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The role of the principal as viewed by North Carolina assistant principals

Rogers, Kathryn May, Ed.D.

The University of North Carolina at Greensboro, 1989

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THE ROLE OF THE PRINCIPAL AS VIEWED BY
NORTH CAROLINA ASSISTANT PRINCIPALS

by

Kathryn May Rogers

A Dissertation Submitted to
the Faculty of the Graduate School at
The University of North Carolina at Greensboro
in Partial Fulfillment
of the Requirements for the Degree
Doctor of Education

Greensboro
1989

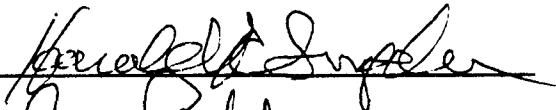
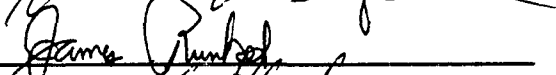
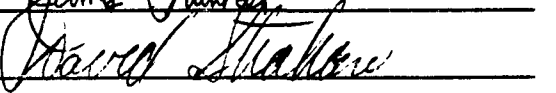
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APPROVAL PAGE

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11-6-89
Date of Acceptance by Committee

11-6-89
Date of Final Oral Examination

ROGERS, KATHRYN MAY, Ed.D. The Role of the Principal as Viewed by North Carolina Assistant Principals. (1989). Directed by Dr. Dale L. Brubaker. 122pp.

The purpose of this study was to investigate the views held by North Carolina assistant principals of the role of the principal. This study investigated the views of the assistant principals about the roles of principals across North Carolina, their current principal, and elementary, middle/junior high, and high school principals. The independent variables considered were the assistant principals' years of administrative experience, level of educational attainment, gender, age, and view held of their current principals as effective or ineffective.

Data were obtained from 50 assistant principals from a questionnaire mailed to a stratified, proportionate, random sample of 75 assistant principals across North Carolina. The data were analyzed according to nine research questions asked by the study regarding assistant principals' perceptions of the role of the principal, the relationship between the principal and assistant principal, and training for the assistant principal. Frequencies and percentages were tabulated to determine group views. Chi-square statistics were used to analyze the relationships between the independent variables and the dependent variable - the assistant principals' perception of the role of the principal. Variables significant at the .05 level of confidence were determined.

The findings suggested that assistant principals view the role of their principal differently than the role of principals across

North Carolina. The assistant principals saw their current principals as Administrator/Instructional Leaders, and saw principals across North Carolina as General Managers. The Administrator/Instructional Leader conception was selected as the desired role for elementary, middle/junior high, and high school principals. The findings suggested the independent variables of experience and gender were significant in determining perceptions of elementary school principals. Gender, educational attainment, and the view of principals' effectiveness were indicated as significant factors in the assistant principals' perceptions of middle/junior high principals. The findings suggested none of the variables were significant in determining views of high school principals. Analysis of the free response data suggested an open, team approach relationship with the principal, emphasizing on-the-job training in all components of the principalship, as desirable by the assistant principals.

The examination of the perceptions of various school constituents is crucial in promoting effective school leadership. The degree of understanding and communication of role expectations, role formation, and role redefinition will influence the extent of role ambiguity and confusion, and resultant diffusion of unity of purpose in accomplishing school goals.

ACKNOWLEDGMENTS

I wish to extend a special thanks to Dr. Dale Brubaker for his guidance, encouragement, patience, and friendship. I also wish to thank the other members of my committee, Dr. James Runkel, Dr. Harold Snyder, and Dr. David Strahan for their continuous support. Additional gratitude is expressed to Dr. Rita O'Sullivan and Ms. Anita Tesh for their technical and statistical assistance, and to Dr. George Frazier for his cooperation.

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CHAPTER I
INTRODUCTION

Background of the Problem

In the past three decades, America has focused on the strengths and weaknesses of its public schools. In the 1960's, James Coleman claimed that family background and societal factors created deficits too enormous for the schools to overcome (The Coleman Report, 1966). In the late 1970's and early 1980's, research refuted Coleman's "evidence" and cited numerous schools making a difference in student achievement. This research, commonly called the Effective Schools Research, examined schools, which had demonstrated success in increasing student achievement, for commonalities in characteristics associated with effectiveness. Five correlates of effective schools were identified, and were generally supported by current research (Lezotte, 1983, and Edmonds, 1979). The five correlates of effective schools identified were strong instructional leadership, clearly defined goals, a safe environment conducive to learning, high teacher expectations, and emphasis on basic skills accompanied by assessment (Edmonds, 1979).

One of the five correlates cited in research, school leadership, has been the emphasis of many recent studies. Goodlad supports the principal as the key person in school improvement (Goodlad, 1984). Lezotte (1983) supported the principal as the individual who is responsible for the outcomes of the school. Lipham (1981) noted that if a school has a strong reputation for excellence in teaching, and if students are performing to the best of their abilities, . . . "one can almost always point to the principal's leadership as the key to the success." Edmonds' research (1983) reinforced the critical impact of the principal's leadership role. He stated that "one of the most tangible and indispensable characteristics of effective schools is strong administrative leadership, without which the disparate elements of good schooling can neither be brought together nor kept together" (1983).

An examination of the ability of the principal to give school leadership mandated a need to understand the role of the principal as viewed by the various constituents. The role of the principal has changed over history and is still changing. Brubaker and Simon (1986) looked at the change in the role of the principal and categorized the roles into five stages, or conceptions, of the principalship. These conceptions ranged from an historical period from the middle 1600's to the future, and from the view of the

principal's role as a teacher (1647-1850), as a general manager (1850-1920), as a scientific manager (1920-1970), as an administrator and instructional leader (1970 to present), and as a curriculum leader (present to future). These conceptions require a flexible, everchanging view of the role of the principal.

The perceptions held by those involved greatly determine the principal's effectiveness in providing leadership. Thus, interaction between the key actors is primary in creating and maintaining an effective school. This interaction requires that each understand the roles of the others. The interaction between two key actors, the principal and the assistant principal, were examined. This study assessed the perceptions of the assistant principal about the role of the principal in creating and maintaining an effective school.

Statement of the Problem

This study focused on the assistant principal's perceptions of the role of the principal according to a five conception framework proposed by Brubaker and Simon (1986). The purpose of the study was:

1. To determine the perceptions of assistant principals about the role of principals across North Carolina.
2. To determine if there is a difference between the role

desired by assistant principals for their principals and the actual role of their principals as perceived by assistant principals.

3. To determine if there is a difference in assistant principals' perceptions of the role of principals for elementary, middle/junior high, and high school principals.
4. To determine if there is a difference in assistant principals' perceptions of the role of the principal depending upon the length of administrative experience of the assistant principals.
5. To determine if there is a difference in assistant principals' perceptions of the role of the principal depending upon the gender and age of the assistant principals.
6. To determine if there is a difference in assistant principals' perceptions of the role of the principal depending upon the level of educational attainment of the assistant principals.

7. To determine if there is a difference in assistant principals' perceptions of the role of the principal depending upon their views of their current principal as "effective" or "ineffective."

Thus, several questions were specifically addressed in this study:

1. What is the role perceived by assistant principals for principals across North Carolina?
2. How does the ideal role desired by assistant principals for their principals compare with the actual role perceived by assistant principals for their principals?
3. Do the desired roles for principals by assistant principals differ for elementary, middle/junior high, and high school principals?
4. Does the number of years administrative experience of assistant principals make a difference in their perceptions about the role of the principal?
5. Do the gender of and age of assistant principals make a difference in their perceptions about the role of the principal?
6. Does the level of educational attainment of assistant

principals make a difference in their perceptions about the role of the principal?

7. Does the view of the assistant principal that their current principal is either effective or ineffective make a difference in their perceptions about the role of the principal?
8. What type of relationship should exist between principal and assistant principal? and
9. What kind of training should the principal provide for an assistant principal?

Research Methodology

Through stratified proportionate random sampling, this study surveyed the school systems across North Carolina to determine how assistant principals view the role of the principal. Proportionate numbers of elementary, middle/junior high, and high school assistant principals were randomly selected from within eight geographic regions representing the entire state. The surveys were mailed to the selected assistant principals in each of the eight geographic locations in January, 1989.

The survey instrument was previously used to survey the perceptions of principals (Brubaker and Simon, 1986), central

office personnel (Briggs, 1986), teachers (Williams, 1987) and superintendents (McRae, 1987) across North Carolina about the role of the principal.

The questionnaire required biographical data from the assistant principals as to the number of years experience as a teacher and as an assistant principal, the number of different school assignments, the highest degree completed, the gender, the age, the status of current school assignment in terms of size, grade level, rural versus city status, the number of assistants at the current school, and the job-seeking motivation of the respondents.

The questionnaire also required the respondents to give the gender, age, and highest degree earned by their current principal, and to state if they believed their principal was effective.

Free response items allowed input on the views of assistant principals on the responsibility of the principal to provide training for them, and the positive and negative attributes and procedures they had learned from their principals.

A more detailed discussion of the research methodology is found in Chapter Three.

Definition of Terms

The phrases or terms are defined to provide clarification and consistency throughout the study:

1. Effective schools research: An area of recent research in education recognizing characteristics and criteria for schools making a difference in student achievement. Edmonds (1979) defines a school as effective if at least ninety-five percent of all students demonstrate academic mastery of minimum skills with no differentiation in the level of mastery by subgroups of different socioeconomic class.
2. Leadership: The process by which a person influences the actions of others to behave in what he or she considers to be the desirable direction (McRae, 1987).
3. Role: A function or set of behaviors which an organization or individual is expected to perform (Brubaker, 1976, and Goffman, 1959).
4. Conception: A pattern of thinking about an idea (Brubaker and Simon, 1986).
5. Perception: One's understanding of reality.
6. Setting: The circumstances created whenever two or more people come together over a sustained period of time to achieve certain goals (Sarason, 1984).
7. Change: A divergence from uniformity or constancy in any quality, quantity, or degree (Merriam-Webster, 1986).

Propositions and Limitations

The propositions listed were anticipated perceptions of assistant principals across North Carolina about the role of the principal.

1. Assistant principals view the role of their principal differently than the role of principals across North Carolina.
2. Assistant principals view the roles of elementary, middle/junior high school, and high school principals differently.
3. The number of years of administrative experience of assistant principals has a bearing on the perceptions of assistant principals about the role of the principal.
4. The gender and age of assistant principals has a bearing on the perceptions of assistant principals about the role of the principal.
5. The level of educational attainment of assistant principals has a bearing on the perceptions of assistant principals about the role of the principal.
6. Assistant principals who view their current principal as effective differ in their perceptions about the role of the principal from assistant principals who work with a principal they view as ineffective.

One limitation of the study was that the survey investigated the views of assistant principals only in North Carolina. Generalizations may be made but there was no guarantee that the

perceptions of those in the survey parallel those of assistant principals across the nation.

In addition, the instrument asked respondents to categorize principals into conceptions, disallowing for overlapping and changing roles of principals.

The collection of data, as always, was dependent upon self-reporting by the respondents, and upon the return rate, creating possible sampling bias.

An additional hindrance to the study was the limited research on assistant principals as a vital group of educational leaders.

Significance of the Study

The instructional leadership of the principal as a significant factor in creating an effective school was supported throughout educational research. Lipham (1981) pointed to the principal's leadership as the key to success of school outcomes. The body of research called "The Effective Schools Research" cited the principal as a critical factor in determining student achievement and in developing a positive school culture (Edmonds, 1979). In the school culture, the relationship of the principal and other key actors required a thorough examination of their respective roles.

This study addressed the interaction between the principal and the assistant principal. This area is beginning to receive attention, and this research examined the relationship between

these two key school leaders by determining assistant principals' perceptions of the role of the principal.

Also, the conclusions have contributed to the base of research about the role of the principal, and provided insight into the interaction of the principal and assistant principal.

Summary

Throughout the history of our country, the education of the American people has received considerable attention. In the past three decades, the nation has focused on the strengths and weaknesses of its public schools. Beginning in the late 1970's, researchers studied effective schools and cited commonalities among these effective schools. From this research, the five correlates of effective schools identified were strong instructional leadership, clearly defined goals, a safe environment conducive to learning, high teacher expectations, and emphasis on basic skills accompanied by assessment (Edmonds, 1979). The area of instructional leadership, specifically the role of the principal, has received additional emphasis.

The perception of the role of the principal has changed over the past several decades. The role of the principal has emerged from the view of the principal as a teacher through the view of the principal as a curriculum leader in the future (Brubaker and Simon, 1986). The role of the principal was presented as flexible

and everchanging.

The interaction of the principal with other key participants in the school greatly determines the outcomes of the school. For this interaction to be productive, it is imperative the participants have an understanding of the roles of the others. This study examined the interaction between two key participants, the principal and the assistant principal, and assessed the perceptions of the assistant principal about the role of the principal in creating and maintaining an effective school.

A review of pertinent literature in Chapter Two presents background information on role theory, the change process, the role of the principal, and the role of the assistant principal. Chapter Three describes the design and methodology of the study. This chapter includes a description of the procedures, the population studied, and the survey instrument. Chapter Four reports the findings of the research and an analysis of the data as it relates to the research questions. In Chapter Five, the conclusions drawn from the findings are presented. Recommendations for future study are included.

CHAPTER II
REVIEW OF THE LITERATURE

Introduction

The purpose of this study was to investigate assistant principals' perceptions of the roles of the principal according to a five conception framework. This chapter presents a review of the literature and research related to the role of the principal. The review of the literature is organized into the four areas of role theory, the change process, the role of the principal, and the role of the assistant principal. Each topic relates to the role of the principal and is applicable to this specific study.

The emphasis on role theory and current research on assistant principals' relationships with principals provided background for this study.

Role Theory

According to Sarason in The Creation of Settings and the Future Societies, a setting is created whenever two or more people come together over a sustained period of time to achieve certain goals (Sarason, 1984). The expectations of the individuals for

their own behaviors and for the behaviors of other participants will determine what they and the others are capable of accomplishing. They have, through interacting perceptions, created the expectations of behavior. Brubaker supported this statement in Creative Leadership in Elementary Schools (Brubaker, 1976). He stated that people who fill roles tend to behave in ways that are consistent with the expectations of others and that these behaviors become ritualistic, providing predictability. Goffman, in The Presentation of Self in Everyday Life, also expressed the significance of perception of roles on the roles themselves (Goffman, 1959). He argued that the expectations of the audience for the functions performed by the individual are so significant and so clearly understood by the audience that they are clustered so as to be perceived as that person's role. As people enter new settings they must either create new perceptions of appropriate roles for their positions, assume existing role definitions, or create conflict situations in opposition to previously held role definitions (Goffman, 1959).

Thus, roles are perceived behaviors of functions which an individual or organization are expected to perform. The reality of a role is in the varying perceptions of those most influential in defining the role.

Both Sarason and Biddle contend that role expectations and performance are derived from the members of the setting or society

in which the role is performed (Sarason, 1984, and Biddle, 1979). Sarason stated as a central theme that "the social context from which a new setting emerges, as well as the thinking of those who create new settings, reflects what seems 'natural' in the society. And what seems natural is almost always a function of the culture to a degree that usually renders us incapable of recognizing wherein we are prisoners of the culture" (Sarason, 1984). He stressed that it is because of what seems "natural" that it is often inconceivable that things could be otherwise (Sarason, 1984). In relation to roles, what seems natural perpetuates the role and perceptions of the role.

Biddle proposed that roles are formed from the opinions verbalized by setting members, or from the actions of setting members, or from both "saying" and "doing" (McCrae, 1987). Role expectations are passed along to newcomers and often become quite traditional. McCrae (1987) summarized that (Biddle and Thomas, 1966) individuals in society occupy roles, and that these roles and their performances in these roles are determined by social norms, demands, and rules; by observers and reactors to those roles and role performances; and by the specific capabilities and personality of the individual in the role (Biddle and Thomas, 1966).

The understanding of role theory and role performance is firmly affixed to the concept of change addressed in the second

section, the change process.

The Change Process

Change can be defined as a divergence from uniformity or constancy in any quality, quantity, or degree; a deviation from established character, sequence, or condition; or a departure from a norm.

Sarason cited the necessity of anticipating problems and consequences, or in effect, establishing strategies to deal with and effect the change process (Sarason, 1986). Sarason fully supported that persons involved in the change process (the creation of settings) must "focus on an organized conception of the nature of the process in which he and others are engaged, a conception based on knowledge of the dynamics of group interaction, of the inevitability of conflict, of the strength of fantasy and of the tendency to deny the obvious, of the disjunction between overt and covert behavior, and of the fact that he is perceived as a model of how one should think and act" (Sarason, 1986).

Sarason believed the conception must be considered in a social-historical framework and that the educational leader must have a theory consisting of interconnected ideas, intuitions, and

generalities to serve as a guide and form of control (Sarason, 1986). Sarason warned that oversimplification is a common element in the explanation of the numerous failures in effecting change (Sarason, 1986).

Making changes in the educational setting involves more than one actor. These actors must formulate and confront the task of dealing with and changing reality (Sarason, 1986). To deal with these tasks, educators must attempt to understand the change process.

Brubaker and Nelson believed that those of us involved in education are at varying levels of consciousness as to what is actually occurring when the educational change process occurs (Brubaker and Nelson, 1975). These authors listed several pitfalls, or hidden difficulties, that face educators when trying to effect change (Brubaker and Nelson, 1975):

- viewing the educational change process as a set of skills (Sarason's oversimplification);
- inability to deal with unpredictable results (lack of faith, need for predictability);
- little tolerance for ambiguity (need for a single result);
- failure to realize that the participants and the leader in the change process will also be changed;
- unclear focus on the change as coming from the individual as a person, the organization, or the culture of the

educational organization; and

- a focus on person-centered change failing to realize that there must be a community of persons for emotional support of the change.

Brubaker and Nelson (1975) advocated viewing the change process as a complex interconnection of tasks requiring an appreciation of the process, as well as an understanding of the anticipated goals. Understanding the complex creation of settings and the process of change is critical for an effective school administrator.

Brubaker (1975) wrote that those who study change can profit from understanding two views of educational change strategies - first order and second order change.

First order change occurs within a system or organization that itself remains unchanged. First order change strategies are based on the premise that the setting needs only minor revisions. Rational planning and facilitating a change are descriptions of strategies for first order change. The person facilitating first order change often is naive, self-centered and technical in his views of change. He believes that change can occur through the manipulation of individuals without regard for their consciousness of the change process (Brubaker, 1975, and Watzlawick, 1974).

First order "change agents" use a technical and bureaucratic approach to change. First order change is best described as "the more things change, the more they stay the same."

Second order change is aimed at creating settings which allow for growth and development directed at making massive changes with the system. The person(s) involved in second order change must be able to set aside the present way of viewing dilemmas, be able to reconceptualize goals and processes, and to see the relations between these (Brubaker, 1975). Second order change changes the conception of the problem itself.

In brief, first order change can be seen as addressing the solution, instead of looking for alternatives. An example would be pedalling a bike harder to get up a hill. The solution often becomes part of the problem. The solution often creates roadblocks to creative alternatives. In second order change, the problem is reframed or reconceptualized. The problem is taken out of its context to look at it to avoid a "more of the same" approach.

Thus, when Sarason (1986) wrote about what seems natural, getting out of the expected or normal way of thinking, he was talking about the reconceptualizing of a problem, a role, or a role performance.

Standard views of the role of the principal have altered slowly over the course of history. Much research has been conducted about the "proper" role of the principal.

The Role of the Principal

It should be clear there is ample opportunity for role ambiguity, role conflict, or role consensus. The "proper" role for a school principal has received great attention in the literature. Much of the school leadership research stemmed from the effective schools research, pioneered by Edmonds and researched further by Goodlad in A Place Called School, Brophy, Lightfoot, and many others. These researchers/authors (Edmonds, 1974, Goodlad, 1984, and Lightfoot, 1983) suggested consensus on correlates of effective schools as:

- strong instructional leadership of the principal;
- clear instructional focus;
- positive school climate;
- teacher behaviors which imply high expectations; and
- improvement based on student achievement.

Thus, with agreement on the correlates of effective schools, the question then focused on how to create schools and school settings that would promote effective schools. The role of school leadership, especially that of the principal, became an area of focus for educational research.

The effective school research on school leadership as stated in the North Carolina State Department of Instruction's Effective Teacher Training materials listed several functions of principals:

- taking an assertive instructional role;
- being goal and task oriented;
- having high expectations for staff and students;
- having policies well defined and communicated;
- making frequent classroom visits;
- maintaining high visibility and accessibility;
- providing strong support to staff; and
- being adept at parent and community relations.

The North Carolina State Department of Public Instruction, with consulting assistance from various educational leaders, has developed a program called Effective Principal Training and a resultant appraisal instrument for principals. The appraisal instrument stated clearly the role expectations for today's effective principals. Listed are the major expectations for principals:

- instructional planning and implementation of planning;
- supervision of instruction;
- evaluation of the school program;
- resource management, planning, implementation, and evaluation; and
- communication.

The conception of the principalship is changing to meet the contemporary demand for effective leadership in today's schools. With the changing conceptions of the principalship, role ambiguity and confusion have resulted.

In the study, "Selected Leadership Functions of the School Principal," a high discrepancy between expectations of teachers for the principal's behavior, and the actual behavior of the principal was observed (McGeown, 1979).

In "Principals Discuss Their Roles: An Observational Study," the researcher (Rogers, 1980) stated there is conflict between what principals are taught their roles will be and what they actually experience, which leads to conflict and stress. The principals perceived themselves as relatively powerless managers caught between the pressures of school patrons and higher school administrators and board members. The desires of the 44 midwest principals studied indicated that they wanted more control to behave as educational leaders (Rogers, 1980).

Countless other studies described the discrepancies between perceived, desired, and actual roles of the principal.

In current research at the University of North Carolina at Greensboro, doctoral students, under the leadership of Dale Brubaker, are studying the perceptions of the role of the principal. A recent part of this research, "The Role of The Principal as Verified by North Carolina Teachers" (Williams, 1987), showed that teachers across North Carolina viewed North Carolina

principals as general managers and preferred principals who were administrator/instructional leaders. Williams' study, and complementary studies, are based on frameworks or conceptions of the principal proposed by Brubaker and Simon (1986):

1. Principal Teacher: Routinely engages in classroom teaching portion of each school day; also responsible for clerical duties; no special training necessary;
2. General Manager: The official liaison between the school and central office; relies on common sense; performs clerical duties; reacts to problems;
3. Professional and Scientific Manager: Spends more time in classroom supervision than routine administrative duties; uses test data as a basis for actions/planning; is used to bureaucratic compliance requirements; is interested in efficiency; management by objectives;
4. Administrator and Instructional Leader: The role encompasses both governance and instructional leadership functions; treats teachers as professionals giving them input into decision-making;
5. Curriculum Leader: Views the curriculum in very broad terms to mean what each person experiences in cooperatively creating learning settings; the learning of adults and students is important (McRae, 1987).

Brubaker and Simon in "Emerging Conceptions of the Principalship" (1986) presented the historical perspective and time frame of the changing roles of the principalship. They continued to state their view of the role of the principalship as non-static, everchanging, and encompassing parts of all five conceptions at various times and to various levels (Brubaker and Simon, 1986).

Lightfoot in The Good High School (1983) talked about goodness as being imperfect, situational, and never finished. The same statements can be made about the role of leadership in the schools - it is imperfect, situational, and in a fluctuating state.

It is important to understand how role theory, role perceptions, and expectations contribute to creating effective schools. Effective schools exhibit a culture or ethos which is the result of many variables (McRae, 1987). Two variables - the behavior of principals and the behavior of teachers - serve to create conditions in individual schools that enable students to achieve and develop skills, values, and motivation to channel their potentials to become productive citizens and to develop their unique purposes and directions in life. Goodlad and Lightfoot gave support to Goffman's theory of roles and performances as they presented evidence of the importance of the roles of key figures in school leadership on the creation and maintenance of effective schools.

The Role of the Assistant Principal

The interaction of participants in creating effective schools demands that the participants understand their respective roles and the roles of others. Two key interacting roles are the principal and assistant principal roles.

There was little research on the role of assistant principals, or their perceptions of their roles or their perceptions of the principal's role. An ERIC search in June 1987 revealed no studies on how assistant principals view the roles of principals.

The October, 1987, National Association of Secondary School Principals Bulletin, focused on the role of assistant principals. A brief synopsis of this research gave support to the thesis statement that the expectations of the individuals for their own behavior and for the behavior of others will determine what they and others are capable of accomplishing.

In the article from the NASSP Bulletin (1987), "Improving the Assistant Principalship: The Principal's Contribution," Gorton (1987) stated that the principal is the key to improving the assistant principalship and can do this by expanding the job description to include more involvement in functions that principals normally perform; that is, instructional leadership functions. Two additional areas where principals can improve the assistant principalship are: (1) increasing the rewards to assistant principals through public recognition; and (2) facilitating the

assistant principal's professional growth. What Gorton was proposing to be done, without explicitly stating it, was changing the role expectations for the assistant principalship.

In "The Changing Role of the Assistant Principal," Panyako and Rorie (1987) stated ". . . while the traditional role of the assistant principal may be appropriate in freeing the principal to do management work, the role fails to fit the modern assistant principal." As schools have become more complex, it has become necessary for school leadership systems to consider redefining the assistant principalship.

A third article in the series, "The Assistant Principalship as a Training Ground for the Principalship," made one critical point: despite job descriptions and school district policies, the role of the assistant principalship was almost always determined by the principal (Kelly, 1987). The principal's attitudes, beliefs, and expectations defined in large part the status and responsibility of the assistant principal at individual schools. A related point made by Kelly was that the actual role of the assistant principal does not, in many instances, serve as valid training for principalships.

Thus, with the demands for a changing role for principals as the instructional leaders in schools, the perceived role of assistant principals is also changing.

Coinciding with perceived role changes for assistant principals will be the need to have realized change. Assistant principals will be demanding more involvement in critical functions of school

leadership, and the demands will be made to their direct supervisors - principals. Assistant principals' expectations of the role of the principal will expand to incorporate expectations for professional development, training, and performance opportunities for assistants.

Assistant principals aspiring to become competent, effective school leaders will have a vital part in constructing new roles for themselves and future assistant principals. Their part in redefining the assistant principal role is already in progress due to the effective schools research and resultant research on effective school leadership and the role of the principal.

Conclusion

In summary, there were several points emphasized from reviewing the literature and research on role theory and role relationships:

1. An understanding of role theory, role expectations, role formation, and role redefinition is critical for all participants in school leadership.
2. An understanding of the change process, including the creation of new settings and the concepts of conservation and change, is vital for all participants in school leadership.

3. The degree of understanding and communication will influence the extent of role confusion, conflict, and ambiguity, and resultant diffusion of unity of purpose in accomplishing school goals.

4. A person's perception is his reality. The consensus perception is the reality of the role. Work needs to be done in reconstructing and redefining the role of the assistant principal and principal.

5. The interaction of perceptions and performances creates a setting. Understanding and control of the perceptions and performances increases the chance of creating the desired setting.

6. New expectations of principals by assistant principals will demand a redefining of the assistant principal role in order for assistant principals to be properly trained for their roles as future principals.

In closing, it should be clear that the application of role theory in schools has significance in creating settings to promote and nurture the development of human potential.

More research is needed on the interaction of the roles of principals and assistant principals, two key leaders in schools. This study focused on the central issue of assistant principals' views and perceptions of the principalship.

CHAPTER III

PROCEDURES

Introduction

This study was designed to assess assistant principals' perceptions of the role of the principal according to Brubaker and Simon's five conception framework (1983). Assistant principals across North Carolina were asked by survey to select the conceptions which best described their perceptions of the actual role of their current principals, the desired role of their current principals, the perceived role of North Carolina principals, the desired roles for elementary, middle/junior, and high school principals, and the desired role for assistant principals.

Responses from the assistant principals returning the surveys were summarized to indicate the conceptions held by the group of the various roles of the principal. The assistant principals were asked to select one of the five conceptions from the framework developed by Brubaker and Simon in "The Five Conceptions of the Principalship" (1986). The five conceptions used in the survey are :

1. Principal Teacher: Routinely engages in classroom

teaching for a portion of each school day; also responsible for daily school routines and clerical duties; does not believe special training is needed to be an effective principal.

2. General Manager: Is the official liaison between the school and the central office; spends the majority of time on clerical duties; relies upon common sense and reacts to problems as they arise; has the right to give and enforce orders to teachers; implements the curriculum as mandated by the state and local school board.

3. Professional and Scientific Manager: Spends more time in classroom supervision than routine administrative duties; uses test data as a basis for planning, implementing and evaluating instruction; is accustomed to the bureaucratic command-compliance organizational system; is interested in efficiency and the use of time to meet management goals and objectives.

4. Administrator and Instructional Leader: Recognizes that his or her role encompasses governance functions through the bureaucratic organizational structure; handles instructional leadership functions through a collegial organizational structure; expects and accepts some friction between governance and instructional leadership functions; treats teachers as professionals, giving them significant input into staff hiring, scheduling, evaluation, procurement of materials, selection of objectives, methods, and other similar types of activities.

5. Curriculum Leader: Views the curriculum in very broad terms (more than a course of study) to mean what each person experiences in cooperatively creating learning settings; believes that the role of the principal is too complex to reduce to simple technical instructional functions, realizing that all tasks impact on what is learned; believes that the learning of adult educators is as important as the learning of children and youth.

The assistant principals were asked to use the conceptual framework to answer the survey questions listed (Appendix C):

1. Which conception most accurately describes the principal of their current school?
2. Which conception most accurately describes the desired role for their current principal?
3. Which conception most accurately describes most principals across North Carolina?
4. Which conception most accurately describes the desired role of North Carolina elementary school principals?
5. Which conception most accurately describes the desired role of North Carolina middle/junior high school principals?
6. Which conception most accurately describes the desired role of North Carolina high school principals?
7. Which conception most accurately describes their current role as assistant principal? and

8. Which conception most accurately describes the desired role of a North Carolina assistant principals?

Several independent variables which might influence the assistant principal's view of the principalship were identified and further analysis was carried out to determine if a relationship existed between the selected independent variables and the dependent variable (the role of the principal as perceived by the assistant principal). The independent variables selected were:

- the gender of the assistant principal;
- the age of the assistant principal;
- the level of educational attainment of the assistant principal;
- the number of years of administrative experience of the assistant principal; and
- the view held by the assistant principals that their current principal is effective or ineffective.

This chapter includes a description of the research methodology, the survey instrument used, and the population surveyed.

Research Methodology

The method of data collection for the study was by written survey. A written questionnaire was mailed on January 3, 1989 to a proportionate, stratified, random sample of seventy-five North Carolina assistant principals.

The questionnaire used was very similar to the questionnaires used by Brubaker and Simon (1985), Williams (1987), and McRae (1987), to explore the perceptions held by various school constituents of the role of the principal. The questionnaire was adapted as necessary to explore the perceptions held by selected North Carolina assistant principals of the role of the principalship.

The survey was designed to:

- (1) determine the views held by assistant principals of the role of the principalship; and
- (2) study the relationship between the views held by the assistant principals of the role of the principalship to selected independent variables.

Statistical analysis of the relationship of the dependent variable to the independent variables was performed. In addition, free responses from the assistant principals were compiled to give a broader picture of the assistant principals' views of the principalship in North Carolina.

Instrument

The survey instrument was developed from a similar instrument designed by Brubaker and Simon (1987) which has been used by Brubaker and Simon to determine the views principals held of the principalship. Adapted forms of the survey instrument

were used by Williams (1987) to determine classroom teachers perceptions of the principalship, and by McRae (1987) to determine superintendents' perceptions of the role of the principalship. The validity of the instrument was determined by Brubaker and Simon (1985) in its original form, and in its adapted form by Williams (1987).

The three page questionnaire (Appendix C) was designed to gather data concerning how assistant principals viewed the role of the principal. The information sent to members of the sample included a cover letter (Appendix A) stating the purpose of the study and the importance of their responses. A full description of the five conceptions of the principal as principal teacher, general manager, professional and scientific manager, administrator and instructional leader, and curriculum leader, was included (Appendix B). The first page of the questionnaire asked for the respondents to select the conception that was most compatible to their views of:

- their current principal
- North Carolina principals
- different school levels of principals (elementary, middle/junior high, high school)

Pages two and three of the questionnaire asked the respondents to give demographic data, and to give free responses to questions regarding the effectiveness of their principal, the relationship between principal and assistant principal, the

responsibility of the principal in the training of the assistant principal, positive and negative practices of their current principal, and any additional comments the respondents desired to make on any area.

Population

Seventy-five assistant principals in North Carolina were surveyed to determine their perceptions of the role of the principal. A random, proportionate, stratified sample of assistant principals was identified. The state was divided into regional areas by zip code service (U.S. Postal Service, 1988). The state was divided into eight zip code service areas which gave geographic representation to the sample. From each area, listings of all elementary, middle/junior high, and high school assistant principals were obtained from the North Carolina State Department of Public Instruction. From each of the eight area listings, the number of and level of assistant principals was determined to make the total sample proportionate to the number of assistant principals located geographically statewide and stratified to represent the statewide stratification of levels of assistant principals. The number at each level in each of the eight areas was then selected randomly. Thus, the sample consisted of seventy-five assistant principals according to the division by levels shown in Figure 1.

Figure 1.

The Number and Percentage of Assistant Principals at the Elementary, Middle/Junior High, and High School Levels Represented in the Sample and Statewide.

Level/Principal Sample (N = 75)	Statewide Assistants (N = 1629)
Elementary N = 26/34.67%	N = 569/34.93%
Middle/Junior N = 20/26.67%	N = 402/24.67%
High School N = 29/41.43%	N = 658/40.40%

The identified seventy-five assistant principals were then surveyed by mail on January 3, 1987 (Appendix A, Appendix B, Appendix C). A follow-up letter was mailed to the non-respondents on April 10, 1989 (Appendix D). A total of 50 assistant principals responded to the survey, with three of the surveys unable to be used. One was not included due to incomplete information and two others were received several months after the data had been tabulated.

Summary

A sample of seventy-five assistant principals across North Carolina was surveyed to determine their perceptions of the role of the principalship according to a five conception framework proposed by Brubaker and Simon (1986). The sample selected contained proportionate numbers of assistant principals both

geographically and by elementary, middle/junior high, and high school levels.

The questionnaire used was adapted from one developed by Brubaker and Simon (1985), and from similarly adapted questionnaires by Williams (1987) and McRae (1987). Brubaker and Simon used their survey to determine the perception held by North Carolina principals of the principalship. Williams and McRae used the adapted survey instruments to determine the perceptions of the principalship held by classroom teachers and superintendents, respectively. The questionnaire used in this study determined the perceptions held by North Carolina assistant principals of the principalship.

The selected assistant principals were asked to select the conceptions that best matched their views of their current principal, the desired role of their current principal, North Carolina principals in general, and their roles as assistant principals. Opportunity was given for the assistant principals to give their opinions in free response form on the areas regarding the effectiveness of their principal, the relationship between the principal and assistant principal, the responsibility of the principal in the training of the assistant principal, positive and negative practices of their current principal, and any additional comments the respondents wished to make.

The data were analyzed to determine the perceptions held by North Carolina assistant principals of the role of the principalship.

Frequencies of responses were used to describe common views held by the assistant principals. Further analysis of the data were performed to determine the relationships between the views held and selected independent variables. The independent variables chosen were:

- the age of the assistant principal;
- the gender of the assistant principal;
- the level of educational attainment of the assistant principal;
- the number of years of administrative experience of the assistant principal; and
- the view held by assistant principals that their current principals were effective or ineffective.

The free response data was compiled and analyzed to give a broader, more thorough picture of the views held by the assistant principals.

Analysis and interpretation of the data are presented in Chapter Four. Conclusions and recommendations are presented in Chapter Five.

CHAPTER IV
ANALYSIS OF FINDINGS

Introduction

The purpose of this study was to determine the perceptions held by North Carolina assistant principals of the role of the principal. Seventy-five assistant principals selected by a random, proportionate, stratified sampling method were asked to state their views of various categories of principals across North Carolina. They were surveyed by mail and asked to select one of the five conceptions developed by Brubaker and Simon (1983) to answer selected questions regarding the role of the principal. The five conceptions used in the study were:

The Principal Teacher (1647-1850)

Routinely engages in classroom teaching for a portion of each school day; also responsible for daily school routines and clerical duties; does not believe special training is needed to be an effective principal.

The Principal as General Manager (1850-1920)

Is the official liaison between school and the central office; spends the majority of time on clerical duties; relies upon common sense and reacts to problems as they arise; has the

right to give and enforce orders to teachers; implements the curriculum as mandated by the state and local school board.

The Principal as Professional and Scientific Manager (1920-1970)

Spends more time in classroom supervision than routine administrative duties; uses test data as a basis for planning, implementing and evaluation instruction; is accustomed to the bureaucratic command-compliance organizational system; is interested in efficiency and the use of time to meet management goals and objectives.

The Principal as Administrator and Instructional Leader (1970-present)

Recognizes that his/her role encompasses both governance functions through the bureaucratic organizational structure; handles instructional leadership functions through a collegial organizational structure; expects and accepts some friction between governance and instructional leadership functions; treats teachers as professionals; gives them significant input into staff hiring, scheduling, evaluation, procurement of materials, selection of objectives, methods, etc.

The Principal as Curriculum Leader (present - sometime in the future)

Views the curriculum in very broad terms to mean more than a course of study and what each person experiences in cooperatively creating learning settings; believes that the role

of the principal is too complex to reduce to simple technical procedures; does not attempt to dichotomize administrative and instructional functions, realizing that all tasks impact on what is learned; believes that the learning of adult educators is as important as the learning of children and youth.

The surveyed assistant principals were asked to select one of the five conceptions in response to the questions, "Which conceptions most accurately describes:

- . the principal of your current school?,"
- . the desired role of your current principal?,"
- . most principals across North Carolina?,"
- . the desired role of elementary school principals?,"
- . the desired role of middle/junior high school principals?,"
- and
- . the desired role of high school principals?"

The questions were addressed in this chapter to clarify the views held by the assistant principals of the role of the principal. In addition, data are presented and analyzed to determine if there was a relationship between the views held by the assistant principals of the role of the principal and selected independent variables. The independent variables selected were:

- . age of the assistant principal;
- . gender of the assistant principal;

- . level of educational attainment of the assistant principal;
- . numbers of years of administrative experience of the assistant principal; and
- . the view held by assistant principals as to whether their principal is effective or ineffective.

Further, free responses were compiled and presented to give a broader, more thorough view of the assistant principals' views of the role of the principalship.

Discussion of Results

Question 1. What is the role perceived by assistant principals for principals across North Carolina?

Assistant principals responding to the survey were asked to select the conception in Brubaker and Simon's model (1986) which best described most principals across North Carolina. Table 1 indicates the frequencies and percentages of the respondents to the first question.

Table 1.

Assistant Principals' Perceptions of the Role of Principals Across North Carolina

Role of the Principal	Frequencies	Percentages
Principal Teacher	0	0.0%
General Manager	37	78.7%
Prof/Scien Manager	4	8.5%
Admin/Instr Leader	6	12.8%
Curriculum Leader	0	0.0%
Totals	47	100.0%

The results indicated that a clear majority of the respondents (78.7%) viewed most North Carolina principals in the role of General Manager. Only 12.8% viewed the role of North Carolina principals as an Administrator/Instructional Leader, and 8.5% viewed the role of North Carolina principals as Professional/Scientific Manager.

Question 2. How does the ideal role desired by assistant principals for their current principals compare with the actual role perceived by the assistant principals for their current principal?

Table 2 reports the frequencies and percentages of the conceptions selected by assistant principals for the actual and ideal roles of their current principals.

Table 2.

Assistant Principals' Perceptions of the Actual and Desired Roles of Their Current Principal.

Role of the Principal	Actual Role	Desired Role
Principal Teacher	1 (2.1%)	0
General Manager	11 (23.4%)	1 (2.1%)
Prof/Scien Manager	3 (6.4%)	2 (4.3%)
Admin/Instr Leader	32 (68.1%)	42 (89.4%)
Curriculum Leader	0	2 (4.3%)
Totals	47	47

The majority (68.1%) of the assistant principals believed their current principal operated in the role of Administrator/Instructional Leader. No assistant believed their current principal was a Curriculum Leader and the perceptions of the remaining assistant principals were: Principal Teacher - 2.1%, General Manager - 23.4%, and Professional/Scientific Manager - 6.4%. There was an obvious difference between the view held of North Carolina principals in general and the view held by the assistant principals of their own principal. This may indicate a view of the profession in general.

While over 32% of the assistant principals believed their principals functioned at one of the first three conceptions - Principal Teacher, General Manager, Professional/Scientific Manager - less than 7% of the assistant principals desired one of these roles

for their principal. The role desired by 89.4% of the assistant principals for their principal was that of Administrator/Instructional Leader. This compared with the 68.1% who believed their principal is operating in the role of Administrator/Instructional leader. The other responses indicated that none of the assistant principals desired for their principal to operate within the Principal Teacher conception, and that 2.1% desired a General Manager for a principal, 4.3% desired a Professional/Scientific Manager, and 2.1% desired a Curriculum Leader.

Question 3. Do the desired roles for principals by assistant principals differ for elementary, middle/junior high school, and high school principals?

Table 3 shows the frequencies and percentages of the desired roles for elementary, middle/junior high, and high school principals by assistant principals.

Of the respondents, 6.4% viewed the desired role of elementary principals to be the Principal Teacher role. None of the assistant principals believed this was a desired role for middle/junior high or high school principals.

Percentages of the assistant principals desiring the role of General Manager for the three levels of principals were: 4.3%, elementary; 4.3% middle/junior high; and 6.4%, high school.

The role of Professional/Scientific Manager was desired by

10.6% of the respondents for elementary principals, 8.5% for middle/junior high principals, and 0% for high school principals.

The majority of the assistant principals selected the role of Administrator/Instructional Leader for all three school levels of principals. The percentage of assistant principals desiring this role for elementary principals was 61.7%; for middle/junior high principals the percentage was 76.6%; and for high school principals, 83%.

The desired role of Curriculum Leader for middle/junior high and high school principals was the same - 10.6%. Seventeen percent (17%) of the assistant principals desired the role of Curriculum Leader for the elementary school principal.

Table 3.

Assistant Principals' Perceptions of the Desired Roles of Elementary, Middle/Junior High, and High School Principals.

Role of the Principal	Frequencies (Percentages) for Principals		
	Elementary	Middle/Junior	High School
Principal Teacher	3 (6.4%)	0	0
General Manager	2 (4.3%)	2 (4.3%)	3 (6.4%)
Prof/Scien Manager	5 (10.6%)	4 (8.5%)	0
Admin/Instr Leader	29 (61.7%)	36 (76.6%)	39 (83.0%)
Curriculum Leader	8 (17.0%)	5 (10.6%)	5 (10.6%)
Total	47	47	47

Question 4. Does the number of years of administrative experience of assistant principals make a difference in their perceptions about the role of the principal?

Table 4 gives the frequencies and percentages of responses indicating the roles selected for North Carolina principals by assistant principals with varying ranges of administrative experience. The experience ranges and percentages of the sample were: 1 to 3 years, 36%; 4 to 6 years, 34.2%; 7 to 9 years, 12.8%; and and 10 or more years, 17.0%.

Table 4.

Assistant Principals' Perceptions of the Role of Principals Across North Carolina Based on the Number of Years Administrative Experience of the Assistant Principals.

Role of the Principal	Number of Years Admin Experience			
	1 - 3	4 - 6	7 - 9	10+
Principal Teacher	0	0	0	0
General Manager	15 (88.24%)	11 (68.75%)	5 (83.33%)	6 (75.0%)
Prof/Scien Manager	1 (5.88%)	2 (12.5%)	0	1 (12.5%)
Admin/Instr Leader	1 (5.88%)	3 (18.75%)	1 (16.67%)	1 (12.5%)
Curriculum Leader	0	0	0	0
Totals	17	16	6	8

Chi-square = 2.6715

df = 6

Upon examination of the data in Table 4, the comparison between groups indicated that a similar percentage of each age range selected the conception of General Manager for North Carolina principals. Approximately 88% of the one to three year range, 70% of the four to six year range, 83% of the seven to nine year range, and 75% of the ten year and over range selected the General Manager role as the one they perceived principals across North Carolina to be operating within. The Chi-square test of statistical significance was performed on the data after eliminating the Principal Teacher and Curriculum Leader categories due to no responses in those categories. The Chi-square value of 2.6715 with 6 degrees of freedom indicated that the number of years of administrative experience of assistant principals was not a significant factor in determining the perception held by assistant principals of North Carolina principals.

Table 5 reports the responses of the assistant principals on the actual role of their current principal based on the number of years of administrative experience of the assistant principals. Table 6 reports the responses of the assistant principals on the desired role of their current principal based on the number of years of administrative experience of the assistant principals.

Table 5.

Assistant Principals' Perceptions of the Actual Role of Their Current Principal Based Upon the Number of Years of Administrative Experience of the Assistant Principals.

Perceived Role of	Number of Years Admin Experience			
	1 - 3	4 - 6	7 - 9	10 +
Current Principal	1 (5.88%)	0	0	0
Principal Teacher	4 (23.59%)	5 (31.25%)	1 (16.67%)	1 (12.5%)
General Manager	2 (11.76%)	0	1 (16.67%)	0
Prof/Scien Manager	10 (58.82%)	11 (68.75%)	4 (66.67%)	7 (87.5%)
Admin/Instr Leader	0	0	0	0
Curriculum Leader	17	16	6	8
Totals				

Chi-square = 1.0436

df = 2

Across all five categories of experience, the perception of assistant principals of their current principal's actual role was the Administrator/Instructional Leader conception. Chi-square was calculated after eliminating the Principal Teacher and Curriculum Leader categories, and combining experience ranges from 1 to 6 years and 7 to 10+ years due to the limited number of responses before the consolidation. The Chi-square value indicated that the number of years of administrative experience of assistant principals was not a significant factor in determining their perceptions of the actual role of their current principal.

Table 6.

Assistant Principals' Perceptions of the Desired Role of Their Current Principal Based on the Number of Years of Administrative Experience of the Assistant Principals.

Desired Role for	Number of Years Admin Experience			
	1 - 3	4 - 6	7 - 9	10 +
Current Principal	1 - 3	4 - 6	7 - 9	10 +
Principal Teacher	0	0	0	0
General Manager	1 (5.88%)	0	0	0
Prof/Scien Manager	1 (5.88%)	1 (6.25%)	0	0
Admin/Instr Leader	15(88.24%)	13(81.25%)	6 (100%)	8 (100%)
Curriculum Leader	0	2(12.50%)	0	0
Totals	17	16	6	8
Chi-square = 3.0767	df = 3			

In Table 6, the data showed that across all ranges of administrative experience of assistant principals, the preferred or desired conception of their current principal was that of Administrator/Instructional Leader. The Principal Teacher role was eliminated due to a lack of response in the category, and years of experience were consolidated into ranges of 1 to 3 and 4 to 10+ years. Chi-square statistics were performed and no statistical relationship between the variables was indicated. Thus, most of the assistant principals believed their current principal was performing in the role they desired, but experience was not a significant factor in determining role perceptions.

Table 7.

Assistant Principals' Perceptions of the Desired Role of North Carolina Elementary School Principals Based on the Number of Years of Administrative Experience of the Assistant Principals.

Desired Role of Elem School Principals	Number of Years Admin Experience			
	1 - 3	4- 6	7 - 9	10+
Principal Teacher	1 (5.88%)	2 (12.5%)	0	0
General Manager	0	0	1 (16.67%)	1 (12.5%)
Prof/Sci Manager	2 (11.76%)	2 (12.5%)	0	1 (12.5%)
Admin/Inst Leader	10 (58.82%)	8 (50.0%)	5 (83.33%)	6 (75.0%)
Curriculum Leader	4 (23.57%)	4 (25.0%)	0	0
Totals	17	16	6	8

Chi-square = 10.6055 df = 4

The data in Table 7 showed that the assistant principals selected the role of Administrator/Instructional Leader as the desired role of elementary school principals. In the 1 to 3 year experience range, 58.82% selected this role. In the 4 to 6 year range, 50% selected the role, and in the 7 to 9 and 10+ range, 83.33% and 75% respectively, selected the Administrator/Instructional Leader role for elementary school principals.

The Chi-square test was performed on the data after consolidating the years of experience to 1 to 6 and 7 to 10+ ranges. At the .05 level of significance, the number of years of

experience was a significant factor in determining the perception of assistant principals regarding elementary school principals.

Table 8.

Assistant Principals' Perceptions of the Desired Role of North Carolina Middle/Junior High School Principals Based on the Number of Years of Administrative Experience of the Assistant Principals.

Desired Role of Middle/ Jr High Principals	Number of Years Admin Experience			
	1 - 3	4 - 6	7 - 9	10+
Principal Teacher	0	0	0	0
General Manager	1 (5.88%)	0	0	1 (12.5%)
Prof/Sci Manager	1 (5.88%)	2 (12.5%)	1 (16.67%)	0
Admin/Inst Leader	14(82.35%)	10 (62.5%)	5 (83.33%)	7 (87.5%)
Curriculum Leader	1 (5.88%)	4 (25.0)	0	0
Totals	17	16	6	8

Chi-square = 2.7642

df = 3

The desired role selected for middle/junior high principals was also the Administrator/Instructional Leader role. After eliminating the Principal Teacher role due to lack of responses in the category, and consolidating the experience ranges to 1 to 6 years and 7 to 10+ years, the Chi-square test was performed. The Chi-square value indicated that the number of years of administrative experience was not a significant factor in

determining the Assistant Principals' perceptions of the role of the middle/junior high school principal.

Table 9.

Assistant Principals' Perceptions of the Desired Role of North Carolina High School Principals Based on the Number of Years of Administrative Experience of the Assistant Principals.

Desired Role of High School Principals	Number of Years Admin Experience			
	1 - 3	4 - 6	7 - 9	10+
Principal Teacher	0	0	0	0
General Manager	0	2 (12.5%)	0	1 (12.5%)
Prof/Sci Manager	0	0	0	0
Admin/Inst Leader	16(94.12%)	10 (62.5%)	6 (100%)	7 (87.5%)
Curriculum Leader	1 (5.88%)	4 (25.0%)	0	0
Totals	17	16	6	8

Chi-square = 2.3829

df = 2

The assistant principals selected the Administrator/Instructional Leader role for the high school principal. Thus, the desired role for all three levels of principals was the Administrator/Instructional Leader role.

In Table 9, the Principal Teacher and Professional/Scientific Manager roles were eliminated due to lack of responses occurring in those categories. The experience ranges were consolidated to 1

to 6 years and 7 to 10+ years, and Chi-square was performed on the data. The Chi-square value indicated no statistical relationship between the number of years administrative experience of the assistant principal and the assistant principals' desired role for high school principals.

Question 5. Do the gender and age of assistant principals make a difference in their perceptions about the role of the principal?

In considering the gender and age of assistant principals in determining their views about the role of the principal, their responses on three survey questions were analyzed. Desired roles for elementary, middle/junior, and high school principals by gender and age are given in Tables 10 through 15.

Table 10 gives the responses of male and female assistant principals on the desired role for elementary school principals. Table 11 gives their responses on the desired role for middle/junior high principals, and Table 12 gives their responses on the desired role for high school principals.

Table 10.

Assistant Principals' Perceptions of the Desired Role of North Carolina Elementary Principals Based on the Gender of the Assistant Principals.

Desired Role of North Carolina Elementary Principals	Gender	
	Male	Female
Principal Teacher	3 (11.11%)	0
General Manager	1 (3.70%)	1 (5.00%)
Prof/Scien Manager	3 (11.11%)	2 (10.00%)
Admin/Instr Leader	17 (62.96%)	12 (60.00%)
Curriculum Leader	3 (11.11%)	5 (25.00%)
Totals	27	20

Chi-square = 17.4273

df = 4

The majority of male and female assistant principals selected the Administrator/Instructional Leader role for North Carolina elementary school principals. The Chi-square test was performed on the data and indicated that gender was a significant factor in determining the perception of the assistant principals of the desired role for elementary school principals. The Chi-square value (17.4273) was significant at the .01 level of significance.

Table 11 gives the responses of male and female assistant principals on the desired role for middle/junior high principals.

Table 11.

Assistant Principals' Perceptions of the Desired Role of North Carolina Middle/Junior High School Principals Based on the Gender of the Assistant Principals.

Desired Role of North Carolina Middle/Jr High School Principals	Gender	
	Male	Female
Principal Teacher	0	0
General Manager	0	2 (10%)
Prof/Scien Manager	4 (14.81%)	0
Admin/Instr Leader	22 (81.48%)	14 (70%)
Curriculum Leader	1 (3.70%)	4 (20%)
Totals'	27	20

Chi-square = 8.7205

df = 3

Again, the majority of both male and female assistant principals selected the Administrator/Instructional Leader conception for the desired role for the middle/junior high school principal. After eliminating the Principal Teacher role due to no responses in the category, the Chi-square test was performed on the data (8.7205, df = 3). Gender was shown to be significant at the .05 level of significance as a factor in determining perception of the desired role for middle/junior high school principals.

Table 12.

Assistant Principals' Perceptions of the Desired Role of North Carolina High School Principals Based on the Gender of the Assistant Principals.

Desired Role of North Carolina High School Principals	Gender	
	Male	Female
Principal Teacher	0	0
General Manager	0	3 (15.00%)
Prof/Scien Manager	0	0
Admin/Instr Leader	25 (92.59%)	14 (70.00%)
Curriculum Leader	2 (7.41%)	3 (15.00%)
Totals	27	20

Chi-square = 5.3594 df = 2

The Administrator/Instructional Leader role was selected as the desired role by 92.59% of the males and 70% of the females. The Chi-square test was performed on the data after eliminating the Principal Teacher and Professional/Scientific Manager roles due to lack of responses in those categories. The Chi-square value was 5.3594, indicating that gender was significant as a factor at the .10 level, but not at the .05 level.

In Table 13, the data showed that most of the assistant principals in all age ranges selected the Administrator/Instructional Leader role for the desired role of North Carolina elementary principals. The Chi-square value of 5.9333, with 4 degrees of

freedom, did not indicate a statistically significant relationship between age and perceptions of the assistant principals regarding the desired role for elementary school principals.

Tables 13, 14, and 15 give the responses of assistant principals by the age range of the assistant principals on the desired roles for elementary, middle/junior high, and high school principals. The age ranges of the group were: (a) 20 -29 range, 2.1% of the sample; (b) 30 -39 range, 38.3%; (c) 40 -49 range, 46.8%; (d) 50 -59 range, 10.6%; and (e) 60 and over range, 2.1%).

Table 13.

Assistant Principals' Perceptions of the Desired Role of North Carolina Elementary School Principals Based on the Age Range of the Assistant Principals.

Desired Role of North Carolina	Age Ranges				
	20 - 29	30 - 39	40 - 49	50 - 59	60+
Elem Principals	20 - 29	30 - 39	40 - 49	50 - 59	60+
Principal Teacher	0	2(11.11%)	1(4.55%)	0	0
General Manager	0	0	2(9.09%)	0	0
Prof/Scien Manage	0	4(22.22%)	0	1(20%)	0
Admin/Instr Leader	1(100%)	9(50.00%)	14(63.64%)	4(80%)	1(100%)
Curriculum Leader	0	3(16.67%)	5(22.73%)	0	0
Totals	1	18	22	5	1

Chi-square = 5.9333 df = 4

In Table 14, the data indicated that the majority of the

assistant principals selected the Administrator/Instructional Leader as the desired role for middle/junior high school principals. No statistical relationship was shown to exist between the age and the perception of the assistant principals as related to middle/junior high school principals.

Table 14.

Assistant Principals' Perceptions of the Desired Role of North Carolina Middle/Junior High School Principals Based on the Age Range of the Assistant Principals.

Desired Role of N.C. Middle/ Jr High Principals	Age Ranges				
	20 - 29	30 - 39	40 - 49	50 - 59	60+
Principal Teacher	0	0	0	0	0
General Manager	0	0	2(9.09%)	0	0
Prof/Scien Manager	0	1(5.56%)	3(13.64%)	0	0
Admin/Instr Leader	1(100%)	14(77.78%)	15(68.18%)	5(100%)	1(100%)
Curriculum Leader	0	3(16.67%)	2(9.09%)	0	0
Totals	1	18	22	5	1

Chi-square = 2.8003

df = 3

Table 15 also clearly depicted the first-choice role desired for high school principals as the Administrator/Instructional Leader role.

Table 15.

Assistant Principals' Perceptions of the Desired Role of North Carolina High School Principals Based on the Age Range of the Assistant Principals.

Desired Role of N.C. High School Principals	Age Ranges				
	20-29	30-39	40-49	50-59	60+
Principal Teacher	0	0	0	0	0
General Manager	0	1(5.56)	2(9.09%)	0	0
Prof/Scien Manager	0	0	0	0	0
Admin/Instr Leader	1(100%)	14(77.78%)	18(81.82%)	5(100%)	1(100%)
Totals	1	18	22	5	1

Chi-square = 0.9218

df = 2

The Chi-square test was performed on the data shown in Table 15 after eliminating the Principal Teacher and Professional/Scientific Manager roles due to a lack of responses in the categories. The value of Chi-square (.9218, df = 2) did not indicate a statistically significant relationship between the variables.

In summary of Question 5, "Do gender and age of assistant principals make a difference in their perceptions about the role of the principal?," the analysis of the data showed that the gender of the assistant principal did make a difference in their perception

of the desired roles for elementary and middle/junior high principals. It cannot be concluded that gender of the assistant principals made a difference in the perception by the assistant principals of the desired role for high school principals.

In addition, no statistically significant relationship was demonstrated between the ages of the assistant principals and their perceptions of the desired roles for elementary, middle/junior high, or high school principals.

Question 6. Does the level of educational attainment of assistant principals make a difference in their perceptions about the role of the principal?

Assistant principals were asked to list their highest degree completed from one of the categories

- Bachelor's
- Master's
- Sixth Year
- Doctorate

Four assistant principals had Bachelor's degrees for 8.5% of the total sample. Twenty-seven had Master's degrees (57.4%), thirteen had Sixth Year degrees (27.7%), and three assistant principals had completed their Doctorates (6.4%). Their responses on the desired roles for elementary, middle/junior high, and high school principals are tabulated in Tables 16, 17, and 18.

Table 16.

Assistant Principals' Perceptions of the Desired Role of North Carolina Elementary School Principals Based on the Highest Degree Earned by the Assistant Principals.

Desired Role of N.C. Elem Principals	Age Ranges			
	Bachelor's	Master's	Sixth Year	Doctorate
Principal Teacher	0	2 (7.4%)	0	1 (33.33%)
General Manager	0	0	2 (15.38%)	0
Prof/Scien Manager	0	5 (18.52%)	0	0
Admin/Instr Leader	3(75%)	14 (51.85%)	10 (76.92%)	2(66.67%)
Curriculum Leader	1(25%)	6 (22.22%)	1 (7.69%)	0
Totals	4	27	13	3

Chi-square = 8.8036

df = 4

In Table 16, across all levels of educational attainment the clear choice for the desired role for elementary school principals was the Administrator/Instructional Leader role. The Chi-square test was performed on the data after combining the Bachelor's and Master's levels, and combining the Sixth Year and Doctorate levels. The Chi-square value was significant at the .10 level, but not at the .05 level. No statistically significant relationship between level of educational attainment of the assistant principals and their perception of the desired role of elementary school principals could be determined.

In Table 17, the majority choice of role for middle/junior high principals in the role of Administrator/Instructional Leader. Only those with Master's degrees (18.52%) considered the Curriculum Leader role as desirable for middle/junior high principals.

Table 17.

Assistant Principals' Perceptions of the Desired Role of North Carolina Middle/Junior High School Principals Based on the Highest Degree Completed by the Assistant Principals.

Desired Role of N.C. Middle/ Jr High Principals	Level of Educational Attainment			
	Bachelor's	Master's	Sixth Year	Doctorate
Principal Teacher	0	0	0	0
General Manager	0	0	2(15.38%)	0
Prof/Scien Manager	0	1 (3.70%)	2(15.38%)	1(33.33%)
Admin/Instr Leader	4(100%)	21(77.78%)	9(69.23%)	2(66.67%)
Curriculum Leader	0	5(18.52%)	0	0
Total	4	27	13	3

Chi-square = 9.6510

df = 3

The Chi-square test was performed on the data in Table 17 after eliminating the Principal Teacher role due to a lack of responses in the category, and after combining the Bachelor's and Master's levels, and combining the Sixth Year and Doctorate levels. The resulting value of Chi-square indicated that the level

of educational attainment of the assistant principals was a statistically significant ($p = .05$) factor in determining the assistant principals' perceptions of the desired role for middle/junior high principals.

The data in Table 18 reinforced the first choice role for principals at all levels as the Administrator/Instructional Leader.

Table 18.

Assistant Principals' Perceptions of the Desired Role of North Carolina High School Principals Based on the Highest Degree Completed by the Assistant Principals.

Desired Role of N.C.	Level of Educational Attainment			
	Bachelor's	Master's	Sixth Year	Doctorate
High School Principals				
Principal Teacher	0	0	0	0
General Manager	0	2(7.41%)	1(7.69%)	0
Prof/Scien Manager	0	0	0	0
Admin/Instr Leader	4(100%)	21(77.78%)	11(84.62%)	3(100%)
Curriculum Leader	0	4(14.81%)	1(7.69%)	0
Totals	4	27	13	3

Chi-square = 0.4965

df = 2

The Administrator/Instructional Leader role was the majority choice across all levels of educational attainment of the assistant principals. Chi-square statistics indicated no significant

relationship between the assistant principals' level of educational attainment and their perceptions of the desired role for high school principals.

Thus, in response to Question 6, "Does the level of educational attainment of assistant principals make a difference in their perceptions about the role of the principal?," the analysis of the data revealed that the level of educational attainment of the assistant principals was significant in their views of middle/junior high principals. The analysis showed no significant relationship between the level of educational attainment of the assistant principals and their perception of the desired role for elementary or high school principals.

Question 7. Does the view of assistant principals that their current principal is either effective or ineffective make a difference in their perceptions about the role of the principal?

Tables 19, 20, and 21 give the responses of assistant principals on the desired roles of North Carolina elementary, middle/junior high, and high school principals based on the assistant principals' views that their current principal is effective or ineffective.

Table 19.

Assistant Principals' Perceptions of the Desired Role of North Carolina Elementary Principals Based on Their View of Their Current Principal as Effective or Ineffective.

Desired Role of N.C. Elementary Principals	Views Held by Assistant Principals	
	Principal/Effective	Principal/Ineffective
Principal Teacher	3 (6.98%)	0
General Manager	2 (4.65%)	0
Prof/Scien Manager	4 (9.30%)	1 (25.0%)
Admin/Instr Leader	28 (65.12%)	1 (25.0%)
Curriculum Leader	6 (13.95%)	2 (50.0%)
Totals	43	4

Chi-square = 5.0540

df = 4

Forty-three of the forty-seven responding assistant principals viewed their principals as effective. Due to the limited responses in the "Ineffective" category, caution should be exercised when interpreting the Chi-square statistics in terms of determining a statistically significant relationship between the variables.

In Table 19, the Chi-square test was performed and no statistical significance could be determined between the view held by assistant principals that their current principal was effective or ineffective and the desired role for elementary school principals.

Table 20 gives the perceptions of assistant principals on the desired role for middle/junior high school principals based on the assistant principals' views of their current principal as effective or ineffective.

The Chi-square test was performed on the data in Table 20 after eliminating the Principal Teacher category due to a lack of response in the category. The value of Chi-square (18.8785, $df = 3$) indicated that the relationship between the variables was statistically significant at the .001 level of confidence. Thus, the assistant principals' views of their current principal as effective or ineffective was significant as a factor in determining their perceptions of the desired role for middle/junior high school principals.

It was observed from Table 20 that of the four assistant principals who viewed their principal as ineffective, three desired their principal operate within the framework of the Curriculum Leader role.

Table 20.

Assistant Principals' Perceptions of the Desired Role of North Carolina Middle/Junior High School Principals Based on Their View of Their Current Principal as Effective or Ineffective.

Desired Role of N.C. Middle/ Junior High School Principals	Views Held by Assistant Principals of Principals	
	Effective	Ineffective
Principal Teacher	0	0
General Manager	2 (4.65%)	0
Prof/Scien Manager	4 (9.30%)	0
Admin/Instr Leader	35 (81.40%)	1 (25.0%)
Curriculum Leader	2 (4.65%)	3 (75.0%)
Totals	43	4

Chi-square = 18.8785

df = 3

Table 21 gives the perceptions of assistant principals on the desired role for high school principals. The Chi-square test was performed on the data after eliminating the Principal Teacher and Professional/Scientific Manager roles. The Chi-square value of 1.1451 with two degrees of freedom indicated that the views of assistant principals that their current principal was effective or ineffective was not significant in determining the assistant principals' perceptions about the desired role for high school principals.

Table 21.

Assistant Principals' Perceptions of the Desired Role of North Carolina High School Principals Based on Their View of Their Current Principal as Effective or Ineffective.

Desired Role of N.C. High School Principals	Views Held by Assistant Principals of Principals	
	Effective	Ineffective
Principal Teacher	0	0
General Manager	3 (6.98%)	0
Prof/Scien Manager	0	0
Admin/Instr Leader	36 (83.72%)	3 (75%)
Curriculum Leader	4 (9.30%)	1 (25%)
Totals	43	4

Chi-square = 1.1451

df = 2

Thus, in response to Question 7, "Does the view of assistant principals that their current principal is effective or ineffective make a difference in their perceptions about the role of the principal?," the analysis of the data indicated that the assistant principals' view was not a significant factor in determining the assistant principals' perception of the desired role for elementary or high school principals. The analysis did reveal a statistically significant relationship between the view held by assistant principals of their current principal as effective or

ineffective and the assistant principals' perceptions of the desired role for middle/junior high school principals.

Summary of the Free Response Data

Question 8, "What type of relationship should exist between the principal and assistant principal?", and Question 9, "What kind of training should the principal provide for an assistant principal?," are best answered through a summary of the free response data.

All of the forty-seven respondents (100%) answered most of the free response questions. Through content analysis, the comments of the assistant principals on each free response question were grouped by related responses and tabulated.

Question 8. What type of relationship should exist between the principal and assistant principal?

Question 21 on the survey instrument (Appendix C) asked the assistant principals to describe what they felt the relationship between the principal and assistant principal should be. Ninety responses were given. The assistant principals who felt their principals were effective listed 85 of the 90 responses. Their responses grouped naturally into four major overlapping areas:

- (1) open communication;
- (2) shared decision-making and the team approach;

- (3) professionalism; and
- (4) autonomy of the assistant principal.

Fourteen responses were clearly related to the type of communication desired between the principal and assistant principal. Open, frequent communication with the ability to disagree behind closed doors was the type of communication the assistant principals desired. One assistant principal said he wanted "close and routine communication." Other frequent responses focused on easy communication back and forth, being able to disagree without becoming defensive, being well-informed, and holding daily conferences.

For the assistant principals who viewed their current principal as effective, the team approach with an emphasis on input from the assistant principal and shared decision-making was clearly indicated as the desired type of relationship between the principal and assistant principal. The assistant principals wanted to be an integral part of the school. One assistant principal summarized most of the 33 responses in this category by saying "we should have a give and take, harmonizing relationship, and work together."

Many of the responses indicated a desire for the principal and assistant principal to have shared goals and objectives, and a common vision for the school. Responses such as the following

summarized the remarks by the assistant principals in the area of wanting to be a vital part of the school:

- "the principal and assistant principal should have similar goals and objectives"
- "the principal and assistant principal should have overlapping roles with a vision of the school clearly understood and accepted by both"
- "the principal and assistant principal share a similar philosophy and set of values"

The assistant principals who viewed their principal as ineffective expressed their desire for team involvement in stronger words. Five responses were given from this group:

- "mentor relationships"
- "equal sharing and co-managers"
- "functions as a team"
- "meets regularly to discuss the operation of the school from each administrator's capacity"

Again, it was clear that active involvement and a sense of efficacy were important to the assistant principals.

The assistant principals who viewed the principal as effective, as well as the four assistant principals who viewed their current principal as ineffective, desired a professional relationship built on support, mentoring, and trust. The word "friendly" was used frequently to describe the relationship desired between principal

and assistant principal. The assistant principals were looking for respect and direction from their principals.

The fourth area, autonomy of the assistant principal, was addressed by the assistant principals who viewed their current principal as effective and ineffective. There was a group of assistant principals who felt that assistant principals should have more freedom from the principal. They wanted to have a set of responsibilities separate from the principal, with full responsibility and autonomy to carry out those responsibilities. The responses indicated that the principal and assistant principal should be co-partners or equals in the operation of the school. Eight of the ninety responses focused on this autonomy.

Thus in response to Question 8, the assistant principals desired a relationship with their principal that was focused on open, two-way communication, professional and valued treatment, and shared decision-making. There was a certain minority group of assistant principals who felt they should be co-principals.

Question 9. What kind of training should the principal provide for an assistant principal?

Question 9 was addressed through the responses of the assistant principals to Question 22 on the survey instrument (Appendix C). There were 58 responses to this question. The assistant principals who viewed their principal as effective and

those who viewed their principal as ineffective gave responses similar to each other which can be categorized into three groups:

- (1) no responsibility for training;
- (2) specific areas of training; and
- (3) all phases of the principalship through on-the-job training.

There were five responses indicating that the principal has no responsibility for training the assistant principals. Of this group, one explained that it was the responsibility of the universities to train assistant principals and the responsibility of the principal to provide support and encouragement.

Specific areas listed for training (12 responses) were: dealing with the central office; understanding local policies; budgeting and finance; curriculum planning; scheduling; public relations; and staff development, including release time for assistant principals to attend workshops.

The majority of the responses (38 responses) indicated that the assistant principals felt the kind of training they wanted was on-the-job training in all phases of the principalship that would enable them to be effective principals; not effective, permanent assistant principals.

In addition to the free responses given for the relationship between principal and assistant principal and for training for assistant principals, the surveyed assistant principals were asked to respond to the statements:

- List the main practices that your principal does that you would definitely continue as a future principal; and
- List the main practices that your principal does that you would definitely discontinue as a future principal.

These responses are included in Appendix E and Appendix F, respectively, for the interested reader.

Summary

The purpose of this study was to investigate the role of the principal from the assistant principals' viewpoint. The seventy-five surveyed assistant principals were asked to select the conception of Principal Teacher, General Manager, Scientific/Professional Manager, Administrative/Instructional Leader, or Curriculum Leader for various categories of principals across North Carolina. The assistant principals were asked to respond to a written survey instrument and frequencies of their responses were tabulated to illustrate their views of the actual and desired role of their current principal, the actual role of principals across North Carolina, and their desired roles for North Carolina elementary, middle/junior high, and high school principals.

In addition, data were presented and analyzed to determine if a relationship existed between the views held by assistant principals of the role of the principal and selected independent variables. The independent variables selected were the age and

gender of the assistant principal, the level of educational attainment of the assistant principal, the number of years of administrative experience of the assistant principal, and the view held by assistant principals that their current principals were effective or ineffective.

Free response data were collected and analyzed to determine the kind of relationship between the principal and assistant desired by the assistant principal, and the kind of training desired by the assistant principals.

Each of the nine research questions is listed with a majority response answer:

Question 1. What is the role perceived by assistant principals for principals across North Carolina?

78.7% of the assistant principals surveyed saw North Carolina principals as General Managers.

Question 2. How does the ideal role desired by assistant principals for their principals compare with the actual role perceived by assistant principals for their principals?

68.1% of the assistant principals surveyed saw their current principal as an Administrator/Instructional Leader compared to 89.4% who desired the role of Administrator/Instructional Leader for their current principal.

Question 3. Do the desired roles for principals by assistant principals differ for elementary, middle/junior high, and high school principals?

The majority of the assistant principals desired the role of Administrator/Instructional Leader for all three school levels of principals. 61.7% of the assistant principals chose this role for elementary school principals; 76.6% of the assistant principals chose this role for middle/junior high school principals, and 83.0% of the assistant principals chose this role for high school principals.

Question 4. Does the number of years of administrative experience of assistant principals make a difference in their perceptions about the role of the principal?

The number of years of administrative experience of assistant principals did not make a difference in their views of North Carolina principals in general, the actual or desired roles for their current principals, or for the desired roles for middle/junior high and high school principals. The Chi-square test did indicate that the number of years of administrative experience of assistant principals was significant at the .05 level of significance in determining assistant principals perceptions' of the role of the elementary school principal.

Question 5. Do the gender and age of assistant principals make a difference in their perceptions about the role of the principal?

The gender of assistant principals did not make a difference in determining their view of the role of high school principals, but was significant in determining the views of assistant principals of the desired roles for elementary principals ($p = .01$) and middle/junior high principals ($p = .05$). The age of assistant principals did not make a difference in determining the assistant principals' views of the desired roles of elementary, middle/junior high, or high school principals.

Question 6. Does the level of educational attainment of assistant principals make a difference in their perceptions about the role of the principal?

The level of educational attainment of assistant principals did not make a difference in determining their perceptions of the desired roles of elementary or high school principals. The level of educational attainment of assistant principals was significant at the .05 level of significance in determining assistant principals' perceptions of middle/junior high school principals.

Question 7. Does the view of assistant principals that their current principal is either effective or ineffective make a difference in their perceptions about the role of the principal?

The view of assistant principals that their current principals were effective or ineffective was not a significant factor in determining the assistant principals' perceptions of the role of

elementary or high school principals, but was significant ($p = .001$) in determining their views of the desired role for middle/junior high school principals.

Question 8. What type of relationship should exist between principal and assistant principal?

The free response data indicated the type of relationship desired by assistant principals with their principals was one that focused on open, two-way communication, professional and valued treatment, and shared decision-making or the team approach.

Question 9. What kind of training should the principal provide for an assistant principal?

The assistant principals wanted on-the-job training in all phases of the principalship that would enable them to be future effective principals.

The summary, conclusions, and recommendations for further study from this investigation are reported in Chapter Five.

CHAPTER V
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS
FOR FURTHER STUDY

Introduction

This study focused on North Carolina assistant principals' perceptions of the actual and desired roles of principals according to a five conception framework proposed by Brubaker and Simon (1986). Assistant principals across North Carolina were surveyed to determine their perceptions of the actual role of North Carolina principals, the actual and desired roles of their current principal, and the desired roles of elementary, middle/junior high, and high school principals. Five independent variables were selected and examined to determine if they were significant factors in influencing the assistant principals' perceptions of the role of the principal. The independent variables were the length of administrative experience of the assistant principals, the gender and age of the assistant principals, the level of educational attainment of the assistant principals, and the view held by the assistant principals that their current principal was either effective or ineffective. Free responses of the assistant principals were analyzed to give information about the desired relationship between the principal and assistant principal and the kind of training

desired by assistant principals.

An examination of the ability of the principal to give school leadership mandated a need to understand the role of the principal as viewed by the various constituents. The perceptions held by those involved greatly determine the principals' effectiveness in providing leadership. Thus, interaction between the key actors was primary in creating and maintaining an effective school. Two key actors were the principal and assistant principal. The assistant principal's view of the role of the principal influenced the creation and maintenance of an effective school.

In this chapter a summary of the study, conclusions, and recommendations for further study is presented. The insights gained will help with understanding the interaction of roles of the principal and assistant principal in order to enhance positive outcomes for the individual school.

Summary

Through stratified, proportionate, random sampling, this study surveyed the North Carolina school systems to determine how assistant principals viewed the role of the principal. Seventy-five assistant principals were surveyed to determine their perceptions about the actual role of principals across North Carolina, the actual and desired roles of their current principal,

and the desired roles for elementary, middle/junior high, and high school principals.

The questionnaire required biographical data from the assistant principals as to their number of years of administrative experience, their highest degree completed, their age, and their gender. Free response data were collected to determine assistant principals' views of the desired relationship between principals and assistant principals, the type of training for assistant principals, and the main practices of their current principals that the assistant principals would continue and discontinue as future principals.

The survey instrument was previously used to determine the perceptions of principals (Brubaker and Simon, 1986), central office personnel (Briggs, 1986), teachers (Williams, 1987), and superintendents (McRae, 1987). The validity of the instrument was supported by the literature and by the work of these researchers through the use of similar survey instruments using the five conception framework for the role of the principal.

A summary of the data collected through frequencies and percentages provided a picture of how assistant principals viewed the actual role of principals across North Carolina, the actual and desired roles of their current principal, and the desired roles of elementary, middle/junior high, and high school principals in relation to the principal as a Principal Teacher, General Manager, Professional/Scientific Manager, Administrator/Instructional Leader,

or Curriculum Leader (Brubaker and Simon, 1983). Five independent variables were examined and the data were analyzed by use of Chi-square statistics to determine the relationship between the independent variables and the perception of the role of the principal.

The findings of the study based on analysis of the data were:

(1) A majority of the assistant principals saw North Carolina principals operating as General Managers. The role of General Manager was not a role desired by assistant principals for elementary, middle/junior high, or high school principals.

(2) More than half of the assistant principals surveyed saw their current principal as an Administrator/Instructional Leader. Although almost thirty percent of the assistant principals saw their current principal as a General Manager or Professional/Scientific Manager, only approximately six percent desired that role. Four percent of the assistant principals desired the role of Curriculum Leader for their principal.

(3) The majority of the assistant principals selected the role of Administrator/Instructional Leader for all three school levels of principals (elementary, middle/junior high, and high school principals). A small percentage, approximately five percent, selected the General Manager for all three levels. Of special interest was the selection of the Curriculum Leader role by seventeen percent of the assistant principals for the desired role for elementary school principals, and almost eleven percent of the

assistant principals selected this role for middle/junior high and high school principals.

(4) The number of years of administrative experience of the assistant principals did not make a difference in the assistant principals' perceptions of the actual or desired roles for their current principal, or for the role of North Carolina principals in general. The number of years of administrative experience of the assistant principals did not make a difference in the assistant principals' perceptions of the desired roles for middle/junior high or high school principals, but was significant in determining assistant principals' perceptions of the desired role for elementary school principals.

(5) The gender of the assistant principals did not make a difference in their perceptions of the desired role of high school principals. However, the gender of the assistant principals was significant in determining the assistant principals' views of the desired roles for elementary and middle/junior high school principals.

(6) The age of the assistant principals did not make a difference in the assistant principals' views of the desired roles of elementary, middle/junior high, or high school principals.

(7) The level of educational attainment of the assistant principals did not make a difference in the views of the assistant principals of the desired roles for elementary or high school principals, but

did make a difference in determining their view of the desired role for middle/junior high school principals.

(8) The view of assistant principals that their current principal is effective or ineffective was not a significant factor in determining the assistant principals' perceptions of the roles of elementary or high school principals, but was significant in determining their views of the middle/junior high school principal. Both level of educational attainment and the view of the assistant principal of their current principal was effective or ineffective were significant factors in determining assistant principals' perceptions of the desired role of middle/junior high school principals.

An analysis of the free responses data resulted in these findings:

(9) The type of relationship desired by assistant principals with their principals was one that focused on open, two-way communication, professional and valued treatment, and shared decision-making or the team approach.

(10) The assistant principals desired on-the-job training in all phases of the principalship. They wanted to be vital, integral components of the school, and to have the opportunity to train as a principal, not perform as an assistant principal.

To address the propositions of the study, the data were analyzed and the findings are listed:

Proposition 1: Assistant principals viewed the role of their principal differently than the role of principals across North Carolina.

Finding 1: The assistant principals viewed the role of their principal differently than the role of principals across North Carolina. Most assistant principals viewed the role of their principal as the Administrator/Instructional Leader role, and the role of principals across North Carolina as General Managers.

Proposition 2: Assistant principals viewed the roles of elementary, middle/junior high, and high school principals differently.

Finding 2: The majority of assistant principals desired the role of Administrator/Instructional Leader for all three school levels of principals. A higher percentage of assistant principals desired this role for high school principals than for middle/junior high school or elementary school principals, but the majority of assistant principals chose this role for all three levels of principals. The role of Curriculum Leader was desired by an average of twelve percent of the assistant principals for elementary, middle/junior high, and high school principals.

Proposition 3: The number of years of administrative experience of assistant principals had a bearing on the perceptions of assistant principals about the role of the principal.

Finding 3: The number of years of administrative experience of assistant principals made a difference in their view of the desired role of elementary school principals, but not of the roles for middle/junior high, and high school principals.

Proposition 4: The gender and age of assistant principals had a bearing on the perceptions of assistant principals about the role of the principal.

Finding 4: The gender of the assistant principals made a difference in their views of elementary and middle/junior high school principals. The gender of the assistant principals was not significant in determining the assistant principals' views of the desired role for high school principals. The age of the assistant principals was not significant in determining the assistant principals' views of the desired roles for elementary, middle/junior high, or high school principals.

Proposition 5: The level of educational attainment of assistant principals had a bearing on the perceptions of assistant principals about the role of the principal.

Finding 5: The level of educational attainment of assistant principals made a difference in the perceptions of assistant principals of the desired role for middle/junior high school principals but not for their views of elementary or high school principals.

Proposition 6: Assistant principals who viewed their current principal as effective differed in their perceptions of the role of the principal from assistant principals who worked with a principal they viewed as effective.

Finding 6: The view by assistant principals that their current principal was either effective or ineffective was a significant factor in determining their view of the middle/junior high school principal, but did not have a bearing on their views of elementary or high school principals.

Conclusions

An understanding of role theory, role expectations, role formation, and role redefinition is critical for all participants in school leadership. The degree of understanding and communication will influence the extent of role confusion, conflict, and ambiguity, and resultant diffusion of unity of purpose in accomplishing school

goals. Understanding and control of the perceptions and performances of various school constituents increases the chances of creating the desired setting, and enhances productive outcomes for schools and students. Thus, the examination of the perceptions of assistant principals about the role of the principal is significant in promoting effective school leadership.

The majority of assistant principals viewed principals across North Carolina as General Managers (79%), yet did not hold this same opinion of their current principals. Most assistant principals believed their current principals were functioning as Administrator/Instructional Leaders (68%). This view paralleled the views of teachers (Williams, 1987), superintendents (McRae, 1987), and principals (Brubaker and Simon, 1986). All four groups viewed North Carolina principals as General Managers and viewed their current principal(s) or themselves as Administrator/Instructional Leaders. The knowledge of, or involvement with, local principals, seemed to alter the way the respondents viewed the actual performances of principals. Several reasons for this difference can be speculated.

The research and literature certainly send the message that principals are supposed to be instructional leaders. Being a middle level manager is no longer an acceptable role for principals. With this in mind, many principals or other direct associates may have difficulty in assessing themselves or their colleagues as

General Managers, but have less difficulty in identifying unknowns as general or middle level managers.

The higher opinion of one's own principal or self is significant to school improvement efforts if it can be linked to a theory of involvement. If school colleagues feel and are involved in the school setting, their levels of understanding and commitment to the setting may improve their actual performances or their views of their own and others performances. Hopefully, by increasing the understanding of the role of the principal, both locally and statewide, higher opinions of the profession in general will be articulated by the various school constituents, thereby raising perceptions of expectations and resultant performance.

A sizeable number of the assistant principals desired the role of Curriculum Leader for principals. Seventeen percent of the assistant principals desired the role of Curriculum Leader for elementary principals, and eleven percent desired the role of Curriculum Leader for middle/junior high and high school principals. Seventeen percent of the principals surveyed by Brubaker and Simon (1986) desired the role of Curriculum Leader for themselves. Attention given to the role of the principal as Curriculum Leader has been increasing over the past few years, and the views of the assistant principals has added substantial evidence to Brubaker and Simon's framework of the emerging conception of the principalship.

Examination of the selected independent variables indicated statistically significant relationships between:

- the number of years of administrative experience of the assistant principals and the assistant principals' perceptions of the role of elementary school principals.
- the gender of the assistant principals and the assistant principals' perceptions of the roles of elementary and middle/junior high school principals.
- the level of educational attainment of the assistant principals and the assistant principals' perceptions of the role of middle/junior high school principals.
- the view of the assistant principals that their current principals were effective or were ineffective and the assistant principals' perceptions of the role of middle/junior high school principals.

It was interesting to note that no independent variable was a significant factor in determining the assistant principals' perceptions of principals at all three school levels. Years of administrative experience affected the perceptions of the assistant principals of the role of elementary principals. It is likely that since the addition of assistant principals in elementary school is a fairly recent practice, most assistant principals with experience have had their training at the secondary level, possibly influencing their perceptions of the role of the elementary principal.

The gender of the assistant principals was a significant factor in determining their views of elementary principals and middle/junior high school principals, but not of high school principals. It is probable that the female assistant principals had more experience at the elementary and middle/junior high school levels, and, thus, having more knowledge of these areas, expressed varying opinions about the roles of elementary and middle school principals.

With approximately two-thirds of the assistant principals representing elementary and middle/junior high schools, the probable lack of experience or knowledge and understanding of the high school principalship would cause them to view high school principals in a similar manner.

The level of educational attainment of the assistant principals was a significant factor in determining the perceptions of the assistant principals of the roles of the middle/junior high school principals. With the emphasis on the middle school concept emerging and being promoted and supported by the universities, assistant principals with higher degrees of formal schooling may have been exposed to more information and direction regarding middle schools. This same emphasis on the middle school concept may help to explain the difference in views of middle/junior high school principals held by the assistant principals who saw their current principal as effective or ineffective. Knowledge and understanding of the expectations for the middle school principal

role seemed to influence the assistant principals' views of the middle school principal.

An analysis of the free response data indicated that the type of relationship desired by assistant principals with their principals was one that focused on open, two-way communication, professional and valued treatment, and shared decision-making. The team approach was stressed as critical. Involvement and a sense of efficacy promotes understanding and creates a setting where increased rewards for the participants are realized. The understanding of each other's roles, in great part, sets the expectations for those roles. Participants tend to perform as both they and others expect.

Additionally, the assistant principals stated that they desired on-the-job training in all aspects of the principalship that would enable them to be effective future principals. Again, the sense of involvement and meaning are crucial in creating a mutuality of purpose and expectations. Assistant principals do have clear expectations for the principal and for themselves. Their perceptions of these roles are critical in influencing the creation and maintenance of an effective school.

In conclusion, there are several points to be emphasized from this study and related literature to guide persons or agencies interested in directing school leadership.

1. The common perceptions held by assistant principals,

principals, teachers, and superintendents for principals across North Carolina can be enhanced by an understanding of the roles of others. There is a definite need for statewide collegial sharing. The view of others as less capable and less committed can often stem from lack of knowledge of the others. An increased awareness of and emphasis on learning about professional colleagues can do much to promote the educational leadership profession.

2. The desired role for North Carolina elementary, middle/junior high and high school principals has fully emerged as the Instructional Leader role. Another emerging role, the Curriculum Leader role, needs further examination as to its meaning and practice.
3. The instructional leadership of the principal is enhanced through the interaction of key actors in the school setting. The relationship between the principal and assistant principal deserves focused attention by superintendents, principals, and universities. The assistant principalship is significant as a part of school leadership and is often underutilized. The expectations for the role of the assistant principal needs defining and promoting. The resources provided by assistant principals while working as assistant principals, and in the future as principals, can and should be nurtured.

4. Forty-three of the forty-seven assistant principals viewed their current principals as effective, and all of those expressed a desire for more involvement, or an appreciation for their current level of involvement. The four assistant principals who did not view their principal as effective were asking for more autonomy, more relevant assignments, and more participation in important school issues. Principals can benefit tremendously by providing appropriate training encompassing all aspects of the principalship, and by truly considering their assistant principals as partners in the school leadership process.

Recommendations for Further Study

The instructional leadership of the principal as a significant factor in creating an effective school is supported throughout educational research. The role of the principal has been demonstrated to be critical to the success of the school, and only through a clearer understanding of the role can school leadership be enhanced. Therefore, examination of the role of the principal needs to continue to receive attention and research.

An integral part of any examination of the role of the principal is the interaction of that role with other key constituents. Additional study is needed to give a clearer

understanding of these interactions to create settings that promote positive, productive school cultures.

One area of additional research implicated in this study is the Curriculum Leader conception of the principalship. A sizeable percentage of the assistant principals selected this role as the desired role for the principal. A detailed identification of the descriptors of a "Curriculum Leader" principal holds great potential for influencing the perception of the role, and thus, effecting the reality or creation of the role.

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APPENDIX A
LETTER TO ASSISTANT PRINCIPALS

THE UNIVERSITY OF NORTH CAROLINA
AT GREENSBORO



School of Education

Memorandum

TO: Selected Assistant Principals

FROM: Kathryn M. Rogers

DATE: January 3, 1989

RE: Study of Assistant Principals' Perceptions of the Role of the Principal

Creating a school environment that is responsive to the needs of the students, teachers, and staff requires the efforts of all those involved. Much research has focused on the role of the principal in creating and maintaining a school setting that contributes to an effective school. The leadership role of the principal is significantly affected by the perceptions held by the various constituents in and outside the school setting. I am conducting a study that will examine the role of the principal from the assistant principal's view.

Would you please assist me in this study by taking a few minutes to complete the enclosed questionnaire and by returning it by February 1, 1989, in the stamped, self-addressed envelope provided.

Neither individual nor school system responses will be identified in reporting the results. Your responses will be kept confidential and you or your school will not be cited in any way.

If you would like a copy of the results of this study, please enclose your name and address on a separate sheet from the survey and enclose it with survey.

As an assistant principal myself, I know you are very busy. I appreciate your time in completing the survey and returning it to me by February 1, 1989. If I may ever return the favor, please do not hesitate to contact me.

Thank you very much for your help.

Kathryn M. Rogers, Doctoral Student, UNC-G
Assistant Principal, Southeast Guilford High School
Guilford County Schools
4530 Southeast School Road
Greensboro, North Carolina 27406 (919-674-0816)

GREENSBORO, NORTH CAROLINA / 27412-5001

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an equal opportunity employer

APPENDIX B
CONCEPTIONS OF THE PRINCIPALSHIP

Conceptions of the Principalship

1. Principal Teacher: Routinely engages in classroom teaching for a portion of each school day; also responsible for daily school routines and clerical duties; does not believe special training is needed to be an effective principal.

2. General Manager: Is the official liaison between the school and the central office; spends the majority of time on clerical duties; relies upon common sense and reacts to problems as they arise; has the right to give and enforce orders to teachers; implements the curriculum as mandated by the state and local school board.

3. Professional and Scientific Manager: Spends more time in classroom supervision than routine administrative duties; uses test data as a basis for planning, implementing and evaluating instruction; is accustomed to the bureaucratic command-compliance organizational system; is interested in efficiency and the use of time to meet management goals and objectives.

4. Administrator and Instructional Leader: Recognizes that his or her role encompasses both governance functions through the bureaucratic organizational structure; handles instructional leadership functions through a collegial organizational structure; expects and accepts some friction between governance and instructional leadership functions; treats teachers as professionals, giving them significant input into staff hiring, scheduling, evaluation, procurement of materials, selection of objectives, methods, etc.

5. Curriculum Leader: Views the curriculum in very broad terms (more than a course of study) to mean what each person experiences in cooperatively creating learning settings; believes that the role of the principal is too complex to reduce to simple technical procedures; does not attempt to dichotomize administrative and instructional functions, realizing that all tasks impact on what is learned; believes that the learning of adult educators is as important as the learning of children and youth.

Note: This questionnaire is adapted from The Five Conceptions of the Principalship by Larry Simon and Dale Brubaker, 1983.

APPENDIX C
SURVEY INSTRUMENT

North Carolina Assistant Principals'
Perceptions of the Principalship

Instructions:

1. In column A, please place a check beside the conception that most accurately describes the principal of your current school.
2. In column B, please place a check beside the conception that most accurately describes where you think your principal should be, or where you would like him or her to be.
3. In column C, please place a check beside the conception that most accurately describes most of the principals across North Carolina.
4. In column D, please place a check beside the conception that most accurately describes where you think elementary principals in North Carolina should be.
5. In column E, please place a check beside the conception that most accurately describes where you think middle school/junior high principals in North Carolina should be.
6. In column F, please place a check beside the conception that most accurately describes where you think high school principals in North Carolina should be.
7. In column G, please place a check beside the conception that most accurately describes what you are presently doing in your role as assistant principal.
8. In column H, please place a check beside the conception that most accurately describes what you feel your role as assistant principal should be, or you would like for it to be.

A	B	C	D	E	F	G	H
							1. Principal Teacher
							2. General Manager
							3. Professional/Scientific Manager
							4. Administrator/Instructional Leader
							5. Curriculum Leader

Please complete the following information:

1. Number of years as an assistant principal in current school:
(Circle one) in first year 1-3 4-6 7-9 10 or over
2. Number of different school assignments as a teacher and as an assistant principal: _____
3. Total number of years as an assistant principal: _____
4. Were you a teacher prior to becoming an assistant? Yes__ No__
5. Your highest degree completed:
Bachelor's _____ Master's _____ Sixth Year _____ Doctorate _____
6. Number of years teaching experience (excludes assistant principal position): (Circle one) 0 1-3 4-6 7-9 10 or over
7. Your gender: Female____ Male____
8. Your age: (Circle one) 20-29 30-39 40-49 50-59 60+
9. Are you actively seeking a principalship? Yes__ No__
10. If yes to number 9, what level is your first preference?
(Circle one) elementary middle/junior high school
11. Would you relocate to accept a principalship? (Circle one)
Probably yes Probably no
12. Classification of current school organization: (Circle one)
elementary middle/junior high school other_____
13. Student population of current school: (Circle one)
1-300 301-600 601-900 901-1200 1201-1500 1501+
14. Geographic location of current school: (Circle one)
mountain piedmont coastal
15. Do you consider your school a rural or city school? (Circle one)
rural city
16. How many assistant principals in your current school? (Circle one)
one two three four five+
17. What is the gender of your principal? Female____ Male____
18. What is the highest degree of your principal? (Circle one)
Bachelor's Master's Sixth Year Doctorate
19. What is the age range of your principal? (Circle one)
20-29 30-39 40-49 50-59 60+

20. Do you believe your principal to be an effective principal?
Yes _____ No _____

21. Please describe what you feel the relationship between principal and assistant principal(s) should be? _____

22. Do you think the principal has a responsibility to provide training for assistant principals to become effective principals?
Yes _____ No _____ If yes, what kind of training? _____

23. List the main practices that your principal does that you would definitely continue as a future principal:

24. List the main practices that your principal does that you would definitely not continue as a future principal:

25. Please feel free to make any additional comments that you desire. Again, thank you for your time and consideration.

APPENDIX D

FOLLOW-UP LETTER TO ASSISTANT PRINCIPALS



Southeast Guilford Senior High School

Dr. George Frazier
Principal

Memorandum

TO: Selected Assistant Principals

FROM: Kathryn M. Rogers

DATE: April 10, 1989

RE: Follow-up to Memorandum dated January 3, 1989 (attached)

Seventy-five assistant principals/schools were selected to participate in a statewide study to determine assistant principals' perceptions of the role of the principal. Each of the answered questionnaires is needed to accurately reflect your views on the principal's role.

Would you please take a few minutes to assist in this study by completing the enclosed questionnaire and returning it by April 30, 1989, in the stamped, self-addressed envelope provided.

I know with the closing of school near you are very busy and I appreciate your time in assisting. Again, thank you and have a productive and enjoyable summer.

Sincerely,

A handwritten signature in cursive script that reads "Kathryn M. Rogers".

Kathryn M. Rogers
Assistant Principal
Southeast Guilford High School
Guilford County Schools

APPENDIX E
FREE RESPONSE DATA ON MAIN PRACTICES
OF CURRENT PRINCIPAL TO CONTINUE

FREE RESPONSE DATA ON MAIN PRACTICES OF
CURRENT PRINCIPAL TO CONTINUE

The following comments were given by the 47 surveyed assistant principals to the statement, "List the main practices that your principal does that you would definitely continue as a future principal." The comments are listed in two groups: the first group lists comments by the assistant principals who believed their principals were effective; the second group lists comments by the assistant principals who believed their principals were ineffective.

Comments by assistant principals who viewed their principal as effective:

- . organizational skills
- . organized
- . organized
- . plans ahead
- . well organized
- . good organization
- . organization
- . open communication with all staff
- . holds regular meetings for communication
- . open communication
- . makes solid decisions and stands by them

- . firm decision maker
- . makes good decisions
- . gets into the classrooms
- . visits classes daily
- . presence of both administrators in classes daily
- . stays close to the classrooms
- . classroom observations
- . is seen in the hallways
- . be highly visible
- . visibility
- . visible
- . teacher/administrator relationship efforts
- . good working relationship
- . relationship with faculty
- . good relationship
- . promotes professionalism
- . treatment of teachers as professionals
- . treats everyone as professional
- . builds departmental strengths through chairpersons
- . meeting with grade chairpersons to ascertain faculty members' feelings, opinions on matters that affect them
- . communal grade planning
- . well read
- . executes well
- . an honest, open approach

- . high expectations
- . holds people responsible and expects a lot
- . accountable
- . high expectations
- . high expectations
- . fairness
- . fairness to all
- . human approach
- . be friendly but on a professional basis
- . empowerment of personnel
- . entrusts assistant principals with major areas
- . delegates
- . delegates
- . delegates
- . involves teachers in decision-making
- . shared decision-making with teachers
- . involves assistant principal in administrative decisions
- . involves teachers in decision-making
- . has administrative team
- . involvement of staff
- . team effort
- . staff input is excellent - team approach
- . involvement of staff
- . delegates
- . solicits input from staff

- . allows me to make my own decisions and stands behind me
- . treating all faculty members and others as professionals and experts in their field
- . valuing teachers
- . recognizes staff as professionals
- . flexibility, but not too much flexibility
- . weekly staff bulletins
- . staff meetings only when necessary
- . no use of intercom during school day
- . works toward building a total school program
- . try to show and create a total interest in all the programs
- . open door policy to students and faculty
- . open door policy
- . open door policy
- . professional appearance
- . prompt
- . discipline methods
- . good disciplinarian
- . strict disciplinarian
- . participates frequently in handling discipline concerns
- . sets a good example
- . well prepared, keeps up
- . duty free lunch for teachers
- . motivating staff
- . patience

- . patient
- . instructional leader
- . instructional leader
- . strong curriculum base
- . liaison between school and administrative office
- . personable
- . positive incentives for students
- . encourages staff development
- . acts as a lead teacher, teaching lessons for teachers
- . very strong in public relations and fund raising
- . accessible
- . cater to needs of students first
- . recognizes the dignity and worth of each individual
- . openness towards ideas, non-traditional

Comments by assistant principals who viewed their principals as ineffective:

- . community relations
- . professional affiliations
- . is easily accessible
- . none
- . is positive
- . holds faculty advisory council meetings

APPENDIX F
FREE RESPONSE DATA ON MAIN PRACTICES
OF CURRENT PRINCIPAL TO DISCONTINUE

FREE RESPONSE DATA ON MAIN PRACTICES OF
CURRENT PRINCIPAL TO DISCONTINUE

The following comments were given by the 47 surveyed assistant principals to the statement, " List the main practices that your principal does that you would definitely not continue as a future principal." The comments are listed in two groups: the first group consists of comments by the assistant principals who believed their principals were effective; the second group consists of comments made by assistant principals who believed their principals were ineffective.

Comments by assistant principals who viewed their principal as effective:

- . too much delegation to assistant principals
- . delegates too much
- . less worry over areas delegated to assistants
- . delegate more
- . reluctance to delegate
- . assumes little or no responsibility for discipline
- . lack of control over students
- . be more firm with students
- . lack of involvement with curriculum
- . generalizing individual problems as a departmental problem

- . moody
- . quick tempered
- . I would not be moody
- . secretary permitted to randomly call substitutes
- . smoking
- . alter method of registration
- . place more emphasis on teacher well-being
- . more responsiveness to physical and emotional well-being of teachers . too authoritative at times and not a good listener
- . tendency toward "formal" interaction
- . more flexibility
- . working with spouse on same faculty
- . trying to act like the former principal
- . reactor, not proactor
- . bureaucratic orientation
- . improve communication with assistant principals
- . communication with assistant principals weak
- . not listen as much and give sympathy to teachers - lets them off the hook . be more assertive
- . plan more thoroughly
- . I would be more involved in the classroom and curriculum
- . very critical approach to some members of staff on a daily basis
 - I would use evaluation instrument to work on areas needing improvement rather than constant criticism

Comments by assistant principals who viewed their principal as ineffective:

- . inconsistent in organization
- . disciplinary procedures
- . faculty relationships
- . waiting to last minute to turn in reports
- . fails to hear when told of problems
- . fails to hear feedback about staff members who are friends and are not carrying their share of the load