . . . the judgement hassle would be less if there were clear-cut, more clear lines on school committee duties, the Handbook [School Administration, see bibliography] is not a definitive thing . . . you need a stronger decision about PTAs and committees . . . too much rests on affairs locally, personalities involved and precedents. The principal is left to work, not within set guidelines, but sometimes in areas with no guidelines, or even against the guidelines to make things 'work'. If there is a problem, it's back to some out-of-date or loosely defined statement and then the principal is 'in it'.
>
> This is an area full of against-better-judgements . . . when the question was first asked, I thought the reference was morality [laughter]. Not at ease . . . strain . . . degree of certainty '2'. I am sure . . . more definite constitution is needed . . . then clear-cut action responsibility would make it less of a strain area. In some ways . . . problem is same as the principal has in delegation with staff . . . his delegation approach relies too much on personality factors and situations . . . that same setup again [as with school committees, PTAs].

Q11 . . . your state of health in the past, in more recent times or now, has it had a bearing on your professional life as a principal? Remember this is HEALTH bearing on the JOB.

> A big question . . . it's a chicken and egg situation with me. I have high blood pressure . . . I know this affects me as a person generally, that includes school . . . I'm sure my domestic situation has affected my health . . . I know my job has affected my health . . . I think my nature too has made me susceptible to reacting to pressure out of work and at work [situations]. The domestic front has been 'gut-squirming' for me. This is true, state of health has had bearing on my work . . . degree of certainty '3'.

Q12. . . your professional job, in the past, in more recent times, or now, has it had a bearing on your health?

I know damn well this domestic aspect was probably high as a contributor . . . also the job itself. I would be doing most of the things we talked about on the course. [The in-service programme in the year of the school inspection.] I would still be happy to finish out my time in two years . . . because of this debacle I would be happy to go tomorrow. My ex-wife gets a lot of pleasure out of seeing me . . . the way I have 'slipped' . . . with all these women around me [at work] I'm sure makes me a bit generally resentful . . . this is all having an effect on my health and consequently on my performance . . . I feel guilty about it all. High degree of strain . . . degree of certainty '3'.

Q13 . . . your life events situation, domestic, financial, family, outside interests generally, in the past, in more recent times, or now have bearing on your professional life as a principal? . . . be fairly open about this one.

Wow! . . . my domestic situation, as I have just said, certainly has had an effect on my professional life . . . it has made inroads all the time . . . over the years there have been times when I just can't settle or concentrate at work . . . leading up to court appearances, just after court proceedings . . . lawyers' letters . . . selling up of my house . . . financial settlement issues. Oh! What a business . . . sure. A strain situation of highest order . . . degree of certainty '3'.

Q14 . . . your level of self-concept, generally in the position of a school principal at this time of the term and the year?

Not at all satisfied.

Would this be a 'high' or 'low' rating of self as a principal?

Definitely 'low'. That's at the level of '3' by the way. I am really ready to go . . . I am looking for a general release . . . I'm happy when I am away from this . . . my domestic problems . . . away at the bach [beach cottage] . . . golfing. I hope it will all come right . . . I don't expect it.

THREE-DAY DIARIES (3DD): SUMMARIES SAMPLES

THREE-DAY DIARIES
(3DD)

Summaries

PRINCIPAL #1

Female staff not able to change batteries in A/V equipment -- equality professionally but the 'work shop' jobs of classroom teaching put onto principal.

New appointment to staff -- selection not a fit to professional resource needs -- no say in selection -- limited number of positions only advertised in Education Gazette and no requirement for Education Board to use as selection criteria.

Maths inservice programme for parents -- Education Department maths adviser as guest speaker -- Education Board did not send chairs on loan until 4.35 pm -- staff member as part of resource team did not turn up -- said sick daughter her first priority. Unscheduled events in such circumstances are worrying.

Inroad on principal's lunchtime -- parents and staff.

School committee project of converting two prefabricated classrooms into assembly room -- additional time commitment by principal.

STJC returned from sick leave -- very difficult to work with -- unfairly critical of relieving teacher's performance.

Special needs difficulties of newly-enrolled pupil with medical handicap -- delay granting teacher aide assistance -- question of finding suitable person -- only part-time allocation -- full day need and time delay hassles.

Professional problem: some staff with difficulties in implementing local implications of 1 - 5 rating scale for Progress and Achievement Registers.

Parent-pupil-staff problem of child fantasizing about class teacher's part in medical problem. Time consuming, and very personal accusations made by parent -- child is wrong and parent did not accept the time and worry involved for all.

Difficulties in screening satisfactory one day/ short term relieving teachers -- this time of year local pool

virtually exhausted.

Satisfaction expressed in sharing children's written programme.

Home events: carpet layers and furniture needing moving and pressure of being out again to parents' meeting.

PRINCIPAL #2

Specified unwarranted attitude of staff inspector toward two staff members during school inspection -- tightrope of principal's professional assessment of situation and yet also being an employee.

Conflict with parents wanting transfer across classes -- local discussion sessions about staff through telephone very apparent.

Amount of time involved with accident and sickness follow-up with parents not at home.

Openness of school to parents commented upon as fine when initiative kept in hands of staff -- question of appointment to discuss situations and 'barging in' demanding action.

Home events: 'School inspector took all my emotional energy -- some solace in playing the piano.'

PRINCIPAL #3

Principal's time involved with PEP workers: one on grounds and two in library -- wonderful idea, but additional drain on principal's time -- they are type that need constant supervision -- question of its worth compared with taking principal's time from more professional and administrative activities.

Ancillary staff allocation of time problems -- reduced hours mean principal selling stationery -- 'who takes up the slack?'

Lunchroom supervision -- needs reliable organizer and staff -- last-minute cancellations and difficulties of being shorthanded -- parent participation in scheme is fine if well organized and helpers are reliable -- should be totally parent-volunteer run and controlled.

Impending gala day -- liaison activities making inroads into secretary, principal and staff time -- ideas formulated by PTA, and staff left to organize, collect and arrange store space.

Time lost for statistical returns -- work taken home.

Mention made of classroom visiting time given over to other activities.

PRINCIPAL #4

Comment on staff morale as falling roll sees loss of one senior teacher and no firm policy of whether Division A or Year 2 and 3 staff to be reduced. NZEI and Department making conflicting statements. Principal as person 'on the spot' in between.

Concern: letter written by principal on behalf of school committee about playground seating -- Board advised not principal's job -- principal has facts and aware of what is needed and available -- building supervisor visits during school hours and discusses -- conflict of roles and justification of course of action.

Activities by principal at lunchtime, no office staff on duty.

Role overload: parent interview 2.00 - 5.30 pm and 6.30 - 9.00 pm.

Mention of principal's cold sores.

Difficulties between principal and deputy principal -- DP very strong personality.

Entries over three days of principal visiting classes according to regular pattern.

Staff concern at falling roll and transfer priority of staff -- probable difficulties of 'broken teaching service' clause. Principal's endeavours to counsel staff.

Parent conflict -- request to shift class -- child reasonable and parent not. Mother initiator and father independently wishes child to stay -- bitter conflict at home it appears. (Woke early and worried about this matter.)

Home events: block of town houses being built will block out sea views.

PRINCIPAL #5

Two different parents visited re allegation that deputy principal being egocentric. 'I agree most times this is

so -- what do I say to parents?'

On phone lobbying school council members regarding purchasing $3,000 papercopier -- 'it has to be done, I don't like this.'

Writing letters while eating lunch -- 'got so behind'.

Administrative arrangement about water safety project. Parents feel they do this, but there are 'so many loose ends'.

Problem to sort out -- boys' college has changed mid-term break time in their newsletter but did not advise the contributing schools.

For the second and third days, principal absent from school with influenza and trench mouth.

Thoughts of work all the time.

Wife relaying phone messages about water safety project.

School newsletter due out and not completed -- wrote remainder in bed and wife took in to school secretary.

Confrontation with wife about returning to school on third day -- spent day just relaxing and listening to records. 'My music is a life-saver for me!'

Home events: missed one day of my three days per week YMCA fitness programme.

PRINCIPAL #6

Principal in hospital during diary exercise.

PRINCIPAL #7

Discussions with NZEI counsellor re staff member returning after leave -- concern over timing -- will it be before parent interviews and principal will need to answer individual parent's concerns?

Visit of Australian exchange teacher, room visiting and discussion -- interesting but time consuming.

Administrative activity over the three days of diary exercise: school heating -- school committee responsibility -- impractical to expect anyone to leave their employment to get this under way.

Roll decrease and reduction of school caretaker's hours -- Education Board does not advise caretaker or school

committee direct but the principal -- he is the 'man on the spot'.

Visiting teacher and public health nurse discussions -- following written reports concerning a pupil with special needs -- principal liaison with parents, psychologist and Education Department.

Observation that principal active during lunchtime.

Some problems during times of wet grass and reduced available playing space.

Conflict between senior teacher and deputy principal.

Role overload with pupil reports and progress and achievement registers -- work taken home.

Home events: financial concerns of two sons -- one's wedding and home finance, the other married and full-time university, requiring assistance at present.

PRINCIPAL #8

Evidence that politics were topic of staffroom discussion.

Staff and principal involved with heavy time commitment with social studies curriculum prescription.

Principal's concern with school committee hall project -- expressed as 'time of anxiety'.

Concerns of falling roll and staff transfer criteria ambiguity -- time-delaying tactics by Department and letters to local paper debate.

Recordings of principal scanning syndicate minutes -- visiting syndicate classrooms -- children's work being reviewed in classrooms.

Parental 'popping in' as a 'thief of time' -- most matters rather trivial -- really just wanting a 'listening ear'.

Home events: regular walking, bowling and engaged in hobbies.

PRINCIPAL #9

Principal engaged in NZEI counselling concerns outside own school.

Teachers frequently visiting principal in office during class time.

Principal engaged in committee work -- 'Consultative

Committee Special Education'.

Principal releasing teacher/librarian from classroom.

Parent interview: undue pressure on child to perform and criticism of class teacher.

Role overload pupil progress recording on index cards.

Specific mention of visiting classroom and called away to discuss ground development with officer Education Board.

Lunchtime activities of principal.

Home events: Evidence of worry and broken sleep re problem of staff member -- wife took principal out as a surprise to help unwind.

PRINCIPAL #10

Some division with deputy principal over politics -- both very much in different camps.

Parent interview and comment made father on school committee for personal reasons.

Time involvement in Telethon -- felt pressure from parents for school to get further involved each year -- 'love to see children on TV'.

Parent interview: child with private psychological report, demanding extension programme by school -- suggestion for parents to follow -- feeling interview more for boosting parental ego.

Four classrooms being refurbished -- some difficulties -- the future benefit outweighs present inconveniences.

Mention of short visits to two classrooms -- art and craft projects.

Growing concern 'space invaders' -- instance of boy in school time, shop rings school, principal collects -- parents working -- parent brought to school -- '$$$ in pocket still to go!

Proposed NZEI action -- concern for principal that publicity through local branch chairman rather than National Executive. Deputy principal heavily involved.

Delegation of small group of parents concerned about religion in school.

Reference made to principal available to staff half lunchtime and then 'scampers' home nearby for the other half hour.

School staff extra involvement social studies evaluation project for Education Department -- deputy principal resource person -- principal feels not enough commitment -- worries about delegation.

Home events: onset of headache about 6 am most mornings and continues to about mid-morning. In evening regularly listens to Parliament. Mention that no school phone calls on two of the three diary-exercise nights.

PRINCIPAL #11

Difficulties because clerical assistant on sick leave.

Newly-appointed DP needing orientation.

Differences of official opinion, and general ambiguity, over SPELD tutoring during school hours.

Attention to lunch scheme questionnaire, community hall needs, and bus transport arrangements -- all breaking into time needed for professional attention to SPELD matter and an important public liaison exercise. New school commmittee chairman to visit and be introduced to staff, most children at S1 - S4 assembly, then to visit other classrooms.

NZEI action considerations, difficulties wording circular to parents.

Submissions and returns to Board -- ancillary hours, school grading return.

Professional shortfall -- senior teacher's and syndicate teacher's pupils' reports.

Interruptions to planned school committee report writing.

Professional uplift -- overseas teachers visit classrooms -- but lack of time means children's reports taken home to check over weekend.

Home events: sore throat, signs of 'flu. Rest on bed before evening visitors -- heart condition. Out to indoor bowls. Difficulties with elderly parents. Mulling over housing decision for own retirement.

PRINCIPAL #12

Organizational detail concerned with 'Book Stall' associated with parent interview evening.

Principal visits classrooms much of the school day.

In classroom while Maori liaison teacher working with class.

Spend time talking over written expression samples with individual children.

Mention that lunchtime averages 20 minutes.

Parent interviews 2 - 5 pm and 6 - 7.30 pm.

At school 7.45 am each day -- much administrative work done before and after school.

A good deal of 'workshop maintenance' -- AV equipment and school fixtures -- undertaken by principal.

Principal takes active part in sports coaching.

Staff contact in office during lunchtime -- 40 minutes of lunchtime.

Incident of fight in playground -- principal went out to investigate -- child ran off -- restrained -- teacher found child had bump on head -- immediately after school mother complained of assault by principal -- difficult situation -- parent brought up previous issues at school -- principal put phone down. Principal's comment: 'An experience I could well have done without after the pressures of the previous two days.'

Home events: 5.30 - 6.15 am jogging each morning -- [lives alone] shopping, domestic chores, cooking evening meal, relaxing reading and TV. One evening of the three-day diary exercise, friend home for dinner.

PRINCIPAL #13

On sick leave.

PRINCIPAL #14

Senior inspector visit -- year one teachers and associates -- discussion end of visit.

Strategies outlined to get around the 'dead hand' of STJC re social studies scheme -- anxiety about work

pervading time away from work.

Maintenance tasks -- supervision of caretaker, Education Board.

Classroom visits -- junior classes assembly -- middle school games hour.

Administrative initiative for roll projections -- necessary liaison preschool/dental nurse. Office equipment enquiries for school council. Red Cross collection. Organizing school photographs. Approval staff cash purchases. Query from Board about relieving teacher's payment, unusual circumstances in this case.

Visit from secretary school council re bottle drive. Letter to Board re fall in school roll and subsequent staff transfer.

Book sales rep. problems. Other sales calls -- unexpected.

Liaison STJC re junior staff meeting.

Counselling and advising. Maternity leave application and securing reliever.

Coordinating arrangements for parents interviews and associated evening of book buying by parents.

Lunchroom liaison -- person in charge also on school council, personality clashes problem, 'not rapt on teachers'.

Work overload -- roll returns done at home.

Wet weather problems.

Reading P and A Registers, drafting comments.

Lunch time used for staff consultations (including welfare concerns) -- only time staff available.

School council -- negative attitude to staff.

Social Welfare liaison and ensuing difficulty re confidentiality -- diplomacy skills required. Crippled Children Society, Accident Compensation Corporation, psychological services, all requiring background information from principal and staff.

Liaison intermediate school on handwriting styles.

Principal relieves DP's class while DP visits printery re new pupil record form.

Difficulties re voluntary driver for Department's regional remedial scheme -- no official funds.

Comments about 'beating the system' re paying groundsman -- no Education Board allowance, so part voluntarily-raised funds, part free labour, part disguised cleaning grant.

Principal not told parent and young baby in classroom for social studies project 'resource'.

Details about exercise and relaxation. Additional comments about delegation, personal health and stress; in particular, individual temperament and 'social abilities' -- some people cope better than others.

PRINCIPAL #15

Several social/home problems to sort out with help of visiting teacher -- included two home visits.

Sampling of pupils' books -- three classes in the classroom and three in the office.

Lunchroom activities, staff calls, eat when time allows.

No regular deputy principal at the moment -- seconded -- means principal undertakes boys' sport organization and coaching.

Education Department Social studies curriculum review -- resource teacher enthusiastic and very capable but principal's time involved.

Principal takes class teacher's class during combined choir practices.

Visits teacher at home recovering from operation.

Ongoing parent problem with child needing firmer home control.

PRINCIPAL #16

Absent -- orthopaedic operation.

PRINCIPAL #17

Absent -- bronchial asthma.

PRINCIPAL #18

Personal confrontation with staff inspector -- difficulty of wife on school staff.

Falling roll proposed fall in ancillary hours -- programmes in place and will need to be curtailed.

Principal mentions increased nervous smoking.

Parent interviews on two nights -- wet weather and no covered ways to classrooms, some inconvenience.

Education Board-appointed relieving teacher who has professional shortcomings -- would rather get own.

Parent racial complaint about additional help for Maori children but how about help for 'bright Europeans' -- 'This type of confrontation leaves me emotionally drained.'

Left reading glasses at home and in difficulty until lunchtime.

Reference to spelling mistakes in children's reports -- staff cannot spell.

Plans to 'tidy up' school maths scheme but always interrupted.

Senior teacher having difficulty with staff in her syndicate -- 'feminist who always is advocating equality but is too dictatorial with teachers and children also'.

Reference to problem of only male on a large staff.

Visit to three classrooms to follow up hobby-type maths problems that were set out last week -- interruption for phone call and two unscheduled visitors.

Home events: composed Rotary newsletter -- duplicated at work -- a deadline for next evening. Five months' liaison with lady friend broken up. Problem trying to give up smoking. Drug related difficulties with teenage stepson. Arrangements to cash in insurance policy -- no ready cash -- legal expenses begging to be paid.

PRINCIPAL #19

Withdrew from programme.

PRINCIPAL #20

Continued wrangle with Education Board manager and variable space furniture problems.

Administration arrangements for parent interviews next week.

Two days' wet weather and early closing -- grounds a problem when wet.

Mention of 'sharing time' at morning interval [researcher feels this may have religious reference].

Administrative liaison for 'bring and buy'.

Taking part in school music programme.

Some arbitration between STJC and caretaker -- STJC perhaps unrealistic standards.

Roll growth and building requirements taking up principal's time.

Reference to small minority group in delegation, almost continually niggling over 'open space' philosophy -- principal feels need for public relations from Education Department.

Principal visits classrooms and takes opportunity to talk to children informally.

Difficulty of new staff member fitting in with junior department staff -- others feel children can have problems but not staff.

Home events: Supervising daughter's homework, music, exercising dogs and church choir practice. One night with wife to theatre.

THREE DAY DIARY
(3DD)

Samples

PRINCIPAL #11

Day 1

Before school

1. Clerical assistant absent yesterday -- phone in -- possibly 'coming in'.

2. Principal wanted minutes of last night's School & Community hall committee's meeting written up.

3. Newly-appointed deputy principal demanding of time. Suggested he take inward phone calls until clerical assistant arrived at 8.30 am.

4. Speech clinic waiting room in relocatable building, no approved heating. Ministry of Works during fire inspection visit yesterday observed portable kerosene heater. I suggested it be secured to the wall -- caretaker not happy. I contacted Education Board: no resolution.

5. Clerical assistant rang in: still 'flu. Teacher aide in lieu not satisfactory as committed with inflexible tasks, but some office reception relief.

Beginning school to just before morning interval

1. Attendance officer from Education Board -- no warning, regarding SPELD tutoring during school time. Two families concerned.

   Developing into test case. Staff inspector, district senior inspector [DSI], reading advisor, school resource teacher and supervisor junior classes [STJC] involved. Local MP contacted by parents -- indirectly Minister of Education. MP and principal felt situation be reconsidered, inspector was firm and asked attendance officer to proceed. Ward member involved also.

2. Electrician called and briefed about fault in community hall. Phone the hall hirer as damage during period of hire. I phoned secretary of hall committee who was responsible for this negotiation.

3. Two parents arrived to sort out lunch scheme questionnaire -- scheme under threat through lack of support of helpers -- undiplomatic parent organizer of roster. Principal worded questionnaire after consultation with school committee chairman and PTA representatives -- united front approach -- principal to keep watching brief. Urgent that clerical assistant type out new roster now!

4. Preparation of attendance sheets for court prosecution -- no typist available today.

Morning interval to just before lunchtime

1. STJC approached me at morning tea, 'Wished to see you all morning -- you appeared busy'. Discussion infant area trip to Museum of Transport and Technology costings -- clerical assistant had been allocated this task. Agreed to use vintage double-decker bus at higher cost than normal bus: historical value. Needs some explanation in mini-newsletter re costing increase.

2. Visiting teacher arrived at this time -- regular routine visit.

3. Class teacher expressing concern teacher aide not able to cover class for scheduled school choir practice -- this cancelled.

4. Arranged for deputy principal to arrange teacher for section to oversee class in back and forth monitoring situation -- proceed with choir.

5. Visiting teacher has viewpoint on SPELD and non-attendance situation.

   Also two girl pupils family situation and possible home violence -- point of intervention as domestic situation not a case of direct school involvement.

7. Visited lunchroom -- roster situation.

Lunchtime to just before start of afternoon school

1. Received and checked mail. DSI letter re SPELD recommendation -- discussed STJC and asked to check feeling of reading recovery teacher in light of letter. Principal felt approach too smooth. To discuss further with senior staff at 3 pm.

2. Second mail item -- Theatre Corporate booking requiring set fee performance -- requires newsletter

home: indication of support -- calculating individual entrance fee as group performance cost quoted and deadline for confirmation to be considered. Requiring typing and duplication on return of clerical assistant.

Note: Last year individual cost 70 cents -- same numbers this year approx. $1 -- how will this go down? Decided to bargain with Theatre Corporate by phone: reduced guarantee and proceeded on last year's figure settling on 80 cents -- still need confirmation slips typing etc. This matter handled during my lunchtime.

Beginning afternoon school to leaving school premises

1. Ministry of Works fire officer returned -- forgot to service the community hall.

2. Difference between one staff member over buying outside budget. Deputy principal handling this and appeared to lack diplomacy. Getting the two together and settling the matter.

3. Teacher aide time finishes at 1.30 pm -- no adult in school office. S4 child but many demands on principal's time. Phone calls requiring attention re wet day arrangements.

4. Reading resource teacher records of SPELD/DSI situation -- differences of opinion -- more talk!

5. Meeting with deputy principal and STJC at 3 pm re (4)

Just after leaving school premises until leaving for school next morning

1. The situation of SPELD/DSI and varying opinions of prosecution. Principal's view not in line with DSI and staff inspector. Worrying situation.

2. School committee chairman intended visit tomorrow -- at moment in the middle of certain problems about school committee and PTA relationships. Also to attend S1-S4 assembly. Both matters [1 and 2] caused me sleep difficulties.

Additional observations and comments

My wife sent me to rest on the bed for an hour as visitors expected for the evening. I was tired after the day. I have a heart condition and am well aware of the need for care.

Day 2

Before school

1. Clerical assistant absent again. Teacher aide taking over aspects. Staffing regulations provide for relieving clerical assistant, that is if available in district obviously, on the third day of absence.

2. Discussed with deputy principal cancellation of inter-school sports because of state of grounds.

3. Deputy principal in accordance with NZEI action committee newsletter, referring to intending action, wishes to send home circular to parents.

   I feel it should be fair to staff, NZEI, parents and children's welfare -- not happy with deputy principal's wording about NZEI's contribution to this matter. Still engaged in this after school commenced.

Beginning school to just before interval

1. Clerical assistant has arrived at 10 am. I didn't know she was coming in today. Still not well.

2. Now newsletter No. 1 priority.

3. Intended to tidy up staffroom notice board before chairman of school committee arrived -- what a mess!

4. Chairman arrived early for morning tea.

5. Discussed new lunchroom roster arrangements and quick approval of part of circular where role of school committee mentioned in the school committee/parent teacher association concern.

Morning interval to just before lunchtime

1. Chairman introduced to staff.

2. S1 - S4 assembly and later visits to all classrooms to noon. A very positive and worthwhile public relations session.

Lunchtime to just before start of afternoon school

1. Draft of projected roll figures for grading return.

2. Start on application for discretionary ancillary hours -- decide to complete in reference to last term return and see if relevant rather than completely fresh evidence. Do not want to lose present 10 plus hours allocated. A bit tricky on my part. Deadline as per DSI newsletter -- little time left.

Beginning of afternoon school to leaving school premises

1. Intended discussing discretionary hours application with the STJC but liaison teacher for pilot scheme infant readers arrived unannounced. Asked her to call back after visiting the classrooms concerned.

2. Deputy principal leaving at 2.30 pm -- member of family going overseas -- classroom next to office -- principal checks class working independently.

3. Checked with STJC application for discretionary ancillary hours. Handed to clerical assistant -- backlog of work -- wait till tomorrow.

4. Electrician 'intercom' -- R 10 speaker repair.

5. Additional notes to grading return -- omitted when interrupted previously.

6. Senior staff member at 4 pm hands in pupil reports from teacher in her syndicate, two days over the deadline -- they are due out tomorrow. Some discussion of the style -- newer staff member and one pupil's report in particular -- need I say more? It is one of the boys in SPELD/DSI 'tuition during school time' affair. A very carefully worded report but needs slight alteration to be on the safe side. This report will be photocopied for safety and reference. I shall take into stationer's on way home. The DSI's letter which mentions this particular child shows up in suspect light even more if I sign this report. The senior teacher read DSI's letter and reading recovery teacher's report and they are of similar mind to me.

Just after leaving school premises until leaving for school next morning

'I'm looking forward to club indoor bowls competition night: have sore throat and touch of 'flu.' (I attended the bowls but I won't mention the result!)

Day 3

Before school

1. Met in school drive by caretaker -- problem of school hall. Question of break-in, window in kitchen open, lunchroom fridge open, fish and chip papers -- no other damage. Concern: was it hall hirer's carelessness or minor break-in? Caretaker cleans up -- hall hirer's responsibility for cleaning -- no allowance to caretaker for such contingencies.

2. Two staff absences. One reliever is part-time and question arises of her teaching time for the week being overcommitted. Will work my way round this problem later in the paper work.

3. Planned to write school committee report first thing this morning -- only got started.

Beginning school to just before interval

1. Clerical assistant reminds me that final day for school photo money and much typing work ahead today.

2. School committee report completed.

3. Annual return of pupils turned up in a file for class teachers to complete. The STJC offers assistance.

4. Annual stationery order to Education Board. Completed some details and gave to clerical assistant to check stock and complete.

Morning interval to just before lunchtime

1. Met and welcomed three visiting overseas teachers to the school: visit pre-arranged. Visited classrooms.

2. Cancelled usual morning interval meeting of senior teachers in view of special visitors.

Lunchtime to just before start of afternoon school

1. Wrote letters to parents of SPELD tutoring during school time hours. District senior inspector opinion advised. Also that mid-year pupil reports to be issued in few days. This cleared my conscience.

2. These letters and relevant correspondence discussed over lunch with one class teacher concerned.

Beginning of afternoon school to leaving school premises

1. Checked through month's accounts Nos 1 and 2 and arranged to send home to school committee treasurer by child. One confusion 'intermediate' not us -- 'primary' -- made necessary explanations and phoned firm concerned.

2. Discussed with class teacher 'SPELD child's' school report change.

3. Children's reports on table -- to take home for the weekend?

Additional observations and comments

1. Day 3 -- been living on aspirin -- croaky 'flu on-coming.

2. This week I have not visited my aged parents, one in X old people's home and the other in Y rest home, but my wife has visited them and taken one to see the other. Both very physically handicapped and father has no speech. (If I visited my father today with this cold he sure would tell me to "keep away from me!" -- if he could speak.)

3. You know what I'd sooner write about: the positive aspects of every school day -- if I could find many -- it would be more uplifting.

4. My wife and I are awaiting news of our application for a two-bedroom unit at 'Z Retirement Settlement'. This is a concern [life event] which is exercising our minds frequently. There are major financial implications involved. Seeing my own parents being separated after over 60 years of marriage may be having an influence on own decisions.

THREE DAY DIARIES
(3DD)

Samples

PRINCIPAL #14

Day 1

Before school

1. Senior inspector due to check year one teachers and mentors -- saw mentors but not to worry year ones with pre-school visit.

2. On arrival at school coffee in staffroom discussion with the deputy principal [DP] and the supervisor of junior classes [STJC] re visit of senior inspector and absences of staff: their relieving replacements.

3. Discussion senior teacher resource social studies re additions and modifications to social studies scheme. Discuss strategies to circumvent 'dead hand' of the STJC who prefers to talk rather than to act.

4. Meet senior inspector and map out programme.

Beginning school to just before interval

1. Take senior inspector to Room 14.

2. I continue walkabout: check toilet cisterns -- meet caretaker and discuss seepage from upper level grounds and Education Board's proposal for testing in order to find the source, following Education Board supervisor's visit. Enquire about caretaker's health -- 'flu.

3. Call R16 check health recently returned teacher -- minor surgery.

4. Visit teacher library resource re meeting this afternoon.

5. School secretary, collating of new entrant enrolments and details of office equipment basic equipment replacement, also follow up research for purchase dates.

6. Notes from parent to teacher R5 about child kept in -- follow up to get facts and telephone mother re situation.

7. Phone to Education Board re office equipment details -- arrange appraisal visit preparatory to next meeting of school council.

8. Secretary school council called to discuss weekend bottle drive and draft note for this week's newsletter. Also she discusses and I help draft letter to Education Board re falling roll --on transfer notice of staff.

9. Book sales representative called claiming that he left some charts and books for principal to approve. Can't recall -- brief search -- will call again. His manner irritating to me and others!

10. Write cheques from headmaster's account for the developing of camp photos and outward Red Cross donations from R2. Approved petty cash vouchers for staff purchases.

11. Senior inspector brief discussion of year one teachers and take him to staffroom and pass over to senior teacher to look after him during interval.

Morning interval to just before lunchtime

1. At end of interval a five minute staff housekeeping type of session.

2. Meet with the STJC to discuss junior staff meeting today -- objectives.

3. Note sent to R5 teacher mentioning aspect for social worker.

4. Discuss with the STJC a part in mid-year roll figures and age break-down data for Education Board official return.

5. Resignation data for teacher intending maternity leave and arrangements for replacement.

6. Prepare update on parent interview day countdown.

7. Check on return slips from parents on new entrant survey of district.

8. Salesman re liquid soap dispensers, can't put him off, collect material and say will discuss with school council.

9. Final discussion with school inspector about year one teachers and their excellent showing -- he was

impressed -- so he should be!

Lunchtime to just before start of afternoon school

1. Lunch with senior inspector in my office.

2. Take (1) above for walk around school for a break out of doors and some fresh air. On the way check duty teachers and the activities of children. How do they greet me? How do they greet a visitor?

Beginning afternoon school to leaving school premises

1. Go through the mail -- distribute -- nothing needing investigating or replies. Salary cheques -- write up recording cards.

2. Telephone Education Board requesting repair of pipe rail dismantled by tree-cutting contractor -- this enquiry following report by caretaker.

3. STJC to office re class teacher taking child's watch -- some form of negative sanction now find metal piece of strap is missing. Details recorded.

4. Detailed discussion with mother who is on school council -- runs lunchroom -- good worker -- not overly bright -- spoils good work by always complaining about having to do it and lack of help from others. Not too rapt about teachers! She is potential trouble. She suggested an open day during Education Week. Principal's reply that idea good, but already had arranged parent interview day and that was enough. Wouldn't accept -- kept up her usual barrage of complaints. She became waspish. I said 'Sorry I've heard your request, I've thought about it -- the answer is no -- good afternoon.' Her refusal to see any point of view but her own irritated me -- my temperature rose!

5. A cup of coffee to regain my usual charming outlook!! Joined junior department staff meeting to check its progress and trend of staff thinking.

Just after leaving school premises until leaving for school next morning

1. From school to X shopping area -- had several items of photocopying done and purchased stationery items. Checked prices of second-hand typewriters.

2. Home -- change -- to X beach for 1 1/4 hours of very brisk walking and meditation in the fresh air -- daily exercise.

3. During evening some time on collation of figures for mid-year return of roll figures.

Footnotes

1. During the evening subject of social studies on my mind. This arose from last week's in-service day course. I'm anxious to rewrite school scheme -- to get on with it and quit talking. Not quite 'anxiety' more frustration at delay through having to consult and involve others.

2. Great things electric shavers -- shave and think, without fear of bloodshed! A good time to turn a problem over. How best to cope with the attitude of STJC on scheme rewriting. Decide to meet her to sort this out as tactfully as possible and with some cunning.

Section for free additional observations and comments

1. Our system -- to cover absence of staff and employment of relievers arose from continued morning interruptions at home and daily frustration of telephoning all over the place.

   All teachers are given a list of acceptable relievers and phone numbers at the beginning of each term. In the event of short notice absence a teacher contacts own reliever. Only when this is done rings deputy principal or STJC to inform between 4.30 pm and 8 am. For intending absence, similar practice much earlier. They call on me approximately 9 am to advise who is away and who is relieving. This information also recorded on small board in staffroom.

   Note: I am therefore completely out of the hassle of contacting relievers etc. System has worked well for three years. It puts the onus on teachers and they respond well.

2. STJC has had many years experience dealing with social agencies because of church work (minister's wife). She is therefore willing and competent to collate our contacts with all supporting agencies. (Psychological Services, Social Welfare, visiting teacher, school health nurse, speech therapist, hearing and vision assistant and so on.) She deals

with these people and keeps central records. Reports to me orally. She is meticulous in this respect. [Researcher's comment: she is walking i.e. released of a full class responsibility so visitors approach her direct.] If she needs to exercise what she feels more than normal authority she checks with me. She has responsibility and uses it well.

Senior syndicate teachers are given plenty of authority and know they have my backing as long as they do not become officious. None ever has. Reference along these lines made in the administrative section of the school scheme. But the essential and fully accepted ingredient is that I must be informed about what they are doing, e.g. middle school and junior school have own weekly staff meetings. They keep minutes in a manifold book and whether I am present or not, the top copy of the minutes comes to me next day. Their record is in the book they keep.

Note: These are examples of some steps that I took as the result of illness to reduce the amount of direct involvement I had, with consequent stress. It soon became apparent that there were beneficial side effects with the fuller involvement of staff in real tasks -- carrying real responsibility.

Day 2

Before school

1. Discussion (sitting in my car) with senior teacher from junior school about yesterday's junior staff meeting about social studies. Off-the-record report. Continued in staffroom over coffee. Meeting did not achieve what I had hoped it would.

2. Distribute pay cheques to teachers.

3. Heavy rain -- two children arrived soaking wet -- I took them home to be changed (about a mile away).

4. Kept an eye on children sent out of rain by duty teacher -- deputy principal late -- motorcycle being temperamental.

Beginning of school to morning interval

1. Deputy principal and STJC call to inform and discuss absent staff. Only two absent today.

2. Walkabout. Pay cheque to caretaker and cleaning

staff --discuss broken window R 20. Disappearance of logs from cut down trees overnight. Price list from yesterday's traveller. Caretaker not well -- sent home.

3. Deputy principal a day free from classroom (part-time teacher participation). Meeting with him to discuss:

   (a) our arrangements for forthcoming teacher only day (in-service programme)

   (b) new form for children's personal record for middle school pupils -- authorized him to deal with teachers' college printery

   (c) merit awards this week, listed in honours book

   (d) general matters.

4. Discussion with school secretary. Draft of this week's newsletter and problems with accounts of S4 camp.

5. Walkabout (Part II). Call on Rooms 14 and 15 to speak to year ones and praise their efforts following senior inspector's visit yesterday. Brief look around rooms -- praise appearance. To R17 and watch-strap episode. Visit Rs16 and 17 to check on wellbeing of teachers who have been on sick leave.

Interval to lunchtime

1. Meeting with STJC to discuss the integration of junior school social studies scheme as part of main scheme for school -- points of inclusion and format. Suggest composite staff committee to actually write the scheme along guidelines set by principal, deputy principal and STJC. Arrange classroom relief for people concerned for 2 days, I anticipated some opposition or dragging of feet. Unfounded! Meeting went well -- all aims achieved.

2. Deputy principal returned from teachers' college regarding record cards -- order placed. Some influence to get cards done in time to issue -- discussion at teacher only day (in-service) -- he is delighted.

3. Discussion of list of parents and teachers who should receive letters of thanks for their help with school camp.

4. Discussed replacement for part-time teacher:

possibility of taking up full-time relieving job in place of junior class teacher intending maternity leave later in term.

5. Final checking of return of analysis roll predictions to Education Board.

4. Social chat with school secretary re her son's record exam successes and the growth of my infant grandchild!

7. Arrange office for lunchtime meeting.

Lunchtime to just before start of afternoon school

Meeting in my office of all senior teachers -- eat lunch while meeting progresses.

Matters for consideration:

(a) Teacher only day -- any suggestions -- lunch out etc.

(b) Open day -- new date -- arrangements: displays of work and photographs from S3 and S4 camps.

(c) Attitude of member of school council to teachers and some unpleasant insinuations. Liaison with school council officers over this and request for aid if any repetition.

(d) School scheme in social studies arrangements.

(e) Checking on school reports and arrangements for parent interviews.

(f) Arrangements for further sale to parents of half-price books.

(g) Progress report by STJC with Social Welfare matters.

(h) Exchange of opinions on handwriting in terms of criticisms of confusions of styles noted by intermediate school -- lowering of standards.

Note: These meetings usually pretty searching; quite factual and covering any matter affecting the welfare of the school and the children. Almost always a consensus of opinion, seldom a vote -- such move seldom a veto by principal.

Beginning afternoon school to leaving school premises

1. Checked day's mail -- secretary to distribute. Draft two letters in reply to Education Board regarding staffing matters.

2. Wrote bulk of today's newsletter and checked draft.

3. Social worker called to discuss three families with STJC: resulting brief social worker on next visit uppermost in my mind during rest of evening.

Observations and comments

1. We have a middle school assembly and a junior school assembly each week on different days. When weather permits an outdoor assembly of whole school monthly.

   At assembly all sing a song or two -- class of week presents an item or shows some work they have been doing. Each teacher reads names of one or two children who have been given a merit award for week. (For good work, improved work, improved behaviour, helpfulness, cooperation with others, manners, cheerfulness etc. etc.) Teachers keep list and see that everyone in class gets one some time during the term. Children stand up and citation is read out. Award cards are made out and signed by the principal. Children collect from principal in his office midday next day and receive pat on back. The object is to provide a regular award for effort and to help children to see principal's office as something other than traditional punishment centre. These awards are part of the school's folklore [ritual] and parents and children prize them.

2. Having had a heart attack and subsequent surgery,the need for a degree of fitness becomes important and I now realize that the job is so demanding, especially in one's early years as a principal, that physical fitness, physical activity and relaxation in a planned way are essential. Participation in hard work does not imply fitness.

3. I had to become aware of the importance of delegation and the involvement of others in responsibility because of the background thoughts about a recurrence. I now have a better-developed ability to switch off from school matters at the end of the day or holiday time. When you become aware of the effects of this it's too late. Can principals be made aware of these possible difficulties as part of some sort of training or preparation early in their careers as leaders?

Day 3

Before school

On way to school pick up senior teacher at local bus stop. She asks me if I had the chance to speak to deputy principal yesterday about social studies scheme writing. Her concern seems the same as my own -- that we could end up with two schemes (middle school and junior school) instead of one for the whole school. I have had this sort of problem for past twelve years. The STJC is an aggressive feminist and an ardent defender of the entity of the junior school etc. department. I seem to be continually scheming ways around this sort of blockage, to achieve my aims with as little acrimony and physically demanding argument as possible.

The senior teacher and I discuss the problem until bell goes while she has a pre-school cup of coffee. The problem stays in the back of my mind, ready to pop out!

Beginning school to just before interval

1. Check absences of staff and employment of relievers with deputy principal and the STJC, no problems.

2. Question from part-time teacher about her latest salary cheque -- details noted for telephone call to Education Board. An involved question of making over the time spent at school camp.

3. Meet caretaker -- check ability to work throughout today. Notify him of interview day and heating. Pay the groundsman and discuss with him the clearing of the undergrowth or steep bush facing the school and general matters. (In explanation of the use of groundsman, this is in part Education Board payment of cleaner's wages, part from voluntary contribution funds handled by school council and in part zealous worker contributing free labour -- in other words 'beating the system' on Education Board grant for groundsman.)

4. Heavy rain -- no walkabout -- sit in on library lesson for R1 and join in where appropriate.

5. Keep an eye on deputy principal's class while he visits teachers' college printery to check proof of new record form. There is urgency to get form printed for teacher only day next week.

6. Some panic over transporting three children to

neighbouring school for remedial reading work. Parent driver had not turned up. There are five children already there to be brought back. Remedial teacher rings to see what has happened. Involved discussion about recent problems and difficulties she faces. I agreed to look into matter with deputy principal and try to 'buck up' our arrangements. He is quite happy to see teachers use cars but I don't agree -- loss of class time -- cost -- should be done by parents.

Also of opinion that the children should stay at school and remedial teacher should come to them. Unfortunately staff inspector organizing the scheme won't hear of this approach. I can see the reasons for it and not really impressed that his problems are solved at the expense of children. A situation of limited budget and no allowance for travelling expenses for remedial teacher.

Morning interval to just before lunchtime

1. Telephone call to Social Welfare Department about supposed breach of confidence by social worker yesterday. I don't enjoy calls of this sort but they have to be done. A bit defensive but later understood my position, and agreed that social worker's reportings were unwise. I said that information could in future be forthcoming but our staff would be told to stipulate its confidential nature when giving it.

2. Conferred with STJC re above and settled the matter to everyone's satisfaction. Ruffled feathers smoothed.

3. Discussed with STJC the matter of difficult parent who is member of school council and runs lunchroom. Her attitude still upsetting teachers who must see something being done. I stipulate that we must deal in FACTS -- gossip is out.

   I/we feel the need to take the matter to the full school council we must do own homework. We must not let ourselves be trapped into an 'off the cuff' argument where passion outweighs logic.

4. Arrangements with school secretary. Individual photographs: notices, organization for collation of orders, venues for different classes, and sports groups. Notice re interviews. Prepare and sign merit award cards.

Lunchtime to just before start of afternoon school

1. A semi-social half hour in the staffroom. I usually have lunch in my office -- a light lunch and I am usually working, reading, listening etc. while I eat. Occasionally when the spirit moves me I eat in the staffroom and join in the chit-chat as public relations exercise. I enjoy the company anyway.

2. Last half of lunch hour STJC requested an informal 'confab' with principal, deputy principal and a class teacher about a report from Social Welfare and a S3 Polynesian girl, who appeared before Children's Court with her mother. Mother's hang-ups are very involved and difficult for a European to understand. Fact remains that girl is still out of control and rapidly becoming a compulsive thief with unbelievable plausibility.

3. Day's mail at the hand of secretary.

4. In the half hour in my office there was a steady stream of callers for various reasons and requests -- some important, some trivial.

Beginning afternoon school to leaving school premises

1. Go through the day's mail, read circulars (throw away trivial). Distribute where necessary. Write replies to two letters, both firm. Parents with requests for child absence.

2. Attend junior school weekly assembly in film room. Greet the children and those parents who are present. Children sing and class of the week shows box models of houses with people in and read caption cards. Teachers nominate merit awards and winners line up for applause.

3. Discussion with teacher representatives of various levels of classes of new form for parents requesting interview -- visit these teachers in their individual classrooms.

4. Interrupted by social worker representing Crippled Children Society who wishes to discuss a child with his class teacher. This child is likely recipient of individual help from Accident Compensation Corporation. Problem to get the Corporation off its 'ponderous bottom'. She may be able to help.

5. Telephone call from a parent who has two granddaughters coming to stay for a month and wants them to come to our school for this period.

6. Coincidentally, a telephone call from Psychological Services about boy re Accident Compensation Corporation above, checking that he is with us and then a discussion about his progress, his history and about future counselling.

7. Greet a mother who has brought her very young baby to visit two junior classrooms as part of their project studies. I'm surprised -- I knew nothing of this arrangement by teachers concerned. They'll have to be given the message.

8. Further call Crippled Children Society re additional people -- now virtually a case conference here!

9. Visiting middle school games hour at end of afternoon.

Just after leaving school premises until leaving for school next morning

1. Meet S3 and S4 teachers informally to discuss and ratify alphabet script for an appendix to present writing scheme revision. This followed by that general 'odds and ends' talking shop.

2. Called on baby granddaughter and practised handling techniques!

3. Ninety minutes vigorous walk to get rid of the day's frustrations etc.

4. Began reading middle school progress and achievement registers and draft reports for back of register's head teacher's report.

Further observations and comments

1. In the early years of this school, growth was the main problem. There always seemed to be a shortage of classrooms, facilities, equipment etc. but these were challenging problems, where success meant that we gained something and this was satisfying. I was many times impressed with the helpful attitude of all the Education Board employees I dealt with.

2. During the past two years our numbers have lessened and it is now we have lost things. I have had a difficult time when reducing ancillary hours of loyal and well-tried people. Apportioning the lost hours caused me many a headache and I did not enjoy having to tell people what had been decided. I have

MEDICAL EXAMINATION GROUP OF SIX (ME6): PREAMBLE CLINICAL REPORT

MEDICAL EXAMINATION GROUP OF SIX
(ME6)

Medical Practitioner's Preamble

Before starting on the details of the physical examination of the six subjects presented, it would probably be appropriate to say a few words on the subject of stress and illness in general.

This obviously encompasses a far wider subject than could be adequately or competently covered here. As a starting point, however, it would be useful to separate the idea of stress-caused symptoms and that of stress-caused demonstrable pathology, for whilst it is fairly well known that stress produces a wide variety of symptoms and signs, it is perhaps less well known that the role of stress in actual pathology is much less clear cut.

There is of course still no final definitive answer in this area. In the past it has been axiomatic that stress has been a causative factor in such conditions as hypertension, peptic ulceration, ulcerative colitis and coronary heart disease. These are all clear-cut pathological conditions, with clear-cut biochemical and/or histological features. Only of recent times however has it become apparent that the role of emotional and nervous stress in such conditions has been greatly overrated. There are now few doctors or specialists who would accept that the role of stress is anything more than a minor one in these or any other conditions with well-defined pathology.

It is when we get to the area of symptoms and signs that stress features much more significantly. The symptoms of stress, as complained of by those subjects suffering it, vary over a huge range. Amongst the more common are headache, feelings of dizziness, unsteadiness or faintness, tinglings in any part of the body and vague non-specific muscular aches and pains, chest pain, palpitations, shortness of breath, feelings of abdominal discomfort, nausea, irregular bowel motions, disrupted sleep patterns, unexplained skin itch and a host of others. None of these, of course, is exclusively a stress-related symptom and physical pathology must always be excluded.

Finally, the observable signs of a stress condition are also fairly few. There are many clues of course, which can be picked up in the general demeanour of the

subject, and this is by no means the exclusive field of the general practitioner. In the general examination, other signs might become obvious. There may be, for instance, a generalized fine tremor. The heart rate may be raised above that expected for the age of the individual, as indeed might be the systolic blood pressure, that part of the blood pressure which represents the ejection pressure of the blood from the heart -- this is different from sustained hypertension. There may also be excessive sweating, particularly axillary or palmar, unduly brisk reflexes and perhaps excessive sensitivity to general palpation. These are some perhaps non-specific signs, which would point a doctor more towards a diagnosis of a stress-based disorder.

Bearing these preliminary remarks in mind I will now detail the results of the examination on the six subjects.

MEDICAL EXAMINATION GROUP OF SIX
(ME6)

Clinical Report

Principal #2: 58 years
. . . patient admitted to a few symptoms and exhibited no obvious signs of stress, although acknowledging the stressfulness of the job.

Pulse rate 72 regular, blood pressure 140/84, no cardiac enlargement, heart sounds normal. No glandular enlargement, thyroid not palpatic. All arteries palpable, no abnormality in chest or abdomen, liver and spleen not palpatic, reflexes normal.

General comments: . . . very relaxed in demeanour with none of the signs or mannerisms of stress.

Principal #6: 54 years
. . . examinee . . . acknowledged the pressure of the job with the main symptoms being increased tiredness towards the end of the term and considerable irritability. Patient found to have [high] blood pressure just a few weeks ago and now on treatment for it. Said to be in all other respects quite well.

On examination was somewhat restless and nervous in demeanour and there was pronounced axillary sweating. Pulse rate was 80 and blood pressure was elevated at 210/110. There was no heart enlargement however, and heart sounds were normal. There were no thyroid or glandular abnormalities and abdomen and chest were normal. There was no tremor, but reflexes were uniformly brisk. Liver and spleen were not palpable.

General comment: . . . patient on a hypotensive agent, but with a slightly less dramatic effect than those cases previously mentioned. In fact, Principal #6 showed more than any of the others the signs of nervous stress. The examinee was restless in demeanour, there was pronounced sweating of the armpits and hands -- the deep tendon reflexes were rather brisker than average. In addition the blood pressure was substantially raised.

Principal #7: 57 years
. . . admitted coronary in 1977 and has been on

treatment since then for hypertension. Feels, by his own account, perfectly well and has no suggestive symptoms.

On examination, he did indeed seem to be fairly relaxed. Pulse rate 80 regular. blood pressure 140/80, heart sounds normal, no cardiac enlargement, no glandular abnormalities, thyroid not palpable, chest and abdomen normal, liver and spleen not palpable, reflexes normal.

General comment: . . . no particular stress signs or mannerisms noted. It is interesting however to comment that examinee [is] on an agent, pinderol, which in addition to its therapeutic effects of lowering blood pressure, does alter a lot of the signs that one would normally look for -- e.g. raised pulse, sweating etc. On the other hand my impression of patient was of a reasonable degree of relaxation.

Principal #9: 52 years
. . . admitted freely the stressfulness of the job and its continuing reflection in a series of abdominal symptoms . . . is aware of being uptight, shaky and with a 'nervous tummy' a lot of the time with rumbling and nausea. Patient has had abdomen thoroughly investigated in the past and at no time has any obvious pathology been found. Examinee acknowledged no other symptoms apart from periods of wakefulness in the middle of the night.

On examination, pulse rate 84 and blood pressure 146/100, both slightly elevated. There was no cardiac enlargement and heart sounds were normal. No glandular abnormalities, nor anything to find in the chest or abdomen. Liver, spleen and thyroid were not palpable.

General comment: blood pressure and pulse rate were both slightly elevated. Apart from that, however, there were no signs distinctly attributable to tension.

Principal #10: 60 years
. . . patient was well aware of the stress of the job and reacted to it in a fairly typical fashion with nausea and actual vomiting related to any stressful event. Examinee also suffered from headaches, but had no other medical complaints.

On examination, appeared fairly composed, but with some involuntary hand movements. Pulse rate 80 slightly irregular, blood pressure 140/90, no cardiac enlargement, heart sounds normal. Chest and abdomen no abnormality, thyroid not palpable, no regular enlargements, liver and spleen not palpable, reflexes normal.

General comment: noted to be slightly tense in posture, with some involuntary hand and head movements. Pulse rate slightly irregular. These signs would indicate some degree of inner tension.

Principal #18: 55 years
. . . examinee freely confessed the stressful nature of his job, but had also experienced a fairly 'brutal' marital break-up five years previously. About that time, became very unsteady and hypertension diagnosed: on treatment ever since.

On examination patient appeared fairly relaxed. Pulse rate 60 regular, blood pressure 140/100, no cardiac enlargement and normal heart sounds. There were no glandular abnormalities, thyroid, liver and spleen were not palpable. Chest and abdomen normal, as were reflexes.

General comment: . . . on a hypotensive agent very similar to that mentioned by Principal #7. This would effectively neutralize any suggestive symptoms and indeed this appeared to be the case.

Medical Practitioner's Summary

Each of the subjects freely acknowledged the stress of their jobs, although to varying degrees, and there was unanimity amongst them that they would be happy enough to leave when their time came. The differences among them came in the extent to which the stress of the job manifested itself as symptoms -- or at least as acknowledged symptoms. The extent to which they individually complained of their symptoms related pretty well to the results of the examinations. The various suggestive features alluded to before, such as their general demeanour and a few of the other mentioned physical signs, can by no means be cast as providing a firm diagnosis of stress-related disorder, but certainly give valuable pointers to the trained eye. In these cases such signs were there clearly though.

SAMPLE 16PF/CAQ RAW DATA AND
CALCULATION WORKSHEET

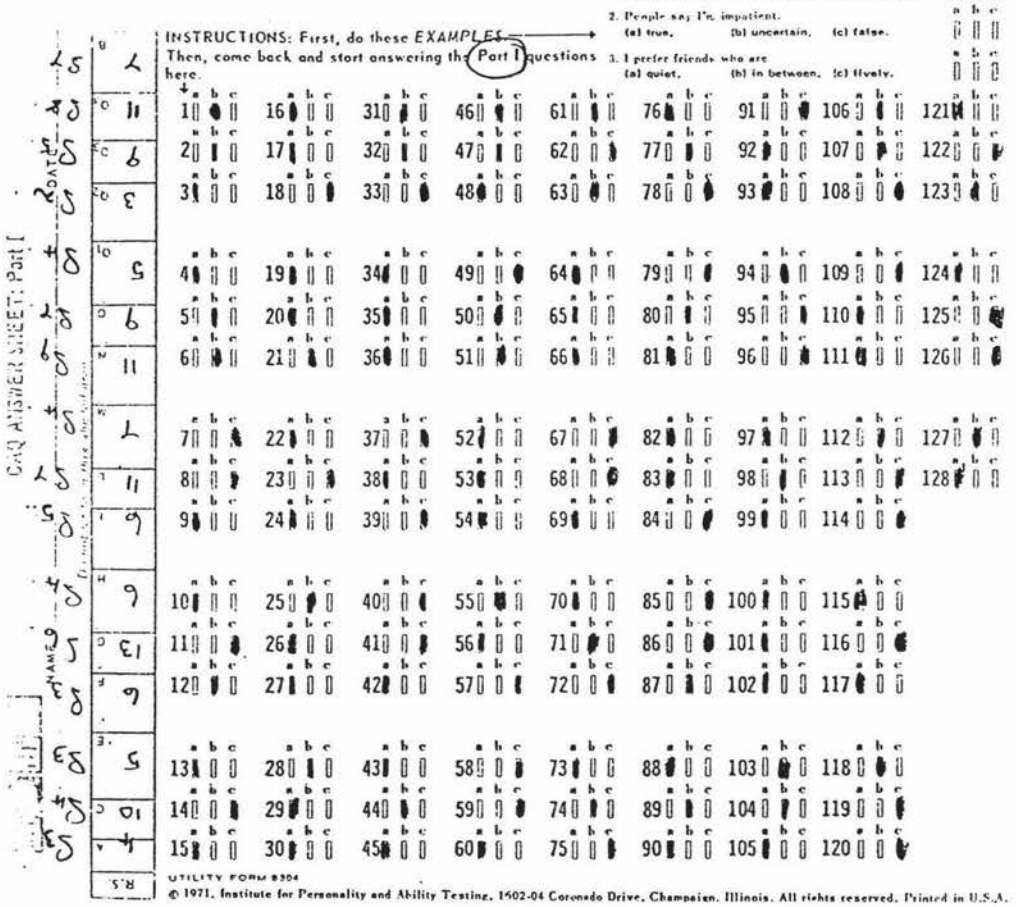
START HERE with these Examples.

1. I like to watch team games.
(a) yes (often). (b) sometimes. (c) no (never).

2. People say I'm impatient.
(a) true. (b) uncertain. (c) false.

3. I prefer friends who are
(a) quiet. (b) in between. (c) lively.

INSTRUCTIONS: First, do these EXAMPLES. Then, come back and start answering the Part I questions here.

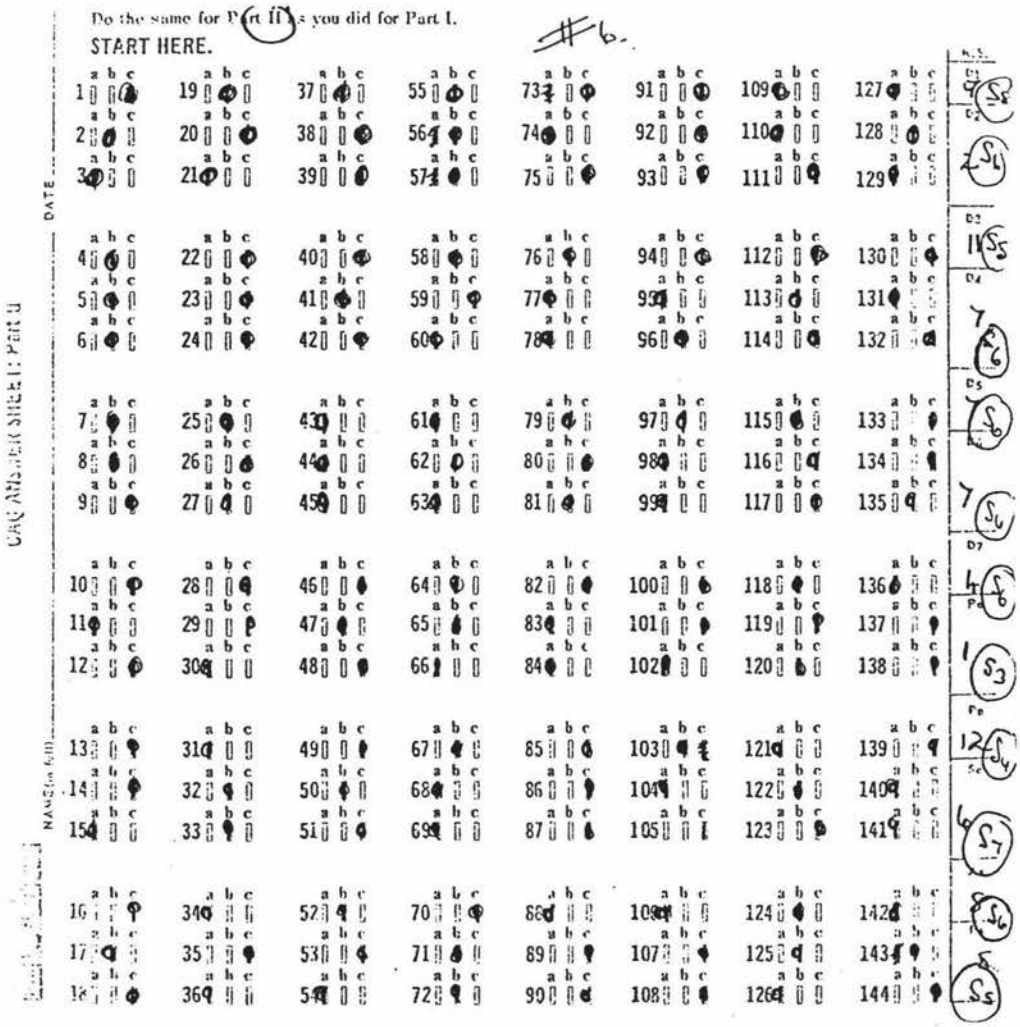


UTILITY FORM 8304

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Do the same for Part II as you did for Part I.

START HERE.



ipat #7

WORKSHEET FOR HAND CALCULATING 16PF$_{T.M.}$ SECOND-ORDER FACTOR SCORES

#9

FOR MALES

Person's Sten Scores	Extraversion	Anxiety	Tough Poise	Independence
A 5	① .5		① 3.0	
B 8			① .8	① .8
C 4		② .8	① .4	
E 1	② .2		① .2	② .4
F 3	① 1.2		① .9	
G 6	① .6	① .6	① .6	① .6
H 4	① 1.2	② .4	① .4	① .4
I 4	① .4		① 2.0	
L 8		② .8	① 1.6	② .8
M 6		① .6	① .6	① 1.8
N 7	① .7		① 1.4	① .7
O 6	① .6	① 1.8	① .6	① 1.2
Q1 4			① .4	① .8
Q2 5	② 1.0		① .5	① 1.0
Q3 6		① .6	① 1.2	① .6
Q4 5	① .5	② 2.0	① .5	① .5
Constant	1.7	3.3	1.1.0	0.6
	.59	.8.4	1.5.3	.6.6
	-.27	-.24	-1.08	-3.6
	3.2	6.0	4.5	3.0
	Extraversion	Anxiety	Tough Poise	Independence

FOR MALES

Person's Sten Scores	Extraversion	Anxiety	Tough Poise	Independence
A 5	① .5		① 3.0	
B 8			① .8	① .8
C 6		② 1.2	① .6	
E 3	② .6		① .3	② 1.2
F 5	① 2.0		① 1.5	
G 6	① .6	① .6	① .6	① .6
H 4	① 1.2	② .4	① .4	① .4
I 3	① .3		① 1.5	
L 4		② .4	① .8	② .8
M 4		① .4	① .4	② 1.2
N 7	① .7		① 1.4	① .7
O 8	① .8	② 2.4	① .8	① 1.6
Q1 4			① .4	① .8
Q2 6	① 1.2		① .6	① 1.2
Q3 10		① 1.0	① 2.0	① 1.0
Q4 6	① .6	② 2.4	① .6	① .6
Constant	1.7	3.3	1.1.0	0.6
	.71	.9.1	1.6.2	.7.8
	-.30	-.30	-1.05	-.41
	4.1	6.1	5.7	3.7
	Extraversion	Anxiety	Tough Poise	Independence

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SHADOWING GROUP OF FIVE

(SGS)

SAMPLES

SHADOWING GROUP OF FIVE
(SG5)

Samples

PRINCIPAL #10

Day 1

8.30 am -- on arrival principal talking to teacher in another office

8.35 am -- child asks about jacket left in classroom after photographs

8.40 am -- in staffroom to see if teacher's college student arrived

8.40 am+ -- $5 note found by child on way to school -- details taken -- teacher's college student arrived late posting -- details taken -- had been to classroom -- child guided to principal -- checking diary and day's arrangements

8.45am -- unheralded arrival of Mrs X supervisor of special needs -- parent of child with special needs written to Minister of Education -- unknown to principal. Mrs X taken across to supervisor junior classes (STJC)

8.50 am -- principal visits junior block building refurbishing on way to see STJC

8.55 am -- return to office -- delivery of banda [duplicating machine] fluid -- principal puts into resource storeroom -- teacher aide (TA) on telephone at same time

9.00 am -- Education Board building supervisor arrives to check refurbishing

9.05 am -- staff member arrives about delivery of chickens from science adviser -- NZEI representative in school asks about details of relieving time in school over past 12 months -- response to private phone call earlier in the morning -- principal assists clerical assistant CA with information about number of families in school

9.10 am -- check state of staffroom, some staff have recently been having early morning tea before school and leaving crockery unwashed

9.15 am -- principal settles to write report to district senior inspector for exemption for pupil -- visits classroom to check details of previous attendance -- CA comes into office to collate lunch orders and money (been sitting unattended on office table) -- CA starts 3/4 hour later on two days per week to spread hours

9.20 am -- supervisor special services to principal asking if TA and classroom teacher could be released to discuss special programme organization. Suggest double-up classroom with STJC for 1/2 hour -- in talking to STJC principal finds a child last week went straight to classroom with parent without enrolling at office

[Researcher probe checks -- any niggles at this stage?] -- no problems

9.25 am -- phone call educational supplies rep. arrangements for Friday's book display

9.30 am -- mail arrives -- request cards, in-service course for special needs teacher aide -- class teacher, relieving teacher to be arranged -- CA attends. Principal realizes school newsletter draft out today for school committee chairman consultation -- Air New Zealand parent who is going away liaises about work to be taken overseas for 4 weeks

9.35 am -- child from S3 advising outside loudspeaker not working and teacher about to take folk dancing

9.40 am -- deputy principal (DP) arrives outer office to check on bus arrangements for school trip -- CA to arrange but no feedback yet -- principal takes opportunity to talk about social studies staff meeting proposal and his curriculum area

9.50 am -- staffing requirements return for Education Board to be actioned -- working from roll book but no definite advice from Board regarding limited tenure position to be re-appointed

9.55 am -- folk dancing using neighbouring outside loudspeaker and staff complaint about noise -- CA tries to rectify but some personal relations problem

10.00 am -- back to staffing roll return

10.05 am -- interruption phone teacher's college phys.ed./health lecturer phone message to STJC re course revision, will be calling morning interval tomorrow about progress of topic outlines

10.10 am -- principal rings Education Board re allocation of special assistance for next term, needed

in arrangement of classes. No confirmation -- 24 children surveyed as special needs, time allocated for 1/3 of these and now not definite

10.30 am -- morning tea -- major topics of conversation hydroponics and NZEI question of tenure position -- principal contacted by CA -- art and craft supplies arrived by truck unannounced -- two adults in truck to unload it -- caretaker not keen to put away in resource room along a corridor -- older children secured from playground by DP and principal -- no complete storage space so a year's supply overflows into corridor

10.45 am -- child found to have cut on head -- details by CA and witness. Report compiled by principal. CA attempts to phone parent, not at home nor is emergency contact, turn up to ring later

11 am -- STJC follows up comment made at morning tea about new term intake -- now not happy with her arrangements, will look at it later in day when freed from group assistance with classes

11.10 am -- principal back to figure projections from admission register and dental clinic pre-school admissions. Phone calls -- parent re policy on bicycles to school for S2 child -- parent with 2nd year infant going on 10 day holiday and asking about work to do

11.35 am -- STJC with her arrangements for next term -- comment does she know with staff allocation not made for whole year's intake that 'mums do have kids the year round'

11.40 am -- back to form-filling. No interruptions and work progressing well

12.00 -- principal ringing parent about child with cut head -- successful

1.05 pm -- principal discusses lunchtime interruptions with researcher -- teacher resource responsibility accounts for listening post tapes -- amount over authorization. Decided shortfall out of No 2 account [commissions from selling school photographs etc]. Principal advised by DP not sufficient parents to accompany children on trip -- Education Board regulations. Still problem of art and craft material. Caretaker agreed will find space for at end of boiler house, in his own time

1.10 pm -- CA able to type staffing return. Principal now to give priority to newsletter. Items on vandalism -- principal decides to see caretaker about this -- finds 'Kill all blacks' [graffiti] caretaker had not

seen. Gets painter from building site refurbishing to paint it out -- have to kid him. Too much trouble for caretaker to get paint brushes etc for the job.

1.45 pm -- mail has arrived -- principal puts Education Gazette in staffroom -- audio-visual material delivered by carrier -- placed in office for safe keeping -- resource room overflowing with art and craft supplies

[Probe: how is the day going?] -- too many unforeseen interruptions, need staff assistance to help with niggling things that are needed at the time: 'I should be onto my newsletter and some contribution to social studies curriculum. I'm in the dark re what one senior member of staff is doing about health programme and yet she is contributing to a district curriculum scheme. I'm not au fait with what special needs assistance Mrs X can provide and she has left the school now . . . feel a bit 'run out'.

2.10 pm -- progress cards requested in mail, checked for detail entries, decide to phone one local school re child with home problems. Discussion on phone for some 10 minutes. [Principal's comment:] 'I feel this is more my real job'

2.15 pm -- coffee break in office while checking through drafts of an on-going project, a 'maths dictionary' -- CA typing stencils

2.35 pm -- maths exercise shelved -- newsletter draft finished but two items decided to cancel because of time -- draft given to daughter of school committee chairman

2.40 pm -- principal walks through senior classes block -- visits two S3 rooms -- talk informally to a group in one room on art project. Back to office and find circulars for Girl Guide function left for distribution -- already counted out 1/3 of senior roll only -- problem how to distribute -- TA suggests give to most senior classes only and others for class notice boards

[Probe: principal says feeling OK and will get into social studies material tomorrow]

3.05 pm -- to staffroom, on way sees young child left in sick bay and talks to class teacher, who apologizes profusely -- forgot. Staffroom discussion with year one [student] over maths equipment

After researcher left: discussion of after-school activities. Year 3 teacher in office over a partly-personal problem until 4.40 pm. Principal felt best problem discussed with nominated senior woman teacher -- advice not taken and problem left unresolved

Day 2

Before school -- wet drizzle -- difficulties with children herded under porches -- too many for the two duty teachers -- principal helped out and allowed children to rooms from 8.15 am

8.40 am -- phone call from regional NZEI management committee representative . . . proposed meeting . . . items to be discussed at morning tea as material collated. Discussion with DP and STJC and NZEI representative in principal's office -- further problem of pupil supervision -- staff to discuss at morning tea with relieving staff doubling for supervision duty

8.50 am -- plasterer to do corridors in junior section -- children still using.

[Researcher comment: Staff member I know came along to chat generally -- how to explain what I'm up to?]

8.55 am -- child comes to outer office for measuring tape -- CA not on until 9.00 am -- principal/child discussion on 'can and may' ensues. Medical consent form returned with note parent feels own doctor knows child best and does not want health nurse to examine child. Principal rings parent, no resolution and decided health nurse follow-up later.

9.10 am -- STJC comes to office about wet plaster situation. No problem, just wanted to see how long likely to be -- children's coats and bags in classrooms and a change of toilet needed also
[Probe:] -- refurbishing no real problem. Will be great in the end and that is what counts!

9.20 am -- health resource teacher -- a book about AIDS arrived in recent order -- principal to follow through with supplier -- TA had processed along with other books -- discussion CA/principal about child in sick bay and difficulty phoning parent/contact.

9.25 am -- sales rep re stationery order -- no appointment

9.30 am -- sound technician arrived -- CA out of office following lunch orders -- principal in room concerned. Heating needed but disconnected during alterations -- parent calls at office re this -- contacts TA who sets out to waylay principal -- principal dodges issue and goes on to junior classroom block, saying he is tied up and TA is to make necessary noises [Note: TA is principal's wife]

9.40 am -- principal returns office, DP on phone re NZEI, principal suggests leave to morning tea -- returns to class. Parent gone, TA advises situation not able to be resolved -- 'one of those things'

9.50 am -- CA advises lunch money in safe, principal's office -- needs collection and banking -- principal rings lunch supervisor

9.55 am -- principal in 'comfort area' [appears to go in between normal interval times] -- DP in office re proposed class trip

10.00 am -- principal takes general time out for short period

[Probe about how things are going:] -- the unexpected -- the new DP a little irritating with non-event information . . . a lot better than previously . . . he is short on local knowledge

10.30 am -- staff member at morning tea mentions has suspicion about parent and sexual handling of son. Principal says will get in touch with visiting teacher -- suggests to class teacher not to press with child unless shows definite concern. NZEI representative talks to staff over progress of NZEI survey yesterday -- staff not all in agreement about direction of proposals

10.45 am -- principal asks CA to leave message at visiting teacher's base school

10.50 am -- mail -- invitation from local intermediate school to visit -- minuted to S4 classes -- social studies questionnaire from staff inspector, follow-on from recent school inspection visit

11.00 am -- DP in outer office asking about travelling times for local school trip. Principal involved and suggests follow-up at lunch time. Meanwhile CA says will take over bus enquiries

[Researcher's comment: DP previously teaching head in small rural school -- used to phone next to classroom -- older Form 2 children in class -- not familiar with locality, Education Board regulations and limited office help -- did all organization himself.]

11.10 am -- principal mentions to CA visiting teacher an earlier problem -- child is Samoan and problem of aggression in playground -- difficulty in communicating with parent -- principal decides to talk to class teacher and senior male staff member [not DP]

11.20 am -- CA discusses trip notice to senior teacher

composed by DP for typing -- asks about rewriting sections, not clear

11.30 am -- principal sits down to go through social studies questionnaire from staff inspector. No major interruptions until 11.55 am when CA brings in letter from parent about young child's glasses taken off before sports Friday and mislaid -- very aggressive tone. Principal suggests TA take child to look in lost property, library etc and type a notice to send round classrooms

12.00 -- principal to eat lunch in office.

1.00 am -- researcher saw principal about lunch time events -- principal saw class teacher and senior teacher about Samoan boy and a male companionship -- decided to lie low meantime until visiting teacher. News about situation came from other child who visits home and child concerned not at all keen to discuss situation. Had word on quiet with DP about school trip arrangements . . . difficulty of CA being on duty only during class time [CA knowing bus company ways of doing things]

1.15 pm -- proofread stencils of material given to CA yesterday -- material also back from school committee chairman --principal wishes to add item about reduction of TA hours -- newsletter out tomorrow

1.25 pm -- building foreman asks where to put new bin fittings, while in area mentions child's glasses and leads to finding in area of corridor now out of use -- TA returns to child and CA types note for parent

1.40 pm -- principal of intermediate school arrives no appointment [Difficulty in explaining researcher's presence. Administrative project.] Discussion of boundary changes -- principal suggests to CA no phone calls or interruptions -- topics ranged from 3-year inspection of intermediate, 7 years since last one, to discussion of accountability. School roll reductions and problems of staff on transfer. New direction from Education Board of school committee signature on supply requisitions: paper towels, toilet paper, chalk etc

2.10 pm -- intermediate principal leaves -- CA mentions liaison teacher for special needs called during time in office, said would call again

2.20 pm -- TA and CA stationery lists to be discussed -- standards specifications doubt in several cases -- checking catalogues and check with two neighbouring schools

2.30 pm -- CA makes coffee and principal continues with

check of stationery lists -- OK for typing

2.35 pm -- [Probe, biggest problems at moment:] -- just general little things cropping up all the time. Really need ancillary staff to handle things, but the relatively small things are time consuming but need teaching knowledge and discerning knowledge at that

[Probe: did you get done what you planned?] -- hell no, not even to plan what I wanted to do, let alone do it! . . . the newsletter main thing . . . really needed the help/advice of visiting teacher sooner, rather than wait for call back -- then wait my turn [Principal to toilet]

2.50 pm -- note from senior teacher re boy and assault possibility, ' . . . wish to see you after school'

2.55 pm -- back to social studies questionnaire

3.15 pm -- senior teacher arrives at office -- talks with principal about Samoan child [Researcher leaves at this stage]

PRINCIPAL #18

Day 1. (Tuesday) /P.

Principal #18.

8.20am — weather fine. P. in main foyer talking to O + Rly Tchr. / Some Acting ? / P. O +.

8.25am — P. gone. Relief. the scene setting. Rly Tchr who is v/g. but permanent Tchr in c/room very untidy. / Caretaker has complained about yesterday p.m. c/room tidiness. / Home rule office. / Rly. Tchr situation bit of a worry / yesterday released Tchr took group for indoor activ. Gym. changes. Rly Tchr thinks they continued in room until 2p.m. Misunderstanding about responsibility of room / Rly. Tchr. considers that group not set out / took craft work with materials on hand — left children to clean up to satisfaction of usual room. / Caretaker resolved as thought usual Tchr in room. /

9.00am. Situation not easy — as staff & school people should now be elsewhere / situation not resolved /. Acting ? / P. is class released as P. asks her to see caretaker — class teacher to sort the room tidiness situation.

// Principal not happy with situation : interruptions when talking ? / Caretaker. ? / P. endeavouring to withdraw — P. not appearing to be holding status bit. The question of staff programme for Rly. Tchr will have to wait — question of showing difficulty or wait release tomorrow when engaged for another class!

} Clerical assistant appears as "snowdrop" but children now take to buying school stationery at office.

9.15am. Outward phone call to Ed / Board, Film Hire Library — enquiry not satisfactory — return call /2 hr.

9.20am. Visitor unannounced / part sale of Friendly call parent also Superannuation Investment Company — follow up remark made by P. at Sale Day. / Not the time or place. P. talks about problem of existing renting of flat.

9.30am / Interruption touch wicket personal. / Getting in to Timetable started great to 8.20am / arrival of recorders. / Note: this is part of intended task for the day" Item to include situation of Mr. Tchr — question N.Z.E.I. publicity of effects of reducing rolls — transfer on priority rights — includes f/t & p/t without jobs. / One parent / Tchr / affected neighbouring Principal's daughter.

Comment : very grave happer minded. / Trying to make important decision for communication / Timetable — interpreting of policy — to a degree "gate keeping" of information — not taking initiative in unscheduled time — needs shattering at the stage Clerical assistant out of office, concerned with lunchroom business.

Difficulty for receptionist to be left as an observer — being brought into "play" as sounding board (treating me as another principal!)
under message for c/A to follow up.
) Appears very lonely — needing reassurance } *: Journal Entry material subjective!

c/A returns P. gives message re P/cook — conversation turns to P.T.A. Mothe evening in school hall last night.
— asks c/A about naming Dr. Tobe re Newsletter — reply it may be difficult — P. "well it needs to be said".
10.15am. Rita engaged Newsletter — reviewing Newsletter
File for copies on "vandalism theme."
} Behaviour pattern — up/down to desk — wriggling softly.
c/A passes open door aka mentions point of duplicating materials
requiring discussion — Spend Needs: Dr re Correspondence
Material but needs worksheets done at school — who
does? — keyword of material provider. [applications
Contact — (parents group making demands there — Downs
Syndrome child) P. says will get in touch with
Services — (Specified School) — visiting Tobe counted upto
made on piece of paper — given to c/A —.

// Arrival door — water safety instructor to see
classes of the national // Appears principal called unexpected
by her arrival direct to her office — checks diary
— to arrive 11 am! — now just before national
General entry for Journal: appears that Principal //
Doesn't get chance — contingency after contingency!
— wishes to be methodical but can't keep quite related.

10.30 am. w/c. Instructor invited to morning tea —
talks to Principal about her being on neighbouring declared
school committee — cautious called in deep comments
about that school's programme — general affairs.
Principal makes 'staff room' noises about parent helper
school committees.

After national Dr. Tobe says wish to discuss privately placement
D. Ri child — follows on from parent interviews. c/A.
comes to office to give "feedback" re activity classroom
observation —.

Staffroom observation at interval: no women staff — one on
long term sick leave — ?? of — Queenies on leave will
A/D.P. women — older + heavy staid person! — doing
Nursery Rhyme "Pupets" — secretary to Principal's recollect?
11.06 — 11.15 Principal on supervision gone across to hall
checks Maths display being dismantled from last evening's
PTA function. Talks to several parents there.
Return to Newsletter: interruption at 11.25. — parent
re incident bus con, forthcoming lunch time — Principal
re assemblies — listening style — Packer of lunch time —
children not on wet grass monitored — agreement to look.
— will ring back re matter. Notes put to one side!

Miss Iddis Riverhead for typing / looks up out of index cards re pupil mentioned on phone — verbal comment — that relieving staff member on until three duty at time of incident — gone to classroom to see Senior Teacher of the syndicate — no real outcome — Pr. says he look into the situation with child.

11.45am. o/A gives message & that abc. yesterday morning is — absent again today. — principal going home for lunch (not usual) to see if" progress from solicitor have evolved." Phone call from Ed / Ed re Silverloop — recounts teacher and class about enquiry originally — back to recounts teacher to very Ed / Ed. (Principal rather embarrassed about situation — makes comment about paying a woman to do a man's job — that's what you get!

Probs made about "life events" — no clear response — had a "hotch potch" of a morning! was comment.

* Observed out of school for the lunch hour *.

1.00pm Pr. in C/A's office conversation re typing of Golf Club financial statement — Principal: to account — was up to late last night doing the balance! (observes arrangement to sit in that typing poorly ungodly.) — inter-conversation Pr. — C/A centre around C/A's husbands birthday — Club celebration — suppose dinner at local tavern tomorrow.

Comment: A 7/7. Syndicate leader — one teacher on duty had discussed child situation wh. subject of morning phone call. — A 7/7. (no full time class responsibility but cautious why) discusses with Principal. — A/7/7 had same boy at lunchtime also. — boy appears in conduct. / Enquiry brings allegation of finger nail pressing in muscle of arm by 2x others (sent for) — coaches change bag swimming (yesterday previously) at 2.05pm. / interruption girl 4A arrives to say School Standard not satisfied as for that classroom. / — child during the day threatens others that Dad was coming up to complain. Principal talks all about "going on like undesirables" — should be considerate of one another — promises for future of better attitude — dismissed Principal commands afterwards " ... and so it goes on!"

Small girl any Ta / 21 arrives with story — illustrative for approval — appropriate "noises" from Principal.

1.40pm. U.S.E.I. Branch Secretary rings re vote of branch advice — Principal off to see NZEI liaison officer — Peripheral back. with information — on return.

Principal's comment at this stage — "if I were still smoking would light a cigarette right now" (stopped 4 wks ago).

// Principal talks to researcher @ this stage of tension with staff who cannot see a problem / say it through successfully / always wrong him as the "fireman". Differences in teacher

P.'s comment that "tied to a classroom does not allow resolution of problems — only problems because of time — appropriate staff release at the time — always seems I'll look into it — get back to you — then always interrupted by something else.

Principal's comment: Home situation case-processing is an professional work — more P.S.A. and neighbourhood principal as support also c/A. Principal's comment about R/D P. — theoretical hand-washing — does not pick up kid problems like previous D/P — this a big demand on my time.

2.00pm Teacher dropped in — asks whether school has thought of a school motto — interruption at door child who was cautioned this morning's concern. Teacher said I should tell you I am not fighting with the others now / Principal at a loss! Explanation — some time previously child on daily report card — apparently took upon himself to pick-up the responsibility idea again himself.

2.15pm Child at door letter from Teacher / note / congratulations on items Newsletter re redundant staff members — education.

2.20pm v/ Teacher on weekly scheduled call. Discussion of special needs children monitored this morning. Decision to see Psychological Services — discuss next week.

/ Inward call from golfing type — re Club statement for audit — and message no golf at 4.30pm today.

2.35pm Syndicate leader asks for details of family leaving — regulary weather school report.

} Principal rings parent re child monitored this morning no reply. }

Child with School Newsletter with note saying Teacher wished to talk about marked piece re grounds after school.

2.40pm Girls 4x arrive about boy at 2.05pm informed sprinkling them will grass. — Taha boy concerned overseas (send syndicate leader send him) — calling of names "egg head" } Interruption Parent from P.T.A arrives with a cheque from School Fete — but staff proceeds.

C/A. leaves office 2/20pm this day — allowance does not allow full office attendance received say 8.30 — 3.00 pm.

} School cleaner's son arrives with keys to two outside rooms — walked out in each — these keys have no markers to lock up with — ? }

2.55pm — Video Safety instructor calls re to take/leave of leave film for returning to Film Library.

} Probe: How does principal feel — getting there — coping — looks flushed — at times "day y'amazing".

3.05pm To staffroom for coffee — staff members

Checklist comment: Principal appears "head of learning" of P.
face flushes — Probe at appropriate time re light h/screen

Comment: Vice situation re teacher — Wonderlitter appears to be delicate / will withdraw — 'hard labour' / observant stays in staffroom — talks rdly with two older staff members while Vice retire to office.

Leave school @ 3.25pm — Vice still in office.

Late observations / recap of the day:

1) General impression — P. too open to every body, c/A appears very "motherly" / perhaps over more than protective — what goes on? — although ever present — a lot of the time is P having [illegible] opportunity to get down to "the job" — sorting out of material waste at office front instead of going direct to principal.

2) Architectural considerations — P. office very open to main foyer with entrance also to V / office from blind side of the School office — the entrance passage from main teaching block, resource area — staffroom.

3) General organization office patterns (lack of) perhaps contribute to the slowness — rather cluttered desk — no inward / outward pigeon holes for "routines" from / to staff separate from Principal's direct contact.

4) Further point about openness — interface to outsiders "walk-in" — talk about any topic at all — some semi-business / other just personal chit-chat" — time consummers!

5) the area of responsibilities / delegations / A.P / P. released more than half time from classroom release / perhaps handle cases of pupil exclusions — appears A.P / P. spends a good deal of time on curriculum type planning / perhaps more researching than programmes / this came to light while chatting idly" in staffroom / with two other staff after school (rel. chaos)

6) use of senior staff at syndicate level responsibility for subject resource e.g. arrangements re teacher salary / developing programme — put this person under resource teachers wing — Principal do the initial work — learning bit — appointed weekly arrangement "digging into" important Principal business — the Wonderlitter - done in back — with interruptions.

Principal appeared ill at ease with "performance" of the day generally — considerable flow inside test — slight thinning / breathlessness at time, "day dreaming" — relaxing at times with hand behind head — tapping back on chair / assurance seeking from observer — c/A. at times throughout the day.

P.

x) "I don't see the reward until ——— perhaps still in under offers"!
a) the intervention of Golf Club financial statement ——— probs to-morrow.

Observer's comments

Principal P.

T. (Friday). P.

8.30am. weather fine. ——— since Principal arrived at 8.10am several staff been talking informally to Principal about Namelethas item of yesterday. Point of "dispute" ——— record that "...Pat is well meaning next year a senior teacher (specified) will be on transfer from the school ... several other teachers (initial trained) will be replaced next year — will be perhaps given short term relieving positions in other schools ... school will miss them ... particularly (specified) in her contribution (in specified curriculum area) ....

Teacher with senior position, Pat should have been consulted before use of names. Two staff felt strongly unaware to weaken strengths of specified trained trained teachers. # At one stage yesterday, unknown to P. the senior teacher saw a "friend on staff" ——— discussed with drawing all Namelethas — not removing them (whether own classes or all school not certain.)

Principal told observer situation had "hit him" (appearing — talking forced in tongues while talking) ——— Pat went to bed early ——— should have seen her before / P. "always humourless." Rationalization that in-county circular from NZEI office used to make point re Namelethas to parents — for it to have local meaning. Had looked for circular (Principal) yesterday afternoon but could not find it — did NZEI liaison person have it?

Afternoon planning about ——— Tanya for day. "Namelethas Affair" to be straightened out. / Returned to Ed. / Record — looked at School Reforms notes re Maths (perhaps coming School Inspectors motivation / Comment: Silliness, perhaps!

P. discusses Namelethas with c/A "I thought of the reaction of children reading it ——— not parents or anything about staff...."
——P. to c/A "... suggest it! ... wish I had day off.
Divorce papers still going back ——— forth ... staff assessed yesterday. Golf books marked or thrown to 1/4 to 1am ——— to be typed today as requested for audit Tuesday ... hard "Kentucky Fried" for tea ... all go, go!

9.25am. Child from P2 brought ——— beat entry re A.E.R. Thought Competition ——— P. read — suggest make a radio play ——— discussion how many parts perhaps ——— child ——— P. keep in "activity".
c/A. asks where A.E.R. competition sheet is ——— to be posted to-day ... not in outer office / perhaps in yours!

Robert found in Pr's office today. — (Jack. very clubbed with makeweight.) — > c/A. very helpful — not too obstructive. Pr. J A/Pr.

Caretaker asks for wooden wedge number for cutting ax keys. Pr. asks c/A about family. c/A talks about husband's expensive holiday abroad (recent divorce) — "home very soon home" (?)

Pr. mentions Golf Club Books — typing — adding machine still out in the car.

Interruptions (three more ...) to see / interview yesterday morning!. Comment able to sit in on class: concentration — child to leave Pr. (reason Dad) Father for / Mother against — Principal says "what is the home work" ... "will consider your workload work." Pr. says. Previous Tch — child's class teacher any child bullied to leave Pr. — Principal secondary or infer could what does — says. / Situation to be considered agree by parents. reasons. Interruptions parents / helper — seconds individual book tape readings as voluntary help — says out of tapes — Pr. given ax from cupboard in Pr's office. Bell Mon a Mon — c/ helper leave at the same time.

Tchr. message to say Ted Pr. know WXEI incursion concern scheduled clash in hall with travelling ballet performance. — WXEI have date after ballet Mo's confirmed — WXEI receive Tchr's concern. — in concern of Tchr says "I just came to see what it's about for Centre of Interest follow-up. — also memory from typed re notice for Senior class ballet session on notice board — memo to note send to parents / Principal gone to S/Room notice Rd. to change — in recorded Lunch matter asks for personal order — back in to office. c/A "staff ask if Dick (Principal) has started smoking again."

Comment Pr. makes jokes about self — perhaps self-centred to others. [Hunting for something to write with on questionnaire about Maths / A/P.T. has asked for following PTA meeting — this mentioned "comes to light" in Pr. table — actions it spontaneously.

Tchr. room observed — what is appointment in mind @ the moment or looking beneath" .... "perhaps still that Newcastle thing — Senior Tchr...." guesses — Interruption. P.T. from neighbouring Intermediate Schl. comes to see c/ takes about borrowing trestles for Sch. Gala Day. room Pr. takes parent letter to c/A re family — 2 children going on holiday to S.I. — week work from Tchr. this had been arranged then Senior Tchr of grandparents of older child.

Pr. entered phone call to parent would not contact yesterday — no one home — texted father at Air Force Base (ref. from Marks Roll Card.) — left message to ring back — Interruption on other line from friend Principal from another school — re Newsletter / had talked it over last night.

11.15am — Principal calls up on "intercom" boy ... involved in playground incident this am — interval. Tells left note about office — Positive: what did you do? what was problem/wrong? what do you feel you could do now that would have been better? How about the future? P. understanding — quiet — boys responsive. / Comment: time needed for this type of counselling / interview. Child i) Ed/Read regarding Cat book return ... a) WXEI welcomed — meetings (comment by P. re Bangladesh incident. 3) Sunkyard — plastic bags extra - school funds. — 1x Platteway from both order proposals. —
Dly. Adm. returns checked — outward return incorrect details. Fuller / A/ stationery supplies query — put aside @ moment. Child request staples — repeat.

Lunchtime: Dly School's child progress jammed in door — child taken home — no 1/2 day release A/P.P. takes class for part of pm — split up the rest / these arrangements during Sue's lunch time. Still talk in staffroom over Newsletter. Point made to Principal from group of staff that PTA parent programme that Ddy required too long (only intended to be 2 sessions) — Hallo more theme time sheet. / Comment Hallo session A/2/P: slot. /
1.00pm. Principal talks to observer — A/P and I on different wave length ... obviously we are not buddies ... feel my home problems dominating my attendance — acceptance ... feel all this group of women perhaps threatening for me ... consider myself more lazy — not lazy but can't get done what I would like to do ... interruptions — staff can't get things done as if so not on time ... perhaps C/A does too much ... I was shot down in my school inspection ... I feel inadequate ... feel like getting out. Question of terminology; continuous assessment — getting into objective recording. Asked probe about "blood pressure" ... as control mechanism — check every maths ... previously 1x per month. Further probe: what would you like to come into place for you in your work? / Easy. be able to get going without all this "flatting about" — interruptions and folk carry some of the load — not me all the time!

1.00pm. Individual letters to overseas letters also in mail — had been put to one side. Principal / has index copies / decides to deliver them in person — . / observer does not accompany him to classrooms — go to library room by — class changing books Obs. sits by window — can see anyone approaching.
1.55pm Principal returns to look up / correspondence on ^ Principal's reference to this situation on log sheets!
previous replies in previous letter — / staff inspection info on "above establishment category" out of my command.

During NAEI local secretary (classroom teacher) barely available as released from Edn. D/P. Evaluation over original circulated about parents rights — letters to Parent Teachers ... much emphasis on 2nd paragraph in the conversation — 2.30pm. Dr. makes notes to enquire further about Parent Teacher letters — also to ask Ed/Ed about employing D/P x 5/6 teachers — decides to talk over with Principal Dr. attempts to decrease weather with me as a principal — try to quietly suggest — I am here to observe.

Note: Although phone has been ringing it has been answered in other office by c/A — no thought deaf communication. *Phone and two lines to office will extension to Dr's office — / x direct to Dr's office.

c/A says sorry to Zambia they enquired on the way.

D/P says interruptions meant lunch order slips — she out need to go home. — just missed c/A told to come back just before 2pm.

Principal says to Observer: " ... my wife (expected) D/P's speech at (specified) re school district with parents of the school — sure they get the low down! "stuff talk!

D/P. tells / mother of child lunch time accident comes in. ... and takes all — arm in sling. Dr. writes down details for Ed/Ed accident report — goes to room of teacher on duty for details. Freshwater values/Accidentfree office — starts to sketch out Road Patrol / Warden notice for Wesleyville (mentioned previously) c/A returns from teaching — Principal suggests c/A take lunch seems to room to get out before 2pm — Dr. says "Traffic warden Wesleyville 10am ... Suggest it! wait until Monday."

Go to staffroom for cup of coffee — return to office:

Observer asks Principal any comments or points like to make generally about classroom / observe ...

Feels having an open door D/P - doing — with a number of women they should do more of their own back-up work instead of ... "sending to office" — this gives all the interruptions. "Feel as though you should have rules of guide lines to lessen it all — but you would need to compose a daily newspaper!" Perhaps I feel I must be "open door" — parents come just when and for as long as they like ... In the Maori classroom (country district) appeared to be more time ... people shocked by what you said .... not all this think about it ... they are back — hardly any parents coming ... I asked them to come. Feel some parents use their comradeship with you — position as Committees to get things their way ... no longer good for all ... good for me! (laughter) ... problems with kids with special needs ... Never had Downs syndrome — years ago to provide for! Special needs time no for all day!

Feel that in times of "cutbacks" — finances — the like — falling rolls — teachers surplus, the whole problem of transfer, possibly should have been worked out before asking volunteers to teachers — redun. Others. There have been several changes — possibly eighth for 1st — the upset no job at all i.e. Pr. Tchrs — possibly eighth for two years — categories "above entitlement" "at the entitlement" — Director A people were told there jobs went before L/T. positions — then changed Dir. A held — L/T. reduced. I don't know what is the situation now — NYSUT — Dept / Ed Board have different stances / guidelines

→ Whether biggest — stresses at moment (obs. questions) — without doubt the Principal trying to explain bad news to staff from Ed Board — back to Newsletter incident again!

Observer: tell me about yourself — stresses — Principal I feel completely "dragged out" — work is like a three ringed circus — going badly. I try to do what I feel I have to do — want to do — pressures don't let me quite get there — delegating, open door policy with staff — parents & parents groups "making waves" — look at the 1/2 times articles. It all needs the lid putting on — starting off at a steady level again! Not used "accountability", that is handled about ...

I hope Feel have Knight Principal from closing sessions. — two staff — rely Tchr have become out during the talk session — talking about ways CRA endorsed — working to discuss kids in Rdg difficulties ...!

Later Comment:

Feel there is real stress here — Pr. needs more direct combat from senior staff — it is not P.P. — C/A helps a lot — neighbouring Principal formed. — Home situation / life awards pressing in — Pr. shows warmth with children — appears to be professionally involved but crisis / crisis / crisis!

Medical Probs — high blood pressure / large scar on left temple: wonder what this is — wasn't addressed — face does appear to flush at times — difficulty in speaking @ times — seems to fiddle with pencil — papers when talking / definitely smokes a lot — very self. critical / — puts self down

* Several parents need to disengage from log-commands role questions — medical behavioural questionnaires.

Take couple of days really needed to be on video for true picture — Feel was placed in subjective position too much — as observer — perhaps subjectively connected!!

'BARNEY MILLER'

"BARNEY MILLER"

A police office suddenly appears in the open office area of the 12th Precinct. He is a 'police research officer' from Police HQ whose job is to 'research' Police Sergeant Dietrich. A transcript of the episode follows.

Officer: Looking for a Sergeant Dietrich.

Sergeant: That's me. What can I do for you?

Officer: Well, according to this, Sergeant, you volunteered to participate in POSAP -- Police Officers' Stress Analysis Programme.

Sergeant: You're a little late aren't you? I volunteered for that six months ago.

Officer: Yeah, well, I've just come out of a pretty messy divorce.

Sergeant: Oh -- I see.

Officer: Well, in any case, I'm here. So, if you're still interested, why don't we just get on with it?

Captain Miller (Officer in charge of Precinct):

But is he still available for duty?

Officer: That's the whole idea.

A collection of apparatus in protective carrying cases is placed on a desk top.

Sergeant: Take long?

Officer: About five minutes.

Sergeant: Yeah, I'm game.

Captain Miller:

All right -- set it up over there, by the air shaft.

Officer: Good. (Turning to Sergeant Dietrich): Loosen the shirt.

Other police business takes place in the outer area of the open office, while the 'research officer' positions the receptor equipment.

Officer: Is that too tight, Sergeant?

Sergeant: No, that's fine.

Officer: That's it. Now sit down. This electronic sensor that I strapped on to Sergeant Dietrich's chest will record heart and nerve reactions, pulse, blood pressure, any changes to his stress and stress factors he may encounter.

Sergeant: Yeah?

Officer: Sure. All the data will be fed into this terminal here -- so. I'll be able to monitor the sergeant's condition based on the information that comes up on the screen.

Another sergeant, standing nearby:

Why?

Officer: (Monitoring the sensor equipment) Blood pressure 120/76; pulse 68. You're perfectly normal.

Sergeant: Do I get my lollipop now?

Another officer nearby:

What's it for?

Officer: The basic intent of the programme is to sample stress experienced by a cross section of police officers throughout the city. Hopefully with all the data we've accumulated, we will be able to pinpoint problem areas in the field. And improve methods of training and operation -- and basically enhance the health and well-being of the entire Department.

Officer: Well now, Sergeant, if that's comfortable, you might as well get dressed and forget about it.

Sergeant: Forget about what?

General business carries on in the precinct office for a time. The communication console crackles and a message is received. Sergeant Dietrich goes out on a disturbance call with a colleague.

The research officer monitors the receptor apparatus. A succession of bleeps and pings is heard and graphics appear on the monitor screen, as the sergeant

continues to a 'domestic'. After a time the research officer, continuously attentive to the monitor console, appears concerned: the monitor is silent. Confusion arises as police officers in the outer area of the office become aware of the situation. Comments and suppositions are bandied about and colleagues come to believe that Sergeant Dietrich has met his end in the course of hazardous police duties.

During the action to control a disturbance in an apartment building Sergeant Dietrich has used a fire hose on a woman. The 'stress analyser' on his chest became waterlogged and stopped working.

In this TV presentation, the audience is in the squad room with the anxious researcher. Only the flickering 'stress monitor' and its assorted pings and bleeps links audience and sergeant. Apart from being good situation comedy, the episode provides an uncritical introduction to field research into on-job activities.

PRIVATE AND PROFESSIONAL PHILOSOPHIES

(PvP/PP)

PRIVATE AND PROFESSIONAL PHILOSOPHIES

(PvP and PP)

Summaries

PRINCIPAL #1

Private

* Long time dead
* Enjoy yourself -- later than you think

Professional

* Use of subtleties on syndicate members and senior staff
* Use psychology / sociology -- people manipulation rather than heavier means

PRINCIPAL #2

Private

* Never accept any service or act without expressing thanks or appreciation

Professional

* Try to stop worrying about things that probably won't ever happen

PRINCIPAL #3

Private

* Treat others as you would wish them to treat you
* Have some compassion for handicapped or disadvantaged
* Try to be honest and worthwhile person, using the code of behaviour laid down by Christian people as a guide through life

Professional

* Honest day's work for honest day's pay

* Sincerity in dealing with people

* Have understanding of the other man's job

PRINCIPAL #4

Private

* Do unto others . . . .

* All things are possible through Christ who strengthens you

Professional

* Lead by example

* Job as function -- not status

* Satisfaction in deploying the troops to their advantage

PRINCIPAL #5

Private

* Enjoy every day as it comes

Professional

* The same as I have just said

PRINCIPAL #6

Private

* To do your part in helping your fellow citizens -- your best is the goal to strive for

Professional

* The school is your part of the community, where your efforts and talents are concentrated -- your best is the desired goal in this activity

PRINCIPAL #7

Deceased

PRINCIPAL #8

Private

* Don't worry it may never happen

* I can do what I like

* You can do what you like -- except when I don't like it

* Let us come to a compromise and then neither of us will be happy

Professional

* No problems always challenges -- there is always an answer

PRINCIPAL #9

Private

* My aim is to help those about me -- no more and no less

Professional

* I am a helper in my school for pupils and staff to encourage them to develop according to their talents

PRINCIPAL #10

Private

* Good friendships are forever -- everyone presumed worthwhile until they prove otherwise

* Academic learning does not necessarily make character

* Even the weakest amongst us has much to offer

Professional

* Academically strong can be the weakest teacher

* Past excellence does not always continue into present

* Rewards gained by self-effort are better than those achieved by professional friendship

PRINCIPAL #11

Private

* To strive to make my contribution in this world at height of my endeavours

Professional

* To be a facilitator for those in the school setting -- to help them develop their highest potential

PRINCIPAL #12

Private

* Mankind has a tenuous-fragile grasp of life on earth and unless conservation and preservation of life forms becomes generally accepted world-wide -- human history has a very finite future

Professional

* As a principal's responsibility is greater than an assistant's, therefore if a breakdown in relationships -- must be prepared to take more than half the blame

PRINCIPAL #13

Deceased

PRINCIPAL #14

Private

* Action speaks louder than words

* Talk is cheap -- it takes money to buy wishing

Professional

* You have to accentuate the positive and eliminate the negative

PRINCIPAL #15

Private

* You can't change people -- so work in with them

Professional

* Duty comes first

* Do your best -- children are our greatest gift

PRINCIPAL #16

Private

* Whatever tasks are undertaken should be done to the best of one's ability

* One's attitude towards people and events: do not dwell on the negative

Professional

* Chiefly patience and concern for others -- work beside people rather than against them

* Praise and encouragement important in children's education

PRINCIPAL # 17

Private

* I am born to serve

* My father's advice to me: 'If we slip in the race, though we win, the footmark remains on the course'

Professional

* My life is my work/ my work is my life

PRINCIPAL #18

Private

* Everyone is different

Professional

* If in doubt, ask

* Accept that we all fit into a range of ability -- capability -- proficiency

PRINCIPAL #19

Withdrew from programme

PRINCIPAL #20

Private

* Live life with integrity and honour

Professional

* Happy staff makes a happy school
* Teach by example
* Diligence has its own reward

AIMS OF THE SCHOOL

(AS)

AIMS OF THE SCHOOL
(AS)

Summaries

Principal #1
To provide for the environment necessary for 5- to 11-year-old children to learn basic skills of learning and social interrelationships, to live full lives as pre-adolescents . . . gain a grounding necessary to enter life in an adolescent educational environment both academically, socially and in periods of leisure including music.

Principal #2
. . . develop as contributing school children. Be capable in the language skills and be observant in social affairs and the world of nature: all at their appropriate level of mental, emotional and social development.

Principal #3
Have a basic knowledge in language and computation skills and relate socially to their peers and appreciate their place in their relationships with adults. Become increasingly independent and develop leisure and sporting interests.

Principal #4
Be satisfied kids. Live life from a child's level . . . acquire formal skills at their rate of development, and social skills appropriate to their age and environment.

Principal #5
Continue their pre-school development through providing curriculum appropriate to their age and maturity. Be part of the general unfolding education programme fitting them to be adults . . . to be healthy physically and emotionally.

Principal #6
. . . follow the school programme and be self-fulfilled youngsters . . . to be treated as individuals . . . helped to be themselves and achieve at their level of capability.

Principal #7
Deceased.

Principal #8
To provide a decent environment for learning and social

back-up where this is lacking in the home. . . a place for equal opportunities I guess.

Principal #9
If a child can read at the level of a newspaper and understand it, write letters to friends and fill in required forms . . . know how to mix with people . . . able to handle their own basic money situations . . . that is the bottom line and then build on from there.

Principal #10
Basic reading and written language skills are the main ones and help if below their literacy level for their age . . . obviously allow them to develop beyond their age level too if they are quick learners. The rest by way of interest projects . . . maths the same as with reading and language with emphasis on problem solving. Health now is important, and the world around them.

Principal #11
Be themselves . . . to be able to get on with others. Spelling skills and calculations by means of drills not so important as they used to be . . . what they are doing is to have purpose and at their own level.

Principal #12
Try to carry on the development of every child as they would in a good home environment . . . difficult with present staffing . . . children learn best from their environment so provide the right atmosphere and encouragement.

Principal #13
Deceased.

Principal #14
Take each individual at his/her own level of development in the basic curriculum areas . . . provide encouragement to progress to the level of their peer average attainments . . . aim to raise those levels gradually . . . show the child respect and encourage the strength of their self-concept. Remember the spread of attainments or the normal curve of distribution.

Principal #15
Provide an atmosphere for the child to develop naturally and unforced in social interrelationships . . . allow the child to be happy with the days of a child, not force adult standards . . . childhood at this level of the total school experience a natural unfolding of intellectual, emotional talents and social interrelationships.

Principal #16
. . . let the school, staff provide facilities in line

with the maturity steps of Piaget . . . do not expect intellectual development before the recognized level of readiness. Each chronological age level sees a wide range of development -- respect this.

Principal #17
Basic skills are the purpose of the primary school approach . . . skills to build on. Social behaviour standards need encouragement as all homes do not do their job in this area. Back to the basics made a good deal of sense to me.

Principal #18
Start in the beginning where the child is . . . build from the child's baseline. Provide groupings in basic subject areas so children are given every opportunity to improve their PAT scores. A sound base in language arts and maths is vital for further education and later in life. Experiences in social studies, science and health should be provided by children working in group projects. Art and crafts, music and sports are also given prominence. Cooperation needs to be fostered, not room for disruptive types.

Principal #19
Withdrew from the programme.

Principal #20
Difficult to say in a few sentences. Ensure children grow up to be good citizens . . . part of the complete education process to the time they leave school . . . should continue also after they leave . . . continuation classes, trade, professional training. . . opportunity for the media to reinforce accepted norms of society . . . . Allow him/her to develop to the full potential in all areas, mental, emotional, health-wise and socially. . . . do what a good individual tutor in Victorian times would do . . . much more worldly though . . . but have not the staff . . . try one's best along lines something like that.

A GOOD DAY AT WORK

(GDW)

A GOOD DAY AT WORK
(GDW)

Summaries

Principal #1
. . . when what you do is well within your capabilities: have enough time for interruptions, handle parent problems well, see evidence of good planning and good class management, be seen to be of help to the staff, getting satisfaction out of what you are doing and others think you do a good day's toil too . . . however how many good days are there?

Principal #2
. . . a good day is when I am satisfied with my efforts at the end of the day . . . seeing the rooms . . . dealing with the administration . . . handling visitors and emergencies . . . all days are not good days, some parts of the day aren't good either . . . !

Principal #3
It's a good day when teachers have planned well for children to be catered for in their broad groups in the various activity areas . . . the work is interesting and the children achieve attainable goals . . . within the resources of time and equipment the slower and quicker children are also catered for. If these activities are going on across the syndicate groups and senior staff have an over-all contact, this is a good day. For me, time to visit classes without interruptions . . . see that the over-all organization and administration is attended to without undue interruptions . . . that my contacts with parents are beneficial to all parties . . . reasonable demands of the school are met by the School Committee, Education Board and Education Department, without too much politicking . . . this all adds to a good day. But all this is mostly just a dream, it's Murphy's Law a lot of the time, things going wrong, shortage of time, and difficulty in getting things 'sewn up' successfully, because of other people's demands and shortage of resources.

Principal #4
. . . when things go right and smoothly . . . go to classrooms and see children and teacher working together . . . giving help where needed, but not to interfere . . . enjoy my time, without being called away to deal with matters that are unimportant [to me]. . . .

Principal #5
. . . where does one start? . . . a good day is when the majority of things go well without too many upsets . . . children are all right, it is the adults that make bad days: parents and staff . . . a good day at school is a day concerned with children . . . .

Principal #6
. . . doing what I think my job is: being able to get through my planned day . . . watching individual children develop and being just children in the class programmes . . . taking part in things . . . helping staff with difficulties . . . enjoying the assistance and cooperation of parents.

Principal #7
Deceased.

Principal #8
. . . not too many interruptions . . . things in the classrooms going well . . . no 'break-outs' with parents over teacher-pupil clashes . . . enjoying staff successes . . . feeling good and satisfied with the day is a good day for me . . . .

Principal #9
. . . a day when classroom work planning is carried out with profit and enjoyment . . . seeing the school ticking over . . . interruptions are OK as long as the matter is vital to the work of the place . . . interruptions are not OK when folk find that their need goes before all else when really it is not of that priority . . . unscheduled visits with no real importance and substance get me . . . .

Principal #10
. . . when things go according to plan . . . newsletter out on time . . . parent problem solved . . . school function goes OK . . . enough time to get things done . . . not too many upsets with people . . . .

Principal #11
. . . difficult to describe . . . being able to give a good 'up-front' image to staff, pupils, and visitors I guess is a good day . . . handling the day without undue strain on yourself . . .. a time when the small knotty things don't take over and you are able to get on with the important things . . . administrating a place that goes according to aims and objects . . . .

Principal #12
. . . making sure that the staff have the 'tools of the trade' . . . being able to see children don't suffer through ill-planned work and staff not being up to the mark . . . supervising the school . . . however it

doesn't always work out that way . . . many things to do that are not really my work, but who else is there?

Principal #13
Deceased.

Principal #14
I can give you many examples . . . I suppose a good day is when I feel relaxed and confident at the end of the day . . . when things I endeavour to do get done and I feel happy about them . . . some things . . . dangle . . . and some people in particular can make a good day or a bad day . . . handling people well makes a good day.

Principal #15
. . . being efficient and in charge . . . cutting out 'dead wood' and getting things done . . . seeing that planning is done and implemented.

Principal #16
. . . good days are most days . . . if the school is well organized it will run well and the day will be good for everybody . . . inefficient staff are the root of most bad days, principals should have more say in selection and dismissals . . . I enjoy teaching and my job as a principal, so my days are good happy times.

Principal #17
. . . time with kids, that is the steal . . . spending time on the phone trying to get something which should be of right, arguing the toss with the Board and Department over trivial things doesn't make a good day . . . perhaps a good day is just being a teacher to the whole school rather than some kind of office-bound clerk and social welfare dogsbody . . . .

Principal #18
. . . being free of things that turn out not as I thought or planned . . . staff not getting 'screwed up', parent problems being settled happily with all parties . . . things going smoothly and for me, enjoying a principal's job as I see a principal's job . . . I enjoyed being a teacher and later a headmaster in the Maori [school] service when things were fairly clear-cut . . . now with everybody having a say in education and questioning everything . . . find good days . . . not as frequent as I would like . . . I like kids and the organization involved with them . . . it is the political one-upmanship of staff, parents and the media I find upsetting my working days.

Principal #19
Withdrew from programme.

Principal #20

. . . providing the right kind of environment for children . . . not get side-tracked on things that really do not help children, individually or collectively . . . not doing lots of things that the Board should be doing . . . a day being a principal and teacher, not an office worker . . . .

HAS THE JOB CHANGED?

(HJC)

HAS THE JOB CHANGED?
(HJC)

Samples

Principal #15
Schools now do a better job than before . . . reading recovery programmes are available . . . curriculum areas have more relevance to the child of today . . . health programmes . . . emphasis on personal relationships instead of drawing pictures in a notebook of your lungs and things . . . children get out into the community and see things first hand . . . there is more to do, that is for sure . . . principals are now better organized and know that efficiency must be their watchword . . . .

Principal #16
. . . I was a STJC and seconded to Teachers' College and not able to talk about how the principal's job has changed . . . I know there is a wide range in the competence of principals . . . in this school previous principal fell ill and retired . . . staff and senior teachers went their own way . . . parents were frightened away . . . I've changed that and get great personal support . . . one senior male member was transferred but still have one other who is not up to the job . . . the scheme is being revised . . . most of it I have done myself . . . in a smaller school the subject resource areas have to be divided among a smaller number of senior staff . . . it is time, that's all, to get things turned around . . . the Board and Inspectorate have been most helpful, they realized I was relatively new to the job . . . I have got the school community interested . . . I feel being a woman principal is helpful in dealing with parents . . . women understand each other better . . . the job changed for the principal at this school . . . I enjoy it.

Principal #17
. . . over the years education has been a political football . . . money for schools is 'feast or famine' or rather famine with promises of feast . . . the task of the school has been extended to include counselling, mainstreaming, a bi-cultural approach and of course an adherence to give each child a programme for his needs . . . we thought it was way-out . . . to group your class with a main group and a few below-achievers, now every child is a group . . . the ideas are still excellent but . . . there is not the staff, equipment or time to do these things . . . today things are different and more difficult I would guess.

Principal #18
Over the time I was teaching a lot of excellent changes took place . . . children are given a better chance to be themselves . . . the focus is on meaningful interesting things to do . . . social development is nurtured, perhaps a bit too much but that can be handled . . . buildings are made better, although lots of refurbishing to do in the older areas . . . . Perhaps in recent times the biggest change is to do with parents and school differences . . . some parents are really too much . . . I wonder if some have become over-possessive as a result of marriage instability these days and look to the school as a 'punch-bag' in some way, or perhaps feel if the school/teacher takes a hard line they find that is an attack on them . . . I think the biggest change perhaps is the way the public have lessened their respect for schools, education and teachers in particular . . . the media and politicians are into it aren't they?

Principal #19
Withdrew from programme.

Principal #20
. . . I was in private education for a time as a principal and there one is either 'in' or 'out' with the governors . . . in the state system you are spared that . . . I have had trouble with a political fringe group being 'agin the government'. . . the Prime Minister was invited to open the school and they stood outside the grounds and demonstrated and shouted abuse . . . nothing to do with me although two of the school committee helped the disturbance along with inside information for the 'cause' they said . . . guess who got asked by the Board about what I was doing? . . . I'm not the school committee . . . I'm asked by invitation to meetings, not as of right . . . the job is less clear-cut . . . districts are different too . . . you cannot judge a job before applying [by looking] over the fence . . . too many unknowns . . . how about the DP and STJC, what is the committee like, are there any vital local issues dividing the school community . . . ? Say 15 years ago such things were not a problem . . . changes are taking place as a result of falling rolls, mainstreaming and changes in curriculum . . . perhaps pressure of time and the fad of participative decision-making are to blame . . . perhaps things will settle locally, but I know similar situations are happening in other areas . . . I feel it is tied up with the general mood of the country . . . we seem to like being divided about all issues, education is a good place to start to grumble for most people. [After retirement] when I returned from my overseas trip . . .I had a heart attack in Britain . . . I worked about the house and garden . . . my wife is still teaching in a

good school and I know it fairly well as I was the Saturday morning music supervisor there so I took up short-term relieving . . . the school had a well-established music programme . . . on the days I relieved I enjoyed taking music and art with that class . . . no administrative wrangles and parent pressures to deal with . . . I enjoyed those times immensely . . . . The periods of relieving at [school named] became more frequent and longer . . . I had six weeks at one time with one class . . . my wife being at the school was pleasant . . . we went to and from work together . . . of course I saw her at morning tea and lunch . . . when I was first retired I was at home by myself . . . with two dogs . . . I pottered about and took the two dogs for long walks. I was lonely without working, so took the opportunity of working as a liaison rep. for a high-powered insurance consultant . . . arranging daytime seminars. I did follow-up phone calls and visits . . . no pressure as I was not involved in sales or anything like that . . . there were two of us doing this type of work . . . another retired business fellow . . . we met from time to time in organizing the seminars . . . I enjoyed the company and being active . . . no conflicts or playing the 'people game' . . . it was great. I have been working as a Saturday morning supervisor [Education Department out of school programme] and that is interesting with the organizing and straightening out the technical problems [musical] . . . there is a lay committee and a group of voluntary helpers . . . a few snags there but a lot of good people makes the whole thing OK though . . . I think good hand-picked staff [tutors] as we do at the music centre . . . have enough paid auxilliary help with rights of hiring and firing . . . that is the ideal situation . . . working with lay committee and voluntary assistants can be a bit tiresome . . . . I miss things to do with children and education . . . .

SOURCES OF PRINCIPALS' PROFESSIONAL STRAIN

(SPPS)

SOURCES OF PRINCIPALS' PROFESSIONAL STRAIN
(SPPS)

Summaries

Principal #1
Each principal has to work out his own 'modus vivendi' through careful analysis of the job and pay particular attention to the whole area of interpersonal relationships: principal and staff, parents, children, Education Board, Education Department, PTA, school committee, other principals, and other school contacts. The aim must be to establish friendly relationships with these. Each group and individual has an accepted way they feel they should be 'viewed' . . . be aware of this and engage that style . . . it should be one of your arts. But not to be upset if success does not always result . . . the mix of people is so complicated.

Principal #2
The job is so wide. One has to be selective in what one does and do it well. With lack of ancillary staff and the ever-increasing jobs being accepted as the principal's task, who does the bits left over? Principals do not use their collective might to get problem areas addressed. To be included in NZEI is of no avail, the tasks and concerns are so different. Strength of personality is such a force . . . I am not a forceful person . . . I am a helper and a giver, not a political type at all. Does one have to learn skills to sort it all out? There's the professional strain on my part.

Principal #3
I have learned to lessen job strain . . . old age helps, was under great deal more strain in previous positions as principal. . . . Over time, these have been the causes of strain: inefficient classroom teachers; problem parents complaining of a teacher . . . some with cause but situation becomes a life and death struggle; staff strife where members cannot relate and becomes a faction thing; having children without sufficient resources to meet their needs; PTA and school committee bickering; problems needing attention by Department or Board and they 'have no funds'.

Principal #4
Undertaking so much 'form filling' and not knowing its value. Delays in getting basic staffing requirements for beginning of the year . . . having no say in their placement particularly when previous person had an area of strength in an established programme and person placed has no such skills . . . what do you do? Tension in trying to defend teacher against an emotional and

irrational parent . . . often 'working off' domestic problems.

Principal #5
The principal's job has got out of hand . . . well near enough. The strain is because we or the Department told parents in the 60s that the school treats each child individually . . . so we have fallen down on the job if we are seen not to do this. Staff are not all of one 'registered or certificated' standard and are wide ranging in proficiency . . . this is easy to see. Parents want to know why. Just in those two areas alone there is great strain, not to mention the transfer to the school of the social responsibilities and no professional training and additional staff to handle it . . . the visiting teacher allocation does not appear to have changed ever!

Principal #6
Two big areas of strain are lack of time and teacher efficiency. Because a school is smaller it still has a job 'up front' to do . . . you cannot say a large school has so many pupils and is entitled to one full-time secretary . . . now a school half that roll has a half-time secretary and the office is closed proportionately. Are parents and visitors expected to come only when the office is open? Staff do vary and those less efficient than others lead to all sorts of problems. It's a strain on me . . . I know that.

Principal #7
Deceased.

Principal #8
Feeling of anger when people offer ill-informed opinions of the state of education today. Also a feeling of despair for those children who are at risk emotionally as well as academically . . . they can be identified but with the present resources there is not much that can be done . . . withdrawal reading for one here or there but there are others and others. A hollow feeling of helplessness of how I cannot get more out of some teachers to justify their fortnightly cheque. These are examples of the strains.

Principal #9
. . . impatience almost intolerance of erring teachers. I don't know the answer and this is the biggest area of strain . . . .

Principal #10
There are big groups of strain. I cannot see solutions to them and it is not worthy just to list them. That is not an answer to the question. I was in private business before teaching and one parallel is appropriate . . .

you were given a job and paid according to your throughput. In teaching the throughput is only standardized in terms of your class numbers and your years of service. The quality is the one that varies and there is no way of linking that in at all. In some schools I believe variable-space team-teaching levels out things quite a lot, the less efficient teacher is helped by the team. I have not first-hand experience there. As it is there are big areas of strain and somehow I cannot see ready solutions. Is it lack of money . . . are we doing too much on under-budget terms?

Principal #11
. . . teacher placement. It is a big strain having a better teacher lose out in a job to one of lesser efficiency and general professional strength. The principal does not make the decision but has to put up with the consequences . . . it is so irrational! The area of constant proving of need for extra help for individual children's special needs when no criteria are set down. When the money is 'flush' the need is met. To have staff to meet a programme when teacher pool supply is in a surplus . . . then to have it taken away but left with the child unprovided for is too much at times.

Principal #12
Sometimes overwhelming frustration that obvious solutions cannot be implemented. An example: a school has a road frontage grass verge . . . allowance from Education Board covers their mowing contract tractor scheme and specified hours for 'clean up' hand-mowing of school grounds, but not road frontage. Council will do the job if a fire risk only. Union says caretaker is not covered by insurance. School committee treat the matter as 'typical' . . . Education Board clerk abides by Board guidelines . . . matter not wide ranging or big enough to change Board policy. Principal gets local high school boy to do job and rewards from 'a little fund he has access to'. Everybody feels it is 'all too funny for words' [the responsibility for grounds is the school committee's . . . road frontage is not school grounds] . . . principal gets around things but feels it is a big frustration and strain.

Principal #13
Deceased.

Principal #14
I have had a couple of heart attacks, heart surgery and sundry problems arising. I don't really know how much blame for this can be given to my job as a principal. Other factors probably would be: my emotional make-up; my domestic life; my goals; how I see my performance; my professional training; my upbringing; my confidence or lack of it; my personality and my personal reticence.

Perhaps because of my earlier stress problems I'm healthier in the 50-60 year period than if I had not been forced to slow down. . . . I have always spent a lot of time passing the kind word of encouragement to the people around me . . . it works, but who gives the principal the same kind of treatment occasionally? . . . our inspectorate seem pathologically indifferent to paying a principal a compliment . . . . Every principal's course should include an exploration of 'stress' . . . ways of recognizing it . . . planning to meet it . . . helpful agencies etc. The NZEI should sponsor this type of information, although they will probably want to look at teachers generally and not just principals.

Principal #15
I feel that a great deal of professional strain results from one's own attitude towards the job and people . . . personal relationships are foremost in successful administration. Parents need to feel welcome as a vital part of their children's educational development. Teachers involved in decision making, pupils respected as individuals with a wide range of needs and strengths. If problems can be discussed solutions can be found . . . great need to anticipate problems.

Principal #16
. . . the strength of the person is the key. Be confident and approachable . . . make changes where necessary to make the way easier. If people see that you have your job at heart there will be no battles.

Principal #17
. . . a sense of strain expectancy as I entered the gate each day. We lived with the unexpected . . . never knowing what the next phone call . . . visitor . . . would bring. I did the best for children . . . I often wonder how far the Education Board and Department are from that day-to-day aim.

Principal #18
I am not sure whether the professional strain lies with me or somewhere else. I am sure the strain is getting worse . . . . I talk to other principals and they think much the same. It can be put down to the public wanting more . . . the resources available have not kept up with that. What is needed is a real look at the whole business of how education is organized from the Department, Education Board, school committee right the way through to the classroom teacher . . . and the child. Much at the moment is 'patch up' and 'box on'. The principal at the local level is in the middle . . . I look towards getting away from it all . . . it may be just me after all.

Principal #19
Withdrew from the programme.

Principal #20
It is a large question . . . I'll touch on something that is close to me here . . . variable-space buildings philosophy. I started a new school and open plan was the way . . . I had experience of this in Canada but that really was not a concern . . . the advertisement did not ask for such experience. The buildings and equipment are a 'cut down' of what is in the local district where I was. The parents here of course were not consulted . . . in Canada it was their desire . . . no publicity here by the Board to 'sell the idea'. Letters to local papers during building and when it opened . . . the Education Department shows a lack of real understanding of the detailed organization with 'open plan' schools . . . their representatives are unable to fully appreciate the strains and frustrations on the staff. There is a lack of honesty to the true situation . . . New Zealand provisions are not good enough . . . principal left with sorting out those shortfalls with the parents, staff and the media. Professional strain to me . . . sure is!

PRINCIPAL/SCHOOL COMMITTEE RELATIONSHIPS

(PCR)

PRINCIPAL/SCHOOL COMMITTEE RELATIONSHIPS (PCR)

Summaries

Principal

#1 Handbook's too loose and vague -- newly-elected committee wrongly see role comparable to boards of governors . . . principal has to induct committee as to their role -- where committee oversteps the role the Education Board gives little support to principal.

#2 Need for clearer statement . . . difficult task . . . needs someone neutral to undertake -- vagueness often taken advantage of -- calibre of committees vary -- attitude of principal crucial to success -- where pressure groups elected can be big problem.

#3 Clear definition of school committee and Education Board roles needed -- difficulties of lay people understanding the role of the school -- present school committee serves little purpose in this school . . . staff and principal do most of the work -- school council in use as an extended committee -- schools need an administrator -- let schools get on with their work without hassles from others.

#4 Principal asks chairman of school committee to read statement of purpose at inaugural meeting -- avoids trespassing on school's professional running -- principal composes school committee agenda -- issues raised outside school committee's jurisdiction are discussed privately at another time for example curriculum issue of Te Taha Maori.

#5 Handbook is adequate although at present school with school council have own document . . . I had a major part in writing it . . . give specifics of what is what -- parent teacher association is incorporated within council.

#6 Present school committee is all right -- school committees and PTAs can cause trouble . . . the principal should have the support of the Education Board and Department (it doesn't happen very often) -- if more detailed document, it would be difficult to account for all eventualities.

#7 Deceased.

#8 No real difficulties with school I opened . . . my ideas were accepted -- had difficulties in two recent schools (to which transferred because of falling rolls) -- school committee situation getting worse . . . parents should be co-opted onto committee . . . those whose past experience and attributes are known -- directors of public companies are not elected unknown from floor of shareholders' meeting -- need of definite explicit document of responsibilities.

#9 On taking over new position I ensure all groups know their responsibilities -- school committee's is buildings, grounds and equipment, Number 1 Account expenditure. . . school committee discusses and makes suggestions but not directive in activities of school -- PTA's role is to educate and socialize the extended family in the role of the school -- PTA have a constitution which I helped write -- later shifted to another school [in Marina district] had difficulties because parents felt their voice should be acted upon.

#10 Under present normal conditions school committee can be controlled by an understanding principal -- more precise statement of relations is supportive of principal weak in handling people . . . principal training needed in public relations skills -- school committee to support and not run the school.

#11 Framework generally sound . . . I acknowledge small number of school committees and PTAs cause problems . . principals' inadequacies -- room for document but may add to problem -- parents need involvement in decision making.

#12 Parents should have statutory rights to influence schools -- past and present experience with school committees very good -- not sure about clearer handbook -- essential that goodwill, willingness to communicate and listen is the answer.

#13 Deceased.

#14 Statement [NZ Official Yearbook (1983:202)] and handbooks have potential difficulties for all schools at SOME time -- no statement can cover every opportunity . . . much depends on personalities of principal, school committee chairman, members and local parents. Handbooks only give principal real power in terms of professional aims -- on other hand parents feel their rubber-stamp work as set out in extract statement does not recognize their interest, skills as parents, job expertise etc and want bigger say in control of staff. This could be fine in some districts and a disaster in others -- statements need to be more detailed for benefit of both staff and parents . . . should be updated regularly -- in times

when group goes wider than is felt reasonable, the Board should be ready with frank advice.

#15 Should do without school committee . . . [the work] should be done by the principal with school manager -- the enclosed statement does not represent the true situation certainly not mine, for example hiring of caretaker and care of property is done by me . . . although contrary to official statement, this is the way it is done in most other cases I believe -- where principal is weak, trouble occurs . . . strong principal with hands on reins and good knowledge of his job has no problems.

#16 Feel the aims should be specific with emphasis on working in consultation with principal . . .clear guidelines for community involvement and communication . . . curriculum involvement and decision making . . . communications with staff . . . use of school grounds/vandalism . . . definite realistic responsibility guidelines for cleaning staff, hiring, firing, overseeing . . . at present time done by principals but strictly school committee responsibility . . . an example of who can do it better!

#17 Feel a definite set of guidelines required -- times have changed and much is 'written into' the vague statement -- there is variation from area to area and local committee personality changes from election to election. If all goes well there is no problem . . . to sum it up, would a local body authority be able to carry out its task and work with its employees with such looseness?

#18 Document needed to set out something more specific than 'interest themselves' . . . 'provide a focusing point for local opinion' -- although I've had a really good run with most school committees, I'm afraid I see them as a Departmental sop to lay participation -- as to 'local opinion' who really expects any community to reach a concensus on any topic apart from the most mundane? -- National curricula and syllabi may not be perfect but at least there is something to work on without local wars.

#19 Withdrew.

#20 Have had difficulties in two previous schools, one State, one private -- a need for definite guidelines on responsibilities . . . best to have it written at the school level . . . need for 'friends within' to do this. Present positon . . . newly-opened school, task fairly easy as new subdivision and parents very anti-establishment -- appropriate to settle things their way with my help.

PRINCIPAL'S JOB SPECIFICATION

PRINCIPAL #5

PRINCIPAL'S JOB SPECIFICATION

Principal #5

Job description: Principal

Responsibility to: Education Board, Education Department, School Council, School Project 'XYZ'

Directly supervising: all professional staff through senior teachers, clerical assistant, caretaker and cleaning staff, teacher aide, children

FUNCTIONAL RELATIONSHIPS

School: pupils, teachers, ancillary staff

Council: president and members

Parents: individuals, 'school helpers' in library, lunchroom, classrooms

'School Project XYZ': chairman and committee members

Health Department: dental nurse, public health nurse

Pre-school day care: organizations within the neighbouring area

Intermediate/contributing schools: specified primary, intermediate and secondary schools, private schools

Teachers' colleges: specified

Transport Department: school traffic instructor

Police: school education officer, Youth Aid

Social Welfare Department: visiting staff

Visiting teacher: based at this school

Education Board: officers of various departments

Education Department: advisers, senior and staff inspectors, executive officers

Salespersons: books, teaching aids, cleaning aids (equipment/materials)

Community: local body officers, local residents, ministers of religion, youth clubs, specified sports clubs, specified service clubs

PRIMARY OBJECTIVES

1. To ensure that the school develops and sustains programmes that will as far as possible meet the intellectual, physical, social and emotional needs of the children.

2. To promote effective teaching programmes throughout the school.

3. To encourage on-going curriculum development and staff participation in all aspects of school life.

4. To create purposeful relationships between school and parents, together with the community.

Reaching these objectives will require the following key tasks:

SELECTED KEY TASKS	EXPECTED RESULTS
1. Encourage staff to develop a philosophy appropriate to their role in particular and the school in general	Wider concepts and understanding of education
2. Determining school policy	Effective administration
3. Overview of curriculum standards	Ongoing evaluation Development of all curriculum areas Effective and flexible class programmes in action
4. Administration	Two-way flow of information Clear directives Democratic decision making
5. Pupil welfare	That children's social and health needs be identified

6. Keeping school records and documents	Ease of availability -- usefulness when needed
7. Training year one teachers	Certification Making an effective teacher
8. Reporting to school council	Appreciation of school policy and requirements School events etc
9. Communication with Department/Board	Department/Board are aware of school needs and policy
10. Maintenance of buildings and grounds	Care of and pride in school Effective assistance from Board and school committee
11. Liaison with kindergarten and Intermediate	Appreciation of complementary roles Pupil information to help future development
12. In-service training	Opportunities for curriculum and corporate training
13. Personal professional development	Review of philosophy and policy -- continual evaluation
14. Parent/teacher liaison	Better relationships Understanding of these roles
15. Supervising ancillary staff	Security and understanding position Efficiency
16. Purchase, requisition and allocation of equipment	School has all equipment needed and available readily/in good repair
17. Release senior teachers for in-class supervision	Effective curriculum implementation Familiarization with teachers/class pupils
18. Appraisal and prediction of roll trends	Awareness of future staffing and building requirements

19.	Administration of principal's accounts Budgeting for No. 1 No. 2 accounts	Availability of finance Best use for improving school resources
20.	Curriculum leader in music	Children's musical education widened Pupils enjoy and participate in musical experience

NOTE
A Names of specific organizations or schools within the job specification are designated 'XYZ' or 'specified' to preserve anonymity.

B. Separate job descriptions are recorded for individual mention of senior teachers, teachers, and ancillary staff.

C. The selected key tasks and expected results were expanded and monitored by control information as follows. Numbers refer to Tasks/Results.

1. Response to staff influence should be positive and influence the success of children's learning in the school. Written policy statements in school scheme.

2. Senior and full staff meetings. Informal discussion. Resource folders.

3. Senior staff research and report back as curriculum leaders. Senior staff meetings. Full staff meetings. Resource folders.

4. Monday staff bulletin. Staff meetings. Informal discussions morning tea etc.

5. Class teachers' reports. Reports from public health nurse, speech therapist, dental nurse, visiting teacher, audio-visual officer, parents.

6. Clerical assistant. STJC. DP. Individual pupil's records. P and A reports. Registers.

7. Associate teacher reports. Visits to classrooms. Meetings.

8. Principal's monthly written reports. Attendance of staff members at meetings. Informal discussion with school council members.

9. Organization schedule. Correspondence reports. Telephone conversations. Triennial school reports.

10. Positive awareness among staff/pupils of attractive, neat environment. Buildings/grounds supervision by Board. School committee visits/working bees etc.

11. Kindergarten supervisors. Teachers' college principal. New entrant/S1 teachers' reports.

12. NZEI staff meetings. Teacher only days. Advisors. Education Gazette.

13. Educational reading. Attending courses. Meetings. Dip. Teaching study. University courses.

14. Fortnightly newsletter. 'Open school' policy -- parents encouraged to visit. Parent helpers. Meetings

Principal/School Committee Relations (PCR).

15. Daily discussions with caretaker, clerical assistant, teacher aide. Job descriptions for all these.

16. Equipment register. Education Board's equipment exchange unit. Senior teacher or other staff request new equipment. Equipment file. Maintenance manuals.

17. Timetable for regular relase. Reporting back.

18. Dental clinic's preschool roll. Kindergarten intake. Newsletters. July returns.

19. Clerical assistant. School council treasurer. Budgets for No. 1 and No. 2 A/cs. Preparing accounts for school council treasurer.

20. Choir. Weekly lessons for senior classes. Musical productions for public performance.

LIFESTYLE SURVEY

(LS)

LIFESTYLE SURVEY
(LS)

Code No 5. . .

As part of the administrative survey in which you have already taken part would you please complete the following questionnaire. It is suggested that you may wish to consult other members of your household. You may complete the questions in any order.

1. Number of times (servings) of red meat on average per week
   5
2. Number of servings of poultry/fish per week
   1
3. Number of whole eggs per week (where they can be counted -- does not include baking)
   3
4. Use butter/margarine on bread etc as a spread

5. Use mostly in cooking:
   ~~soya/sunflower/peanut/corn/vegetable~~/butter/margarine/beef dripping/~~lard~~/specify others

6. Average number of take-away style meals per week, including those prepared at home and fry-ups
   NIL
7. Are your meals cooked with salt?

   Yes/~~No~~

8. Do you add salt at the table?
   ~~None at all~~/just a pinch/ ~~more than just a pinch/quite a bit~~

9. Number of cups per week: tea 30. . .coffee .5. . .

10. Number of cups per week: Milo/cocoa/~~herbal teas~~/etc
    7
11. Average number of teaspoons sugar per week added to the above drinks
    NIL
12. Do you use an artificial sweetener in the above drinks?

    Yes/~~No~~

13. Cigarettes: None/~~actual number averaged per week~~

14. Do you inhale the smoke?

~~Yes~~/No

15. Have you a 'smoker's cough'?

~~Yes~~/No

16. Do you take regularly alcoholic beverages in social circumstances/main meal of the day (Do not include rare toasts, Christmas, farewells)?
ONLY THOSE

Yes/No

Average per week

beer (standard beer glass)	N
spirits (single nip)	
sherry (sherry glass)	
wine (wine glass)	
other (details)	

17. Do you restrict alcoholic beverages only to times when others are present?

Yes/~~No~~

18 (a). Do you exercise an average of at least 20 minutes three times a week, SUFFICIENT TO CAUSE PERSPIRATION? (This includes gym, walking, jogging, sports, gardening etc.)

Yes/~~No~~

(b). If Yes, please give details: LONG WALKS DAILY and IN LAST 5 YEARS GYM WORKOUTS

(c). If INSUFFICIENT TO CAUSE PERSPIRATION, give details of any other physical activity and its weekly average duration and frequency:

19. In terms of question 18(a), would you have answered Yes for any of the following decades of your life?

Age 20/30	Yes/No	Age 30/40	Yes/No
Age 40/50	Yes/No	Age 50/60	Yes/No
Age 60+	Yes/No		

ALL

20. Have you made 'lifestyle' changes in the following areas SINCE THE INITIAL ADMINISTRATIVE STUDY INTERVIEW?

diet	NOT REALLY	Yes/No
smoking		Yes/No
alcohol consumption		Yes/No
exercise		Yes/No
recreation/hobbies		Yes/No

21. If you answered Yes to any part of question 20, are you aware of reasons for change? Give details.

22. In terms of health awareness, can you take your own pulse?

Yes/~~No~~

23. What is your resting pulse?

60

LIFESTYLE SURVEY
(LS)

Code No . 10 . . .

As part of the administrative survey in which you have already taken part would you please complete the following questionnaire. It is suggested that you may wish to consult other members of your household. You may complete the questions in any order.

1. Number of times (servings) of red meat on average per week

   5

2. Number of servings of poultry/fish per week

   2

3. Number of whole eggs per week (where they can be counted -- does not include baking)

   5

4. Use ~~butter~~/margarine on bread etc as a spread

5. Use mostly in cooking:
   (soya)/sunflower/peanut/corn/vegetable/(butter)/(margarine)/beef dripping/lard/specify others

6. Average number of take-away style meals per week, including those prepared at home and fry-ups

   1

7. Are your meals cooked with salt?

   (Yes)/No

8. Do you add salt at the table?
   None at all/just a pinch/ more than just a pinch/quite a bit

9. Number of cups per week: tea 46 . . coffee 10 . . . .

10. Number of cups per week: Milo/cocoa/herbal teas/etc

    0

11. Average number of teaspoons sugar per week added to the above drinks

    55

12. Do you use an artificial sweetener in the above drinks?

    ~~Yes~~/No

13. Cigarettes: (None)/actual number averaged per week

14. Do you inhale the smoke?

N/A Yes/No

15. Have you a 'smoker's cough'? N/A

Yes/No

16. Do you take regularly alcoholic beverages in social circumstances/main meal of the day (Do not include rare toasts, Christmas, farewells)?

Yes/No

Average per week

beer (standard beer glass) . . . . . .
spirits (single nip) . . . . . .
sherry (sherry glass) . . . . . .
wine (wine glass) Now + again with friends - perhaps twice a month.
other (details)

17. Do you restrict alcoholic beverages only to times when others are present?

(Yes)/No

18 (a). Do you exercise an average of at least 20 minutes three times a week, SUFFICIENT TO CAUSE PERSPIRATION? (This includes gym, (walking), jogging, sports, (gardening) etc.)

(Yes)/No

(b). If Yes, please give details:
Walking on beach and home maintenance

(c). If INSUFFICIENT TO CAUSE PERSPIRATION, give details of any other physical activity and its weekly average duration and frequency:

19. In terms of question 18(a), would you have answered Yes for any of the following decades of your life?

Age 20/30	Yes/No	Age 30/40	Yes/No
Age 40/50	Yes/No	Age 50/60	Yes/No
Age 60+	Yes/No		

much more active when younger

Researcher's Notes:

Details of times rang without reply, telephone number entered have a twinkled out].

Questions 20-23 Not answered. Telephone follow-up. Question 20 relating to changes in lifestyle "not really" — Question 23 "what is resting pulse" Don't know — normal I'd say.

MEDICAL HISTORY SURVEY
(MS)

MEDICAL HISTORY SURVEY
(MS)

Code No .6. . .

THIS IS A STRICTLY CONFIDENTIAL ITEM. It concerns your situation during the first part of this project as well as at the present time. For some of the group, this may mean looking at your circumstances before retirement as well as now.

Please read all the questions before making any written response. Some ask for a simple Yes or No. Some ask you to choose among listed possible choices. Others need a reply in your own words.

1. Are you still working as a primary principal? ~~Yes~~ No

2. Were you on continuous medication or treatment during the first part of this project? Yes ~~No~~

3. If Yes, give details as fully as you can: condition being treated, name of medication and dosage:

Once daily . Trandate . . 100 mg . per . day . (. High blood pressure
" " . Neo . Nadlex . 50 mg . per . day .) . . . . . .
Started off with 3 (100mg) tablets (1½ a twice daily.) but worked back to 1 (100 mg) tablet daily. (During working life)

4. Are you on continuous medication or treatment now? Yes ~~No~~

5. If Yes, give details as fully as you can: condition being treated, name of medication and dosage:

6. (a) Did the condition now being treated become apparent after retirement? ~~Yes~~ No

(b) Give approximate date when condition first appeared:

7. If the answer to 4 was Yes, has your treatment been changed as to medication or dosage?

8. (a) If you were previously on continuous medication or treatment but no longer are, give approximate date when treatment ceased:

(b) Brief comment on reasons for discontinued treatment:

9. (a) If the answer to 6(a) was Yes, do you consider the condition now apparent in the later part of this project was of a 'silent' nature during the first part of the project, that is, it was present but has only now been identified and confirmed? Yes No

(b) Brief comment:

10. (a) Is there a history of stroke or heart disorder among your BLOOD relatives? Yes ~~No~~

(b) If Yes, please identify by underlining:

grandfather grandmother father mother

uncles aunts brothers sisters

(c) Please identify condition, approximate age at onset and age at death if applicable

High blood pressure Not too sure of details

11. Have you had any of the following conditions during the project? Please underline.

stomach ulcer stroke asthma heart condition

high blood pressure arterial spasm

12. If you underlined any condition in question 11, can you attribute its onset to any of the following? Please underline.

family medical history work pressures

domestic upsets onset of major life event

time in armed forces general ageing

personality/disposition don't know

Δ Field Data

MEDICAL HISTORY SURVEY
(MS)

Code No. 14.

THIS IS A STRICTLY CONFIDENTIAL ITEM. It concerns your situation during the first part of this project as well as at the present time. For some of the group, this may mean looking at your circumstances before retirement as well as now.

Please read all the questions before making any written response. Some parts ask for a simple Yes or No or to choose among given possible choices. Other parts ask for a reply in your own words.

1. Are you still working as a primary principal?
   ~~Yes~~ No

2. Were you on continuous medication or treatment during the first part of this project? Yes ~~No~~

3. If Yes, give details as fully as you can: condition being treated, name of medication and dosage:
   PROPANOLOL L.A. 160 mg (2 p.d.)
   NAVIDREX .5 mg. (1 p.d.)
   CARVASIN 10 mg. (4 p.d.)
   } Deteriorating ischaemic heart disease

4. Are you on continuous medication or treatment now?
   Yes ~~No~~

5. If Yes, give details as fully as you can: condition being treated, name of medication and dosage:
   AS ABOVE PLUS:
   PERSANTIN 100 mg (3 p.d.)
   ADALAT 10 mg. (2 p.d.)
   SOL. ASPIRIN 300 mg. (½ p.d.)
   NITRODERM 25 mg. (1-24 hrly.)
   } continued until bypass surgery 25.10.84.
   At present ASPIRIN 300 mg (1 p.d.) only plus vigorous daily walk (1½ hour two)!

6. (a) Did the condition now being treated become apparent after retirement? ~~Yes~~ No

   (b) Give approximate date when condition first appeared:

7. If the answer to 4 was Yes, has your treatment been changed as to medication or dosage?

8. (a) If you were previously on continuous medication or treatment but no longer are, give approximate date when treatment ceased:

   (b) Brief comment on reasons for discontinued treatment:

I had surgery.

Post-operative dosage of pills was stopped about 4 weeks after surgery. Physical recovery and mental outlook continued steadily from that time. Tablets were gradually phased out.

The heavy dosages during 1983-4 (20 tabs per day) were an attempt to solve my problems without surgery. When that failed surgery at [redacted] cardiology unit.

9. (a) If the answer to 6(a) was Yes, do you consider the condition now apparent in the later part of this project was of a 'silent' nature during the first part of the project, that is, it was present but has only now been identified and confirmed? Yes No

(b) Brief comment:

NOTE: A special thanks for your consideration in completing these details. They will be most valuable in the last phase of the project. A most vital part of this survey follows. It requires some recall and introspection; full details are essential for this survey to have maximum value.

10. (a) Is there a history of stroke or heart disorder among your BLOOD relatives? Yes No

(b) If Yes, please identify by underlining:

grandfather grandmother father mother

uncles aunts brothers sisters

(c) Please identify condition, approximate age at onset and age at death if applicable

Father died (54) from heart attack brought about by effects of 25 years + of taking insulin for diabetes.

11. Have you had any of the following conditions during the project? Please underline.

stomach ulcer stroke asthma heart condition

high blood pressure arterial spasm

12. If you underlined any condition in question 11, can you attribute its onset to any of the following? Please underline.

△ Field. Data

family medical history work pressures //

domestic upsets onset of major life event

time in armed forces general ageing

personality/disposition don't know

It is appreciated that such personal information has been forthcoming for this part of the project.

COMPREHENSIVE QUESTIONNAIRE

(CQ)

. DIFFICULTIES DEALING WITH SCHOOL COMMITTEES ( ) 1.

/chairman /secretary / treasurer /

/ other individual member /

/ committee generally /

. INDIVIDUAL PARENTS DEMANDING PRINCIPAL'S IMMEDIATE TIME (✓) 2.

/ ring the school / A/NSI.

/ arrive at office wanting a matter to be resolved immediately / A/3)D.

. INADEQUATE EDUCATION BOARD GRANTS (✓) 3.

/ official textbooks & library books /

/ maths equipment / infant equipment /

/ office stationery /

/ physical education gear /

. PROBLEMS WITH WET-DAY LUNCH BREAKS ( ) 4.

/ organizing extra teacher duties /

/ general disruption /

. EXPLAINING TO PARENTS THAT SOME EDUCATIONAL IDEAS IN PRESS AND ON TV ARE ESPOUSED POLITICAL POLICY ONLY ( ) 5.

/ parents consider such items are official policy and at present implemented in all schools / APPS

/ parents consider such items are for the individual schools to initiate /

. PARENTS QUESTIONING SCHOOL CURRICULUM (✓) 6.

/ queries about subject content /

/ queries about method and approaches /

/ children's written work not corrected continuously by teacher / A,3|DD.

. DIPLOMACY SITUATION CONCERNING INDIVIDUAL PARENT'S APPRAISAL OF TEACHER ( ) 7.

/ perhaps warranted / A/NSI. A/PPS.

[/ perhaps unwarranted]

. CONCERNS WITH STAFF INSPECTOR (✓) 8.

[/ general manner] A/NSI/AQ.

[/ general professional dealings] A/3)D A/AQ.

. GENERAL DOMESTIC CONCERNS OF STAFF ( ) 9.

/ spillover to work /

/ resulting in frequent absences /

. DIFFICULTY DEALING WITH AN INDIVIDUAL MEMBER OF STAFF (✓) 10.

/ disruptive with other staff / APPS A/NSI.

[/ disruptive with own class /]

/ disruptive with other children /

/ disruptive with principal /

. PARENTS' CONCERN ABOUT SPECIFIC SCHOOL HEALTH PROBLEMS e.g. 'nits' or 'school sores' ( ) 11.

/ school should initiate individual inspections with Health Department /

/ school should carry out inspections /

/ composing suitable school newsletter item setting out steps for home treatment /

. INCREASING RISE OF WOMEN'S ISSUES AND EQUITY RIGHTS ( ) 12.

/ parent maintains reading material sexist /

/ parent not wishing to supply some details for official records /

/ allegiances on basis of gender among staff /

. EDUCATION BOARD COMMUNICATION DIFFICULTIES (✓) 13.

[in getting relevant information] A/NSI/AQ.

/ decisions delayed /

/ particular officer's attitude /

/ standard 'off-putting' replies /

. DIFFICULTIES DEALING WITH PTA OR HOME AND SCHOOL ASSOCIATION GROUPS ( ) 14.

/ president / secretary / treasurer /

/ other individual member /

/ committee generally /

. PROFESSIONAL DIFFICULTIES DEALING WITH STAFF MEMBER IN POSITION OF RESPONSIBILITY ( ) 15.

/ STJC / DP / senior teacher(s) /

. LIAISON PROBLEM WITH ANCILLARY STAFF MEMBERS ( ) 16.

/ school secretary / teacher aide(s) /

/ caretaker / cleaner(s) /

. TRAFFIC PROBLEMS ASSOCIATED WITH SCHOOL ( ) 17.

/ difficulties with parent and/or visitor parking /

/ difficulties with school crossing supervision because of its distance from school /

/ inadequate crossing provisions /

/ inadequate staff parking /

. GENERAL INADEQUACY BUILDINGS OR GROUNDS ( ) 18.

/ buildings of outmoded design /

/ inadequate grounds : not enough hard areas/

/ drainage problems with grass areas /

/ mixed permanent and transportable buildings /

/ disruptions through building construction or refurbishing /

/ disruption through ground siteworks /

/ required building maintenance /

/ required grounds maintenance /

. FUND RAISING BY VOLUNTARY CONTRIBUTIONS OR SCHOOL FEE AN IMPOSITION ON STAFF TIME ( ) 19.

/ school secretary / teacher aide /

/ classroom staff / principal /

#2/1

. MOTIVATING STAFF GENERALLY TO IMPLEMENT ACCEPTABLE STANDARD OF CLASSROOM PROGRAMMES (✓) 20.

/ year one / limited tenure /

[✓ division A /]

/ senior staff / staff generally / Δ/ΛQ .

. GETTING STAFF MEMBERS TO KEEP ADEQUATE RECORDS (✓) 21.

/ year one / limited tenure /

[division A]

/ senior staff / staff generally /

. MOTIVATING STAFF TO TAKE ACTIVE PART IN SUBJECT RESOURCE PLANNING AND SCHEME COMPILATION ( ) 22.

/ senior staff / staff generally /

. GENERAL OUT-OF-SCHOOL VANDALISM ( ) 23.

/ grounds / buildings /

/ outside apparatus /

. CONCERNS WITH OUT-OF-SCHOOL USE OF BUILDINGS AND GROUNDS ( ) 24.

/ school classrooms / school hall /

/ school library / grounds (sports use) /

. CONCERNS WITH TEACHERS' COLLEGE STUDENTS INVOLVED IN SCHOOL ( ) 25.

/ difficulties with classroom control /

/ as a consequence, setback to overall classroom programmes /

. TELEPHONE PROBLEMS ( ) 26.

/ phone messages for children from parents during school time /

/ non-emergency calls from some parents /

/ staff interruptions concerning above /

. CONCERNS OVER MAINSTREAMING OF CHILDREN WITH SPECIAL NEEDS ( ) 27.

/ burdens classroom teacher /

/ classroom staff without specialized training /

/ insufficient teacher aide assistance /

/ insufficient appropriate equipment /

/ resentment of class children /

/ resentment of parents /

/ insufficient liaison with specialist advisors /

. DEMANDS BY PARENT GROUPS FOR FUNCTIONS ADDITIONAL TO THOSE SCHOOL STAFF FEEL SUFFICIENT ( ) 28.

/ PTA suggest a project -- leave principal and staff to organize /

/ school fund-raising activities /

/ curriculum familiarization evenings /

/ swimming coaching /

/ 'water-wise' programmes /

/ etc /

. PARENTS BLAMING CURRICULUM METHODS FOR CHILD'S FAILURE TO MAKE PROGRESS (✓) 29.

/ pupils working on own in groups, without teacher /

/ newer 'untried' methods /

/ shifting to another class teacher for maths etc /

/ open-plan organization /

/ 'no homework' /

/ in composite class /

. INROADS ON SCHOOL TIME FOR LUNCH-ROOM ORGANIZATION ( ) 30.

/ classroom teacher / teacher aide /

/ school secretary / principal /

. PARENT DEMAND FOR PARTICIPATION IN CLASSROOM ACTIVITIES (✓) 31.

/ felt as an intrusion /

/ agreed if on staff terms of selection /

/ if in classroom other than own child /

/ if in own child's classroom /

. CONCERN OVER STAFF TIME SPENT ORGANIZING PARENTS HELPING WITH SCHOOL ACTIVITIES, e g. library, making equipment, sports coaching, weekend working bees, organized by: ( ) 32.

/ school secretary / teacher aide /

/ member of classroom staff /

/ school committee liaison / PTA liaison /

/ ad hoc groups of parents' liaison /

/ school principal /

. CONCERN ABOUT UNSCHEDULED VISITORS ( ) 33.

/ Education Board officer /

/ sales representatives /

/ outside-of-school organization representatives /

/ official education liaison personnel /

. INTRUSIONS ON PRINCIPAL' TIME: PRESSURE ATTEND SCHOOL-RELATED FUNCTIONS (other than regular school committee or limited PTA term functions ( ) 34.

/ ad hoc committee meetings /

/ major school project activities /

. EXPLAINING OFFICIAL BOARD OR DEPARTMENT POLICY TO PARENTS WITHOUT PUBLIC RELATIONS BACKUP eg press releases or information pamphlets (✓) 35.

/ new curriculum areas / taha Maori /

/ mainstreaming special needs children /

/ health curriculum / Δ/ΛQ .

/ out-of-zone enrolment /

[variable teaching spaces] Δ/ΛQ .

. PARENTS WANTING TO TAKE CHILDREN OUT OF SCHOOL FOR NEEDS NOT COVERED BY ATTENDANCE REGULATIONS ( ) 36.

/ long weekends / vacations / music /

/ ballet / speech / club sports team travel /

. ADMINISTRATIVE RETURNS REQUIRING MORE EXPERTISE THAN ANCILLARY STAFF HAVE, BUT DEMANDING OF CLASSROOM TEACHER AND PRINCIPAL'S TIME (✓) 37.

/ furniture returns /

/ organization schedules/ Δ/

ΔQQ.

/ attendance /textbook returns /

/ relieving teacher and leave of absence returns /

/ health returns /

/ Social Welfare reports /

. TIME DEMANDS OVERSEEING SICK BAY ACTIVITIES AND MEDICAL EMERGENCIES ( ) 38.

/ teacher aide / clerical assistant /

/ principal / STJC /

/ other designated teacher /

. CONCERNS ABOUT STAFF IN PARTICIPATIVE DECISION-MAKING PRACTICES ( ) 39.

/ additional to classroom teacher's committed time /

/ staff as a group not experienced in the practice /

/ some staff members feel not their job /

. CONCERN ABOUT PRINCIPAL'S FUNCTION (TO ATTEND TO ALL SORTS OF TASKS AND DEMANDS) ( ) 40.

/ 'open door' policy towards parents and staff /

/ fixing equipment in emergency /

/ discipline / counselling /

/ unscheduled liaison with outside agencies /

. NO OFFICIAL INFORMATION HANDOUT TO GIVE PARENTS EXPLAINING THE AFFAIRS OF THE SCHOOL ( ) 41.

/ parent's responsibility to the school /

/ principal's and staffs' responsibilities to parents and children /

/ role of the school committee /

/ available helping services /

. PRINCIPAL'S DAILY ACTIVITIES ARE REALLY A SERIES OF CONTINGENCIES OR 'FIRE FIGHTING' -- and consequently not enough time for: ( ) 42.

/ sharing in classroom programmes /

/ professional co-ordinating of curriculum /

/ motivating less-experienced classroom teachers /

/ liaison with senior staff /

/ fostering public relations 'image' of school /

/ evaluating pupils /

. CONCERN OVER EDUCATION BOARD'S FAILURE TO RECOGNIZE PRINCIPALSHIP AS A PROFESSION ( ) 43.

/ not keeping principal informed of matters affecting personal professional career path /

/ adopting view that local disharmony between school and district is a matter attributable to principal's shortcomings /

/ principal as Education Board's 'clerk in the field' /

. CONCERNS OVER PERSONAL RELATIONSHIP DIFFICULTIES WITH STAFF IN POSITIONS OF RESPONSIBILITY ( ) 44.

/ DP / STJC / senior teacher /

/ division A syndicate leaders /

. FEELING THAT SOME ACTIVITIES REQUIRING STAFF PARTICIPATION/HELP ARE A DEMAND ON THEIR PROFESSIONAL TIME ( ) 45.

/ distributing publicity for outside groups /

/ selling products on commission /

/ collecting for activities /

/ publicity for: /sports clubs / music clubs /

/ gymnastic clubs / book clubs /

/ 'water wise ' / bus charters /

/ school trips /

/ school photograph payments /

. CONCERN OVER STAFF TIME SPENT LIAISING WITH OFFICIAL SUPPORT STAFF ( ) 46.

/ psychological services / health nurse /

/ visiting teacher / police programme /

/ traffic education / welfare services /

. CONCERNS RELATING TO RELIGIOUS INSTRUCTION ( ) 47.

/ instructors not authorized by school committee, as regulations demand /

/ not enough personnel to cover all classes /

/ classes taken at times not provided for in Attendance Regulations /

/ instances of below-standard class management practices /

/ dominance of minority religious groups /

. LACK OF PROFESSIONAL PREPARATION FOR PRINCIPALSHIP: inadequate knowledge of ( ) 48.

/ office accounting practices /

/ small group sociology /

/ conflict resolution techniques /

/ counselling principles /

/ sources of official arbitration /

/ stress awareness and stress management /

/ playing the 'people game' N/A .

. CONCERNS ABOUT NO INPUT INTO STAFF PLACEMENT PROCEDURES ( ) 49.

/ senior staff /

/ staff with professional difficulties in previous school /

/ year one with college problems /

/ staff with record of previous personal instability /

. CONCERNS REGARDING DEMANDS OF STAFF IN-SERVICE PROGRAMMES ( ) 50.

/ time-consuming well beyond 'teacher only days' /

/ principal's time to organize /

/ official changes in curriculum too frequent and too quickly introduced /

#2/3

. DIFFICULTIES DEALING WITH SCHOOL COMMITTEES (√) 1.

/chairman /secretary / treasurer /

/ other individual member /

/ committee generally /

. INDIVIDUAL PARENTS DEMANDING PRINCIPAL'S IMMEDIATE TIME ( ) 2.

/ ring the school /

/ arrive at office wanting a matter to be resolved immediately /

. INADEQUATE EDUCATION BOARD GRANTS (√) 3.

/ official textbooks / library books /

/ maths equipment / infant equipment /

/ office stationery /

/ physical education gear /

. PROBLEMS WITH WET-DAY LUNCH BREAKS ( ) 4.

/ organizing extra teacher duties /

/ general disruption /

. EXPLAINING TO PARENTS THAT SOME EDUCATIONAL IDEAS IN PRESS AND ON TV ARE ESPOUSED POLITICAL POLICY ONLY ( ) 5.

/ parents consider such items are official policy and at present implemented in all schools /

/ parents consider such items are for the individual schools to initiate /

. PARENTS QUESTIONING SCHOOL CURRICULUM ( ) 6.

/ queries about subject content /

/ queries about method and approaches /

/ children's written work not corrected continuously by teacher /

. DIPLOMACY SITUATION CONCERNING INDIVIDUAL PARENT'S APPRAISAL OF TEACHER (√) 7.

/ perhaps warranted /

/ perhaps unwarranted /

. CONCERNS WITH STAFF INSPECTOR (√) 8.

/ general manner /

/ general professional dealings /

. GENERAL DOMESTIC CONCERNS OF STAFF ( ) 9.

/ spillover to work /

/ resulting in frequent absences /

. DIFFICULTY DEALING WITH AN INDIVIDUAL MEMBER OF STAFF ( ) 10.

/ disruptive with other staff /

/ disruptive with own class /

/ disruptive with other children /

/ disruptive with principal /

. PARENTS' CONCERN ABOUT SPECIFIC SCHOOL HEALTH PROBLEMS e.g. 'nits' or 'school sores' ( ) 11.

/ school should initiate individual inspections with Health Department /

/ school should carry out inspections /

/ composing suitable school newsletter item setting out steps for home treatment /

. INCREASING RISE OF WOMEN'S ISSUES AND EQUITY RIGHTS ( ) 12.

/ parent maintains reading material sexist /

/ parent not wishing to supply some details for official records /

/ allegiances on basis of gender among staff /

. EDUCATION BOARD COMMUNICATION DIFFICULTIES (√) 13.

/ in getting relevant information /

/ decisions delayed /

/ particular officer's attitude /

/ standard 'off-putting' replies /

. DIFFICULTIES DEALING WITH PTA OR HOME AND SCHOOL ASSOCIATION GROUPS (√) 14.

/ president / secretary / treasurer /

/ other individual member /

/ committee generally /

. PROFESSIONAL DIFFICULTIES DEALING WITH STAFF MEMBER IN POSITION OF RESPONSIBILITY ( ) 15.

/ STJC / DP / senior teacher(s) /

. LIAISON PROBLEM WITH ANCILLARY STAFF MEMBERS ( ) 16.

/ school secretary / teacher aide(s) /

/ caretaker / cleaner(s) /

. TRAFFIC PROBLEMS ASSOCIATED WITH SCHOOL ( ) 17.

/ difficulties with parent and/or visitor parking /

/ difficulties with school crossing supervision because of its distance from school /

/ inadequate crossing provisions /

/ inadequate staff parking /

. GENERAL INADEQUACY BUILDINGS OR GROUNDS (√) 18.

/ buildings of outmoded design /

/ inadequate grounds : not enough hard areas/

/ drainage problems with grass areas /

/ mixed permanent and transportable buildings /

/ disruptions through building construction or refurbishing /

/ disruption through ground siteworks /

/ required building maintenance /

/ required grounds maintenance /

. FUND RAISING BY VOLUNTARY CONTRIBUTIONS OR SCHOOL FEE AN IMPOSITION ON STAFF TIME ( ) 19.

/ school secretary / teacher aide /

/ classroom staff / principal /

#3/

. MOTIVATING STAFF GENERALLY TO IMPLEMENT ACCEPTABLE STANDARD OF CLASSROOM PROGRAMMES (√) 20.

/ year one / limited tenure /

/ division A /

/ senior staff / staff generally /

. GETTING STAFF MEMBERS TO KEEP ADEQUATE RECORDS ( ) 21.

/ year one / limited tenure /

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/ senior staff / staff generally /

. GENERAL OUT-OF-SCHOOL VANDALISM ( ) 23.

/ grounds / buildings /

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. CONCERNS WITH OUT-OF-SCHOOL USE OF BUILDINGS AND GROUNDS ( ) 24.

/ school classrooms / school hall /

/ school library / grounds (sports use) /

. CONCERNS WITH TEACHERS' COLLEGE STUDENTS INVOLVED IN SCHOOL ( ) 25.

/ difficulties with classroom control /

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/ phone messages for children from parents during school time /

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/ staff interruptions concerning above /

. CONCERNS OVER MAINSTREAMING OF CHILDREN WITH SPECIAL NEEDS (√) 27.

/ burdens classroom teacher /

/ classroom staff without specialized training /

/ insufficient teacher aide assistance /

/ insufficient appropriate equipment /

/ resentment of class children /

/ resentment of parents /

/ insufficient liaison with specialist advisors /

. DEMANDS BY PARENT GROUPS FOR FUNCTIONS ADDITIONAL TO THOSE SCHOOL STAFF FEEL SUFFICIENT (√) 28.

/ PTA suggest a project -- leave principal and staff to organize / Δ 3)).

/ school fund-raising activities / Δ 3)).

/ curriculum familiarization evenings /

/ swimming coaching /

/ 'water-wise' programmes /

/ etc /

. PARENTS BLAMING CURRICULUM METHODS FOR CHILD'S FAILURE TO MAKE PROGRESS ( ) 29.

/ pupils working on own in groups, without teacher /

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/ shifting to another class teacher for maths etc /

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. INROADS ON SCHOOL TIME FOR LUNCH-ROOM ORGANIZATION (√) 30.

/ classroom teacher / teacher aide /

/ school secretary / principal / Δ 3)).

. PARENT DEMAND FOR PARTICIPATION IN CLASSROOM ACTIVITIES ( ) 31.

/ felt as an intrusion /

/ agreed if on staff terms of selection /

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/ school secretary / teacher aide /

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/ school principal / Δ 3)).

. CONCERN ABOUT UNSCHEDULED VISITORS (√) 33.

/ Education Board officer /

/ sales representatives /

/ outside-of-school organization representatives /

/ official education liaison personnel /

. INTRUSIONS ON PRINCIPAL' TIME: PRESSURE ATTEND SCHOOL-RELATED FUNCTIONS (other than regular school committee or limited PTA term functions ( ) 34.

/ ad hoc committee meetings /

/ major school project activities /

. EXPLAINING OFFICIAL BOARD OR DEPARTMENT POLICY TO PARENTS WITHOUT PUBLIC RELATIONS BACKUP eg press releases or information pamphlets (√) 35.

/ new curriculum areas / taha Maori /

/ mainstreaming special needs children /

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/ variable teaching spaces /

. PARENTS WANTING TO TAKE CHILDREN OUT OF SCHOOL FOR NEEDS NOT COVERED BY ATTENDANCE REGULATIONS ( ) 36.

/ long weekends / vacations / music /

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. ADMINISTRATIVE RETURNS REQUIRING MORE EXPERTISE THAN ANCILLARY STAFF HAVE, BUT DEMANDING OF CLASSROOM TEACHER AND PRINCIPAL'S TIME ( ) 37. ✓

/ furniture returns /

/ organization schedules/

A 3/1

/ attendance / textbook returns /

/ relieving teacher and leave of absence returns /

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/ Social Welfare reports /

. TIME DEMANDS OVERSEEING SICK BAY ACTIVITIES AND MEDICAL EMERGENCIES ( ) 38.

/ teacher aide / clerical assistant /

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. CONCERNS ABOUT STAFF IN PARTICIPATIVE DECISION-MAKING PRACTICES ( ) 39.

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/ parent's responsibility to the school /

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/ sharing in classroom programmes / A/ 3DD.

[/ professional co-ordinating of curriculum }

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. CONCERN OVER EDUCATION BOARD'S FAILURE TO RECOGNIZE PRINCIPALSHIP AS A PROFESSION (✓) 43.

/ not keeping principal informed of matters affecting personal professional career path /

/ adopting view that local disharmony between school and district is a matter attributable to principal's shortcomings / A/

[/ principal as Education Board's 'clerk in the field' / explain A/3DD.]

. CONCERNS OVER PERSONAL RELATIONSHIP DIFFICULTIES WITH STAFF IN POSITIONS OF RESPONSIBILITY ( ) 44.

/ DP / STJC / senior teacher /

/ division A syndicate leaders /

. FEELING THAT SOME ACTIVITIES REQUIRING STAFF PARTICIPATION/HELP ARE A DEMAND ON THEIR PROFESSIONAL TIME (✓) 45.

/ distributing publicity for outside groups /

/ selling products on commission /

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/ publicity for: /sports clubs / music clubs /

/ gymnastic clubs / book clubs /

/ 'water wise ' / bus charters /

/ school trips /

/ school photograph payments /

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/ psychological services / health nurse /

/ visiting teacher / police programme /

/ traffic education / welfare services /

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/ instructors not authorized by school committee, as regulations demand /

/ not enough personnel to cover all classes /

/ classes taken at times not provided for in Attendance Regulations /

/ instances of below-standard class management practices /

/ dominance of minority religious groups /

. LACK OF PROFESSIONAL PREPARATION FOR PRINCIPALSHIP: inadequate knowledge of ( ) 48.

/ office accounting practices /

/ small group sociology /

[/ conflict resolution techniques }

[/ counselling principles /]

[/ sources of official arbitration /]

[/ stress awareness and stress management }

/ playing the 'people game'

. CONCERNS ABOUT NO INPUT INTO STAFF PLACEMENT PROCEDURES ( ) 49.

[/ senior staff]

/ staff with professional difficulties in previous school /

/ year one with college problems /

[/ staff with record of previous personal instability /]

. CONCERNS REGARDING DEMANDS OF STAFF IN-SERVICE PROGRAMMES ( ) 50.

/ time-consuming well beyond 'teacher only days' /

/ principal's time to organize /

/ official changes in curriculum too frequent and too quickly introduced /

SUC

#3/3

. DIFFICULTIES DEALING WITH SCHOOL COMMITTEES (/) 1.

/chairman /secretary / treasurer /

/ other individual member /

/ committee generally / A 3775.

. INDIVIDUAL PARENTS DEMANDING PRINCIPAL'S IMMEDIATE TIME ( ) 2.

/ ring the school /

/ arrive at office wanting a matter to be resolved immediately /

. INADEQUATE EDUCATION BOARD GRANTS ( ) 3.

/ official textbooks / library books / } A | NSI.

/ maths equipment / infant equipment }

/ office stationery /

/ physical education gear / [etc]

. PROBLEMS WITH WET-DAY LUNCH BREAKS ( ) 4.

/ organizing extra teacher duties /

/ general disruption /

. EXPLAINING TO PARENTS THAT SOME EDUCATIONAL IDEAS IN PRESS AND ON TV ARE ESPOUSED POLITICAL POLICY ONLY (✓) 5.

/ parents consider such items are official policy and at present implemented in all schools /

/ parents consider such items are for the individual schools to initiate / A 775.

. PARENTS QUESTIONING SCHOOL CURRICULUM (✓) 6.

/ queries about subject content /

[/ queries about method and approaches] A | NSI.

/ children's written work not corrected continuously by teacher /

. DIPLOMACY SITUATION CONCERNING INDIVIDUAL PARENT'S APPRAISAL OF TEACHER ( ) 7.

/ perhaps warranted / A 3775

/ perhaps unwarranted /

. CONCERNS WITH STAFF INSPECTOR ( ) 8.

/ general manner /

/ general professional dealings /

. GENERAL DOMESTIC CONCERNS OF STAFF ( ) 9.

/ spillover to work /

/ resulting in frequent absences /

. DIFFICULTY DEALING WITH AN INDIVIDUAL MEMBER OF STAFF (✓) 10.

/ disruptive with other staff /

/ disruptive with own class /

/ disruptive with other children /

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. PARENTS' CONCERN ABOUT SPECIFIC SCHOOL HEALTH PROBLEMS e.g. 'nits' or 'school sores' ( ) 11.

/ school should initiate individual inspections with Health Department /

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/ composing suitable school newsletter item setting out steps for home treatment /

. INCREASING RISE OF WOMEN'S ISSUES AND EQUITY RIGHTS ( ) 12.

/ parent maintains reading material sexist /

/ parent not wishing to supply some details for official records /

/ allegiances on basis of gender among staff /

. EDUCATION BOARD COMMUNICATION DIFFICULTIES (✓) 13.

/ in getting relevant information } A 775.

/ decisions delayed }

/ particular officer's attitude /

/ standard 'off-putting' replies /

. DIFFICULTIES DEALING WITH PTA OR HOME AND SCHOOL ASSOCIATION GROUPS (✓) 14.

/ president / secretary / treasurer /

/ other individual member /

/ committee generally / A 775.

. PROFESSIONAL DIFFICULTIES DEALING WITH STAFF MEMBER IN POSITION OF RESPONSIBILITY (✓) 15.

[/ STJC] [/ DP] senior teacher(s) / A | NSI.

A 390.

. LIAISON PROBLEM WITH ANCILLARY STAFF MEMBERS ( ) 16.

/ school secretary / teacher aide(s) /

/ caretaker / cleaner(s) /

. TRAFFIC PROBLEMS ASSOCIATED WITH SCHOOL (✓) 17.

/ difficulties with parent and/or visitor parking /

/ difficulties with school crossing supervision because of its distance from school /

/ inadequate crossing provisions /

/ inadequate staff parking /

. GENERAL INADEQUACY BUILDINGS OR GROUNDS (✓) 18.

[/ buildings of outmoded design] A | NSI.

/ inadequate grounds : not enough hard areas/

/ drainage problems with grass areas /

/ mixed permanent and transportable buildings /

/ disruptions through building construction or refurbishing /

/ disruption through ground siteworks /

/ required building maintenance / A | NSI.

/ required grounds maintenance /

. FUND RAISING BY VOLUNTARY CONTRIBUTIONS OR SCHOOL FEE AN IMPOSITION ON STAFF TIME (✓) 19.

/ school secretary / teacher aide /

/ classroom staff / principal /

#5/1

. MOTIVATING STAFF GENERALLY TO IMPLEMENT ACCEPTABLE STANDARD OF CLASSROOM PROGRAMMES (✓) 20.

/ year one / limited tenure /

/ division A /

/ senior staff / staff generally / A/WSi .

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[sharing in classroom programmes]

/ professional co-ordinating of curriculum]

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[/ liaison with senior staff A

[/ fostering public relations 'image' of school /]

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[DP / STJC] senior teacher / A/WES.

/ division A syndicate leaders /

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. LACK OF PROFESSIONAL PREPARATION FOR PRINCIPALSHIP: inadequate knowledge of (√) 48.

/ office accounting practices /

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[/ sources of official arbitration]

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[time-consuming well beyond 'teacher only days' /] A/WES.

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AS 5/3

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/ other individual member /

/ committee generally /

. INDIVIDUAL PARENTS DEMANDING PRINCIPAL'S IMMEDIATE TIME (✓) 2.

/ ring the school /

/ arrive at office wanting a matter to be resolved immediately /

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/ maths equipment / infant equipment /

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/ organizing extra teacher duties /

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/ perhaps warranted /

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/ general manner /

/ general professional dealings /

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NZEI shld initiate. inconsistent.

A/JJD.

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DP Ed/Dept Educ - incl. in curriculum. A/ DDD.

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. PRINCIPAL'S DAILY ACTIVITIES ARE REALLY A SERIES OF CONTINGENCIES OR 'FIRE FIGHTING' -- and consequently not enough time for: ( ) 42.

/ sharing in classroom programmes /

/ professional co-ordinating of curriculum /

/ motivating less-experienced classroom teachers /

/ liaison with senior staff /

/ fostering public relations 'image' of school /

/ evaluating pupils /

. CONCERN OVER EDUCATION BOARD'S FAILURE TO RECOGNIZE PRINCIPALSHIP AS A PROFESSION ( ) 43.

/ not keeping principal informed of matters affecting personal professional career path /

/ adopting view that local disharmony between school and district is a matter attributable to principal's shortcomings /

/ principal as Education Board's 'clerk in the field' /

. CONCERNS OVER PERSONAL RELATIONSHIP DIFFICULTIES WITH STAFF IN POSITIONS OF RESPONSIBILITY (✓) 44.

/ DP / STJC / senior teacher / Politics (Ed) A/3)2.

/ division A syndicate leaders /

. FEELING THAT SOME ACTIVITIES REQUIRING STAFF PARTICIPATION/HELP ARE A DEMAND ON THEIR PROFESSIONAL TIME ( ) 45.

/ distributing publicity for outside groups / A S/E

/ selling products on commission /

/ collecting for activities /

/ publicity for: /sports clubs / music clubs /

/ gymnastic clubs / book clubs /

/ 'water wise ' / bus charters /

/ school trips /

/ school photograph payments /

. CONCERN OVER STAFF TIME SPENT LIAISING WITH OFFICIAL SUPPORT STAFF ( ) 46.

/ psychological services / health nurse /

/ visiting teacher / police programme /

/ traffic education / welfare services /

. CONCERNS RELATING TO RELIGIOUS INSTRUCTION ( ) 47.

/ instructors not authorized by school committee, as regulations demand /

/ not enough personnel to cover all classes /

/ classes taken at times not provided for in Attendance Regulations /

/ instances of below-standard class management practices /

/ dominance of minority religious groups /

. LACK OF PROFESSIONAL PREPARATION FOR PRINCIPALSHIP: inadequate knowledge of (✓) 48.

/ office accounting practices /

/ small group sociology /

/ conflict resolution techniques / Implied A/

/ counselling principles /

/ sources of official arbitration /

/ stress awareness and stress management /

/ playing the 'people game'

. CONCERNS ABOUT NO INPUT INTO STAFF PLACEMENT PROCEDURES (✓) 49.

/ senior staff / Implied A/ .

/ staff with professional difficulties in previous school /

/ year one with college problems /

/ staff with record of previous personal instability /

. CONCERNS REGARDING DEMANDS OF STAFF IN-SERVICE PROGRAMMES (✓) 50.

[time-consuming well beyond 'teacher only days' / A/NS[.

/ principal's time to organize /

/ official changes in curriculum too frequent and too quickly introduced /

#10/3

. DIFFICULTIES DEALING WITH SCHOOL COMMITTEES (√) 1.

/chairman /secretary / treasurer /

/ other individual member /

/ committee generally /

. INDIVIDUAL PARENTS DEMANDING PRINCIPAL'S IMMEDIATE TIME (√) 2.

• / ring the school /

• / arrive at office wanting a matter to be resolved immediately /

. INADEQUATE EDUCATION BOARD GRANTS (√) 3.

/ official textbooks / library books /

• / maths equipment / infant equipment /

/ office stationery /

/ physical education gear /

. PROBLEMS WITH WET-DAY LUNCH BREAKS ( ) 4.

/ organizing extra teacher duties /

/ general disruption /

. EXPLAINING TO PARENTS THAT SOME EDUCATIONAL IDEAS IN PRESS AND ON TV ARE ESPOUSED POLITICAL POLICY ONLY (√) 5.

• / parents consider such items are official policy and at present implemented in all schools / Δ PTA. Δ 3DD.

• / parents consider such items are for the individual schools to initiate /

212.

. PARENTS QUESTIONING SCHOOL CURRICULUM (√) 6.

/ queries about subject content /

• / queries about method and approaches /

/ children's written work not corrected continuously by teacher /

. DIPLOMACY SITUATION CONCERNING INDIVIDUAL PARENT'S APPRAISAL OF TEACHER ( ) 7.

• / perhaps warranted /

/ perhaps unwarranted /

. CONCERNS WITH STAFF INSPECTOR (√) 8.

/ general manner /

• / general professional dealings Δ 3DD Δ PTA-

. GENERAL DOMESTIC CONCERNS OF STAFF ( ) 9.

• / spillover to work /

/ resulting in frequent absences /

. DIFFICULTY DEALING WITH AN INDIVIDUAL MEMBER OF STAFF (√) 10.

/ disruptive with other staff / C/A.

/ disruptive with own class /

/ disruptive with other children /

• / disruptive with principal / STJC

• By Tchr not sharing info on staff Consistency Δ PTA-

. PARENTS' CONCERN ABOUT SPECIFIC SCHOOL HEALTH PROBLEMS e.g. 'nits' or 'school sores' (√) 11.

/ school should initiate individual inspections with Health Department /

/ school should carry out inspections /

/ composing suitable school newsletter item setting out steps for home treatment /

. INCREASING RISE OF WOMEN'S ISSUES AND EQUITY RIGHTS ( ) 12.

/ parent maintains reading material sexist'

/ parent not wishing to supply some details for official records /

/ allegiances on basis of gender among staff /

. EDUCATION BOARD COMMUNICATION DIFFICULTIES (√) 13.

• / in getting relevant information / Δ PTA.

• / decisions delayed / Δ 3DD.

/ particular officer's attitude /

/ standard 'off-putting' replies /

. DIFFICULTIES DEALING WITH PTA OR HOME AND SCHOOL ASSOCIATION GROUPS (√) 14.

/ president / secretary / treasurer /

• / other individual member /

/ committee generally /

. PROFESSIONAL DIFFICULTIES DEALING WITH STAFF MEMBER IN POSITION OF RESPONSIBILITY (√) 15.

/ STJC / DP / senior teacher(s) / Δ 3DD. Δ PTA.

. LIAISON PROBLEM WITH ANCILLARY STAFF MEMBERS ( ) 16

/ school secretary / teacher aide(s) /

/ caretaker / cleaner(s) /

. TRAFFIC PROBLEMS ASSOCIATED WITH SCHOOL ( ) 17

/ difficulties with parent and/or visitor parking /

/ difficulties with school crossing supervision because of its distance from school /

/ inadequate crossing provisions /

/ inadequate staff parking /

. GENERAL INADEQUACY BUILDINGS OR GROUNDS (√) 18

/ buildings of outmoded design /

/ inadequate grounds : not enough hard areas/

/ drainage problems with grass areas /

/ mixed permanent and transportable buildings /

• / disruptions through building construction or refurbishing / Δ 3DD.

/ disruption through ground siteworks /

/ required building maintenance /

/ required grounds maintenance /

. FUND RAISING BY VOLUNTARY CONTRIBUTIONS OR SCHOOL FEE AN IMPOSITION ON STAFF TIME ( ) 19

/ school secretary / teacher aide /

/ classroom staff / principal /

11/1

. MOTIVATING STAFF GENERALLY TO IMPLEMENT ACCEPTABLE STANDARD OF CLASSROOM PROGRAMMES (✓) 20.

/ year one / limited tenure /

/ division A /

/ senior staff ● staff generally /

. GETTING STAFF MEMBERS TO KEEP ADEQUATE RECORDS (✓) 21.

/ year one / limited tenure /

/ division A /

[/ senior staff ● staff generally / A 3]

— part professional shortfall

. MOTIVATING STAFF TO TAKE ACTIVE PART IN SUBJECT RESOURCE PLANNING AND SCHEME COMPILATION ( ) 22.

/ senior staff / staff generally /

. GENERAL OUT-OF-SCHOOL VANDALISM ( ) 23.

/ grounds buildings /

/ outside apparatus /

. CONCERNS WITH OUT-OF-SCHOOL USE OF BUILDINGS AND GROUNDS ( ) 24.

/ school classrooms ● school hall / A 3 ?? .

/ school library / grounds (sports use) /

. CONCERNS WITH TEACHERS' COLLEGE STUDENTS INVOLVED IN SCHOOL ( ) 25.

/ difficulties with classroom control /

/ as a consequence, setback to overall classroom programmes /

. TELEPHONE PROBLEMS ( ) 26.

/ phone messages for children from parents during school time /

/ non-emergency calls from some parents /

/ staff interruptions concerning above /

. CONCERNS OVER MAINSTREAMING OF CHILDREN WITH SPECIAL NEEDS (✓) 27.

● / burdens classroom teacher /

● / classroom staff without specialized training /

♣ / insufficient teacher aide assistance /

♥ / insufficient appropriate equipment /

/ resentment of class children /

/ resentment of parents /

/ insufficient liaison with specialist advisors /

. DEMANDS BY PARENT GROUPS FOR FUNCTIONS ADDITIONAL TO THOSE SCHOOL STAFF FEEL SUFFICIENT ( ) 28.

/ PTA suggest a project -- leave principal and staff to organize /

/ school fund-raising activities /

/ curriculum familiarization evenings /

/ swimming coaching /

/ 'water-wise' programmes /

/ etc /

. PARENTS BLAMING CURRICULUM METHODS FOR CHILD'S FAILURE TO MAKE PROGRESS ( ) 29.

/ pupils working on own in groups, without teacher /

/ newer 'untried' methods /

/ shifting to another class teacher for maths etc /

/ open-plan organization /

/ 'no homework' /

/ in composite class /

. INROADS ON SCHOOL TIME FOR LUNCH-ROOM ORGANIZATION (✓) 30.

/ classroom teacher ● teacher aide /

● school secretary / principal /● // A 3 ??.

. PARENT DEMAND FOR PARTICIPATION IN CLASSROOM ACTIVITIES ( ) 31.

/ felt as an intrusion /

/ agreed if on staff terms of selection /

/ if in classroom other than own child /

/ if in own child's classroom /

. CONCERN OVER STAFF TIME SPENT ORGANIZING PARENTS HELPING WITH SCHOOL ACTIVITIES, e.g. library, making equipment, sports coaching, weekend working bees, organized byt (✓) 32.

/ school secretary / teacher aide /

/ member of classroom staff /

/ school committee liaison / PTA liaison /

/ ad hoc groups of parents' liaison /

/ school principal /

● / lunchroom A 3 ?? .

. CONCERN ABOUT UNSCHEDULED VISITORS (✓) 33.

● / Education Board officer / A 3 ??

● / sales representatives /

/ outside-of-school organization representatives /

/ official education liaison personnel /

. INTRUSIONS ON PRINCIPAL' TIME: PRESSURE ATTEND SCHOOL-RELATED FUNCTIONS (other than regular school committee or limited PTA term functions ( ) 34.

/ ad hoc committee meetings /

/ major school project activities /

. EXPLAINING OFFICIAL BOARD OR DEPARTMENT POLICY TO PARENTS WITHOUT PUBLIC RELATIONS BACKUP eg press releases or information pamphlets (✓) 35.

● / new curriculum areas / taha Maori /

● [/ mainstreaming special needs children] A 3 ??.

/ health curriculum /

/ out-of-zone enrolment /

/ variable teaching spaces /

. PARENTS WANTING TO TAKE CHILDREN OUT OF SCHOOL FOR NEEDS NOT COVERED BY ATTENDANCE REGULATIONS ( ) 36.

/ long weekends / vacations / music /

/ ballet / speech / club sports team travel /

. ADMINISTRATIVE RETURNS REQUIRING MORE EXPERTISE THAN ANCILLARY STAFF HAVE, BUT DEMANDING OF CLASSROOM TEACHER AND PRINCIPAL'S TIME (✓) 37.

○ / furniture returns /

/ organization schedules/

11/2

/ attendance / textbook returns /

/ relieving teacher and leave of absence returns /

/ health returns /

/ Social Welfare reports /

- TIME DEMANDS OVERSEEING SICK BAY ACTIVITIES AND MEDICAL EMERGENCIES ( ) 38.

/ teacher aide / clerical assistant /

/ principal / STJC /

/ other designated teacher /

- CONCERNS ABOUT STAFF IN PARTICIPATIVE DECISION-MAKING PRACTICES ( ) 39.

/ additional to classroom teacher's committed time /

/ staff as a group not experienced in the practice /

/ some staff members feel not their job /

- CONCERN ABOUT PRINCIPAL'S FUNCTION (TO ATTEND TO ALL SORTS OF TASKS AND DEMANDS) ( ) 40.

/ 'open door' policy towards parents and staff /

/ fixing equipment in emergency /

/ discipline / counselling /

/ coordinated liaison with outside agencies /

- NO OFFICIAL INFORMATION HANDOUT TO GIVE PARENTS EXPLAINING THE AFFAIRS OF THE SCHOOL ( ) 41.

/ parent's responsibility to the school /

/ principal's and staff's responsibilities to parents and children /

/ role of the school committee /

/ available helping services /

- PRINCIPAL'S DAILY ACTIVITIES ARE REALLY A SERIES OF CONTINGENCIES OR 'FIRE FIGHTING' — and consequently not enough time for: ( ) 42.

/ sharing in classroom programmes /

/ professional co-ordinating of curriculum /

/ motivating less-experienced classroom teachers /

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/ not keeping principal informed of matters affecting personal professional career path /

/ adopting view that local disharmony between school and district is a matter attributable to principal's shortcomings /

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- CONCERNS OVER PERSONAL RELATIONSHIP DIFFICULTIES WITH STAFF IN POSITIONS OF RESPONSIBILITY ( ) 44.

/ DP / STJC / senior teacher /

/ division A syndicate leaders /

- FEELING THAT SOME ACTIVITIES REQUIRING STAFF PARTICIPATION/HELP ARE A DEMAND ON THEIR PROFESSIONAL TIME ( ) 45.

/ distributing publicity for outside groups /

/ selling products on commission /

/ collecting for activities /

/ publicity for: /sports clubs / music clubs /

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/ 'water wise' / bus charters /

/ school trips /

/ school photograph payments /

- CONCERN OVER STAFF TIME SPENT LIAISING WITH OFFICIAL SUPPORT STAFF ( ) 46.

/ psychological services / health nurse /

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/ traffic education / welfare services /

- CONCERNS RELATING TO RELIGIOUS INSTRUCTION ( ) 47.

/ instructors not authorized by school committee, as regulations demand /

/ not enough personnel to cover all classes /

/ classes taken at times not provided for in Attendance Regulations /

/ instances of below-standard class management practices /

/ dominance of minority religious groups /

- LACK OF PROFESSIONAL PREPARATION FOR PRINCIPALSHIP: inadequate knowledge of ( ) 48.

/ office accounting practices /

/ small group sociology /

/ conflict resolution techniques /

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/ sources of official arbitration /

/ stress awareness and stress management /

/ playing the 'people game'

- CONCERNS ABOUT NO INPUT INTO STAFF PLACEMENT PROCEDURES ( ) 4

/ senior staff /

/ staff with professional difficulties in previous school /

/ year one with college problems /

/ staff with record of previous personal instability /

- CONCERNS REGARDING DEMANDS OF STAFF IN-SERVICE PROGRAMMES ( ) 5

/ time-consuming well beyond 'teacher only days' /

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11.
/3

. DIFFICULTIES DEALING WITH SCHOOL COMMITTEES ( ) 1.

/chairman /secretary / treasurer /

/ other individual member /

/ committee generally /

. INDIVIDUAL PARENTS DEMANDING PRINCIPAL'S IMMEDIATE TIME (✓) 2.

/ ring the school / ✓

[/ arrive at office wanting a matter to be resolved immediately /] A/WSI.

. INADEQUATE EDUCATION BOARD GRANTS (✓) 3.

/ official textbooks & library books /

/ maths equipment / infant equipment /

/ office stationery /

/ physical education gear /

. PROBLEMS WITH WET-DAY LUNCH BREAKS ( ) 4.

/ organizing extra teacher duties /

/ general disruption /

. EXPLAINING TO PARENTS THAT SOME EDUCATIONAL IDEAS IN PRESS AND ON TV ARE ESPOUSED POLITICAL POLICY ONLY ( ) 5.

/ parents consider such items are official policy and at present implemented in all schools /

/ parents consider such items are for the individual schools to initiate /

. PARENTS QUESTIONING SCHOOL CURRICULUM (✓) 6.

/ queries about subject content /

[/ queries about method and approaches] A/WSI.

/ children's written work not corrected continuously by teacher /

. DIPLOMACY SITUATION CONCERNING INDIVIDUAL PARENT'S APPRAISAL OF TEACHER (✓) 7.

*/ perhaps warranted /

*[perhaps unwarranted] A/WSI.

. CONCERNS WITH STAFF INSPECTOR ( ) 8.

/ general manner /

/ general professional dealings /

. GENERAL DOMESTIC CONCERNS OF STAFF ( ) 9.

/ spillover to work /

/ resulting in frequent absences /

. DIFFICULTY DEALING WITH AN INDIVIDUAL MEMBER OF STAFF ( ) 10.

/ disruptive with other staff /

/ disruptive with own class /

/ disruptive with other children /

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. PARENTS' CONCERN ABOUT SPECIFIC SCHOOL HEALTH PROBLEMS e.g. 'nits' or 'school sores' ( ) 11.

/ school should initiate individual inspections with Health Department /

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. INCREASING RISE OF WOMEN'S ISSUES AND EQUITY RIGHTS ( ) 12.

/ parent maintains reading material sexist /

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/ allegiances on basis of gender among staff /

. EDUCATION BOARD COMMUNICATION DIFFICULTIES (✓) 13.

[/ in getting relevant information] A/OEQ.

*/ decisions delayed /

[/ particular officer's attitude /]

* standard 'off-putting' replies /A/WSI.

. DIFFICULTIES DEALING WITH PTA OR HOME AND SCHOOL ASSOCIATION GROUPS ( ) 14.

/ president / secretary / treasurer /

/ other individual member /

/ committee generally /

. PROFESSIONAL DIFFICULTIES DEALING WITH STAFF MEMBER IN POSITION OF RESPONSIBILITY (✓) 15.

/ STJC [/ DP /] senior teacher(s) /A/WSI.

. LIAISON PROBLEM WITH ANCILLARY STAFF MEMBERS ( ) 16.

/ school secretary / teacher aide(s) /

/ caretaker / cleaner(s) /

. TRAFFIC PROBLEMS ASSOCIATED WITH SCHOOL ( ) 17.

/ difficulties with parent and/or visitor parking /

/ difficulties with school crossing supervision because of its distance from school /

/ inadequate crossing provisions /

/ inadequate staff parking /

. GENERAL INADEQUACY BUILDINGS OR GROUNDS (✓) 18.

/ buildings of outmoded design /

/ inadequate grounds : not enough hard areas/

/ drainage problems with grass areas /

/ mixed permanent and transportable buildings /

/ disruptions through building construction or refurbishing /

/ disruption through ground siteworks /

[/ required building maintenance] A/WSI

/ required grounds maintenance /

. FUND RAISING BY VOLUNTARY CONTRIBUTIONS OR SCHOOL FEE AN IMPOSITION ON STAFF TIME ( ) 19.

/ school secretary / teacher aide /

/ classroom staff / principal /

#12/1

. MOTIVATING STAFF GENERALLY TO IMPLEMENT ACCEPTABLE STANDARD OF CLASSROOM PROGRAMMES ( ) 20.

/ year one / limited tenure /

/ division A /

/ senior staff / staff generally /

. GETTING STAFF MEMBERS TO KEEP ADEQUATE RECORDS ( ) 21.

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. MOTIVATING STAFF TO TAKE ACTIVE PART IN SUBJECT RESOURCE PLANNING AND SCHEME COMPILATION ( ) 22.

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. CONCERNS WITH OUT-OF-SCHOOL USE OF BUILDINGS AND GROUNDS ( ) 24.

/ school classrooms / school hall /

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. CONCERNS WITH TEACHERS' COLLEGE STUDENTS INVOLVED IN SCHOOL ( ) 25.

/ difficulties with classroom control /

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/ phone messages for children from parents during school time /

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/ insufficient liaison with specialist advisors /

. DEMANDS BY PARENT GROUPS FOR FUNCTIONS ADDITIONAL TO THOSE SCHOOL STAFF FEEL SUFFICIENT (√) 28.

/ PTA suggest a project -- leave principal and staff to organize /

/ school fund-raising activities /

/ curriculum familiarization evenings /

/ swimming coaching /

/ 'water-wise' programmes /

/ etc / Gymkhana, Bush Hall. Surfing. 399.

. PARENTS BLAMING CURRICULUM METHODS FOR CHILD'S FAILURE TO MAKE PROGRESS ( ) 29.

/ pupils working on own in groups, without teacher /

/ newer 'untried' methods /

/ shifting to another class teacher for maths etc /

/ open-plan organization /

/ 'no homework' /

/ in composite class /

. INROADS ON SCHOOL TIME FOR LUNCH-ROOM ORGANIZATION ( ) 30.

/ classroom teacher / teacher aide /

/ school secretary / principal /

. PARENT DEMAND FOR PARTICIPATION IN CLASSROOM ACTIVITIES ( ) 31.

/ felt as an intrusion /

/ agreed if on staff terms of selection /

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/ school principal /

. CONCERN ABOUT UNSCHEDULED VISITORS (√) 33.

/ Education Board officer /

/ sales representatives /

/ outside-of-school organization representatives /

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/ new curriculum areas / taha Maori /

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/ furniture returns /

/ organization schedules/

#12/2

/ attendance / textbook returns /

/ relieving teacher and leave of absence returns /

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/ principal / STJC /

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/ additional to classroom teacher's committed time /

/ staff as a group not experienced in the practice /

/ some staff members feel not their job /

. CONCERN ABOUT PRINCIPAL'S FUNCTION (TO ATTEND TO ALL SORTS OF TASKS AND DEMANDS) ( ) 40.

/ 'open door' policy towards parents and staff /

/ fixing equipment in emergency /

/ discipline / counselling /

/ unscheduled liaison with outside agencies /

. NO (?) OFFICIAL INFORMATION HANDOUT TO GIVE PARENTS EXPLAINING THE AFFAIRS OF THE SCHOOL (√) 41.

/ parent's responsibility to the school /

/ principal's and staff's responsibilities to parents and children /

/ role of the school committee /

/ available helping services /

. PRINCIPAL'S DAILY ACTIVITIES ARE REALLY A SERIES OF CONTINGENCIES OR 'FIRE FIGHTING' -- and consequently not enough time for: (√) 42.

/ sharing in classroom programmes /

/ professional co-ordinating of curriculum /

/ motivating less-experienced classroom teachers /

/ liaison with senior staff /

/ fostering public relations 'image' of school /

/ evaluating pupils /

. CONCERN OVER EDUCATION BOARD'S FAILURE TO RECOGNIZE PRINCIPALSHIP AS A PROFESSION ( ) 43.

/ not keeping principal informed of matters affecting personal professional career path /

/ adopting view that local disharmony between school and district is a matter attributable to principal's shortcomings /

/ principal as Education Board's 'clerk in the field' /

. CONCERNS OVER PERSONAL RELATIONSHIP DIFFICULTIES WITH STAFF IN POSITIONS OF RESPONSIBILITY ( ) 44.

/ DP / STJC / senior teacher /

/ division A syndicate leaders /

. FEELING THAT SOME ACTIVITIES REQUIRING STAFF PARTICIPATION/HELP ARE A DEMAND ON THEIR PROFESSIONAL TIME (√) 45.

/ distributing publicity for outside groups /

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/ gymnastic clubs / book clubs / A/3 DD.

/ 'water wise' / bus charters /

/ school trips /

/ school photograph payments /

. CONCERN OVER STAFF TIME SPENT LIAISING WITH OFFICIAL SUPPORT STAFF ( ) 46.

/ psychological services / health nurse /

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. CONCERNS RELATING TO RELIGIOUS INSTRUCTION ( ) 47.

/ instructors not authorized by school committee, as regulations demand /

/ not enough personnel to cover all classes /

/ classes taken at times not provided for in Attendance Regulations /

/ instances of below-standard class management practices /

/ dominance of minority religious groups /

. LACK OF PROFESSIONAL PREPARATION FOR PRINCIPALSHIP: inadequate knowledge of ( ) 48.

/ office accounting practices /

/ small group sociology /

/ conflict resolution techniques /

/ counselling principles /

/ sources of official arbitration /

/ stress awareness and stress management /

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. CONCERNS ABOUT NO INPUT INTO STAFF PLACEMENT PROCEDURES ( ) 49.

/ senior staff /

/ staff with professional difficulties in previous school /

/ year one with college problems /

/ staff with record of previous personal instability / A/NCI.

. CONCERNS REGARDING DEMANDS OF STAFF IN-SERVICE PROGRAMMES ( ) 50.

/ time-consuming well beyond 'teacher only days' /

/ principal's time to organize /

/ official changes in curriculum too frequent and too quickly introduced / A???

047

#12/3

. DIFFICULTIES DEALING WITH SCHOOL COMMITTEES (School Committee) (✓) 1.

/chairman /secretary / treasurer /

• other individual member A 3)) ✓

/ committee generally / A 3)) ✓ (unspoken attitude to staff) ✓

. INDIVIDUAL PARENTS DEMANDING PRINCIPAL'S IMMEDIATE TIME (✓) 2.

/ ring the school /

• / arrive at office wanting a matter to be resolved immediately /

. INADEQUATE EDUCATION BOARD GRANTS (✓) 3.

/ official textbooks • library books /

• maths equipment 6 infant equipment /

/ office stationery /

/ physical education gear /

. PROBLEMS WITH WET-DAY LUNCH BREAKS (✓) 4.

/ organizing extra teacher duties /

• / general disruption / A 3)) ·

. EXPLAINING TO PARENTS THAT SOME EDUCATIONAL IDEAS IN PRESS AND ON TV ARE ESPOUSED POLITICAL POLICY ONLY (✓) 5.

parents consider such items are official policy and at present implemented in all schools /

• parents consider such items are for the individual schools to initiate /

. PARENTS QUESTIONING SCHOOL CURRICULUM (✓) 6.

/ queries about subject content /

• / queries about method and approaches /

/ children's written work not corrected continuously by teacher /

. DIPLOMACY SITUATION CONCERNING INDIVIDUAL PARENT'S APPRAISAL OF TEACHER (✓) 7.

/ perhaps warranted /

• / perhaps unwarranted /

. CONCERNS WITH STAFF INSPECTOR (✓) 8.

/ general manner

• general professional dealings / Leadership / with drama Sit. ...

. GENERAL DOMESTIC CONCERNS OF STAFF (✓) 9.

• / spillover to work /

/ resulting in frequent absences /

. DIFFICULTY DEALING WITH AN INDIVIDUAL MEMBER OF STAFF (✓) 10.

/ disruptive with other staff /

/ disruptive with own class /

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. PARENTS' CONCERN ABOUT SPECIFIC SCHOOL HEALTH PROBLEMS e.g. 'nits' or 'school sores' ( ) 11.

/ school should initiate individual inspections with Health Department /

/ school should carry out inspections /

/ composing suitable school newsletter item setting out steps for home treatment /

. INCREASING RISE OF WOMEN'S ISSUES AND EQUITY RIGHTS (✓) 12.

/ parent maintains reading material against /

• / parent not wishing to supply some details for official records /

/ allegiances on basis of gender among staff /

. EDUCATION BOARD COMMUNICATION DIFFICULTIES (✓) 13.

• in getting relevant information

• / decisions delayed / ✓

• particular officer's attitude

• standard 'off-putting' replies

. DIFFICULTIES DEALING WITH PTA OR HOME AND SCHOOL ASSOCIATION GROUPS ( ) 14.

/ president / secretary / treasurer /

/ other individual member /

/ committee generally /

. PROFESSIONAL DIFFICULTIES DEALING WITH STAFF MEMBER IN POSITION OF RESPONSIBILITY (✓) 15.

/ STJC / DP • senior teacher(s) /

. LIAISON PROBLEM WITH ANCILLARY STAFF MEMBERS ( )

/ school secretary / teacher aide(s) /

/ caretaker / cleaner(s) /

. TRAFFIC PROBLEMS ASSOCIATED WITH SCHOOL (✓)

/ difficulties with parent and/or visitor parking /

• difficulties with school crossing supervision ~~because of the distance from school~~ /

/ inadequate crossing provisions /

/ inadequate staff parking /

. GENERAL INADEQUACY BUILDINGS OR GROUNDS ( )

/ buildings of outmoded design /

/ inadequate grounds : not enough hard areas/

/ drainage problems with grass areas /

/ mixed permanent and transportable buildings /

/ disruptions through building construction or refurbishing /

/ disruption through ground siteworks /

/ required building maintenance /

/ required grounds maintenance /

. FUND RAISING BY VOLUNTARY CONTRIBUTIONS OR SCHOOL FEE AN IMPOSITION ON STAFF TIME ( )

/ school secretary / teacher aide /

/ classroom staff / principal /

. MOTIVATING STAFF GENERALLY TO IMPLEMENT ACCEPTABLE STANDARD OF CLASSROOM PROGRAMMES ( ) 20.

/ year one / limited tenure /

/ division A /

/ senior staff / staff generally /

. GETTING STAFF MEMBERS TO KEEP ADEQUATE RECORDS (✓) 21.

/ year one / limited tenure /

/ division A /

/ senior staff / staff generally /

. MOTIVATING STAFF TO TAKE ACTIVE PART IN SUBJECT RESOURCE PLANNING AND SCHEME COMPILATION (✓) 22.

/ senior staff / staff generally /

. GENERAL OUT-OF-SCHOOL VANDALISM (✓) 23.

/ grounds / buildings /

/ outside apparatus /

. CONCERNS WITH OUT-OF-SCHOOL USE OF BUILDINGS AND GROUNDS ( ) 24.

/ school classrooms / school hall /

/ school library / grounds (shorts use) /

. CONCERNS WITH TEACHERS' COLLEGE STUDENTS INVOLVED IN SCHOOL ( ) 25.

/ difficulties with classroom control /

/ as a consequence, setback to overall classroom programmes /

. TELEPHONE PROBLEMS ( ) 26.

/ phone messages for children from parents during school time /

/ non-emergency calls from some parents /

/ staff interruptions concerning above /

. CONCERNS OVER MAINSTREAMING OF CHILDREN WITH SPECIAL NEEDS (✓) 27.

/ burdens classroom teacher /

/ classroom staff without specialized training /

/ insufficient teacher aide assistance /

/ insufficient appropriate equipment /

/ resentment of class children /

/ resentment of parents /

/ insufficient liaison with specialist advisors /

. DEMANDS BY PARENT GROUPS FOR FUNCTIONS ADDITIONAL TO THOSE SCHOOL STAFF FEEL SUFFICIENT ( ) 28.

/ PTA suggest a project -- leave principal and staff to organize /

/ school fund-raising activities /

/ curriculum familiarization evenings /

/ swimming coaching /

/ 'water-wise' programmes /

/ etc /

. PARENTS BLAMING CURRICULUM METHODS FOR CHILD'S FAILURE TO MAKE PROGRESS ( ) 29.

/ pupils working on own in groups, without teacher /

/ newer 'untried' methods /

/ shifting to another class teacher for maths etc /

/ open-plan organization /

/ 'no homework' /

/ in composite class /

. INROADS ON SCHOOL TIME FOR LUNCH-ROOM ORGANIZATION (✓) 30.

/ classroom teacher / teacher aide /

/ school secretary / principal /

. PARENT DEMAND FOR PARTICIPATION IN CLASSROOM ACTIVITIES ( ) 31.

/ felt as an intrusion /

/ agreed if on staff terms of selection /

/ if in classroom other than own child /

/ if in own child's classroom /

. CONCERN OVER STAFF TIME SPENT ORGANIZING PARENTS HELPING WITH SCHOOL ACTIVITIES, e.g. library, making equipment, sports coaching, weekend working bees, organized by: ( ) 32.

/ school secretary / teacher aide /

/ member of classroom staff /

/ school committee liaison / PTA liaison /

/ ad hoc groups of parents' liaison /

/ school principal /

. CONCERN ABOUT UNSCHEDULED VISITORS (✓) 33.

/ Education Board officer /

/ sales representatives /

/ outside-of-school organization representatives /

/ official education liaison personnel /

. INTRUSIONS ON PRINCIPAL' TIME: PRESSURE ATTEND SCHOOL-RELATED FUNCTIONS (other than regular school committee or limited PTA term functions ( ) 34.

/ ad hoc committee meetings /

/ major school project activities /

. EXPLAINING OFFICIAL BOARD OR DEPARTMENT POLICY TO PARENTS WITHOUT PUBLIC RELATIONS BACKUP eg press releases or information pamphlets (✓) 35

/ new curriculum areas / taha Maori /

/ mainstreaming special needs children /

/ health curriculum /

/ out-of-zone enrolment /

/ variable teaching spaces /

. PARENTS WANTING TO TAKE CHILDREN OUT OF SCHOOL FOR NEEDS NOT COVERED BY ATTENDANCE REGULATIONS ( ) 36

/ long weekends / vacations / music /

/ ballet / speech / club sports team travel /

. ADMINISTRATIVE RETURNS REQUIRING MORE EXPERTISE THAN ANCILLARY STAFF HAVE, BUT DEMANDING OF CLASSROOM TEACHER AND PRINCIPAL'S TIME (✓) 37

/ furniture returns /

/ organization schedules/

/ attendance / textbook returns /

/ relieving teacher and leave of absence returns /

/ health returns /

/ Social Welfare reports /

. TIME DEMANDS OVERSEEING SICK BAY ACTIVITIES AND MEDICAL EMERGENCIES ( ) 38.

/ teacher aide / clerical assistant /

/ principal / STJC /

/ other designated teacher /

. CONCERNS ABOUT STAFF IN PARTICIPATIVE DECISION-MAKING PRACTICES ( ) 39.

/ additional to classroom teacher's committed time /

/ staff as a group not experienced in the practice /

/ some staff members feel not their job /

. CONCERN ABOUT PRINCIPAL'S FUNCTION (TO ATTEND TO ALL SORTS OF TASKS AND DEMANDS) ( ) 40.

/ 'open door' policy towards parents and staff /

/ fixing equipment in emergency /

/ discipline / counselling / Staff Meeting A 399.

/ unscheduled liaison with outside agencies /

. NO OFFICIAL INFORMATION HANDOUT TO GIVE PARENTS EXPLAINING THE AFFAIRS OF THE SCHOOL ( ) 41.

/ parent's responsibility to the school /

/ principal's and staff's responsibilities to parents and children /

/ role of the school committee /

/ available helping services /

. PRINCIPAL'S DAILY ACTIVITIES ARE REALLY A SERIES OF CONTINGENCIES OR 'FIRE FIGHTING' — and consequently not enough time for: ( ) 42.

/ sharing in classroom programmes /

/ professional co-ordinating of curriculum /

/ motivating less-experienced classroom teachers /

/ liaison with senior staff /

/ fostering public relations 'image' of school /

/ evaluating pupils /

. CONCERN OVER EDUCATION BOARD'S FAILURE TO RECOGNIZE PRINCIPALSHIP AS A PROFESSION ( ) 43.

/ not keeping principal informed of matters affecting personal professional career path /

/ adopting view that local disharmony between school and district is a matter attributable to principal's shortcomings /

/ principal as Education Board's 'clerk in the field' /

. CONCERNS OVER PERSONAL RELATIONSHIP DIFFICULTIES WITH STAFF IN POSITIONS OF RESPONSIBILITY ( ) 44.

/ DP / STJC / senior teacher /

/ division A syndicate leaders /

. FEELING THAT SOME ACTIVITIES REQUIRING STAFF PARTICIPATION/HELP ARE A DEMAND ON THEIR PROFESSIONAL TIME ( ) 45.

/ distributing publicity for outside groups /

/ selling products on commission /

/ collecting for activities / Red Cross A 399.

/ publicity for: /sports clubs / music clubs /

/ gymnastic clubs / book ~~clubs~~ / Buying A 399

/ 'water wise' / bus charters /

/ school trips /

/ school photograph payments / A 399.

. CONCERN OVER STAFF TIME SPENT LIAISING WITH OFFICIAL SUPPORT STAFF ( ) 46.

/ psychological services / health nurse /

/ visiting teacher / police programme /

/ traffic education / welfare services /

. CONCERNS RELATING TO RELIGIOUS INSTRUCTION ( ) 47.

/ instructors not authorized by school committee, as regulations demand /

/ not enough personnel to cover all classes /

/ classes taken at times not provided for in Attendance Regulations /

/ instances of below-standard class management practices /

/ dominance of minority religious groups /

. LACK OF PROFESSIONAL PREPARATION FOR PRINCIPALSHIP: inadequate knowledge of ( ) 48.

/ office accounting practices /

/ small group sociology /

/ conflict resolution techniques /

/ counselling principles /

/ sources of official arbitration /

/ stress awareness and stress management /

/ playing the 'people game'

. CONCERNS ABOUT NO INPUT INTO STAFF PLACEMENT PROCEDURES ( ) 4

/ senior staff /

/ staff with professional difficulties in previous school /

/ year one with college problems /

/ staff with record of previous personal instability /

. CONCERNS REGARDING DEMANDS OF STAFF IN-SERVICE PROGRAMMES ( ) 5

/ time-consuming well beyond 'teacher only days' /

/ principal's time to organize /

/ official changes in curriculum too frequent and too quickly introduced /

H14. 3

. DIFFICULTIES DEALING WITH SCHOOL COMMITTEES ( ) 1.

/chairman /secretary / treasurer /

/ other individual member /

/ committee generally /

. INDIVIDUAL PARENTS DEMANDING PRINCIPAL'S IMMEDIATE TIME ( ) 2.

/ ring the school /

/ arrive at office wanting a matter to be resolved immediately /

. INADEQUATE EDUCATION BOARD GRANTS ( ) 3.

/ official textbooks / library books /

/ maths equipment / infant equipment /

/ office stationery /

/ physical education gear /

. PROBLEMS WITH WET-DAY LUNCH BREAKS ( ) 4.

/ organizing extra teacher duties /

/ general disruption /

. EXPLAINING TO PARENTS THAT SOME EDUCATIONAL IDEAS IN PRESS AND ON TV ARE ESPOUSED POLITICAL POLICY ONLY ( ) 5.

/ parents consider such items are official policy and at present implemented in all schools /

/ parents consider such items are for the individual schools to initiate /

. PARENTS QUESTIONING SCHOOL CURRICULUM ( ) 6.

/ queries about subject content /

/ queries about method and approaches /

/ children's written work not corrected continuously by teacher /

. DIPLOMACY SITUATION CONCERNING INDIVIDUAL PARENT'S APPRAISAL OF TEACHER ( ) 7.

/ perhaps warranted /

/ perhaps unwarranted /

. CONCERNS WITH STAFF INSPECTOR ( ) 8.

/ general manner /

/ general professional dealings /

. GENERAL DOMESTIC CONCERNS OF STAFF ( ) 9.

/ spillover to work /

/ resulting in frequent absences /

. DIFFICULTY DEALING WITH AN INDIVIDUAL MEMBER OF STAFF ( ) 10.

/ disruptive with other staff /

/ disruptive with own class /

/ disruptive with other children /

/ disruptive with principal /

. PARENTS' CONCERN ABOUT SPECIFIC SCHOOL HEALTH PROBLEMS e.g. 'nits' or 'school sores' ( ) 11.

/ school should initiate individual inspections with Health Department /

/ school should carry out inspections /

/ composing suitable school newsletter item setting out steps for home treatment /

. INCREASING RISE OF WOMEN'S ISSUES AND EQUITY RIGHTS ( ) 12.

/ parent maintains reading material /

/ parent not wishing to supply some details for official records /

/ allegiances on basis of gender among staff /

. EDUCATION BOARD COMMUNICATION DIFFICULTIES ( ) 13.

/ in getting relevant information /

/ decisions delayed /

/ particular officer's attitude /

/ standard 'off-putting' replies /

. DIFFICULTIES DEALING WITH PTA OR HOME AND SCHOOL ASSOCIATION GROUPS ( ) 14.

/ president / secretary / treasurer /

/ other individual member /

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/ STJC / DP / senior teacher(s) /

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. TRAFFIC PROBLEMS ASSOCIATED WITH SCHOOL ( ) 17.

/ difficulties with parent and/or visitor parking /

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/ buildings of outmoded design /

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. FUND RAISING BY VOLUNTARY CONTRIBUTIONS OR SCHOOL FEE AN IMPOSITION ON STAFF TIME ( ) 19.

/ school secretary / teacher aide /

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/ year one / limited tenure /

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. GETTING STAFF MEMBERS TO KEEP ADEQUATE RECORDS (✓) 21.

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• Command again mutual aid in school sports △ 3rd.

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/ outside apparatus /

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/ school library a grounds (sports use) /

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b / classroom staff without specialized training /

c / insufficient teacher aide assistance /

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/ organization schedules/

18/7

/ attendance / textbook returns /

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/ distributing publicity for outside groups /

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/ office accounting practices /

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/ conflict resolution techniques /

/ counselling principles /

/ sources of official arbitration /

/ stress awareness and stress management /

/ playing the 'people game'

. CONCERNS ABOUT NO INPUT INTO STAFF PLACEMENT PROCEDURES ( ) 49.

/ senior staff /

/ staff with professional difficulties in previous school /

/ year one with college problems /

/ staff with record of previous personal instability /

. CONCERNS REGARDING DEMANDS OF STAFF IN-SERVICE PROGRAMMES ( ) 50.

/ time-consuming well beyond 'teacher only days' /

/ principal's time to organize /

/ official changes in curriculum too frequent and too quickly introduced /