

## ABSTRACT

Principals in West Bank secondary schools have no formal preparation for their jobs before they begin, nor are in-service courses given regularly to allow them to develop competencies needed to prepare them for better school management. Hence, knowing how principals perceive themselves, and how teachers and administrators perceive principals in respect to their competencies is of vital importance. Such knowledge could facilitate a principal's job, and help produce positive behavioral change in him. It could also be used to develop methods leading to improved leader effectiveness.

To determine principals', teachers' and administrators' perceptions of the actual and ideal performances of principals, a list of norms generally accepted as appropriate roles and competencies for principals was established through a review of educational literature. This was administered to 140 teachers, 72 principals and 15 administrators in three districts of the West Bank: Ramallah, Bethlehem, and Hebron, as well as Awqaf secondary schools in East Jerusalem. The purpose of this study was to answer the following questions:

1. What competencies do principals perceive they have, and what competencies do they perceive they should have?
2. What competencies do teachers and administrators perceive principals have, and what competencies do they perceive principals should have?
3. Are principals' perceptions of their actual and ideal roles related to their experience and basic qualifications?

The participants were asked to respond to a 63-item questionnaire by marking each of its items according to their perceptions of principals' practising that activity:

Always	Often	Sometimes	Seldom	Never
5	4	3	2	1

The following statistical methods were used to explore the perceptions:

1. Analysis of variance between two variables (experience and qualifications) and each of two levels,



2. One-way analysis of variance was used to find if any significant differences exist between the perceptions of principals, teachers and administrators.
3. The "t" test was used to measure principals' adequacy and effectiveness.

Hypotheses were accepted at the .05 and the .01 levels of significance.

The results obtained indicated the following:

1. No statistical relationship exists between qualifications or experience and principals' perceptions in carrying out a majority of their roles and performances. For example, perceptions of principals' "leadership", "delegation", "interpersonal relations", "planning", "evaluation" and "developing and improving syllabi" indicated no relationship to principals' experience or qualifications. This means that experience and qualifications are related to principals' performances only slightly.
2. Principals, themselves, perceived their performances as less than ideal in most areas, particularly in "planning", "developing and improving syllabi", "guidance" and "decision-making".
3. There were statistical differences between the perceptions of principals on the one hand and the perceptions of teachers and administrators on the other hand concerning all principals' performances and competencies.
4. Perceptions of teachers, administrators, and principals varied as to the importance of various roles and competencies when the perceptions of each group were rank ordered. A high correlation was found between the rankings of principals and teachers as to their perceptions of principals' actual and ideal competencies, but not between either and the administrators. Administrators felt that principals should give more importance to "planning", whereas principals perceived that the routine aspects of their jobs, namely, "administrative and reporting competencies" should be improved.

Significant differences have also appeared between the perceptions of principals, teachers and administrators of competencies principals have and competencies principal should have. It is for the good of the educational process that this gap be reduced.