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A STUDY OF THE DEMOGRAPHIC STATUS, ACTUAL  
ROLE, AND IDEAL ROLE OF THE ELEMENTARY  
SCHOOL ASSISTANT PRINCIPAL IN TEXAS

DISSERTATION

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212

Anthony, Dean Wade, A Study of the Demographic Status, Actual Role, and Ideal Role of the Elementary School Assistant Principal in Texas. Doctor of Philosophy (Administrative Leadership), August, 1986, 241 pp., 51 tables, bibliography, 48 titles.

This study analyzes the status and job functions of the 546 elementary school assistant principals in Texas during the 1985-1986 school year. It is concerned with the status of the position and the degree of responsibility assigned to the assistant principal for forty-eight specific job functions in the actual and ideal practice. A sample of 125 assistant principals, 125 supervising principals and a population of 135 superintendents whose districts employ assistant principals were included in the study. All three groups completed the role survey instrument. The results were analyzed by using the one-sample chi-square test to determine whether significant differences existed among the perceptions of the superintendents, principals, and assistant principals at the .01 level. The return rate was 60.8 percent for the assistant principals and principals and 84.6 percent for the superintendents.

The major findings from the role survey are: (1) The most important functions included administering school in absence of principal, distributing textbooks and supplies,

administering student discipline program, and evaluating teacher performance; (2) The least important functions included addressing civic groups, preparing school budget, directing counseling program, preparing educational exhibits, investigating innovative programs at other schools, developing drug and alcohol abuse prevention programs, and preparing annual campus performance report; and (3) Of the ninety-six chi-squares, thirteen yielded a significant difference in the perceptions of the superintendents, principals, and assistant principals.

The major findings from the status survey are: (1) The assistant principal sample included 37.7 percent males and 62.3 percent females, (2) Almost 17 percent of the assistant principals had no elementary classroom teaching experience, (3) The median salary was \$32,400, (4) The median enrollment of schools with assistant principals was between 700 and 799 students, and (5) Actual usage of time included administration 35.9 percent, pupil personnel 27.9 percent, supervision of instruction 22.8 percent, curriculum development 7.3 percent, and community relations 5.9 percent.

TABLE OF CONTENTS

	Page
LIST OF TABLES . . . . .	v
Chapter	
I. INTRODUCTION . . . . .	1
Statement of the Problem	
Purpose of the Study	
Research Questions	
Significance of the Study	
Definition of Terms	
Limitations	
Basic Assumptions	
Organization of the Study	
II. REVIEW OF RELATED LITERATURE . . . . .	11
Historical Development	
Early Studies	
Recent Studies	
Summary	
III. DESIGN OF THE STUDY . . . . .	49
Identification of the Population	
Selection of the Sample	
Development of the Questionnaire	
Collection of the Data	
Analysis of Data	
IV. PRESENTATION OF THE DATA . . . . .	61
Demographic Status of the Elementary	
Assistant Principal in Texas	
Role of the Elementary Assistant	
Principal in Texas	
V. SUMMARY . . . . .	162
Summary of Study	
Findings	
Conclusions	
Recommendations	

	Page
APPENDIX . . . . .	187
BIBLIOGRAPHY . . . . .	237

## LIST OF TABLES

Table	Page
I. Official Titles of Assistant Principals, 1969 and 1970 . . . . .	29
II. Age of the Assistant Principals, 1969 and 1970 . . . . .	30
III. Sex of Assistant Principals, 1969 and 1970 . . . . .	31
IV. Marital Status of Assistant Principals, 1969 and 1970 . . . . .	32
V. Primary Reason for Becoming an Assistant Principal, 1969 and 1970 . . . . .	32
VI. Total Experience in School Work, 1969 and 1970 . . . . .	33
VII. Total Experience as an Assistant Principal, 1969 and 1970 . . . . .	34
VIII. State Certification of Assistant Principals, 1969 and 1970 . . . . .	35
IX. Membership of Assistant Principals in State and National Organizations, 1969 and 1970 . . . . .	36
X. Enrollment of Schools Served by Assistant Principals, 1969 and 1970 . . . . .	37
XI. Average Number of Hours per Week Spent at School, 1969 and 1970 . . . . .	37
XII. Percentage of Average Work Week Spent in Regular Classroom Teaching, 1969 and 1970 . . . . .	38
XIII. Office Facilities of Assistant Principals, 1969 and 1970 . . . . .	39
XIV. Age of Assistant Principals . . . . .	63
XV. Marital Status of Assistant Principals . . . . .	65

Table	Page
XVI. Ethnicity of Assistant Principals . . . . .	66
XVII. Regular Salaries of Assistant Principals in 1985-1986 . . . . .	68
XVIII. Number of Days Worked in 1985-1986 . . . . .	69
XIX. College Training of Assistant Principals . . .	71
XX. Total Experience in School Work . . . . .	72
XXI. Total Experience as an Assistant Principal . .	73
XXII. Experience in Elementary Classroom Teaching .	75
XXIII. Other Experiences in Education . . . . .	76
XXIV. Grade Span of Schools . . . . .	79
XXV. School Enrollment . . . . .	80
XXVI. Economic Status of Schools . . . . .	81
XXVII. Enrollment of School Districts . . . . .	82
XXVIII. Location of School Districts . . . . .	83
XXIX. Regional Education Service Centers . . . . .	84
XXX. Office Facilities of Assistant Principals . .	86
XXXI. Available Secretarial Help . . . . .	87
XXXII. Hours at School per Week . . . . .	88
XXXIII. Average Number of Nights per Month Spent in School-Related Activities . . . . .	90
XXXIV. Determination of Salary . . . . .	91
XXXV. Reasons for Becoming an Assistant Principal .	92
XXXVI. Membership in Professional Organizations . . .	94
XXXVII. Position Most Desired by Those Who Believe the Assistant Principalship is not Their Final Career Goal . . . . .	96

Table	Page
XXXVIII. Selection of Assistant Principals . . . . .	97
XXXIX. Assignment of Assistant Principals . . . . .	99
XL. Serious Hindrances to Efficient Functioning . . . . .	100
XLI. Actual Percentage of Time Devoted to Major Functions . . . . .	102
XLII. Ideal Percentage of Time Devoted to Major Functions . . . . .	104
XLIII. Number of Years Districts Have Employed Assistant Principals . . . . .	106
XLIV. Number of Assistant Principals Employed by Each District . . . . .	107
XLV. Number of Years Principals Have Worked with an Assistant Principal . . . . .	109
XLVI. Responses of Superintendents, Principals, and Assistant Principals Regarding the Degree of Responsibility Assigned to Assistant Principals in the Area of Administration, by Percentage . . . . .	111
XLVII. Responses of Superintendents, Principals, and Assistant Principals Regarding the Degree of Responsibility Assigned to Assistant Principals in the Area of Pupil Personnel, by Percentage . . . . .	128
XLVIII. Responses of Superintendents, Principals, and Assistant Principals Regarding the Degree of Responsibility Assigned to Assistant Principals in the Area of Supervision of Instruction, by Percentage . . . . .	141
XLIX. Responses of Superintendents, Principals, and Assistant Principals Regarding the Degree of Responsibility Assigned to Assistant Principals in the Area of Curriculum Development, by Percentage . . . . .	149



Table	Page
L. Responses of Superintendents, Principals, and Assistant Principals Regarding the Degree of Responsibility Assigned to Assistant Principals in the Area of Community Relations, by Percentage . . . . .	155
LI. Participating School Districts' Number of Respondents . . . . .	216

## CHAPTER I

### INTRODUCTION

During the 1984-1985 school year, more than 540 men and women in 135 school districts across Texas served as elementary school assistant principals. Who are these people? What role are they serving in the schools to which they are assigned? These and other questions regarding the elementary assistant principal in Texas have not been previously investigated on a statewide basis.

During the past five years, the number of elementary assistant principals has increased significantly. Recent personnel studies by the Texas Education Agency report an increase from 386 assistant principals in the 1980-1981 school year to 546 in 1984-1985, an increase of 41.5 percent. During the same period, elementary principalships increased only 3 percent. Student enrollment rose only 2.4 percent. Clearly, many districts are looking to the elementary assistant principal to provide some relief for the increasing workload of elementary principals.

Two recent developments may accelerate this trend of creating new administrative positions at the elementary level. One of the developments is the statewide enrollment projections of elementary students for the remainder of the

1980s. During the first half of the decade, enrollment in grades prekindergarten to six increased approximately 120,000 students or 7.2 percent; however, by 1990 enrollment is expected to climb to 2,133,966, an increase of almost half a million students. This will be an increase of 25.6 percent for the entire decade (Texas Education Agency projections). This significant increase in the number of students will necessitate the construction of hundreds of new elementary schools and many existing schools will experience increased enrollment. Many of these newly created principalships will probably be filled from the ranks of the elementary assistant principals.

The passage of the Educational Opportunity Act of 1984 by a special session of the Texas Legislature is the other development that has caused districts to reexamine the organizational structure of the elementary school. This omnibus school reform law has dramatically altered the role of the elementary principal as well as increased the administrative workload. This act added several new programs to the existing elementary program. These include the prekindergarten program for limited English speaking and economically disadvantaged students, after-hours tutorial classes for students failing a major subject, and an eight-week summer school program for limited English speaking kindergarten and first-grade students. In addition, principals and their staffs are expected to develop a comprehensive management

plan, and a remedial instruction plan and to compile information for an annual campus report for the local board. Principals will also participate in career ladder committees, a management training program, and a teacher appraisal training program. Other provisions of the law require principals to develop a remedial program for teachers with deficiencies. In addition, the principal must conduct two appraisals for every professional staff member each year. The law also requires two additional appraisals by another person. Many districts may turn to elementary assistant principals for this second appraisal. The full ramifications of this complex and controversial reform law have not yet been fully explored; however, the Educational Opportunity Act of 1984 has significantly increased the administrative workload in Texas elementary schools.

A comprehensive study of the elementary assistant principal would be beneficial to school districts that are considering creating new elementary administrative positions. This study would also be beneficial to districts currently employing elementary assistant principals to determine whether or not they are being used in the most acceptable manner.

#### Statement of the Problem

The problem of this study is to determine the role of the elementary school assistant principal in Texas.

### Purposes of the Study

The purposes of this study are as follows:

1. To determine the demographic characteristics of the administrators currently identified as elementary assistant principals; these characteristics will include the factors of age, sex, marital status, salary, previous experience, degree, length of contract year, membership in professional organizations, school enrollment, job title, and career goals;
2. To determine the actual role and job functions of the elementary assistant principals as perceived by superintendents, elementary principals, and elementary assistant principals; and
3. To determine the ideal role and job functions of the elementary assistant principals as perceived by superintendents, elementary principals, and elementary assistant principals.

### Research Questions

In order to pursue the purposes of this study, the following questions regarding the elementary assistant principals in Texas are addressed.

1. What do superintendents, elementary principals, and elementary assistant principals perceive as the actual role and function of the elementary assistant principal?
2. What do superintendents, elementary principal, and elementary assistant principals perceive as the ideal role and function of the elementary assistant principal?

3. Do the superintendent, elementary principal, and elementary assistant principal perceive the actual role and function of the elementary assistant principal differently?

4. Do the superintendent, elementary principal, and elementary assistant principal perceive the ideal role and function of the elementary assistant principal differently?

#### Significance of the Study

By surveying a representative sample, this study establishes the current demographic status and actual role of the 540 professionals identified as elementary assistant principals by the Texas Education Agency. In addition, the ideal role of the elementary assistant principal is investigated. Previous studies have indicated a wide variance in the role descriptions across the country. According to Brotzman, "The assistant principalship is an active and important role in schools, but for too long, the position has been relegated to the status of a curiosity in the study of educational administration" (1, p. 3). With the recent studies regarding the role of elementary principals in increasing school effectiveness and their emergence as the instructional leaders, the elementary assistant principal will become increasingly important. The recent passage of the Educational Opportunity Act of 1984 has clarified the role of the elementary principal and states that "the principal of a school is the instructional leader of the

school and shall be provided with adequate training and personnel assistance to assume that role" (5, p. 73).

Since the publication of the only major nationwide study of the elementary assistant principal by the National Association of Elementary School Principals (NAESP) in 1969, only one statewide survey has been conducted (4). The Georgia Association of Elementary School Principals commissioned such a study in 1971 based on the NAESP questionnaire (3). Morton and Croft completed a study of the assistant principalship in Houston, Texas, and rural Kansas in 1977, but it did not differentiate between elementary and secondary assistant principals. However, they did conclude that "there are still questions regarding role clarification and the more concrete definition of the job for assistant principals" (2, p. 59). Brottman also feels that "new studies of the assistant principals at the national level are needed in order to determine current roles and responsibility trends, legitimate authority, and decision-making style" (1, p. 16).

This study is significant in that it (1) provides demographic information regarding the people currently serving as elementary assistant principals in Texas; (2) determines the actual role and areas of responsibility of the elementary assistant principal in Texas; (3) determines the ideal role as perceived by the elementary assistant principals, elementary principals, and superintendents; and

(4) offers recommendations to reduce the number of discrepancies between the actual and ideal roles of the elementary assistant principal as perceived by superintendents, elementary principals, and elementary assistant principals.

#### Definition of Terms

The following terms are defined for this study.

An elementary assistant principal is a full-time administrator assigned to one or more schools which can include any combination of grades prekindergarten through eight.

Job function refers to the specific tasks that an elementary assistant principal could reasonably be expected to perform in a modern elementary school.

Actual role refers to the job functions which an assistant principal performs in the current situation.

Ideal role refers to the job functions which an assistant principal should perform in order to produce the most desirable effect.

Degrees of responsibility refers to the level of involvement in performing a particular job function. Four degrees of responsibility were used in this study. Major responsibility indicates the assistant principal has complete responsibility for carrying out a given function. Minor responsibility indicates the assistant principal has joint



responsibility with one or more staff members. Advisory responsibility indicates the assistant principal only gives opinions or offers suggestions and has no direct involvement. No involvement indicates the assistant principal has no responsibility for carrying out a given function.

#### Limitations

The following limitations are imposed on this study.

1. The study is limited to elementary assistant principals identified by the 1984-1985 district's roster of personnel. This list is forwarded to the Texas Education Agency.
2. The study is subject to all the limitations recognized in collecting data by mailed questionnaire.

#### Basic Assumptions

The following basic assumptions are made for this study.

1. It is assumed that the superintendents, elementary principals, and elementary assistant principals selected for this study responded thoughtfully and honestly to questions on the survey instrument.
2. It is assumed that the responses expressed on the survey are typical of views held by others of the same population.
3. It is assumed that superintendents correctly identified elementary principals on the roster of personnel.

### Organization of the Study

This study is divided into five chapters. Chapter I introduces the study, statement of the problem, the purposes of the study, the significance of the study, definition of terms, limitations, basic assumptions, research questions, and organization of the study. Chapter II presents the historical development of the elementary assistant principal and previous research findings. Chapter III describes the procedures for collection and treatment of data. Chapter IV reports the findings of the demographic status survey of the respondents. The information pertains to the personal and professional background of elementary assistant principals. This chapter also reports and summarizes the findings pertaining to the role of the elementary assistant principal in performing various functions of school administration. In Chapter V, the study is summarized and the findings, conclusions, and recommendations are presented.

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## CHAPTER II

### REVIEW OF RELATED LITERATURE

The review of related literature was undertaken to provide an historical perspective of the development of the elementary school assistant principalship. The review also includes information regarding the status, duties, and responsibilities of elementary assistant principals.

Most of the information has been gathered from formal studies conducted by individuals or professional organizations. Other information has been gleaned from school administration textbooks, articles in professional journals, and various reports. Through the use of these sources, an effort has been made to present a comprehensive picture of the elementary school assistant principalship.

#### Historical Development

While the position of the elementary school assistant principal is a comparatively recent development, there are several references to the position as early as the nineteenth century. Boston had two types of schools: one under a writing master and one under a grammar master. This organization presented few problems "until two masters were placed in the same building, creating a situation of divided and equal authority. After years of dissension, in 1849, the local

board decided that the grammar teacher should be the master and the writing teacher should be the submaster" (14, p. 4).

In 1860, Superintendent Denman of San Francisco wrote,

Greater responsibility should devolve upon the Principal of the Primary Department. The classes should be so arranged, that each Principal should place her own division in charge of one of her assistants while she is visiting and superintending the whole school (15, pp. 163-164).

Several years later, in 1864, another San Francisco superintendent included the following statement in his annual report.

The greatest improvement, however, of which all of our large schools, with a single exception--the Denman School--are susceptible, is a provision for thorough and practical supervision of their classes by the Grammar Masters. In New York, the Masters are entirely relieved of the charge of any one class, so that they may attend to the general interests of the school; and in Boston the Master has an assistant who has charge of the school records and of the Master's division when the supervision of the lower division renders his absence necessary. Our Grammar Masters are expected to prepare annually a class of forty pupils for promotion to the High Schools, and still find time to superintend the instruction given in all classes of the school and attend to all matters of discipline. The Masters realizing the impossibility of performing all of these duties, attend to the wants of their own class, settle all cases of discipline for the school and then, having but little or no leisure, they often preforce leave their assistants dependent on their individual resources (15, p. 165).

Another early reference to the assistant principalship was found in the records of the Baltimore schools dating back to 1895, when vice-principals were assigned exclusively to English-German schools. The vice-principals, who carried full teaching assignments, "were considered assistants to

the principal, especially with reference to the maintenance of records, pupil accounting, and the like" (10, p. 296). The position was discontinued after 1909.

Increasingly, after 1900, the growing size of the urban elementary schools led to the appointment of a head teacher assistant. Little effort was made to define the functions of the new assistants. "Very much like the legendary Dutch boy, who bravely plugged the hole in the dike, the assistant principal was expected to keep the principal from being submerged by the rising tide of demands upon the school administrator" (14, p. 5). Usually, the assistant had a full-time teaching assignment with little opportunity to participate significantly in supervision of administration.

To some extent, the position of assistant principal has been in competition with that of the school clerk. Principals, desperately trying to free themselves for supervision and other technical tasks, pleaded with the central office to provide them with skilled secretarial assistants, or at least a clerk. In most school systems, their appeals melted very few hearts in the central administration until well into the twentieth century (14, p. 5).

Those principals fortunate to acquire an assistant usually assigned large amounts of routine clerical work due to the lack of sufficient office staff.

With the general acceptance of the concept of the supervising principal during the 1920s, the professional literature began to refer to the assistant principal. The term "vice-principal" appeared first in an editorial comment

in the February, 1922, issue of the Bulletin, which later developed into The National Elementary Principal.

The editor summarized briefly an article from a professional journal in which Susan M. Bosey (an outstanding superintendent in Los Angeles in the 1920's) reported noticing that Newark, New Jersey, was appointing vice-principals "with the thought that this vice-principal will rescue supervisory work from the oblivion into which it had fallen." Editor John L. Bracken (Secretary, 1920-1922), viewed the Newark plan with some misgivings since he thought many principals might prefer to delegate the routine work so that they could become effective supervisors. The Newark plan, he thought, should increase the concern of principals "with the place which the principalship will eventually occupy" (14, p. 6).

#### Early Studies

The Fourth Yearbook of the Department of Elementary School Principals included a section which focused on the assistant principalship (17). The chairman of the committee that wrote the report enlisted the help of the National Education Association Research Division in circulating a questionnaire to eighty-two large city school systems. Only thirty-seven of these communities reported that they had assistant principals operating under such various titles as head teacher (six), vice-principal (nine), assistant principal (nineteen), and miscellaneous (three). The duties reported ranged widely over regular classroom teaching, administration, and supervision. Even in these large cities, however, the status of assistant principals was not clearly defined. The committee offered this recommendation:

As the task of supervision constitutes the chief function of the principal, administrative duties

should be taken care of in such a way as to allow time and opportunity for the principal to supervise instruction given in the classroom. The best means of carrying out this fundamental principle is to place an executive secretary in the principal's office, to have a vice-principal, and to delegate certain duties to others (17, p. 386).

In 1925, Esther L. Schroeder, an assistant principal in Cincinnati, completed a master's thesis entitled, "The Status of the Assistant Principal." The study is generally recognized as the first study of the elementary assistant principalship by an individual. She surveyed eighty-five cities with a population of 250,000 or more. Relatively few superintendents and principals returned complete reports for their school systems. A summary of the thesis appeared in the July, 1925 issue of the Bulletin. A few tentative conclusions were as follows: (1) most systems required the bachelor's degree of appointees; (2) assistant principals usually were appointed by the superintendent upon the recommendation of the principal; (3) duties of assistant principals were assigned by the principals; (4) functions of assistant principals varied widely among the school systems; (5) in most systems, the assistant principal was primarily an assistant to the principal; (6) the assistant principal spent the greater part of her time in classroom teaching; (7) the assistant principal furnished much clerical help for the principal; and (8) a small amount of time was given to supervisory duties (17). The author



concluded that the arrangements in most cities did not allow adequate training for future principals.

In the following year (1926), Jessie G. Fisher wrote a related thesis. Fisher attempted to determine whether the normal schools, colleges, and universities were training for the principalship and assistant principalship. She found that a small percentage of the higher schools offered such training. She offered the following recommendations.

1. The assistant principal should be a professional apprentice.

2. Candidates for the position should be selected because of professional preparation, experience in teaching, and special fitness for extra responsibilities of a supervisory nature and for a pleasing personality.

3. A definite program of supervision should be outlined for the assistant principal by the principal. There should be a probationary period of training for assistant principals (5).

One of the most significant early studies of the status of assistant principals is reported in the Seventh Yearbook of the Department of Elementary School Principals in 1928. The findings obtained from a nationwide survey of the position of assistant principal are included as part of the committee report on the "Assistants of the Supervising Principal." This chapter can be summarized as follows.

The median enrollment of schools reporting an assistant principal was 740.6 pupils. Observation shows the three typical types of assistant principals to be the administrative, supervisory, and teaching when characterized in terms of their primary work.

The committee commends the practice of placing promising persons as assistant principals under skilled principals. This not only relieves the principal for larger problems, but provides a supply of trained persons for other principalships (15, p. 237).

The survey also revealed that a total of 128 schools, or 22.2 percent of those contacted, had the position of assistant principal. The distribution of assistant principals according to school size varied considerably from city to city. Only 45.8 percent of the schools with 1,300 to 1,699 pupils had an assistant principal.

In an article entitled, "The Best Use of the Vice Principal's Time," Flowers argued that it depended chiefly upon the principal whether or not the vice-principal's time was spent wisely for the improvement of instruction (6). Flowers gave general suggestions for improvement geared to the needs of her home city, Baltimore.

In 1930, Katz wrote a brief article entitled, "Let Us Magnify the Assistant Principal" (11). The author called for the elimination of petty, routine clerical duties from the work of the assistant principal and appealed to principals to supervise and to inspire assistant principals.

In 1940, Wilson (24) conducted a study of the position of assistant-to-the-principal in New York City. She determined there were 609 assistants-to-the-principal, of which

250 were assistants-to-the-principal in charge of schools with twelve to thirty teachers. The balance were assigned to assist principals in schools with over thirty-five teachers. The study also determined that many of the assistants-to-the-principal carried an excessive clerical load. Wilson's findings led to the following conclusions.

1. The amount of work done by an assistant principal, the conditions of work, and the method of assignment depend on the will of the principal.

2. License for the position does not carry with it rights of office other than immunization from demotion at the inclination of the principal.

3. A normal load for principals is thirty teaching positions, yet assistant principals often have a heavier load.

4. In New York City, the educational experience of assistants-to-the-principal and the principals is about equal, yet the position of assistant-to-the-principal lacks sufficient professional recognition such as is afforded it in cities like Baltimore where advancement is conditioned by experience and scholarship.

Wilson recommended that a more uniform provision be made for assigning responsibilities to assistants-to-the-principal, more adequate office space be made available for them, and a greater amount of professional recognition be given to the position.

Kyte devoted two pages to a discussion of the assistant principal in his 1941 textbook (12). In that brief space, Kyte touched on the cause of the creation of the assistant principal's position, listed six titles given the position, and made some comments on the conception some principals hold regarding the purpose of the assistant principal's means of providing practical training for the principalship, and advised the principal to include the assistant principal in all phases of school administration. Kyte believed that the duties of an assistant principal are "too often delegated on the basis of expediency rather than of sound principles" (12, p. 81).

In 1945, Sullivan expanded Wilson's study by surveying 92 superintendents, 83 principals, and 122 assistant principals at the elementary, junior high, and high school levels (23). She concluded that the assistant principals were not given adequate recognition for their contributions, and the principals did not provide sufficient direction for the training of future principals. Her study indicated an amazing lack of consistency across the country regarding the assistant principalship. She found a wide variety of titles, including cadet principal and hall principal. Often, the title varied within the same city. "School board regulations for controlling duties of assistant principals were practically non-existent" (23, p. 195). In over 90 percent

of the cities, only a general reference to the duties of the assistant principals were made in the by-laws of the school system. The general reference usually stated that an assistant principal was to help the principal in his duties, to assume responsibility and authority in the absence of the principal. Also, few districts had a formal hiring procedure. She recommended that districts adopt procedures that would increase the professional dignity of the assistant principal, provide a more standardized job description, and reduce the number of titles to just two, assistant principal or vice-principal.

The Department of Elementary School Principals published a follow-up study comparing the status of the assistant principal in 1928 and 1948. In the Twenty Seventh Yearbook (19), it was found there was a decrease in the proportion of principals who had the help of an assistant principal. The 1928 study had reported 22.2 percent to have this help, while the 1948 study reported only 18.2 percent. The 1948 study also found that about half of the schools under supervising principals in cities with above 500,000 population had assistant principals. In smaller cities, only 10 to 20 percent of the schools had assistant principals. Not until schools enrolled 1,000 or more pupils did a majority have full-time assistant principals. When schools were below 600 in enrollment, only about 10 percent had full-time

assistant principals. Twenty-five percent of the schools with an enrollment between 600 and 999 had assistant principals. The committee that drafted the report on personnel resources in the school expressed dismay at the lack of adequate help for the principal.

It is difficult to reconcile our knowledge of child growth and development, individual differences, complexity of instruction, shortage in qualified teachers, and intricate community conditions (economic and social) with the widespread absence of technical experts for elementary school service. Clearly the burden upon principals and classroom teachers must be heavy if they take seriously the educational objectives now widely advocated (19, p. 55).

The committee recommended there should be extensive and intensive studies of the duties of assistant principals so that principals might learn to free themselves from major technical duties and assistants may gain experience in the duties of the principals.

The Houston Independent School District surveyed school districts in cities with a population of over 200,000 in 1952. It was found that sixteen of thirty-nine districts assigned assistant principals to their larger elementary schools. The majority of the districts assigned assistant principals on the basis of enrollment only. The minimum enrollment for assigning an assistant principal ranged from 500 to 1,000, and the mean enrollment was 880. One district reported assigning assistant principals in schools of 600 or more enrollment, or as demanded by local needs and problems.

Another district reported assigning an assistant principal to schools with thirty teachers, and an additional assistant principal for every additional twenty teachers (1, p. 23).

Hollis, in his 1952 study of elementary schools with and without vice-principals in the San Francisco area, found vice-principals assigned to half of the fifty-one schools he studied (10). Enrollment was the usual basis for assignment of a vice-principal to a school, but administrators in fourteen separate districts recommended that the personnel of the schools and the needs of a particular school should also be considered. The vice-principals included in Hollis' study reported having served from one to five years. They also indicated that they worked an average of twelve hours and fifteen minutes a day, or over sixty hours a week. He believed that vice-principals offered significant benefits to the educational program, including "the increase in kind and quality of pupil activities and the released time afforded teachers and principals alike so that they can lend their energies toward the improvement of the instructional program of the school" (10, p. 249).

A similar survey of seven California school districts by Dilsaver determined that (1) assistant principals were assigned in schools which ranged in size from an enrollment of 612 to 1,200, (2) an administrative credential was required for placement in the position, (3) male assistant

principals predominated over female five to three, (4) age was no factor in selection, (5) less than half held a master's degree, (6) most of those in the positions were appointed following the superintendent's recommendation and the board's approval, and (7) the average salary in 1953-1954, based on a ten-month contract, was \$5,492 (1, p. 25).

In a joint report to the San Francisco Board of Education in 1955, the San Francisco Assistant Principals Association stated that twenty-three of thirty-one large city school districts employed assistant principals. The titles given the position included assistant principal, vice-principal, head teacher, supervising teacher, assistant teacher, non-teaching teacher, consultant, counselor, and teacher consultant. The report also indicated that the factors influencing the need for an assistant principal in a school included enrollment, number of non-permanent teachers, mobility of the school population, socioeconomic level of the school community, and the need for remedial reading service (1, p. 25).

In his discussion of the assistant principalship in elementary schools, Otto commented on the difficulty in assessing the status of the position because it is so loosely defined (20). The same term might be used to describe a senior teacher in charge of a school in the absence of the principal, a full-time teacher with administrative duties



before and after school, part-time administrators and full-time administrators. He noted that the position is found primarily in large schools, and pointed to the need for some type of scientific formula for the allocation of assistant principals to elementary schools. His concern for adequate administration and supervisory service in elementary schools was expressed in the following questions.

Is the administrative and personnel load of secondary schools so much larger than the comparable load in elementary schools that added personnel is needed? Or, does convention rather than service load merely dignify the secondary schools with more adequate staff (20, p. 586)?

In 1958, Adams developed a rather comprehensive formula that could be used for establishing the position of assistant principal in an elementary school (1). He suggested the following formula.

$X = 100$  (points required for assigning an assistant school)  
 $Y =$  Enrollment of the school  
 $Z =$  Total points allowed from six factors affecting administrative load  
 Then,  $X = Y/8 + Z$ .

The six factors affecting the administrative load included the following items:

1. Principal responsible for two schools--fifteen points with no partial credit allowed;
2. New teachers and teachers with substandard training--eleven points with partial credit allowed on the basis of one-half point for each teacher with three or fewer years of experience.
3. Pupil mobility--nine points with no partial credit (credit to be allowed on the basis of an average monthly gain or turnover in enrollment of 5 percent or 25 or more pupils for five consecutive months);

4. School community problems--eight points with partial credit allowed on the recommendation of the superintendent. Factors to be considered include: (a) welfare problems, (b) delinquency and vandalism, (c) racial problems, (d) religious problems, (e) public relations problems, and (f) active PTA or community organizations;

5. Special services and projects--five points with partial credit allowed on the basis of: (a) double sessions--one-half point for each class, (b) student teacher training school--one-half point for each teacher working with student teachers, (c) demonstration school--one-half point for each teacher doing demonstrations regularly, (d) child care and nursery school classes--one point for each class, (e) classes for mentally retarded pupils--one point for each class, (f) program for gifted pupils--one point for each class or equivalent, and (g) experimental and pilot programs--one-half point for each class involved; and

6. Number of employees--two points with partial credit allowed on the basis of: (a) supervision of thirty to thirty-nine full-time employees or equivalent--one point, and (b) supervision of forty or more full-time employees or equivalent--two points (l, pp. 328-330).

By applying Adams' formula, schools with an enrollment of about 650 students would qualify for an assistant principal. This coincides with the generally accepted range of 600 to 800 students enrolled before the assignment of an assistant principal is considered necessary.

Adams' nationwide study also indicated that the status and function of the elementary assistant principal had improved since Sullivan's 1945 study. In over three-fourths of the school districts, the assistant principal was a full-time non-teaching administrative position with the higher pay and separate office facilities normally accorded professional administrators. The superintendents were found to be in general agreement on the purposes of the assistant principal.

The purposes considered to be the most important were (1) assisting the principal in the administration and supervision of the school, (2) providing training for future principals, and (3) relieving the principal of routine duties so he can better provide supervisory leadership (1, p. 311). The most important benefit the assistant principal contributed was an improvement in the instructional program. Adams also reported the principals largely determined the duties and responsibilities of the assistant principal. Only 32 percent of the districts surveyed used a formal job description. Over three-fourths of the superintendents reported the duties were not uniform in all schools in their districts. However, the assistant principals were generally delegated authority commensurate with their assigned responsibilities.

In 1958, the Department of Elementary School Principals published its Thirty-Seventh Yearbook (16) which was a ten-year follow-up to the 1948 study. This study found that 15 percent of the 2,008 elementary principals reporting had the services of an assistant principal. This was a decrease of 3.2 percent since the 1948 study. A comparison of districts indicated that in districts of 500,000 or more population, 43 percent employed elementary assistant principals. In districts of 100,000 to 499,999 population, 12 percent employed assistant principals. In districts of

10,000 to 29,999, 9 percent used this position, and in districts of 2,500 to 9,999, 9 percent employed assistant principals.

Block, in a study of elementary assistant principals in Buffalo, New York, found that the position was growing in status and it could well be a full-time administrative job (2). He concluded that the assistant principals in Buffalo were given sufficient responsibilities in a number of administrative areas rather than concentrating in only one or two areas. Buffalo officials believed that the assistant principal should be an apprenticeship for future principals.

A study of the selection process of assistant principals in Detroit in the late 1950s and early 1960s indicated that test scores were overly emphasized to the detriment of other important criteria. Schmidt criticized the system for failing to give proper weight to personal factors that cannot be easily measured with a standardized test (22).

In 1964, McMullen found that Detroit principals could readily identify the ideal role of the assistant principal (13). However, the evidence indicated that the assistant principals were spending too much time with clerical duties and minor supervisory activities. Too little attention was devoted to the personnel and curriculum functions. Although the principals believed that the assistant principalship was

a training period for future principals, they provided insufficient opportunities for proper preparation.

In the 1968 study of the elementary principalship by the Department of Elementary School Principals, only 8.4 percent reported having the full-time help of an assistant principal. This represented a continuation of the downward turn in the number of principals with a full-time assistant principal. "The general trend implies that the assistant principalship has not gained substantially as a recognized part of the elementary school staff. Perhaps one reason that there has not been much gain is the somewhat debatable question as to the major functions of assistant principals" (18, p. 72). The survey found that over half of the assistant principals were engaged in all areas of school administration and not just one specialized area.

#### Recent Studies

As an outgrowth of the 1968 report, the National Association of Elementary School Principals (a National Education Association department until 1970) published "The Assistant Principalship in Public Elementary Schools--1969: A Research Study" (14). This report is, by far, the largest and most comprehensive study of the elementary assistant principalship to date. Almost 1,300 elementary assistant principals responded to the 47-item questionnaire covering such topics as personal characteristics, work experience, working

conditions, major functions, and financial status. In 1970, the Georgia Association of Elementary School Principals received permission to use the same questionnaire to survey assistant principals in that state. "A Status Report of the Elementary Assistant Principalship in Georgia, 1971" included responses from 185 elementary assistant principals (7). Some of the results of the two surveys are compared below.

Responses to the question "What is your official title?" are indicated in Table I. The overwhelming majority reported using the title assistant principal. Whereas in the national survey, the title vice-principal was used next in frequency to the title assistant principal; in Georgia, titles other than those listed in Table I were used next in frequency. The third most frequently used title in Georgia was assistant to the principal. The titles vice-principal and administrative assistant were the least used in Georgia.

TABLE I  
OFFICIAL TITLES OF ASSISTANT PRINCIPALS, 1969 AND 1970

Official Title	National 1969 Percent (N = 1,270)	Georgia 1970 Percent (N = 185)
Assistant principal	75.7	80
Vice-principal	17.4	2
Administrative assistant	3.6	2
Assistant to the principal	1.4	7
Other	1.7	9
Total	99.8	100

Responses to the question "What is your age?" are indicated in Table II. The median age in both studies was 42. This was about four years less than the median age for principals. The national sample revealed that 56.7 percent of the respondents reported their age as being between 35 and 49 years. Only 41 percent of the respondents in the Georgia sample reported their age in this same category. The Georgia sample reported a large percentage in the less than 35 years category.

TABLE II  
AGE OF THE ASSISTANT PRINCIPALS, 1969 AND 1970

Age Group	National 1969 Percent (N = 1,270)	Georgia 1970 Percent (N = 185)
Less than 35 years	18.3	30
35 to 49 years	56.7	41
50 to 65 years	25.1	30
Total	100.1	101

Median range = 42.

Table III indicates the sex of the respondents. There was a lower percentage of female assistant principals in the Georgia sample than in the national sample. In the national study, it was found the smaller the school district, the more likely that assistant principals would be male. In districts with enrollments of 3,000 to 24,999, 73.2 percent were males compared to 61.6 percent in the total sample. In districts

with enrollments over 100,000, the number of females and males serving as assistant principals was about equal.

TABLE III  
SEX OF ASSISTANT PRINCIPALS, 1969 AND 1970

Sex	National 1969 Percent (N = 1,270)	Georgia 1970 Percent (N = 185)
Male	61.6	64
Female	38.4	36
Total	100.0	100

The data concerning the marital status of the respondents are given in Table IV. Fewer Georgia assistant principals reported being single, widowed, divorced, or separated than did assistant principals in the national sample. The national study revealed that the marital status for males and females is markedly different. Whereas over 90 percent of the males were married, only about half the females were married.

Table V reveals the respondents' reasons for becoming assistant principals. In the national sample, almost 35 of 100 of the assistant principals took this position because they wanted to prepare for the principalship. The primary reason for assistant principals in the Georgia sample was that they were urged to do so by the principal (23 of



100). In the Georgia sample an important reason that was not significant in the national sample was other (16 percent).

TABLE IV  
MARITAL STATUS OF ASSISTANT PRINCIPALS, 1969 AND 1970

Marital Status	National 1969 Percent			Georgia 1970 Percent (N = 185)
	Male (N=780)	Female (N=487)	Total (N=1,267)	
Single	6.5	29.8	15.5	13
Married	91.3	53.0	76.6	80
Widowed, divorced or separated	2.2	17.2	8.0	7
Total	100.0	100.0	100.1	100

TABLE V  
PRIMARY REASON FOR BECOMING AN ASSISTANT PRINCIPAL,  
1969 AND 1970

Reason	National 1969 Percent (N = 1,250)	Georgia 1970 Percent (N = 185)
Preferred administration and supervision to classroom work	21.3	13
Needed a larger income	7.8	9
Wanted to prepare for principal- ship	34.6	17
Urged to do so by principal	21.8	23
Encouraged to do so by super- intendent or central staff	11.0	17
Other	3.5	16
Did not respond	0.0	5
Total	100.0	100

The responses to the question "How many years experience have you had in school work?" are given in Table VI. The median years of experience in school work was sixteen years in the national sample and fifteen years in the Georgia sample. Assistant principals in Georgia had a much larger percentage in the nine or less years category. Female assistant principals had significantly more total experience in school work than the male assistant principals. The respective medians were twenty years and fourteen years. "Indirectly, these figures reflect the lag in the relative advancement of men and women--usually men administrators have less school experience than women administrators" (14, p. 18).

TABLE VI  
TOTAL EXPERIENCE IN SCHOOL WORK, 1969 AND 1970

Years	National 1969 Percent			Georgia 1970 Percent (N = 182)
	Male (N=781)	Female (N=485)	Total (N=1266)	
9 or less	23.2	4.3	16.0	31
10-19	57.0	38.8	50.0	31
20-29	16.1	30.3	21.6	21
30-39	3.1	19.6	9.4	16
40 or more	.6	7.0	3.1	2
Total	100.0	100.0	100.1	101

Median for male = 14, female = 20, total national = 16, and Georgia = 15.

Table VII reveals the number of years experience of the assistant principal. Close to 60 in 100 (59.0 percent) of the national sample and 66 in 100 of the Georgia sample reported three or fewer years experience as an assistant principal. The median was three years for the national group and two years for the Georgia assistant principals. Only about 13 percent of the national and Georgia samples had more than nine years experience as an assistant principal.

TABLE VII  
TOTAL EXPERIENCE AS AN ASSISTANT PRINCIPAL, 1969 AND 1970

Years of Experience	National 1969 Percent (N = 1,262)	Georgia 1970 Percent (N = 185)
1-3 years	59.0	66
4-9 years	27.6	22
10-19 years	12.3	9
20-29 years	1.1	4
30-39 years	0.1	0
40 or more years	0.0	0
Total	100.1	101

Median for National = 3, Georgia = 2.

Responses to the question "What is your status with regard to state certification?" are given in Table VIII. Prior to 1968, many states required principals and assistant principals to have only a teacher's certificate. Only about one-third of the states had a special principal's

certificate. In the national sample, about 63 percent of the assistant principals held an administrator's certificate of some type or another. In Georgia, only 45 percent reported having an administrator's certificate.

TABLE VIII  
STATE CERTIFICATION OF ASSISTANT PRINCIPALS, 1969 AND 1970

Type of Certificate	National 1969 Percent (N = 1,112)	Georgia 1970 Percent (N = 185)
Teacher's certificate only	36.4	51
Teacher's certificate plus principal's certificate	43.1	. . .
Teacher's certificate plus administrative certificate	18.0	45
Other	2.5	3
Total	100.0	99

Table IX indicates membership in state and national associations as indicated by the respondents. Nationwide, a larger percentage of assistant principals held membership in the state association of elementary school principals, the National Association of Elementary School Principals, the Association for Supervision and Curriculum Development and the American Federation of Teachers. The two associations in which the percentage of Georgia assistant principals was higher than it was for assistant principals at the national level were the state education association and the National Education Association.

TABLE IX

## MEMBERSHIP OF ASSISTANT PRINCIPALS IN STATE AND NATIONAL ORGANIZATIONS, 1969 AND 1970

Organizations	National 1969 Percent (N = 1,270)	Georgia 1970 Percent (N = 185)
State association of elementary principals	28.9	16
General state education associations	55.5	86
National Education Association	54.5	61
National Association of Elementary School Principals	15.7	4
Association for Supervision and Curriculum Development	8.7	3
American Federation of Teachers	10.9	1

Respondents' answers to the question "What is the enrollment of the school in which you are employed?" are given in Table X. The enrollments in the Georgia schools were significantly lower than those reported in the national survey. Sixty percent of the Georgia schools having assistant principals had enrollments of 700 or less, whereas only 27 percent of the schools across the nation with assistant principals had enrollments of 700 or less. Nationally, over 37 percent of the reporting schools had 1,000 or more students, but in Georgia, only 11 percent of the students fell in this same category.

Table XI reports the number of hours spent at school each week. Georgia assistant principals reported spending more hours at school each week than their national

counterparts. The national median per week was forty while in Georgia the median was forty-three hours per week.

TABLE X  
ENROLLMENT OF SCHOOLS SERVED BY ASSISTANT PRINCIPALS,  
1969 AND 1970

Number of Pupils	National 1969 Percent (N = 1,253)	Georgia 1970 Percent (N = 184)
Less than 100	.3	1
100-399	6.6	20
400-699	19.8	39
700-999	35.7	29
1,000 or more	37.7	11
Total	100.1	100

TABLE XI  
AVERAGE NUMBER OF HOURS PER WEEK SPENT AT SCHOOLS,  
1969 AND 1970

Hours Per Week	National 1969 Percent (N = 1,265)	Georgia 1970 Percent (N = 184)
Less than 30 hours	1.1	0
30-35 hours	15.9	1
36-41 hours	34.7	39
42-47 hours	32.9	48
48 or more hours	15.4	11
Total	100.0	99

Respondents' answers to the question of "What percentage of your time is devoted to regular classroom teaching? are

given in Table XII. The Georgia assistant principals spent considerably more time in teaching duties than their national counterparts. In Georgia, 42 percent of the assistant principals indicated they spent no time in regular teaching duties while almost 70 percent of the national sample responded similarly.

TABLE XII  
PERCENTAGE OF THE AVERAGE WORK WEEK SPENT IN REGULAR  
CLASSROOM TEACHING, 1969 AND 1970

Percent of Week	National 1969 Percent (N = 1,270)	Georgia 1970 Percent (N = 185)
None	68.9	42
1-19 percent	10.7	9
20-39 percent	2.8	8
40-59 percent	2.5	7
60-79 percent	5.1	10
80 or more percent	9.9	24
Total	99.9	100

When asked, "What kind of office do you have in your capacity as assistant principal?" the respondents answered as shown in Table XIII. Previous studies have consistently reflected inadequate office space for principals and assistant principals in elementary schools. "Even by the time of the 1968 (principal's) survey, only about half of the principals in the total sample reported their offices as exceptionally good or satisfactory" (14, p. 49). Less

than half of the assistant principals in Georgia had a private office. This compares with some 66 percent of the assistant principals having separate offices in the national survey. Thirty percent of the Georgia sample reported that they had only a desk in their assigned classroom.

TABLE XIII  
OFFICE FACILITIES OF ASSISTANT PRINCIPALS

Description	National 1969 Percent (N = 1,258)	Georgia 1970 Percent (N = 183)
Separate office	65.6	46
Desk in general school office	16.5	10
Classroom desk only	15.7	29
Share office	2.1	12
Did not respond	0.0	2
Total	99.9	99

In the final chapter of each study, the authors offered some general conclusions and recommendations. The authors of the Georgia study, Greer and Mullen, were not very optimistic about the situation of the elementary assistant principal in Georgia.

In summary, the Georgia elementary principal in a quantitative sense lags behind his national counterpart in almost every area of the study. He has identity problems, his responsibilities are often unclear, he most often teaches a good deal of the time, he does not receive the physical niceties of administration, he does not have clerical support and is not paid very much (7, p. 71).



The authors urged the officials of the Georgia Association of Elementary School Principals to take action "to make the assistant principalship a vital force in Georgia for better educational experiences for boys and girls who attend elementary schools" (7, p. 71).

The director of the national study offered two primary conclusions in the final chapter: "(1) potentially the assistant principalship is a major training ground for future elementary school principals and (2) the opportunities for effective developmental experiences, now available to assistant principals, should be improved" (14, p. 73). The assistant principals compared favorably to principals in the areas of educational experience, college preparation, and certification standards. In order to improve the opportunities for development, the director believed "that while assistant principals did not express strong discontent with their present major functions, a number of them wanted to become the school specialist in supervision and curriculum development and to give less time to pupil personnel duties" (14, p. 76).

In 1969, Groetsch studied the status and function of the elementary assistant principal in New Jersey (8). He was primarily interested in the degree of responsibility assigned to the assistant principal for carrying out selected functions of administration, supervision of instruction, pupil supervision, professional leadership, and public

relations. His study involved twenty-four superintendents, fifty-six elementary principals, and fifty-six assistant principals. Eventually, 131 people responded to the survey or a return rate of 96.2 percent. The responses indicated that the purposes of the assistant principal which represented the best practices were (a) to assist the principal in the administration and supervision of the school, (b) to improve the instructional program, and (c) to improve the guidance and pupil supervision program. This closely substantiates Adams' findings in 1958. Groetsch also reported that certain provisions must be made to facilitate the effective functioning of the assistant principal as an administrative officer. "Separate office space, a formal written statement of his duties and responsibilities, the delegation of authority to complete duties, and making sure others are aware of the authority and the responsibilities of the assistant principal are essential" (8, p. 303). In general, Groetsch found that elementary assistant principals in New Jersey were accorded sufficient responsibility to carry out duties that increased the effectiveness of elementary school administration.

In 1970, Faber and Shearron noted the trend toward increased employment of an assistant administrator in elementary schools, particularly in the larger schools in metropolitan areas (4). They also classified the assistant

principalship into three categories: the substitute principal, the disciplinarian, and the deputy principal. The substitute principal is usually an administrator in name only and usually carries a heavy teaching load. Technically, the substitute principal is second in command but has not administrative or leadership duties. The disciplinarian routinely handles virtually all discipline cases and has few, if any, administrative duties. A more appropriate title would be chief disciplinarian rather than assistant principal. The deputy principal is considered a member of the administrative team, sharing the principal's responsibilities through various types of division of effort. The principal might delegate to the assistant principal the right to act on his behalf in some administrative area.

The administrator who wishes to make a career of the assistant principalship might do better by specializing in a few of the task areas and representing the principalship in the areas. The young man or woman who sees the assistant's job as a stepping-stone to the principalship would probably be better advised to seek responsibilities in a number of areas so as to acquire experience in all aspects of the job (4, p. 253).

In 1978, the National Association of Elementary School Principals reported that only 19.5 percent of the elementary principals had any administrative help at all. Eighty percent of the schools with an enrollment of 1,000 or more had an assistant principal. Of those who had an assistant principal, better than two-to-one indicated

that the assistant principalship was a full-time position. Only 4 percent reported two or more full-time assistant principals (21).

In a paper presented to the Eastern Educational Research Association in 1981, Brottman suggested that the role of the elementary assistant principal needed to be altered to meet the challenge of a declining student population in most parts of the country (3). He believed that the declining enrollment would restrict the opportunities for advancement. Thus, it was critical to find ways of making the assistant principalship more attractive as a career choice. One solution would have the principal deal with extant problems while the assistant principal was given the legal responsibility to administer new functions. A role in participative decision making would also contribute to job satisfaction. Brottman cited the need for a new nationwide study to identify the current status of the elementary school assistant principal.

Hartley and Brown developed an instrument, the "Management Team Task Assessment," designed to help principals and assistant principals assess the management operating style in the school (9). They believed that the traditional separation of duties was no longer appropriate for education in the 1980s. The assistant principal must become more actively involved in all areas of school operations.

### Summary

The review of literature provided an overview of the historical development of the elementary school assistant principalship during the past 150 years. The review also included various studies that indicated that the status and duties of the elementary assistant principal have been consistently enhanced since the early 1920s.

The position of the elementary assistant principal originated in the large, urban elementary schools as a response to the increased demands upon the elementary principal. Often the position carried a full-time teaching load with some time in the morning or after school devoted to performing menial clerical chores. Very little time was devoted to supervision or administration. As the role of the elementary principal was expanded, the need for more trained administrative help was apparent to many superintendents. By the later 1920s, over 20 percent of the principals reported some additional administrative help.

The status of the elementary assistant principal has improved markedly since the 1920s. This is indicated by (a) increased standardization of job titles (assistant principal or vice-principal) and the virtual disappearance of denigrating titles (cadet principal), (b) increased usage of formal job descriptions, (c) increased diversification into all areas of school operation and not confined to

only one or two, (d) increased recognition as a professional administrator by providing better office facilities and decreasing classroom teaching responsibilities, (e) increased number of assistant principals earning graduate degrees, and (f) increased recognition that the elementary assistant principalship is a training ground for future principals. Although the elementary assistant principal has earned a respected place in the organization of many elementary schools, the position is still not as clearly defined as many researchers would like. William Pharis, the former executive director of the National Association of Elementary School Principals summed up the feelings of many when he wrote:

The Forgotten Man in the elementary school is frequently the assistant principal. We know he is there but little about him except as an individual. That is, I know about "mine" but very little about "them." This study . . . shows that a highly competent group of future elementary school principals is waiting in the wings. It also shows that they are more like us than different from us. Elementary education will have its new leadership when it is needed (14, p. 83).

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## CHAPTER III

### DESIGN OF THE STUDY

This chapter describes in detail the procedures used to conduct the study. It includes the procedures used to identify the population, select the sample, develop the two questionnaires, collect the data, and analyze the data.

#### Identification of the Population

Each fall, the superintendents in each of the 1,100 school districts in Texas file a personnel roster with the Texas Education Agency in Austin. This roster includes the name, address, certification, and position of every employee in the district. The superintendent is provided a list of professional status code numbers that are used to classify each employee. However, the agency does not furnish a uniform description for the job classifications. Each district is free to interpret the proper status code for many employees. The code number that is used to identify elementary assistant principals is 5201. After the rosters are received in Austin the information is entered into a computer data base. During the summer of 1985, the Information Analysis Department of the Texas Education Agency supplied a computer printout of all the people identified as elementary assistant principals during the 1984-1985

school year. The list contained the names of 546 men and women employed in 135 school districts. This compares with 2,959 elementary principals employed during the same school year.

#### Selection of the Sample

A sample size of 125 elementary assistant principals was deemed sufficiently large to ensure the accuracy of this study (5, p. 184). This sample was approximately 23 percent of the population under study. After the computer printout was received from the Texas Education Agency the names were numbered sequentially beginning with the first name on the list. Then an Apple IIe computer was used to generate a list of random numbers ranging from 1 to 546. By matching the random number with the corresponding number on the list of names, a sample of 125 elementary assistant principals was selected. The supervising principal of each assistant principal in the sample was also selected to participate in the study. Since the superintendent population numbered only 135, the entire population was surveyed rather than a sample.

#### Development of the Questionnaire

The mail questionnaire was deemed the most feasible method of gathering data on a statewide basis. Two different questionnaires were developed to collect the necessary

information. The survey instrument entitled "Demographic Status of the Elementary Assistant Principal in Texas" was used to collect information from the participating assistant principals (see Appendix). The instrument entitled "Role of the Elementary Assistant Principal in Texas" was used to collect information from superintendents, elementary principals, and elementary assistant principals (see Appendix). Part I of this questionnaire was slightly altered for each group.

Demographic Status of the Elementary  
Assistant Principal in Texas

This instrument was designed to collect basic demographic information about the men and women serving as elementary assistant principals. The questionnaire was adapted from one developed by the National Education Association in 1969 for the National Association of Elementary School Principals (4). This instrument was used to survey 1,442 assistant principals nationwide in March, 1969. A preliminary draft of the "Demographic Status of the Elementary Assistant Principal in Texas" was prepared that reduced the number of questions from forty-seven to thirty-five. Some of the questions on the National Association of Elementary School Principals (NAESP) instrument were either not applicable to Texas or were redundant. Also, some of the questions were modified to reflect changes in educational practices during the past sixteen years. New questions were added to gather

information about situations peculiar to Texas. Samuel G. Sava, executive director of the National Association of Elementary School Principals, granted permission to use the adapted questionnaire (see Appendix).

Role of the Elementary Assistant  
Principal in Texas

The second questionnaire was designed to ascertain the actual role as well as the ideal role of the elementary assistant principal in Texas. This two-part instrument was adapted from a questionnaire developed by William James Groetsch in 1969 for his study of elementary assistant principals in New Jersey (2). Groetsch's survey instrument contained forty possible job functions of the assistant principal. He divided the functions into five major areas of school operations: administration, supervision of instruction, pupil supervision, professional leadership, and public relations. The functions were obtained from the job descriptions of nineteen large school districts and from studies of other researchers, especially Hollis (3), and Block (1). The investigator prepared a preliminary draft of the "Role of the Elementary Assistant Principal in Texas" which expanded the number of job functions from forty to forty-eight. The eight new job functions were added as a result of recent changes in the administration of elementary schools in Texas required by House Bill 72. Also, some functions were altered to reflect current educational

practices. Part I of the survey was designed to gather additional information from each of the three groups included in the study and, therefore, each version differed slightly. Part I of the superintendent's survey instrument consisted of six questions (see Appendix). These questions were designed to gather additional information about each district that participated in the study. Part I of the principal's questionnaire contained only two questions (see Appendix). The questions asked the principal to name the school district and to state the number of years the principal had worked with an assistant principal. Part I of the assistant principal's instrument asked only for the name of the district (see Appendix). Part II, which listed the forty-eight job functions, was identical for all three versions of the questionnaire. Groetsch authorized the adaptation of his questionnaire (see Appendix).

#### Validating the Questionnaire

The following section provides information regarding the methodology used for determining the content validity and reliability of the two questionnaires.

Content validity.--The two questionnaires were validated for content by a committee of experts composed of two superintendents, two regional presidents of the Texas Elementary Principals and Supervisors Association, and three elementary

assistant principals. Two of the assistant principals had earned the doctoral degree. This group was asked to respond to the preliminary drafts and to criticize their format and content. All seven members of the committee returned the questionnaires with their comments and suggestions. After analyzing the responses, all words or phrases which seemed confusing or ambiguous were revised.

Reliability.--The test-retest method was used to determine the reliability of the role survey instrument. After the validation committee's recommendations were incorporated into a revised instrument, the role survey was administered to a class of twenty North Texas State University, Denton, Texas, graduate students in the summer of 1985. This class was composed of school administrators and other educators pursuing a school administrator certification program. Fourteen days later the same instrument was administered to the class again. The students were asked to place their initials on each role survey instrument so that the test and retest could be easily matched. Afterward the instruments were paired and a comparison was completed for each of the forty-eight items. The responses were analyzed to determine the percentage of agreement between the test and retest. The computed percentage of agreement was 86.4 percent which exceeded the 85 percent minimum set by the doctoral committee.



### Collection of the Data

The following section describes the procedures used to distribute the questionnaires. The procedures used to follow-up the first mailing are also described.

#### Distribution of the Questionnaires

After the final versions of the questionnaires were prepared, a set of mailing labels for the elementary assistant principals was obtained from the Texas Education Agency. The labels contained the name of the assistant principal and the school district's central office mailing address. The labels did not contain the name of the campus where the assistant principal was assigned. One hundred twenty-five envelopes were prepared for mailing. Each large envelope contained the following items: (a) an explanatory cover letter (see Appendix), (b) one copy "Role of the Elementary Assistant Principal in Texas--Elementary Assistant Principal's Survey Instrument" (see Appendix), (c) one copy "Demographic Status of the Elementary Assistant Principal in Texas" (see Appendix), (d) a stamped, self-addressed return envelope, and (e) a sealed envelope marked "Supervising Principal." The envelope for the supervising principal contained the following items: (a) an explanatory cover letter (see Appendix), (b) one copy "Role of the Elementary Assistant Principal in Texas--Elementary Principal's Survey Instrument" (see Appendix), and (c) a stamped,

self-addressed return envelope. Each survey instrument was assigned a four-digit number. The first digit identified the respondent's position and the last three digits corresponded to the code number on the master list.

The cover letter instructed the assistant principal to give the sealed envelope to the supervising principal. If an assistant principal worked in two schools, either principal could be selected. If the person addressed was no longer an assistant principal, he was instructed to pass the questionnaire to his replacement. The envelopes were mailed on September 30, 1985.

The superintendents in all 135 identified school districts were mailed a copy of "Role of the Elementary Assistant Principal in Texas--Superintendent's Survey Instrument" (see Appendix), an explanatory cover letter (see Appendix), and a stamped, self-addressed return envelope. These questionnaires were mailed on September 23, 1985.

#### Follow-Up Procedure

After five weeks, a follow-up procedure was implemented. The superintendents who had not responded were sent another survey instrument and a slightly different cover letter (see Appendix). Sixty-eight percent of the superintendents responded to the first mailing. However, it was clear after five weeks that major changes were needed if the required number of responses from the principals and assistant

principals were to be obtained. Only 33.6 percent of these two groups responded to the first mailing. After talking with school officials in many of the districts, the low return rate was attributed to three causes.

1. The lack of campus addresses hampered delivery of the questionnaires, especially in the large school districts.

2. Many of the assistant principals in the sample either had been reassigned or had changed districts. Consequently, the questionnaires were not passed to the successor.

3. Several districts had abolished the position during the summer.

In order to increase the return rate, the investigator contacted by telephone the superintendent or the personnel director in every district that employed elementary assistant principals included in the sample who had not responded to the first mailing. Eventually, the investigator obtained a correct campus mailing address or name of the successor. A second set of questionnaires with different cover letters (see Appendix) was sent on November 4, 1985 to those who did not respond to the original mailing. By the first week in December, 61.6 percent of the questionnaires had been received. The minimum acceptable return rate had been set at 60 percent.

### Analysis of the Data

As the questionnaires were received, they were examined to determine their usability. They were then sorted and classified by the job category of the respondent. After all of the questionnaires had been received, the personnel in the computer center at North Texas State University entered the data into the university's mainframe computer. The investigator verified the accuracy of the data entry by comparing the computer files with the original questionnaires.

#### Statistical Treatment of the Demographic Status Survey

The information from the demographic status survey was placed in a frequency distribution table and the results were reported by percentages for each of the categories. For some of the items the mean and median were also computed.

#### Statistical Treatment of the Role Survey

The responses for each of the three groups were placed in a frequency distribution table and the results were reported in percentages for each of the four degrees of responsibility. The role surveys were further analyzed by using the one-sample chi-square test to determine whether significant differences existed among the perceptions of the superintendents, elementary principals, and elementary assistant principals regarding the actual and ideal roles of the assistant principal. The .01 level with six degrees of

freedom was used to determine a significant difference. Also, the major degree of responsibility responses were analyzed to determine which functions of the elementary assistant principal were considered the most important and least important by the three groups of respondents. Those functions that received a high percentage of major responses were considered to be the most important while those that received a low percentage of major responses were considered to be the least important.

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## CHAPTER IV

### PRESENTATION OF THE DATA

This chapter is divided into two major parts. In the first part, the data from the assistant principals' status survey are reported. In the second part of the chapter, the perceptions of the superintendents, elementary principals, and elementary assistant principals regarding the role and function of the elementary school assistant principalship are reported and compared.

#### Demographic Status of the Elementary Assistant Principal in Texas

In the following sections, each question on the demographic status questionnaire has been analyzed and discussed. Tables are presented for many of the items included in the questionnaire.

#### The Response

A total of 125 questionnaires were distributed. Of these, 77 (or 61.6 percent) were returned in a usable form. The respondents were located in forty different school districts (see Appendix) and in fourteen of the twenty regional education service centers.

### Teaching Duties of Assistant Principals

Only one respondent (1.3 percent) reported having any regular classroom teaching responsibilities. The other seventy-six respondents identified themselves as full-time administrators with no regular teaching duties. The one assistant principal with classroom duties taught between 1 percent and 25 percent of the day.

### Age of Assistant Principals

In the sample, as a whole, the median age was between forty and forty-four years (Table XIV). Only 3.9 percent were younger than thirty years, while 15.6 percent were fifty years or older. The male assistant principals reported a larger percentage in the two highest age categories than did female assistant principals; 20.6 percent and 12.5 percent, respectively. No males reported an age of less than thirty years. The assistant principals located in the urban areas reported a higher median age than assistant principals in the suburbs, small towns, or rural areas.

### Sex of Assistant Principals

Almost 38 percent (37.7 percent) of the assistant principals included in the sample were male; 62.3 percent of the sample were female. Females were more heavily concentrated in the urban and suburban areas, while males were more predominant in the small towns and rural areas.



TABLE XIV

## AGE OF ASSISTANT PRINCIPALS

Age Group	Total (N=77)	Sex		Location			
		Male (N=29)	Female (N=48)	Urban (N=17)	Suburban (N=39)	Small Town (N=16)	Rural (N=5)
Less than 25 years	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
25-29 years	3.9	0.0	6.3	0.0	5.1	0.0	20.0
30-34 years	11.7	13.8	10.4	5.9	17.9	6.3	0.0
35-39 years	27.3	27.6	27.0	17.6	30.8	18.8	60.0
40-44 years	23.4	24.1	22.9	23.5	23.1	31.3	0.0
45-49 years	18.2	13.8	20.8	23.5	15.4	18.8	20.0
50-54 years	9.1	10.3	8.3	11.8	7.7	12.5	0.0
More than 55 years	6.5	10.3	4.2	17.6	0.0	12.5	0.0
Total*	100.1%	99.9%	99.9%	99.9%	100.0%	100.2%	100.0%

Median: Total = 40-44, Male = 40-44, Female = 40-44, Urban = 45-49, Suburban = 35-39, Small Town = 40-44, and Rural = 35-39.

\*In machine operations where many numbers are rounded, the percent for any total group may range from 99.6 percent to 100.2 percent.

### Marital Status of Assistant Principals

Of the total sample of assistant principals, 79.2 percent reported their marital status as married, 6.5 percent as single, and 14.3 percent as widowed, divorced, or separated (Table XV). Only 4.2 percent of the females were single as compared to 10.3 percent of the males. Females were more than twice as likely as males to be widowed, divorced, or separated; 18.8 percent and 6.9 percent, respectively. The highest concentration of married assistant principals was in the small towns, while the lowest percentage was in the suburban districts; 93.8 percent and 71.8 percent, respectively.

### Ethnicity of Assistant Principals

Over 85 percent (85.7) of the assistant principals reported their ethnicity as white (Table XVI). Only about 15 percent reported either black or hispanic as their ethnicity. No one in the sample was identified as Asian, Indian, or other. No black males were reported, while black females made up 8.3 percent of the females in the sample. One in six women (16.7 percent) was reported as belonging to a minority group. Nine of the eleven members of ethnic minorities worked in the urban districts. The other two were employed in small towns. No minorities were reported in the suburban or rural school districts.

TABLE XV  
 MARITAL STATUS OF ASSISTANT PRICIPALS

Marital Status	Total (N=77)	Sex		Location			
		Male (N=29)	Female (N=48)	Urban (N=17)	Suburban (N=39)	Small Town (N=16)	Rural (N=5)
Single	6.5%	10.3%	4.2%	5.9%	7.7%	0.0%	20.0%
Married	79.2	82.8	77.1	82.4	71.8	93.8	80.0
Widowed, etc.	14.3	6.9	18.8	11.8	20.5	6.3	0.0
Total	100.0%	100.0%	100.1%	100.1%	100.0%	100.1%	100.0%

TABLE XVI  
ETHNICITY OF ASSISTANT PRINCIPALS

Ethnicity	Total (N=77)	Sex		Location			
		Male (N=29)	Female (N=48)	Urban (N=17)	Suburban (N=39)	Small Town (N=16)	Rural (N=5)
White	85.7%	89.7%	83.3%	47.1%	100.0%	87.5%	100.0%
Hispanic	9.1	10.3	8.3	35.3	0.0	6.3	0.0
Black	5.2	0.0	8.3	17.6	0.0	6.3	0.0
Asian	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Indian	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Total	100.0%	100.0%	99.9%	100.0%	100.0%	100.1%	100.0%

### Salaries of Assistant Principals

For the 1985-1986 school year, the median annual salary reported by the total sample was \$32,400. The lowest salary reported was \$21,500, and the highest was \$45,000 (Table XVII). In the total sample, only 5.6 percent were paid less than \$25,000. One-fourth (25.3 percent) reported earning regular salaries of \$34,000 or more. Over two-thirds (67.6 percent) earned a salary over \$31,000. The distributions of the salaries of males and females were similar, but the median salary of males in the total sample was \$31,750 or \$750 less than the \$32,500 median salary for females. Almost one-third (32.6 percent) of the females were paid \$34,000 or more, while only 14.3 percent of the males were paid at this same level. The assistant principals in the urban districts reported a median salary of \$33,400, while the median salary in the rural districts was only \$28,000. The median salary in the suburban districts was \$32,300, and the small town districts paid a median salary of \$30,000.

### Number of Days Worked Per School Year by Assistant Principals

The number of days worked within a school year varied considerably (Table XVIII). Only 3.9 percent of the assistant principals worked no days beyond the regular teacher contract of 183 days. The median was between 194 and 203 days. Females tended to work more days than males. Only 31 percent of the males worked longer than 204 days,

TABLE XVII

## REGULAR SALARIES OF ASSISTANT PRINCIPALS IN 1985-1986

Salary Level	Total (N=71)	Sex		Location			
		Male (N=28)	Female (N=43)	Urban (N=16)	Suburban (N=35)	Small Town (N=15)	Rural (N=5)
Less than \$25,000	5.6%	7.1%	4.7%	0.0%	0.0%	20.0%	20.0%
\$25,000-\$27,999	5.6	7.1	4.7	0.0	2.9	13.3	20.0
\$28,000-\$30,999	21.1	21.4	20.9	12.5	22.9	20.0	40.0
\$31,000-\$33,999	42.3	50.0	37.2	43.8	51.4	26.7	20.0
\$34,000-\$36,999	19.7	10.7	25.6	25.0	20.0	20.0	0.0
\$37,000-\$39,999	4.2	3.6	4.7	18.8	0.0	0.0	0.0
\$40,000 or over	1.4	0.0	2.3	0.0	2.9	0.0	0.0
Total	99.9%	99.9%	100.1%	100.1%	100.1%	100.0%	100.0%
Median	\$32,400	\$31,750	\$32,500	\$33,400	\$32,300	\$30,000	\$28,000
Mean	31,861	31,227	32,274	33,703	32,585	29,573	27,771
Lowest	21,500	24,000	21,500	30,000	26,000	21,500	22,893
Highest	\$45,000	\$38,300	\$45,000	\$38,300	\$45,000	\$34,680	\$33,106

TABLE XVIII

## NUMBER OF DAYS WORKED IN 1985-1986

Number of Days	Total (N=76)	Sex		Location			
		Male (N=29)	Female (N=47)	Urban (N=17)	Suburban (N=38)	Small Town (N=16)	Rural (N=5)
183 days	3.9%	6.9%	2.1%	0.0%	7.9%	0.0%	0.0%
184-193 days	28.9	37.9	23.4	41.2	21.1	37.5	20.0
194-203 days	26.3	24.1	27.7	29.4	26.3	31.3	0.0
204-213 days	31.6	17.2	40.4	29.4	34.2	25.0	40.0
214-223 days	3.9	6.9	2.1	0.0	5.3	0.0	20.0
224 or more days	5.3	6.9	4.3	0.0	5.3	6.3	20.0
Total	99.9%	99.9%	100.0%	100.0%	100.1%	100.1%	100.0%

while almost half (46.8 percent) of the women reported working more than 204 days. The assistant principals in the urban districts reported working the fewest days, while the assistant principals in the rural areas worked the most days.

#### College Training of Assistant Principals

In the total sample, only one assistant principal (1.3 percent) had not earned either the master's or the doctoral degree (Table XIX). Over half (59.8 percent) of the assistant principals had completed at least the master's degree and thirty to fifty-nine additional hours. Only four assistant principals (5.3 percent) had completed the doctoral degree. The males in the sample reported a higher amount of college training than the females. Only 16.7 percent of the females reported earning the master's degree and sixty hours, or the doctoral degree, while 24.1 percent of the males had completed the same amount of training.

#### Years of Experience in School Work by Assistant Principal

In the sample as a whole, half (50.7 percent) of the assistant principals had less than sixteen years of school experience (Table XX). No one reported working less than six years. Four assistant principals (5.2 percent) reported working more than thirty-five years in the school business. The total years of experience for males and females were very similar with only minor differences. The median for



TABLE XIX  
COLLEGE TRAINING OF ASSISTANT PRINCIPALS

College Training	Males Percent (N=77)	Females Percent (N=29)	Total Percent (N=48)
Bachelor's and 0-14 hrs.	0.0	0.0	0.0
Bachelor's and 15-29 hrs.	0.0	2.1	1.3
Bachelor's and 30+ hrs.	0.0	0.0	0.0
Master's and 0-29 hrs.	37.9	39.6	39.0
Master's and 30-59 hrs.	37.9	41.6	40.3
Master's and 60+ hrs.	17.2	12.5	14.3
Doctoral degree	6.9	4.2	5.2
Total	99.9	100.0	100.1

both groups was between eleven and fifteen years. Only 9.1 percent of the assistant principals had more than twenty-five years of school experience. The assistant principals in the urban districts reported a higher median than assistant principals in the other types of districts.

Years of Experience as Assistant  
Principal

Over 70 percent (70.2 percent) of the total sample reported four or fewer years of experience as an assistant principal (Table XXI). The median was three years. Over 75 percent of the males reported four or less years of experience as an assistant principal; 66.7 percent of the females fell in this same category. The median for males was three years and the females' median was four years.

TABLE XX  
TOTAL EXPERIENCE IN SCHOOL WORK

Years Experience	Total (N=77)	Sex		Location			
		Male (N=29)	Female (N=48)	Urban (N=17)	Suburban (N=39)	Small Town (N=16)	Rural (N=5)
5 or less years	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
6-10 years	11.7	10.3	12.5	0.0	17.9	6.3	20.0
11-15 years	39.0	41.4	37.5	29.4	38.5	43.8	60.0
16-20 years	24.7	24.1	25.0	23.5	30.8	12.5	20.0
21-25 years	15.6	10.3	18.8	23.5	10.3	25.0	0.0
26-30 years	2.6	6.9	0.0	11.8	0.0	0.0	0.0
31-35 years	1.3	0.0	2.1	5.9	0.0	0.0	0.0
36 or more years	5.2	6.9	4.2	5.9	2.6	12.5	0.0
Total	100.1%	99.9%	100.1%	100.0%	100.1%	100.1%	100.0%

Median: Total = 11-15, Males = 11-15, Females = 11-15, Urban = 16-20, Suburban = 11-15, Small Town = 11-15, and Rural = 11-15.

TABLE XXI

## TOTAL EXPERIENCE AS AN ASSISTANT PRINCIPAL

Years Experience	Total (N=77)	Sex		Location			
		Male (N=29)	Female (N=48)	Urban (N=17)	Suburban (N=39)	Small Town (N=16)	Rural (N=5)
1 year	15.6%	6.9%	20.8%	5.9%	17.9%	25.0%	0.0%
2 years	24.7	24.1	25.0	23.5	25.6	31.3	0.0
3 years	10.4	20.7	4.2	5.9	7.7	12.5	40.0
4 years	19.5	24.1	16.7	35.3	7.7	18.8	60.0
5-7 years	20.8	10.3	27.0	11.8	33.3	6.3	0.0
8-10 years	5.2	6.9	4.2	0.0	7.7	6.3	0.0
11-20 years	3.9	6.9	2.1	17.6	0.0	0.0	0.0
Total	100.1%	99.9%	100.0%	100.0%	99.9%	100.2%	100.0%

For one-fifth of the females (20.8 percent), 1985-1986 was the first year to work as an assistant principal. Only 6.9 percent of the males were in this same category. The most experience reported was twenty years. Less than 10 percent (9.1 percent) had been assistant principals longer than seven years. No one other than assistant principals in urban districts reported more than nine years of experience as an assistant principal.

Elementary Classroom Teaching Experience  
of Assistant Principals

About 17 percent (16.9 percent) of the total sample reported no experience in elementary school classrooms (Table XXII). However, only 6.3 percent of the females had no experience, but over one-third (34.5 percent) of the males had not taught in an elementary classroom. The medians were nine years and five years, respectively. About 10 percent of the assistant principals reported as much as sixteen years service in elementary classroom teaching. The assistant principals in the urban districts were much more likely to report some elementary classroom teaching experience than assistant principals in the other types of districts.

Other Experiences in Education by  
Assistant Principals

More than one-fourth (26.0 percent) of the assistant principals had taught in secondary schools (Table XXIII).

TABLE XXII  
EXPERIENCE IN ELEMENTARY CLASSROOM TEACHING

Years Experience	Total (N=77)	Sex		Location			
		Male (N=29)	Female (N=48)	Urban (N=17)	Suburban (N=39)	Small Town (N=16)	Rural (N=5)
0 years	16.9%	34.5%	6.3%	5.9%	15.4%	18.8%	60.0%
1-4 years	13.0	13.8	12.5	11.8	10.3	18.8	20.0
5-8 years	24.7	17.2	29.2	23.5	25.6	25.0	20.0
9-12 years	26.0	27.6	25.0	35.3	30.8	12.5	0.0
13-16 years	14.3	3.4	20.8	11.8	12.8	25.0	0.0
17-20 years	5.2	3.4	6.3	11.8	5.2	0.0	0.0
Total	100.1%	99.9%	100.1%	100.1%	100.1%	100.1%	100.0%

Median, including those reporting zero experience: Total = 8, Males = 5, Females = 9, Urban = 10, Suburban = 8, Small Town = 9, and Rural = 0.

TABLE XXIII  
OTHER EXPERIENCES IN EDUCATION

Assignment	Males Percent (N=29)	Females Percent (N=48)	Total Percent (N=77)
Secondary classroom teacher	41.4	16.7	26.0
Special education teacher	6.9	4.2	5.2
Coach	13.8	4.2	7.8
Counselor	13.8	2.1	6.5
Central office specialist	6.9	16.7	13.0
Elementary principal	13.8	0.0	5.2
Secondary principal	0.0	0.0	0.0
Secondary assistant principal	3.4	2.1	2.6
Other positions	10.3	27.1	20.8

Male assistant principals reported secondary teaching experience more often than females; 41.4 percent and 16.7 percent, respectively. Of those reporting such experience, the median (excluding those reporting none) years of service in secondary schools was five years for males and six years for females.

The participants in the study were asked to record the number of years served in other assignments as well. Four assistant principals (5.2 percent) in the sample had taught in some type of special education classroom setting. The years of experience ranged from three to twelve years. Almost 8 percent of the assistant principals reported some coaching duties in their previous experience. Half of this

group coached for only one year. Four males and one female (5.6 percent) had worked as school counselors. The years of experience ranged from three to nine years. Thirteen percent of the assistant principals reported having served in some type of central office capacity in their previous experience. Females were twice as likely as males to have worked as a central office specialist; 16.7 percent and 6.9 percent, respectively. Four males reported previous experience as elementary principals. One male, who had been an elementary principal for thirty-four years, had requested to be reassigned as an assistant principal prior to retirement. No one reported any previous experience as a secondary principal. Two assistant principals (2.6 percent) reported previous experience as a secondary assistant principal. Over one-fifth of the sample (20.8 percent) reported experience in other job categories such as librarian, remedial reading teacher, physical education teacher, facilitator, administrative assistant, computer instruction specialist, and diagnostician.

#### Administrative Certification of Assistant Principals

In Texas, the permanent mid-management certificate is the most common type of certification for campus-level administrators. This credential is valid for virtually every administrative position except the superintendency.

Over four-fifths (84.4 percent) of the total sample reported having a permanent mid-management certificate. A slightly higher percentage of females (85.4 percent) than males (82.8 percent) reported having this certificate. Assistant principals in small town districts reported the lowest level of possession of the permanent mid-management certificate (75 percent).

Number of Schools Served by  
Assistant Principals

Almost all (94.8 percent) of the assistant principals in the total sample reported serving only one school. Three females reported being assigned to two separate campuses. Generally, one small school (200-399 students) was paired with a middle-sized school (500-599 students) or a large school (700-799 students). One male served as assistant principal in three schools.

Grade Span of Schools Served by  
Assistant Principals

Almost 60 percent of the schools served by assistant principals included either grades kindergarten through five or kindergarten through six (Table XXIV). No other organizational pattern of schools served by assistant principals was higher than 10 percent. Over 29 percent of the assistant principals reported working in schools which included the new state-mandated prekindergarten classes.



TABLE XXIV  
GRADE SPAN OF SCHOOLS

Grade Span	Total*
Prekindergarten-first . . . . .	1.3%
Prekindergarten-third . . . . .	2.5
Prekindergarten-fourth . . . . .	7.6
Prekindergarten-fifth . . . . .	7.6
Prekindergarten-sixth . . . . .	8.9
Prekindergarten-eighth . . . . .	1.3
Kindergarten-fourth . . . . .	2.5
Kindergarten-fifth . . . . .	25.3
Kindergarten-sixth . . . . .	34.2
Kindergarten-eighth . . . . .	1.3
Second-third . . . . .	1.3
Third-fourth . . . . .	1.3
Fourth-fifth . . . . .	1.3
Fifth-sixth . . . . .	1.3
Sixth-eighth . . . . .	2.5
Total . . . . .	100.2%

\*The seventy-nine reporting include assistant principals serving two schools.

School Enrollment of Schools Served by  
Assistant Principals

The median enrollment for the total sample was between 700 and 799 students. One assistant principal reported an enrollment of less than 200, while 15 percent reported enrollments of 1,000 or more (Table XXV). The median of schools with male assistant principals was between 800 and 899; for schools with female assistant principals, between 700 and 799. Of the total sample, 7.6 percent reported an enrollment of less than 500 pupils. This included two schools served by part-time assistant principals. Almost

76 percent of the males served in schools with enrollment of 700 or more students, while only 58.9 percent of the females worked in schools of this enrollment size.

TABLE XXV  
SCHOOL ENROLLMENT

Number of Students	Males Percent (N=29)	Females Percent (N=51)	Total* Percent (N=80)
1-199	0.0	2.0	1.3
200-399	3.4	3.9	3.8
400-499	0.0	3.9	2.5
500-599	13.8	13.7	13.8
600-699	6.9	17.6	13.8
700-799	20.7	19.6	20.0
800-899	20.7	15.7	17.5
900-999	13.8	11.8	12.5
1,000 or more	20.7	11.8	15.0
Total	100.0	100.0	100.2

\*Includes assistant principals serving two schools.

Median for males = 800-899, females = 700-799, and total = 700-799.

Economic Status of Schools Served by  
Assistant Principals

Only 17.5 percent of the school neighborhoods were characterized as above average economically by the total sample of assistant principals (Table XXVI). More than half (56.3 percent) reported their neighborhoods as economically average. About one-fourth (26.3 percent) of the assistant principals reported their neighborhoods as below average. There was very little difference in the

TABLE XXVI  
ECONOMIC STATUS OF SCHOOLS

Economic Status	Total (N=80)	Sex		Location			
		Male (N=29)	Female (N=51)	Urban (N=17)	Suburban (N=40)	Small Town (N=17)	Rural (N=6)
Below Average	26.3%	27.6%	25.5%	47.1%	25.0%	0.0%	50.0%
Average	56.3	55.2	56.9	41.2	55.0	76.5	50.0
Above Average	17.5	17.2	17.6	11.8	20.0	23.5	0.0
Total	100.1%	100.0%	100.0%	100.1%	100.0%	100.0%	100.0%

N includes assistant principals serving two schools.

economic status of schools served by males as compared to schools served by females. The highest level of economic status was reported by assistant principals in small town districts. Half of the schools in urban and rural districts were characterized as below average.

Enrollment of School Districts Served by  
Assistant Principals

The median enrollment of school districts served by assistant principals was between 20,000 and 29,999 students (Table XXVII). Only 2.7 percent of the assistant principals reported an enrollment of less than 2,000 students, while 12.2 percent reported an enrollment in excess of 50,000 students. Almost half (48.9 percent) of the females worked in districts with an enrollment between 20,000 and 39,999. The males were more evenly distributed across the range although more than one-third (34.5 percent) reported an enrollment less than 10,000 students.

TABLE XXVII

ENROLLMENT OF SCHOOL DISTRICTS

Student Enrollment	Males Percent (N=29)	Females Percent (N=45)	Total Percent (N=74)
1-1,999	6.9	0.0	2.7
2,000-9,999	27.6	22.2	24.3
10,000-19,999	10.3	13.3	12.2
20,000-29,999	17.2	22.2	20.3
30,000-39,999	6.9	26.7	18.9
40,000-49,999	17.2	4.4	9.5
50,000 or more	13.8	11.1	12.2
Total	99.9	99.9	100.1

Location of Districts Served by  
Assistant Principals

Over half (50.6 percent) of the assistant principals in the total sample characterized their districts as suburban (Table XXVIII). Only 6.5 percent described their districts as rural. Females tended to be more heavily concentrated in districts within urban or suburban areas. Only about 21 percent of the females were located in small town or rural districts. Although 41.4 percent of the males characterized their districts as suburban, almost an equal percentage (37.9 percent) worked in small town or rural districts.

TABLE XXVIII  
LOCATION OF SCHOOL DISTRICTS

Location	Males Percent (N=29)	Females Percent (N=48)	Total Percent (N=77)
Urban	20.7	22.9	22.1
Suburban	41.4	56.3	50.6
Small town	27.6	16.7	20.8
Rural	10.3	4.2	6.5
Total	100.0	100.1	100.0

Regional Education Service Centers  
Served by Assistant Principals

Texas is divided into twenty regional education service centers (see Appendix). These centers provide a wide variety of technical services, especially for smaller districts.

These services include data processing, staff training, and media circulation. Elementary assistant principals reported working in fourteen of the twenty service centers (Table XXIX). Over half (55.3 percent) of the assistant principals were located in only three regions. These service centers included Houston, Dallas, and El Paso. Almost two-thirds (61.6 percent) of the females were concentrated in only three service center regions, which included Houston, Dallas, and Fort Worth. The males were more widely scattered, but about one-fourth (24.1 percent) were concentrated in the El Paso area.

TABLE XXIX  
REGIONAL EDUCATION SERVICE CENTERS

Service Center	Males Percent (N=29)	Females Percent (N=47)	Total Percent (N=76)
Region I	3.4	4.3	3.9
Region II	0.0	4.3	2.6
Region IV	13.8	40.4	30.3
Region V	3.4	0.0	1.3
Region VI	3.4	4.3	3.9
Region VIII	3.4	0.0	1.3
Region X	10.3	10.6	10.5
Region XI	0.0	10.6	6.6
Region XII	13.8	2.1	6.6
Region XIII	6.9	4.3	5.3
Region XVII	3.4	4.3	3.9
Region XVIII	3.4	0.0	1.3
Region XIX	24.1	8.5	14.5
Region XX	10.3	6.4	7.9
Total	99.6	100.1	99.9

Southern Association of Colleges  
and Schools

The Southern Association of Colleges and Schools accreditation standards require a member elementary school to employ a full-time assistant principal when the student enrollment exceeds 880. Only about 7.6 percent of the 1,000 school districts in Texas have met all the accreditation standards for elementary schools. However, almost half (45.9 percent) of the assistant principals reported that their schools were accredited by the Southern Association of Colleges and Schools. Females were almost twice as likely to work in an accredited elementary school as males; 56.5 percent and 28.6, respectively. Over 70 percent of the accredited schools were located in suburban districts.

Office Facilities of Assistant  
Principals

All but four (5.1 percent) of the assistant principals included in the sample reported that they had a separate office (Table XXX). All of the males reported that they had access to a separate office, while only 91.8 percent of the females could make the same claim. One female, who was assigned to two schools, had a separate office in one school and shared an office in the other. Another female had only a desk in the general school office. All of the assistant principals in suburban schools had separate offices.

TABLE XXX  
OFFICE FACILITIES OF ASSISTANT PRINCIPALS

Description of Office Facility	Males Percent (N=29)	Females Percent (N=49)	Total* Percent (N=78)
Separate office	100.0	91.8	94.9
Share office	0.0	6.1	3.8
Desk in general school office	0.0	2.0	1.3
Total	100.0	99.9	100.0

\*Includes assistant principal serving two schools.

Secretarial Help Available to Assistant Principals

Twelve percent of the assistant principals in the total sample reported that they did not have any trained, paid secretarial help (Table XXXI). About one-fourth (25.3 percent) had the equivalent of a half-time secretary and over 42 percent had the equivalent of a full-time secretary. Twenty percent reported other arrangements, which included only limited help or the equivalent of more than a full-time secretary. There was little difference in quantity of secretarial help available to male and female assistant principals. The location of the district did not affect the quantity of secretarial help.



TABLE XXXI  
AVAILABLE SECRETARIAL HELP

Description	Males Percent (N=28)	Females Percent (N=47)	Total Percent (N=75)
Have no trained, paid help	14.3	10.6	12.0
Have equivalent of half-time secretary	21.4	27.7	25.3
Have equivalent of full-time secretary	50.0	38.3	42.7
Other arrangements	14.3	23.4	20.0
Total	100.0	100.0	100.0

Hours Spent at School per Week by  
Assistant Principal

The median number of hours spent at school each week by assistant principals was between forty-six and fifty hours (Table XXXII). Over one-fourth (27.3 percent) of the respondents reported spending fifty or more hours per week at school. Females tended to report a higher number of hours spent at school each week. Almost three-fourths (72.9 percent) of the females were at school between forty-six and fifty-five hours, while less than half (48.3 percent) of the males could make the same claim. Three assistant principals (3.9 percent) in the sample worked fifty-six or more hours each week. The assistant principals employed in small town

TABLE XXXII

## HOURS AT SCHOOL PER WEEK

Hours Per Week	Total (N=77)	Sex		Location			
		Male (N=29)	Female (N=48)	Urban (N=17)	Suburban (N=39)	Small Town (N=16)	Rural (N=5)
Less than 35 hours	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
36-40 hours	1.3	3.4	0.0	5.9	0.0	0.0	0.0
41-45 hours	31.2	41.4	25.0	17.6	38.5	31.3	20.0
46-50 hours	40.3	27.6	47.9	70.6	35.9	18.8	40.0
51-55 hours	23.4	20.7	25.0	5.9	23.1	37.5	40.0
56 or more hours	3.9	6.9	2.1	0.0	2.6	12.5	0.0
Total	100.1%	100.0%	100.0%	100.0%	100.1%	100.1%	100.0%

Median: Total = 46-50, Males = 46-50, Females = 46-50, Urban = 46-50, Suburban = 46-50, Small Town = 51-55, and Rural = 46-50.

districts reported working more hours than assistant principals in other types of districts.

Nights per Month with School-Related  
Activities by Assistant Principal

Almost two-thirds (63.7 percent) of the assistant principals in the total sample were involved with school-related activities one or two nights per month (Table XXXIII). Over 11 percent reported being involved with school-related activities six or more nights per month. Female assistant principals were more than twice as likely as male assistant principals to be involved with school-related activities six or more times per month; 14.7 and 6.9 percent, respectively. The median for the total sample was two nights per month. Four of the five assistant principals that worked eight or more nights per month were employed in small town districts.

Official Title of Assistant Principals

By far the most frequently reported title for the total sample was assistant principal (92.2 percent). Females were slightly more likely to have this title than males; 93.8 percent and 89.7 percent, respectively. Two members (2.6) used other titles such as curriculum director and associate principal. Only 5.2 percent of the sample used the title vice-principal. Three of the four respondents that used the title vice-principal were employed in the same district.

TABLE XXXIII

AVERAGE NUMBER OF NIGHTS PER MONTH SPENT IN  
SCHOOL-RELATED ACTIVITIES

Nights Per Month	Total (N=77)	Sex		Location			
		Male (N=29)	Female (N=48)	Urban (N=17)	Suburban (N=39)	Small Town (N=16)	Rural (N=5)
0 nights	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
1 night	40.3	44.8	37.5	47.1	38.5	43.8	20.0
2 nights	23.4	13.8	29.2	17.6	28.2	12.5	40.0
3 nights	16.9	20.7	14.6	23.5	17.9	6.3	20.0
4 nights	5.2	6.9	4.2	5.9	5.1	6.3	0.0
5 nights	2.6	6.9	0.0	0.0	2.6	0.0	20.0
6 nights	3.9	0.0	6.3	0.0	5.1	6.3	0.0
7 nights	1.3	0.0	2.1	5.9	0.0	0.0	0.0
8 or more nights	6.5	6.9	6.3	0.0	2.6	25.0	0.0
Total	100.1%	100.0%	100.2%	100.0%	100.0%	100.2%	100.0%

Determination of Salary of  
Assistant Principals

Three-fourths (76.3 percent) of the assistant principals included in the total sample reported that their districts had developed a salary schedule especially for assistant principals (Table XXXIV). Almost 20 percent of the assistant principals were paid on an index schedule related to the schedule of classroom teachers. One male reported that he received his regular teacher salary plus a flat amount (\$1,800). Three female respondents were not sure how the superintendent or other central office personnel established the salary schedule.

TABLE XXXIV  
DETERMINATION OF SALARY

Method of Determining Salary	Males Percent (N=28)	Females Percent (N=48)	Total Percent (N=76)
Regular teacher salary	0.0	0.0	0.0
Regular teacher salary plus flat sum	3.6	0.0	1.3
Index schedule based on teacher salary schedule	25.0	14.6	18.4
Schedule designed especially for administrators	71.4	79.2	76.3
Other--not sure	0.0	6.3	3.9
Total	100.0	100.1	99.9

Reasons for Becoming an  
Assistant Principal

Almost half (48.7 percent) of the assistant principals sought the position because they wanted to prepare for the principalship (Table XXXV). Almost 20 percent entered the assistant principalship because they preferred administration and supervision to classroom work. Males were almost twice as likely to cite this reason as were females; 27.6 percent and 14.9 percent, respectively.

TABLE XXXV  
REASONS FOR BECOMING AN ASSISTANT PRINCIPAL

Reason	Males Percent (N=29)	Females Percent (N=47)	Total Percent (N=76)
Preferred administration and supervision to classroom work	27.6	14.9	19.7
Needed a larger income	3.4	0.0	1.3
Wanted to prepare for principalship	48.3	48.9	48.7
Urged to do so by principal	10.3	17.0	14.5
Encouraged to do so by superintendent or central office staff	0.0	12.8	7.9
Other	10.3	6.4	7.9
Total	99.9	100.0	100.0

Almost 8 percent gave other reasons for seeking the assistant principalship. These reasons included a desire to relocate in another district, a request for reassignment prior to

retirement, a desire to influence the lives of more children, and encouragement from the spouse. Over 20 percent of the assistant principals reported that encouragement from other administrators was the primary reasons for seeking the assistant principalship.

Membership in Professional Organizations  
by Assistant Principals

In the total sample, over three-fourths (76.6 percent) of the assistant principals reported maintaining a membership in the Texas Elementary Principals and Supervisors Association (TEPSA). No other organization approached this same level of membership by the assistant principals included in the sample (Table XXXVI). About 20 percent reported membership in the Texas State Teachers Association (TSTA), the affiliate of the National Education Association (NEA), and in the Association for Supervision and Curriculum Development. No one reported membership in the American Federation of Teachers. Slightly more than 10 percent of the assistant principals were members of the National Association of Elementary School Principals. Generally, females tended to report a higher percentage of membership in most of the organizations, especially in the various curriculum associations and TEPSA. Males were more than twice as likely to report membership in the Association of Texas Professional Educators (ATPE), 20.7 percent and 10.4 percent, respectively. The ATPE is a splinter organization that was formed after the

TABLE XXXVI  
MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

Organization	Total (N=77)	Sex		Location			
		Male (N=29)	Female (N=48)	Urban (N=17)	Suburban (N=39)	Small Town (N=16)	Rural (N=5)
Texas Elementary Principals & Supervisors Association	76.6%	58.6%	87.5%	52.9%	82.1%	87.5%	80.0%
Texas State Teachers Association	20.8	20.7	20.8	17.6	20.5	25.0	20.0
American Federation of Teachers	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Association of Texas Pro- fessional Educators	14.3	20.7	10.4	11.8	12.8	25.0	0.0
Texas Classroom Teachers Association	2.6	3.4	2.1	5.9	0.0	6.3	0.0
National Association of Elementary School Principals	11.7	13.8	10.4	23.5	7.7	12.5	0.0
Association for Super- vision and Curriculum Development	22.1	6.9	31.3	29.4	23.1	18.8	0.0
Texas Association for Supervision and Curriculum Development	10.4	3.4	14.6	11.8	10.3	12.5	0.0
Texas Association of School Administrators	6.5	3.4	8.3	5.9	5.1	6.3	0.0
Other Organizations	23.4	20.7	25.0	35.3	25.6	12.5	0.0



unification of TSTA and NEA in the mid-1970s. The other organizations included the local administrators association, Phi Delta Kappa, International Reading Association, and Council for Exceptional Children. Over 70 percent of the assistant principals included in the sample belonged to either one or two organizations. Only 3.9 percent did not report membership in some organization. Only 53 percent of the assistant principals in urban districts were members of TEPSA. This was much lower than assistant principals in other types of districts.

#### Career Goals of Assistant Principals

Almost 85 percent of the total sample did not consider the assistant principalship as their final goal. Males and females expressed about the same interest in eventually changing positions, 86.2 percent and 83.3 percent, respectively. Almost 70 percent of those that desired to enter a new position looked forward to becoming elementary principals (Table XXXVII). Twenty-four percent of the males eventually wanted to become either assistant superintendents or superintendents. The second most desired position for females was college instructor. Only 7.8 percent of the females wanted to become assistant superintendents or superintendents.

TABLE XXXVII

POSITION MOST DESIRED BY THOSE WHO BELIEVE THE ASSISTANT PRINCIPALSHIP IS NOT THEIR FINAL CAREER GOAL

Position	Males Percent (N=25)	Females Percent (N=39)	Total Percent (N=64)
Elementary principal	64.0	71.8	68.8
Secondary principal	4.0	2.6	3.1
Central office specialist	4.0	5.1	4.7
Assistant superintendent	16.0	2.6	7.8
Superintendent	8.0	5.1	6.3
College instructor	4.0	7.7	6.3
Other	0.0	5.1	3.1
Total	100.0	100.0	100.1

#### Selection of Assistant Principals

Over three-fourths (76.6 percent) of the assistant principals in the total sample were interviewed and recommended by a committee usually composed of assistant superintendents, elementary principals, and teachers (Table XXXVIII). Over half of the assistant principals reported taking a written examination as well. Males were almost five times as likely as the females to be selected solely by the superintendent; 20.7 percent and 4.2 percent, respectively. Females were more likely than males to be selected by the principal. All of the urban districts employed a selection committee, while the other types of districts used a variety of methods.

TABLE XXXVIII  
SELECTION OF ASSISTANT PRINCIPALS

Selection Process	Total (N=77)	Sex		Location			
		Male (N=29)	Female (N=48)	Urban (N=17)	Suburban (N=39)	Small Town (N=16)	Rural (N=5)
Superintendent selects	10.4%	20.7%	4.2%	0.0%	7.7%	18.8%	40.0%
Assistant superintendent selects	1.3	3.4	0.0	0.0	2.6	0.0	0.0
Principal selects	11.7	6.9	14.6	0.0	12.8	12.5	40.0
Process involving interview committee and examination	51.9	48.3	54.2	88.2	48.7	31.3	20.0
Other processes	24.7	20.7	27.1	11.8	28.2	37.5	0.0
Total	100.0%	100.0%	100.1%	100.0%	100.0%	100.1%	100.0%

### Assignment of Assistant Principals

In the total sample, almost 80 percent of the assistant principals reported that the principal was directly involved in the assignment of the assistant principal (Table XXXIX). The most frequently reported method (37.7 percent) was assignment after the principal is consulted. Over 22 percent of the assistant principals reported that the principal selects from a list of eligible candidates. Eighteen percent reported that the principal is free to recruit and make a recommendation to the central office. Males were twice as likely as females to be assigned after the principal is consulted; 58.6 percent and 25.0 percent, respectively. Females were three times as likely to report assignment by principal makes choice from a list of eligibles. The location of the district did not seem to affect the method of assignment.

### Hindrances to the Functioning of Assistant Principals

Over three-fourths (76.3 percent) of the assistant principals reported that they were not aware of any serious hindrances to their functioning efficiently (Table XL). About 9 percent reported that their own lack of preparation and experience was the most serious hindrance. About 10 percent cited other serious hindrances. These included (a) excessive paperwork; (b) school size and the age of the faculty (reported by young assistant principal); (c) given

TABLE XXXIX  
 ASSIGNMENT OF ASSISTANT PRINCIPALS

Assignment Process	Males Percent (N=29)	Females Percent (N=48)	Total Percent (N=77)
Central office makes placement without consulting principal	13.8	27.1	22.1
Principal makes choice from list of eligibles	10.3	29.2	22.1
Assignment is made after principal is consulted	58.6	25.0	37.7
Principal is free to recruit and interview, and assignment is usually made upon recommendation to central office	17.2	18.8	18.2
Total	99.9	100.1	100.1

many responsibilities, but not allowed to make decisions concerning these responsibilities; (d) serving as curriculum director for four-year-olds through sixth grade as well; (e) time to complete projects and need person to delegate jobs of counting, sorting, and labeling activities (to give the assistant principal more time for administrative activities); (f) overcrowded condition of campus; (g) job description should be modified to include more actual administrative responsibilities; and (h) having two

TABLE XL  
SERIOUS HINDRANCES TO EFFICIENT FUNCTIONING

Hindrancel	Total (N=76)	Sex		Location			
		Male (N=29)	Female (N=47)	Urban (N=16)	Suburban (N=39)	Small Town (N=16)	Rural (N=5)
Own lack of preparation and experience for administrative work	9.2%	17.2%	4.3%	6.3%	15.4%	0.0%	0.0%
Unwillingness of the principal to delegate responsibility and authority	2.6	3.4	2.1	0.0	5.1	0.0	0.0
Lack of understanding among staff of school as to assistant principal's duties and authority	1.3	0.0	2.1	0.0	2.6	0.0	0.0
Other hindrances	10.5	17.2	6.4	6.3	10.3	6.3	40.0
No hindrances	76.3	62.1	85.1	87.5	66.7	93.8	60.0
Total	99.9%	99.9%	100.0%	100.1%	100.1%	100.1%	100.0%

separate campuses to administer, leading to limited contact with principal. Female assistant principals were much more likely to report having no serious hindrances than males; 85.1 percent and 62.1 percent, respectively. Males reported feeling especially hampered by the lack of preparation and experience. Assistant principals in the urban and small town districts reported experiencing few hindrances. The assistant principals in the suburban districts expressed the highest levels of discontent.

Percentage of Time Devoted to Major  
Functions--Actual

More than one-third (35.9 percent) of the assistant principals' time was spent attending to various administrative functions, including school management, textbooks, buses, cafeteria, etc. (Table XLI). The pupil personnel functions, including discipline and counseling, required about one-fourth (27.9 percent) of the assistant principals' time, while supervision of instruction (classroom observations) required a lesser amount of time (22.8 percent). Curriculum development and community relations lagged far behind in the amount of time spent on them by the assistant principals; 7.3 percent and 5.9 percent, respectively. Males devoted more time to administration and pupil personnel activities than females, but female assistant principals spent more time with supervision of instruction, curriculum development, and

TABLE XII  
ACTUAL PERCENTAGE OF TIME DEVOTED TO MAJOR FUNCTIONS

Function	Range	Total* (N=76)	Sex*		Location*			
			Male (N=29)	Female (N=47)	Urban (N=16)	Suburban (N=39)	Small Town (N=16)	Rural (N=5)
Administration	5-90	35.9%	40.8%	32.9%	36.8%	36.2%	35.9%	31.0%
Pupil personnel	1-65	27.9	30.3	26.4	26.3	27.5	28.4	34.0
Supervision of instruction	0-70	22.8	18.1	25.7	23.9	22.7	23.6	18.0
Curriculum development	0-29	7.3	6.5	7.8	7.9	7.1	6.3	10.6
Community relations	0-25	5.9	4.3	6.8	5.1	6.6	4.6	6.4
Total**	. .	99.8%	100.0%	99.6%	100.0%	100.1%	98.8%	100.0%

\*Mean percentage.

\*\*Two respondents did not correctly account for entire day.



community relations. The location of the school districts had very little effect on the distribution of the assistant principals' time. The ranges in percentages indicate that some assistant principals were specializing in only one or two areas.

Percentage of Time Devoted to Major  
Functions--Ideal

The assistant principals in the total sample would like to spend about one-third (34.2 percent) of their time supervising instruction (Table XLII). Ideally, about one-fourth (24.5 percent) of their time should be devoted to administration and about 20 percent should be spent in dealing with pupil personnel. Generally, the assistant principals would rather devote less time to administrative and pupil personnel activities and spend more time with the other three major functions, especially the supervision of instruction. Female assistant principals would like to spend about 40 percent of their time supervising instruction. Males would rather see a better balance of time devoted to administration, pupil personnel, and supervision of instruction. The ranges in percentage indicate that some assistant principals would like to specialize in only one or two areas.

TABLE XLII  
IDEAL PERCENTAGE OF TIME DEVOTED TO MAJOR FUNCTIONS

Function	Range	Total * (N=75)	Sex*		Location*			
			Male (N=29)	Female (N=46)	Urban (N=16)	Suburban (N=38)	Small Town (N=16)	Rural (N=5)
Administration	4-80	24.5%	28.7%	21.9%	24.7%	23.6%	26.6%	24.0%
Pupil personnel	3-60	20.4	23.4	18.5	22.7	18.1	22.4	24.0
Supervision of instruction	10-80	34.2	27.4	38.5	34.5	35.8	32.1	28.0
Curriculum development	5-40	13.3	12.3	13.9	11.1	13.9	12.8	16.6
Community relations	0-25	7.6	8.1	7.3	7.1	8.5	6.1	7.4
Total	. .	100.0%	99.9%	100.1%	100.1%	99.9%	100.0%	100.0%

\*Mean percentage.

Role of the Elementary Assistant  
Principal in Texas

The Response

A total of 385 questionnaires were distributed to the three groups included in the study; 135 to superintendents, 125 to supervising principals, and 125 to assistant principals. The superintendents returned 104 usable questionnaires and 12 superintendents reported that their districts no longer employed elementary assistant principals. The return rate for superintendents was 84.6 percent. The principals and assistant principals each returned seventy-six usable questionnaires, or a return rate of 60.8 percent. The principals were located in forty-four different school districts and the assistant principals represented forty different districts (see Appendix).

Part I of the Superintendents'  
Survey Instrument

The superintendents' version of the role questionnaire included five questions that sought additional information about the elementary school assistant principalship in Texas.

Number of years districts have employed assistant principals.--Within the total population districts have employed elementary assistant principals for a median of five years (Table XLIII). About one-fourth (25.7 percent) of the superintendents reported that their districts had

employed assistant principals for ten years or more. About one-third (36.6 percent) of the districts created the position less than four years ago. The superintendent of El Paso reported that the district had employed assistant principals for at least thirty-six years.

TABLE XLIII  
NUMBER OF YEARS DISTRICTS HAVE EMPLOYED  
ASSISTANT PRINCIPALS

Years	Total Population*
1-3 . . . . .	36.6%
4-6 . . . . .	25.7
7-9 . . . . .	11.9
10-19 . . . . .	16.8
20-29 . . . . .	7.9
30 or more . . . . .	1.0
Total . . . . .	99.9%

\*Median = 5 years, Mean = 7.4 years, N = 101.

Number of assistant principals employed by each district.--In the total population, the median was two assistant principals employed in each district (Table XLIV). Almost half (45.2 percent) of the superintendents reported employing only one assistant principal. The superintendents in Dallas and El Paso each reported employing more than forty assistant principals.

Change in number of assistant principals in 1986-1987.--Almost 30 percent (29.4 percent) of the superintendents reported plans to change the number of assistant principals

TABLE XLIV

## NUMBER OF ASSISTANT PRINCIPALS EMPLOYED BY EACH DISTRICT

Number of Assistant Principals	Total Population*
1 . . . . .	45.2%
2 . . . . .	19.2
3 . . . . .	5.8
4 . . . . .	4.8
5 . . . . .	3.8
6-10 . . . . .	10.5
11-20 . . . . .	6.9
21-30 . . . . .	1.0
31-40 . . . . .	1.0
40 or more . . . . .	1.9
Total . . . . .	100.1%

\*Median = 2, N = 104.

employed by the district in the 1986-1987 school year. Only two superintendents indicated that they plan to decrease the number of assistant principals. Those two superintendents both cited the reason as being the completion of a new school, which would relieve the overcrowded conditions. The other superintendents reported that they plan to increase the number of assistant principals in 1986-1987. Most of the districts reported using a two- or three-year span to create new administrative positions at the elementary level.

Job descriptions of assistant principals.--Only 8 percent of the superintendents reported that their districts did not have a written job description for the elementary assistant principal (see Appendix).

Teacher appraisal by assistant principal.--The Texas Education Code requires that every teacher be appraised twice a year by two different appraisers (1). The principal must be the primary appraiser. Over 90 percent of the superintendents responding to the survey reported that the elementary assistant principal had been designated as the second appraiser for elementary teachers.

Part I of the Elementary Principals'  
Survey Instrument

The elementary principals' version of the role questionnaire included only one additional question that sought information about the number of years that the principal had worked with any assistant principal.

Number of years principals have worked with an assistant principal.--In the total sample of elementary principals, five years was the median amount of time they had worked with an assistant principal (Table XLV). For 17.3 percent of the principals the 1985-1986 school years was the first time they had worked with an assistant principal.

Part II--Role of the Elementary Assistant  
Principal in Texas

In this section an analysis of the functions of the assistant principal, as perceived by the respondents, is presented. A comparison of the perceptions of the superintendents, principals, and assistant principals is made

TABLE XLV  
 NUMBER OF YEARS PRINCIPALS HAVE WORKED  
 WITH AN ASSISTANT PRINCIPAL

Number of Years	Total Sample*
1 . . . . .	17.3%
2 . . . . .	10.7
3 . . . . .	8.0
4 . . . . .	10.7
5 . . . . .	10.7
6-10 . . . . .	24.0
11-20 . . . . .	17.3
20 or more . . . . .	1.3
Total . . . . .	100.0%

\*Median = 5, N = 75.

regarding the levels of responsibility the assistant principal had for carrying out forty-eight specific functions in such broad areas as administration, pupil personnel, supervision of instruction, curriculum development, and community relations. The degrees of responsibility were described as (a) major responsibility--indicating the assistant principal frequently had complete responsibility for carrying out a given function, (b) minor responsibility--indicating the assistant principal had joint responsibility with one or more staff members, (c) advisory responsibility--indicating the assistant principal only gave an opinion or offered advice on a given function, and (d) no involvement--indicating the assistant principal had no responsibility for carrying out a given function.

An analysis was also made of the perception of the respondents regarding the degree of responsibility assigned

to assistant principals for a specific function in terms of (a) actual practice, or degree of responsibility currently exercised by the assistant principal, and (b) ideal practice, or the degree of responsibility that might be assigned to the assistant principal in order to improve effectiveness.

Administration--actual and ideal practice.--Table XLVI compares the responses of the superintendents, principals, and assistant principals regarding the degree of responsibility assigned to the assistant principal for sixteen specific functions under the broad area of administration. An analysis was made of the respondents' perceptions in terms of both actual and ideal practice.

1. Administering the school in the absence of the principal. Administrative Function 1 asks the question, "What degree of responsibility does the assistant principal have for administering the school in the absence of the principal?" In actual practice a large majority of all three groups regarded the assistant principal as having a major responsibility for this function, as indicated by the responses of 93.3 percent of the superintendents, 92.1 percent of the principals, and 94.7 percent of the assistant principals. In ideal practice the superintendents and principals would increase slightly the degree of responsibility for the assistant principal in administering the school in the absence of the principal. The assistant



TABLE XLVI

RESPONSES OF SUPERINTENDENTS, PRINCIPALS AND ASSISTANT PRINCIPALS REGARDING THE DEGREE OF RESPONSIBILITY ASSIGNED TO ASSISTANT PRINCIPALS IN THE AREA OF ADMINISTRATION, BY PERCENTAGE

Degree of Responsibility	Actual Percentage				Ideal Percentage			
	Supt.	Prin.	Assist. Prin.	Total Sample	Supt.	Prin.	Assist. Prin.	Total Sample
1. Administering the school in absence of principal.								
Major	93.3	92.1	94.7	93.3	95.1	93.3	93.2	94.0
Minor	4.8	7.9	4.0	5.5	2.9	6.7	5.4	4.8
Advisory	0.0	0.0	1.3	0.4	0.0	0.0	1.4	0.4
No involvement	1.9	0.0	0.0	0.8	2.0	0.0	0.0	0.8
Number reporting	104	76	75	255	102	75	74	251
X <sup>2</sup> significance	.3673				.3520			
2. Preparing bulletins and teacher handbooks.								
Major	21.2	17.1	18.4	19.1	25.5	22.7	12.2	20.7
Minor	51.0	43.4	55.3	50.0	52.0	56.0	70.3	58.6
Advisory	26.9	32.9	25.0	28.1	21.6	20.0	17.6	19.9
No involvement	1.0	6.6	1.3	2.7	1.0	1.3	0.0	0.8
Number reporting	104	76	76	256	102	75	74	251
X <sup>2</sup> significance	.2170				.2611			
3. Handling routine office work.								
Major	35.3	23.0	26.7	29.1	30.0	26.0	17.1	24.9
Minor	41.2	59.5	52.0	49.8	46.0	54.8	48.7	49.4
Advisory	18.6	12.2	21.3	17.5	18.0	11.0	30.3	19.7
No involvement	4.9	5.4	0.0	3.6	6.0	8.2	3.9	6.0
Number reporting	102	74	75	251	100	73	76	249
X <sup>2</sup> significance	.0822				.0614			

TABLE XLVI--Continued

Degree of Responsibility	Actual Percentage				Ideal Percentage			
	Supt.	Prin.	Assist. Prin.	Total Sample	Supt.	Prin.	Assist. Prin.	Total Sample
4. Distributing textbooks and supplies.								
Major	77.7	84.2	76.3	79.2	63.6	71.2	48.0	61.1
Minor	15.5	9.2	10.5	12.2	29.3	16.4	30.7	25.9
Advisory	1.9	6.6	5.3	4.3	3.0	6.8	12.0	6.9
No involvement	4.9	0.0	7.9	4.3	4.0	5.5	9.3	6.1
Number reporting	103	76	76	255	99	73	75	247
X <sup>2</sup> significance	.1230				.0288			
5. Requesting substitute teachers.								
Major	35.9	45.3	44.7	41.3	39.6	43.2	33.8	39.0
Minor	38.8	29.3	30.3	33.5	30.7	32.4	40.5	34.1
Advisory	3.9	10.7	5.3	6.3	10.9	9.5	10.8	10.4
No involvement	21.4	14.7	19.7	18.9	18.8	14.9	14.9	16.5
Number reporting	103	75	76	254	101	74	74	249
X <sup>2</sup> significance	.3063				.8291			
6. Administering the cafeteria.								
Major	31.7	31.6	36.8	33.2	36.3	28.0	19.7	28.9
Minor	48.1	40.8	43.4	44.5	43.1	41.3	40.8	41.9
Advisory	9.6	22.4	11.8	14.1	9.8	20.0	28.9	18.6
No involvement	10.6	5.3	7.9	8.2	10.8	10.7	10.5	10.7
Number reporting	104	76	76	256	102	75	76	253
X <sup>2</sup> significance	.2406				.0442			

TABLE XLVI--Continued

Degree of Responsibility	Actual Percentage				Ideal Percentage			
	Supt.	Prin.	Assist. Prin.	Total Sample	Supt.	Prin.	Assist. Prin.	Total Sample
7. Scheduling teachers' duties; i.e., playground, hall, etc.								
Major	29.8	32.9	32.0	31.4	33.3	37.3	32.0	34.1
Minor	38.5	38.2	33.3	36.9	45.1	42.7	41.3	43.3
Advisory	26.0	22.4	24.0	24.3	18.6	14.7	21.3	18.3
No involvement	5.8	6.6	10.7	7.5	2.9	5.3	5.3	4.4
Number reporting	104	76	75	255	102	75	75	252
X <sup>2</sup> significance	.8946				.8988			
8. Conducting fire and tornado drills.								
Major	31.1	32.9	36.8	33.3	33.7	40.0	34.7	35.9
Minor	47.6	42.1	38.2	43.1	47.5	40.0	45.3	44.6
Advisory	10.7	17.1	21.1	15.7	10.9	14.7	17.3	13.9
No involvement	10.7	7.9	3.9	7.8	7.9	5.3	2.7	5.6
Number reporting	103	76	76	255	101	75	75	251
X <sup>2</sup> significance	.3176				.6033			
9. Scheduling audio-visual materials.								
Major	21.4	18.4	9.5	17.0	20.8	17.3	8.1	16.0
Minor	26.2	15.8	16.2	20.2	27.7	21.3	13.5	21.6
Advisory	18.4	21.1	20.3	19.8	20.8	25.3	33.8	26.0
No involvement	34.0	44.7	54.1	43.1	30.7	36.0	44.6	36.4
Number reporting	103	76	74	253	101	75	74	250
X <sup>2</sup> significance	.0841				.0361			

TABLE XLVI--Continued

Degree of Responsibility	Actual Percentage			Ideal Percentage				
	Supt.	Prin.	Assist. Prin.	Total Sample	Supt.	Prin.	Assist. Prin.	Total Sample
10. Administering transportation program.								
Major	23.1	24.0	18.7	22.0	18.6	18.9	14.9	17.6
Minor	25.0	25.3	21.3	24.0	30.4	31.1	27.0	29.6
Advisory	18.3	12.0	24.0	18.1	21.6	14.9	27.0	21.2
No involvement	33.7	38.7	36.0	35.8	29.4	35.1	31.1	31.6
Number reporting	104	75	75	254	102	74	74	250
X <sup>2</sup> significance	.6523			.7122				
11. Administering tutorial program.								
Major	26.9	34.2	32.9	30.9	36.3	36.0	28.9	34.0
Minor	44.2	22.4	22.4	31.3	44.1	36.0	40.8	40.7
Advisory	22.1	22.4	28.9	24.2	16.7	17.3	22.4	18.6
No involvement	6.7	21.1	15.8	13.7	2.9	10.7	7.9	6.7
Number reporting	104	76	76	256	102	75	76	253
X <sup>2</sup> significance	.0056*			.3771				
12. Preparing school budget.								
Major	4.9	7.9	9.3	7.1	8.8	10.7	14.7	11.1
Minor	32.0	31.6	32.0	31.9	43.1	46.7	50.7	46.4
Advisory	42.7	38.2	33.3	38.6	38.2	36.0	22.7	32.9
No involvement	20.4	22.4	25.3	22.4	9.8	6.7	12.0	9.5
Number reporting	103	76	75	254	102	75	75	252
X <sup>2</sup> significance	.8334			.3701				

TABLE XLVI--Continued

Degree of Responsibility	Actual Percentage				Ideal Percentage			
	Supt.	Prin.	Assist. Prin.	Total Sample	Supt.	Prin.	Assist. Prin.	Total Sample
13. Administering special programs; i.e., Chapter 1, ESL.								
Major	16.3	31.6	34.2	26.2	20.6	37.3	31.6	28.9
Minor	36.5	38.2	26.3	34.0	45.1	44.0	40.8	43.5
Advisory	31.7	17.1	23.7	25.0	27.5	12.0	21.1	20.9
No involvement	15.4	13.2	15.8	14.8	6.9	6.7	6.6	6.7
Number reporting	104	76	76	256	102	75	76	253
X <sup>2</sup> significance	.0515				.1423			
14. Preparing annual campus performance report.								
Major	10.8	10.7	10.7	10.7	14.0	20.3	13.5	15.7
Minor	51.0	46.7	28.0	42.9	58.0	52.7	47.3	53.2
Advisory	26.5	21.3	36.0	27.8	22.0	21.6	33.8	25.4
No involvement	11.8	21.3	25.3	18.7	6.0	5.4	5.4	5.6
Number reporting	102	75	75	252	100	74	74	248
X <sup>2</sup> significance	.0374				.5099			
15. Administering student attendance program.								
Major	50.5	30.3	23.7	36.5	52.5	33.3	25.0	38.5
Minor	34.0	36.8	36.8	35.7	35.6	40.0	42.1	38.9
Advisory	6.8	14.5	19.7	12.9	7.9	12.0	21.1	13.1
No involvement	8.7	18.4	19.7	14.9	4.0	14.7	11.8	9.5
Number reporting	103	76	76	255	101	75	76	252
X <sup>2</sup> significance	.0025*				.0016*			

TABLE XLVI--Continued

Degree of Responsibility	Actual Percentage			Ideal Percentage				
	Supt.	Prin.	Assist. Prin.	Total Sample	Supt.	Prin.	Assist. Prin.	Total Sample
16. Administering elementary summer school.								
Major	19.4	15.5	18.7	18.0	30.2	29.6	17.8	26.3
Minor	9.2	7.0	5.3	7.4	20.8	16.9	19.2	19.2
Advisory	14.3	5.6	2.7	8.2	11.5	5.6	11.0	9.6
NO involvement	57.1	71.8	73.3	66.4	37.5	47.9	52.1	45.0
Number reporting	98	71	75	244	96	71	73	240
X <sup>2</sup> significance	.0835			.3232				

\*P < .01.

principals recommended a slight decrease in the degree of responsibility.

2. Preparing school bulletins and handbooks for teachers. An analysis of the actual practice in Administrative Function number 2, as determined by responses to the question of the degree of responsibility assistant principals had for preparing bulletins and handbooks revealed that 51 percent of the superintendents and 55.3 percent of the assistant principals regarded the assistant principals' degree of responsibility for this function as being minor. Between one-fourth and one-third of the respondents in each group regarded the assistant principals' role in this function as being advisory only. In terms of ideal practice, all three groups would prefer to see the assistant principals' responsibility increase. However, the assistant principals favored decreasing the amount of major responsibility by 6 percent.

3. Handling routine office work. Administrative Function number 3, which asked what level of responsibility assistant principals had in handling routine office work, was regarded as a minor responsibility by a majority of both the principals and assistant principals in terms of actual practice. About one-third (35.3 percent) of the superintendents considered this function as being major, and 41.2 percent regarded the assistant principals' involvement as minor.

About one-fourth of the principals and assistant principals regarded the degree of responsibility as being major. In terms of the ideal practice, two groups indicated by their responses that they favored a change in the degree of responsibility assigned to the assistant principals. The superintendents favored a slight decrease in the assistant principals' responsibility for handling routine office work, while the assistant principals favored a substantial reduction in the degree of responsibility.

4. Distributing textbooks and supplies. In response to the question pertaining to the function of distributing textbooks and supplies, over three-fourths (79.2 percent) of the sample indicated that the assistant principal had a major role in carrying out this task. Approximately 84 percent of the principals felt the assistant principals had major responsibility for this function. In terms of the ideal practice, all three groups would prefer that the role of the assistant principal in distributing textbooks and supplies be reduced, even though a majority still favored a major degree of responsibility. The assistant principals recommended a 28.3 percent decrease from major to minor responsibility for this function.

5. Requesting substitute teachers. In an analysis of actual practice for the question of the degree of responsibility the assistant principals had for requesting substitute



teachers, almost three-fourths (74.8 percent) of the respondents regarded the assistant principals' level of responsibility for this function as either major or minor and only 25.2 percent indicated either no involvement or advisory capacity. The principals and assistant principals both reported a major degree of responsibility for assistant principals, 45.3 percent and 44.7 percent, respectively. Of the superintendents, 35.9 percent felt that in actual practice the assistant principal had a major responsibility to request substitute teachers. About one-fifth (18.9 percent) of the respondents reported that the assistant principals had no involvement in requesting substitute teachers. In regards to ideal practice, all three groups would like to lessen the responsibility of the assistant principals for the function. The assistant principals indicated that, ideally, 33.8 percent would like major responsibility for requesting substitute teachers and 40.5 percent would like minor responsibility.

6. Administering the cafeteria. The responses related to Administrative Function number 6, the degree of responsibility for administering the school cafeteria, indicated that one-third (33.2 percent) of the assistant principals had a major responsibility for this function in actual practice. If the responses of those selecting major and minor responsibility are combined, 79.8 percent of the superintendents, 72.4 percent of the principals, and 80.2 percent of the

assistant principals indicated this level of involvement. In view of the recent law requiring that all teachers have a thirty-minute duty-free lunch, the assistant principal is actively involved in supervising the cafeteria. In comparing the responses of the three groups as to their recommendation for the ideal practice, the results were mixed. The superintendents would like to increase the involvement of the assistant principal while the principals and assistant principals would prefer a reduction in responsibility. The assistant principals expressed a strong desire to decrease their responsibility from major to either minor or advisory.

7. Scheduling teachers' duties; i.e., playground, hall, etc. Administrative Function number 7, the question of scheduling teachers' duties, was regarded as a major responsibility of the assistant principals in actual practice by about one-third (31.4 percent) of the total respondents. Another one-third (36.9 percent) selected minor responsibility. The assistant principals themselves indicated by a 65.3 percent response that they were involved in either a major or minor way (32.0 percent and 33.3 percent, respectively). Seventy-one percent of the principals and 68.3 percent of the superintendents responded that the assistant principals had a major or minor responsibility. About one-fourth (24.3 percent) of the respondents indicated the assistant principals had only an advisory role. Ideally,

all three groups would increase the assistant principals' degree of responsibility by about 9 percent in the major or minor category.

8. Conducting fire and tornado drills. The responses of the three groups of respondents to Administrative Function number 8, the question of the degree of responsibility the assistant principal has in conducting disaster drills, indicated that about three-fourths (76.4 percent) of the assistant principals had either a major or minor responsibility (36.8 and 38.2 percent, respectively). One-third of the respondents regarded the assistant principal as having a major responsibility for conducting various drills. About 47 percent of the superintendents indicated that the assistant principal had a minor responsibility for this function. In terms of ideal practice, all three groups recommended a slight increase in the degree of responsibility.

9. Scheduling audio-visual materials. Administrative Function number 9, the question of scheduling audio-visual materials, revealed that almost two-thirds, or 6.9 percent, of the respondents felt that assistant principals, in actual practice, had either an advisory or no involvement capacity. Only 9.5 percent of the assistant principals indicated this was a major responsibility, while 21.4 percent of the superintendents responded in the same manner. A majority, or 54.1 percent, of the assistant principals reported having no involvement in this function. In terms of ideal practice,

all three groups recommended an increase in assistant principals' involvement in scheduling audio-visual materials.

10. Administering transportation program. An analysis of actual practice in Administrative Function number 10, the question of administering the transportation program, revealed almost an equal division among the four degrees of responsibility, with no involvement being reported most frequently. Forty percent of the assistant principals regarded their degree of responsibility as being either major or minor. Almost half (49.3 percent) of the principals responded in the same manner. About one-third (35.8 percent) described the assistant principals' degree of responsibility as no involvement. In terms of ideal practice, all three groups recommended a decrease in the number of assistant principals with either major responsibility or those reporting no involvement. Slight increases were recommended in the minor and advisory categories.

11. Administering tutorial program. The responses related to Administrative Function number 11, the degree of responsibility the assistant principal has in administering the tutorial program, indicated that about two-thirds (62.2 percent) of the assistant principals, in actual practice, had either a major or minor responsibility for this program. However, only 55.3 percent of the assistant principals and 56.5 percent of the principals reported a major or minor degree of involvement in these categories, while 71.1 percent

of the superintendents responded in the same manner. This was a significant difference in the perception of the actual role of the assistant principal. Over 21 percent of the principals reported their assistant principals had no involvement in the tutorial program, while only 6.7 percent of the superintendents reported no involvement. In an ideal practice, all three groups would like to see the assistant principals assume a greater role in the administration of this program. However, the assistant principals would decrease the number with a major involvement by 4 percent, but increase the number with a minor degree of responsibility by 18.4 percent.

12. Preparing the school budget. The responses of the three groups to Administrative Function number 12, the question of preparing the school budget, indicated that assistant principals did not have a major responsibility for this function in actual practice. Only 7.1 percent of the respondents reported a major degree of responsibility. Over 70 percent reported either a minor or advisory responsibility. About one-fourth (22.4 percent) indicated the assistant principal had no responsibility for preparing the budget. In an ideal situation, half (50.7 percent) of the assistant principals would like to assume a minor responsibility. Even though the superintendents and principals would like to see greater involvement by the assistant principals, they would not grant as much

responsibility as the assistant principals would prefer. Only 51.9 percent of the superintendents and 57.4 percent of the principals would recommend a major or minor degree of responsibility, while 65.4 percent of the assistant principals would recommend a major or minor degree.

13. Administering special programs such as Chapter 1, ESL. An analysis of actual practice for Administrative Function number 13, the level of responsibility assistant principals have in administering special programs, indicated a wide range of responsibility by the assistant principal in the different districts. About one-third (34.0 percent) of the respondents reported a minor degree of responsibility, while one-fourth (26.2 percent) reported a major involvement. Another one-fourth (25.0 percent) indicated they regarded the role of the assistant principal as advisory. Almost 70 percent of the principals regarded the role of the assistant principal as either major or minor. Only 42.8 percent of the superintendents reported this same degree of responsibility. In terms of ideal practice, all three groups expressed a strong interest for increasing the assistant principals' degree of responsibility for administering special programs. Over 80 percent of the principals recommended either a major or minor degree of responsibility.

14. Preparing annual campus performance report. The responses related to Administrative Function number 14, the question of the level of responsibility the assistant

principal has in preparing an annual performance report, indicated that 42.9 percent of the respondents regarded the role of the assistant principal in this function, in actual practice, as minor. However, 28.0 percent of the assistant principals reported a minor role while 51.0 percent of the superintendents and 46.7 percent of the principals responded in the same manner. All three groups reported virtually the same percentage (10.7 percent) for major degree of responsibility. One-fourth (25.3 percent) of the assistant principals reported no involvement in the preparation of the performance report. In an ideal situation, all three groups would recommend that the assistant principals assume a much greater responsibility. Almost three-fourths of the superintendents and three-fourths of the principals (72.0 and 73 percent, respectively) would recommend either a major or minor degree of responsibility but not to the same extent as the other two groups.

15. Administering student attendance program. In response to the question pertaining to the function of administering the student attendance program, 50.5 percent of the superintendents felt that the assistant principal had a major role in carrying out this function in actual practice. This was in sharp contrast to the responses of the assistant principals, 23.7 percent of whom reported having a major degree of responsibility for this function.

This was a significant difference. About two-thirds (67.1 percent) of the principals indicated that the assistant principals had either a major or minor role. Over 84 percent of the superintendents and 60.5 percent of the assistant principals responded in the same manner. Ideally, there was again a significant difference among the three groups. All three groups recommended slight increases in the degree of responsibility of the assistant principal. However, the superintendents recommended a much higher degree of responsibility than either the principals or assistant principals. Over 88 percent of the superintendents favored either a major or minor role. Only 73.3 percent of the principals and 67.1 percent of the assistant principals recommended these same levels of involvement.

16. Administering elementary summer school. An analysis of actual practice of assistant principals for Administrative Function number 16, the administration of elementary summer school, revealed that two-thirds (66.4 percent) of the assistant principals had no involvement with this function, and 18.0 percent had a major role in administering the elementary summer school. Only about 15 percent reported either a minor or advisory degree of responsibility. In terms of ideal practice, all three groups favored an increased role for the assistant principal. However, 45.0 percent of the respondents recommended no involvement.



Pupil personnel--actual and ideal practice.--Table XLVII compares the responses of the superintendents, principals, and assistant principals regarding the degree of responsibility assigned to the assistant principal for twelve pupil personnel functions.

1. Directing guidance and counseling program. The responses of the three groups indicated that assistant principals exercise a low degree of involvement in directing the guidance and counseling program within a school. Over two-thirds (67.8 percent) of the respondents reported that the assistant principal either had no involvement or acted only in an advisory capacity. Only 7.6 percent reported that the assistant principal had a major degree of responsibility. In terms of ideal practice, all three groups recommended little change in either the major or minor degrees of responsibility. However, over 10 percent fewer respondents recommended that the assistant principal have no involvement with the guidance and counseling program.

2. Administering student discipline program. The response related to Pupil Personnel Function number 2, the degree of responsibility of the assistant principal in administering the student discipline program, indicated that in actual practice the assistant principal carries a major responsibility for administering this program. Over two-thirds (67.8 percent) of the respondents reported that the assistant principal had a major degree of responsibility.

TABLE XLVII

RESPONSES OF THE SUPERINTENDENTS, PRINCIPALS AND ASSISTANT PRINCIPALS  
REGARDING THE DEGREE OF RESPONSIBILITY ASSIGNED TO ASSISTANT  
PRINCIPALS IN THE AREA OF PUPIL PERSONNEL, BY PERCENTAGE

Degree of Responsibility	Actual Percentage			Ideal Percentage				
	Supt.	Prin.	Assist. Prin.	Total Sample	Supt.	Prin.	Assist. Prin.	Total Sample
1. Directing guidance and counseling program.								
Major	7.8	5.3	9.5	7.6	12.0	6.7	9.5	9.6
Minor	26.5	25.3	21.6	24.7	24.0	26.7	27.0	25.7
Advisory	35.3	34.7	41.9	37.1	48.0	41.3	45.9	45.4
No involvement	30.4	34.7	27.0	30.7	16.0	25.3	17.6	19.3
Number reporting	102	75	74	251	100	75	74	249
X <sup>2</sup> significance					.6791			
2. Administering student discipline program.								
Major	70.9	57.9	73.7	67.8	68.3	59.2	57.3	62.3
Minor	25.2	35.5	23.7	27.8	28.7	35.5	38.7	33.7
Advisory	1.9	3.9	2.6	2.7	1.0	3.9	4.0	2.8
No involvement	1.9	2.6	0.0	1.6	2.0	1.3	0.0	1.2
Number reporting	103	76	76	255	101	76	75	252
X <sup>2</sup> significance					.4529			
3. Serving on ARD committees.								
Major	31.7	28.9	38.2	32.8	35.3	30.3	33.8	33.3
Minor	55.8	46.1	50.0	51.2	52.9	51.3	60.8	54.8
Advisory	5.9	22.4	6.6	10.9	7.8	15.8	4.1	9.1
No involvement	6.7	2.6	5.3	5.1	3.9	2.6	1.4	2.8
Number reporting	104	76	76	256	102	76	74	252
X <sup>2</sup> significance					.0123			

TABLE XLVII--Continued

Degree of Responsibility	Actual Percentage				Ideal Percentage			
	Supt.	Prin.	Assist. Prin.	Total Sample	Supt.	Prin.	Assist. Prin.	Total Sample
4. Compiling case studies for special education referrals.								
Major	13.5	16.0	11.8	13.7	13.7	13.3	13.2	13.4
Minor	37.5	24.0	23.7	29.4	43.1	37.3	25.0	36.0
Advisory	25.0	26.7	47.4	32.2	28.4	29.3	51.3	35.6
No involvement	24.0	33.3	17.1	24.7	14.7	20.0	10.5	15.0
Number reporting	104	75	76	255	102	75	76	253
X <sup>2</sup> significance	.0123				.0308			
5. Assigning students to teachers at beginning of school year.								
Major	16.5	23.7	44.7	27.1	18.6	23.7	34.2	24.8
Minor	32.0	32.9	23.7	29.8	42.2	38.2	38.2	39.8
Advisory	35.9	25.0	15.8	26.7	28.4	31.6	21.1	27.2
No involvement	15.5	18.4	15.8	16.5	10.8	6.6	6.6	8.3
Number reporting	103	76	76	255	102	76	76	254
X <sup>2</sup> significance	.0014*				.2754			
6. Assigning students to teachers as they enter during the school year.								
Major	19.2	18.4	28.9	21.9	18.8	17.1	25.0	20.2
Minor	40.4	32.9	35.5	36.7	47.5	39.5	39.5	42.7
Advisory	25.0	25.0	21.1	23.8	24.8	30.3	28.9	27.7
No involvement	15.4	23.7	14.5	17.6	8.9	13.2	6.6	9.5
Number reporting	104	76	76	256	101	76	76	253
X <sup>2</sup> significance	.4390				.5987			

TABLE XLVII--Continued

Degree of Responsibility	Actual Percentage			Ideal Percentage				
	Supt.	Prin.	Assist. Prin.	Total Sample	Supt.	Prin.	Assist. Prin.	Total Sample
7. Determining promotion or retention of students.								
Major	9.7	10.7	18.7	12.6	9.0	9.3	19.7	12.4
Minor	37.9	38.7	38.7	38.3	50.0	48.0	40.8	46.6
Advisory	35.9	32.0	26.7	32.0	30.0	30.7	34.2	31.5
No involvement	16.5	18.7	16.0	17.0	11.0	12.0	5.3	9.6
Number reporting	103	75	75	253	100	75	76	251
X <sup>2</sup> significance	.6177				.2333			
8. Counseling students.								
Major	37.5	27.6	28.9	32.0	38.2	26.3	30.3	32.3
Minor	38.5	46.1	55.3	45.7	44.1	43.4	50.0	45.7
Advisory	12.5	21.1	10.5	14.5	10.8	26.3	17.1	17.3
No involvement	11.5	5.3	5.3	7.8	6.9	3.9	2.6	4.7
Number reporting	104	76	76	256	102	76	76	254
X <sup>2</sup> significance	.0928				.1103			
9. Orienting new students to school.								
Major	43.3	16.0	18.4	27.8	54.5	22.4	22.4	35.2
Minor	42.3	40.0	32.9	38.8	34.7	44.7	36.8	38.3
Advisory	5.8	29.3	28.0	19.6	5.0	26.3	28.9	18.6
No involvement	8.7	14.7	19.7	13.7	5.9	6.6	11.8	7.9
Number reporting	104	75	76	255	101	76	76	253
X <sup>2</sup> significance	.0000*				.0000*			

TABLE XLVII--Continued

Degree of Responsibility	Actual Percentage			Ideal Percentage				
	Supt.	Prin.	Assist. Prin.	Total Sample	Supt.	Prin.	Assist. Prin.	Total Sample
10. Conferring with parents regarding student problems.								
Major	62.1	52.6	59.2	58.4	61.8	59.2	60.5	60.6
Minor	31.3	46.1	39.5	38.0	33.3	39.5	35.5	35.8
Advisory	5.8	1.3	1.3	3.1	3.9	1.3	3.9	3.1
No involvement	1.0	0.0	0.0	0.4	1.0	0.0	0.0	0.4
Number reporting	103	76	76	255	102	76	76	254
X <sup>2</sup> significance				.1862				
11. Supervising cafeteria, halls, playground.								
Major	61.5	46.1	49.3	53.3	58.8	48.7	31.6	47.6
Minor	30.8	43.4	36.0	36.1	31.4	40.8	46.1	38.6
Advisory	5.8	9.2	12.0	8.6	4.9	9.2	18.4	10.2
No involvement	1.9	1.3	2.7	2.0	4.9	1.3	3.9	3.5
Number reporting	104	76	75	255	102	76	76	254
X <sup>2</sup> significance				.3597				
12. Directing testing program, including achievement and TEAMS.								
Major	19.4	43.4	43.4	33.7	21.0	39.5	35.1	30.8
Minor	35.9	28.9	22.4	29.8	41.0	36.8	31.1	36.8
Advisory	24.3	15.8	19.7	20.4	24.0	13.2	28.4	22.0
No involvement	20.4	11.8	14.5	16.1	14.0	10.5	5.4	10.4
Number reporting	103	76	76	255	100	76	74	250
X <sup>2</sup> significance				.0095*				
* $\underline{p} < .01.$								

.0315

Over 95 percent of the assistant principals reported either a major or minor responsibility for this function. The principals reported the lowest level of major responsibility, 57.9 percent. The superintendents and assistant principals reported 70.9 percent and 73.7 percent, respectively. Only two principals and none of the assistant principals reported that the assistant principals had no involvement. In terms of the ideal situation, all three groups would decrease the assistant principals' involvement from major to minor by 5.5 percent. However, the superintendents would reduce the involvement by only 2.6 percent, and the principals would increase the involvement by 1.3 percent. The assistant principals recommended a drop in major involvement by 16.4 percent.

3. Serving on admission, review, dismissal committees (ARD). Over half (51.2 percent) of the respondents reported that assistant principals had a minor degree of responsibility for carrying out Pupil Personnel Function number 3, the serving on ARD committees. Almost one-third (32.8 percent) reported having a major responsibility for the duty. However, the principals reported a lower level of involvement for assistant principals in this function than either the superintendents or the assistant principals. Seventy-five percent of the principals reported either a major or minor degree of responsibility. The assistant principals reported 88.2 percent at either a major or minor level of

responsibility while 87.5 percent of the superintendents reported either a major or minor degree. Approximately 5 percent of the respondents indicated the assistant principals had no involvement. In terms of the ideal situation, the respondents recommended an even higher level of involvement by the assistant principals. All three groups recommended increasing the combined major and minor degree of responsibility by 4.1 percent. Only 2.8 percent of all three groups believed the assistant principals should have no involvement in the ARD process.

4. Compiling case studies for special education referrals. The responses to Pupil Personnel Function number 4 indicated that relatively few of the assistant principals had a major involvement in compiling case studies in actual practice. Approximately 14 percent of the three groups reported a major degree of responsibility for the assistant principal for this function. About an equal number indicated the assistant principal had either a minor or advisory degree of responsibility. Almost one-fourth (24.7 percent) reported the assistant principal had no involvement with this function. Almost half (47.4 percent) of the assistant principals indicated they only served in an advisory capacity. In terms of the ideal situation, all three groups recommended a slight increase in the degree of responsibility for the assistant principal. Over one-third (36.0 percent) of the respondents recommended a minor involvement for the assistant principal

in compiling case studies for special education referrals. This represented a 6.6 percent increase over actual practice. However, a majority (51.3 percent) of the assistant principals would like to serve only in an advisory role.

5. Assigning students to teachers at beginning of school year. The responses pertaining to the degree of responsibility of the assistant principal in actual practice in assigning students to teachers at the beginning of the school year indicated a significant difference among the three groups of respondents. The percentages varied only slightly among the four degrees of responsibility, the lowest being no involvement, with 16.5 percent, and the highest percentage was minor, at 29.8 percent. However, 44.7 percent of the assistant principals reported a major responsibility. The superintendents reported that only 16.5 percent of the assistant principals carried a major responsibility for this function. In terms of the ideal practice, almost two-thirds (64.6 percent) of the respondents recommended that the assistant principals assume either a major or minor degree of responsibility. The assistant principals favored decreasing their degree of major involvement by 10.5 percent. The principals and superintendents recommended a slight increase in the level of involvement of assistant principals in this function.

6. Assigning students to teachers as they enter during school year. The responses related to Pupil Personnel



Function number 6, the level of responsibility of assistant principals in assigning students to teachers during the school year, revealed that over one-third (36.7 percent) of the assistant principals assumed a minor degree of responsibility for this task in actual practice. Forty percent of the superintendents reported that the assistant principal had a minor involvement. Approximately one-fourth of all the respondents reported that the assistant principal had a major degree of responsibility and an equal number of all the respondents indicated that assistant principals acted only in an advisory capacity. Almost 18 percent reported the assistant principals had no involvement in assigning students. In terms of the ideal situation, all three groups favored a decrease in the assistant principals' level of responsibility for this function and a decrease in the number of assistant principals with no involvement. The respondents also recommended reducing the number of assistant principals with a major degree of responsibility by 1.7 percent.

7. Determining promotion or retention of students. The responses to Pupil Personnel Function number 7, determining promotion or retention of students, indicated that relatively few of the assistant principals had a major degree of involvement in actual practice. Only 12.6 percent of the assistant principals assumed this level of responsibility.

Approximately 70 percent of the respondents reported either a minor or advisory degree of responsibility. There were only slight differences in the responses among the three groups. Under ideal situations, almost half (46.6 percent) of the assistant principals would be involved to a minor degree. Approximately one-third (31.5 percent) of the respondents favored only an advisory role for this function.

8. Counseling students. The responses of the three groups indicated that the assistant principal exercises a high degree of involvement in counseling students. Almost 80 percent of the respondents reported that the assistant principal either had a major or minor degree of responsibility for this function. Over half (55.3 percent) of the assistant principals indicated that they had a minor responsibility. Only 7.8 percent of the assistant principals were not involved with counseling students. In terms of the ideal situation, the respondents recommended making only minor adjustments. The superintendents favored a slightly higher level of involvement, while the principals and assistant principals recommended a slight decrease in the degree of responsibility of assistant principals in counseling students.

9. Orienting new students to school. The responses to Pupil Personnel Function number 9, orienting new students to school, revealed that two-thirds (66.6 percent) of the

assistant principals had either a major or minor degree of responsibility in actual practice. However, the responses of the three groups differed significantly. The superintendents indicated a much higher level of involvement than did the principals or assistant principals, concerning the assistant principals' level of responsibility for the function. Slightly over half (51.3 percent) of the assistant principals reported either a major or minor degree of responsibility, while 85.6 percent of the superintendents reported that the assistant principal was involved at either a major or minor level. Of the principals, 56.0 percent indicated the assistant principals had a major or minor responsibility. In terms of the ideal situation, the groups still differed significantly. Over half (54.5 percent) of the superintendents recommended that the assistant principals should have a major responsibility. Less than one-fourth (22.4 percent) of the principals and assistant principals responded in the same manner. Almost 8 percent of the respondents recommended that the assistant principal should have no responsibility for this task.

10. Conferring with parents regarding student problems. Over half (58.4 percent) of the respondents reported that assistant principals had a major degree of responsibility for carrying out Pupil Personnel Function number 10, conferring with parents regarding student problems. Over

one-third (38.0 percent) reported a minor responsibility for assistant principals for this function. Only one superintendent reported that the assistant principal had no involvement. The principals reported the lowest level of major responsibility of assistant principals, at 52.6 percent. The superintendents reported the highest level of major involvement with a 62.1 percent response. In terms of the ideal practice, the three groups recommended a slight increase of 2 percent in the major degree of responsibility and a 2 percent decrease in the minor level.

11. Supervising cafeteria, halls, and playground. Almost 90 percent of the respondents indicated that the assistant principal had either a major or minor degree of responsibility for carrying out Pupil Personnel Function number 11, supervising cafeteria, halls, and playground. Over half (53.3 percent) reported a major degree of responsibility. The superintendents reported the highest level of major responsibility at 61.5 percent, whereas the assistant principals indicated only 49.3 percent had a major degree of responsibility. Only 2 percent reported that the assistant principal had no involvement with pupil supervision duties. In comparing the responses of actual practice with the responses recommended for ideal practice, it was found that the superintendents and assistant principals favored a decrease in the major involvement of the assistant principals in this function. The principals

recommended a slight increase. The assistant principals were especially interested in reducing their involvement. Only 31.6 percent favored a major degree of involvement as compared to 58.8 percent of the superintendents and 48.7 percent of the principals. These differences were statistically significant.

12. Directing testing program including achievement and TEAMS (Texas Educational Assessment of Minimum Skills). The responses to Pupil Personnel Function number 12, directing the testing program, indicated that almost two-thirds (63.5 percent) of the assistant principals had either a major or minor degree of responsibility. The principals and assistant principals reported 43.4 percent as the major level of involvement. Only 19.4 percent of the superintendents responded in the same manner. This was a significant difference. Over 16 percent of the assistant principals had no involvement in the testing program. In terms of the ideal practice, the respondents favored a decreased level of major and no involvement. However, the superintendents recommended a 1.6 percent increase in the major degree of responsibility, while the assistant principals and principals favored decreasing the level of involvement. Only 10.4 percent of the respondents believed that the assistant principal should not be involved with the testing program.

Supervision of instruction--actual and ideal practice.--

In Table XLVIII, the responses of the superintendents, principals, and assistant principals regarding the supervision of instruction are compared. The broad area includes nine specific functions.

1. Assisting teachers with new techniques, methods, and materials. The first function listed under Supervision of Instruction was Assisting Teachers with Techniques, Methods, and Materials. Half of the assistant principals indicated that in actual practice they had a major degree of responsibility for this function. Less than 40 percent of the principals and superintendents responded in the same manner. Overall 41.4 percent of the respondents indicated the assistant principal had a major degree of responsibility for this function. An almost equal percentage (42.2 percent) reported that the assistant principal had a minor level of involvement. Only 3.1 percent indicated that the assistant principal had no involvement in assisting teachers with new techniques. Under ideal circumstances, all three groups favored a heavier involvement by the assistant principal. Only one of the 254 respondents recommended no involvement. Almost 95 percent favored either a major or minor degree of responsibility by the assistant principal.

2. Orienting new teachers to school. The response to Supervision of Instruction Function number 2, orienting new

TABLE XLVIII

RESPONSES OF SUPERINTENDENTS, PRINCIPALS AND ASSISTANT PRINCIPALS REGARDING THE DEGREE OF RESPONSIBILITY ASSIGNED TO ASSISTANT PRINCIPALS IN THE AREA OF SUPERVISION OF INSTRUCTION, BY PERCENTAGE

Degree of Responsibility	Actual Percentage			Ideal Percentage				
	Supt.	Prin.	Assist. Prin.	Total Sample	Supt.	Prin.	Assist. Prin.	Total Sample
1. Assisting teachers with new techniques, methods and materials.								
Major	38.5	36.8	50.0	41.4	49.0	43.4	51.3	48.0
Minor	47.1	44.7	32.9	42.2	47.1	50.0	42.1	46.5
Advisory	11.5	14.5	14.5	13.3	2.9	6.6	6.6	5.1
No involvement	2.9	3.9	2.6	3.1	1.0	0.0	0.0	0.4
Number reporting	104	76	76	256	102	76	76	254
X <sup>2</sup> significance	.5605			.6605				
2. Orienting new teachers to school.								
Major	33.7	29.3	46.7	36.2	41.2	37.3	45.3	41.3
Minor	51.9	52.0	36.0	47.2	52.0	54.7	41.3	49.6
Advisory	7.7	10.7	14.7	10.6	3.9	6.7	13.3	7.5
No involvement	6.7	8.0	2.7	5.9	2.9	1.3	0.0	1.6
Number reporting	104	75	75	254	102	75	75	252
X <sup>2</sup> significance	.1133			.1378				
3. Conducting demonstrations lessons.								
Major	21.2	21.9	21.3	21.4	36.3	32.4	27.0	32.4
Minor	37.5	28.8	38.7	35.3	43.1	41.9	41.9	42.4
Advisory	19.2	31.5	14.7	21.4	15.7	21.6	21.6	19.2
No involvement	22.1	17.8	25.3	21.8	4.9	4.1	9.5	6.0
Number reporting	104	73	75	252	102	74	74	250
X <sup>2</sup> significance	.2739			.6214				

TABLE XLVIII -- Continued

Degree of Responsibility	Actual Percentage			Ideal Percentage				
	Supt.	Prin.	Assist. Prin.	Total Sample	Supt.	Prin.	Assist. Prin.	Total Sample
4. Evaluating teacher performance.								
Major	63.7	63.2	67.1	64.6	67.0	65.8	64.5	65.9
Minor	24.5	34.2	27.6	28.3	25.0	32.9	30.3	29.0
Advisory	7.8	1.3	3.9	4.7	6.0	1.3	5.3	4.4
No involvement	3.9	1.3	1.3	2.4	2.0	0.0	0.0	0.8
Number reporting	102	76	76	254	100	76	76	252
X <sup>2</sup> significance	.2857				.3752			
5. Planning inservice activities.								
Major	23.3	25.0	25.0	24.3	27.7	36.8	22.4	28.9
Minor	35.9	38.2	35.5	36.5	44.6	44.7	51.3	46.6
Advisory	33.0	23.7	25.0	27.8	24.8	18.4	19.7	21.3
No involvement	7.8	13.2	14.5	11.4	3.0	0.0	6.6	3.2
Number reporting	103	76	76	255	101	76	76	253
X <sup>2</sup> significance	.6939				.1469			
6. Confering with teachers about student learning problems.								
Major	45.2	36.8	46.1	43.0	53.5	39.5	47.4	47.4
Minor	40.4	47.4	39.5	42.2	35.6	52.6	46.1	43.9
Advisory	11.5	13.2	13.2	12.5	8.9	6.6	6.6	7.5
No involvement	2.9	2.6	1.3	2.3	2.0	1.3	0.0	1.2
Number reporting	104	76	76	256	101	76	76	253
X <sup>2</sup> significance	.8925				.3545			



TABLE XLVIII--Continued

Degree of Responsibility	Actual Percentage				Ideal Percentage			
	Supt.	Prin.	Assist. Prin.	Total Sample	Supt.	Prin.	Assist. Prin.	Total Sample
7. Working with teachers to improve lesson planning and pacing.								
Major	34.6	35.5	35.5	35.2	50.0	42.1	43.4	45.7
Minor	40.4	42.1	34.2	39.1	35.3	47.4	44.7	41.7
Advisory	19.2	13.2	23.7	18.8	13.7	10.5	11.8	12.2
No involvement	5.8	9.2	6.6	7.0	1.0	0.0	0.0	0.4
Number reporting	104	76	76	256	102	76	76	254
X <sup>2</sup> significance	.7121				.6311			
8. Organizing assembly programs and field trips.								
Major	24.3	15.8	23.7	21.6	26.7	21.1	19.7	22.9
Minor	45.6	34.2	26.3	36.5	49.5	46.1	38.2	45.1
Advisory	21.4	30.3	32.9	27.5	15.8	23.7	36.8	24.5
No involvement	8.7	19.7	17.1	14.5	7.9	9.2	5.8	7.5
Number reporting	103	76	76	255	101	76	76	253
X <sup>2</sup> significance	.0448				.0879			
9. Developing campus management plan.								
Major	23.5	24.0	26.3	24.5	33.0	29.3	27.6	30.3
Minor	46.1	52.0	44.7	47.4	45.0	54.7	57.9	51.8
Advisory	23.5	20.0	22.4	22.1	21.0	14.7	13.2	16.7
No involvement	6.9	4.0	6.6	5.9	1.0	1.3	1.3	1.2
Number reporting	102	75	76	253	100	75	76	251
X <sup>2</sup> significance	.9557				.6885			

teachers to school, showed almost half (47.2 percent) of the respondents indicating that the assistant principal played a minor role in this function. Over one-third (36.2 percent) of the total respondents reported this to be a major responsibility of the assistant principal. Almost half (46.7 percent) of the assistant principals reported a major responsibility for orienting new teachers, while only 29.3 percent of the principals indicated that the assistant principals had a major responsibility. About 6 percent reported that the assistant principal had no involvement. In the ideal practice, all three groups favored an even greater role than the actual practice. Over 90 percent recommended either a major or minor degree of responsibility for this task. The assistant principals recommended a lower level of involvement than the other two groups.

3. Conducting demonstration lessons. An analysis of the responses to Supervision of Instruction Function number 3, conducting demonstration lessons, revealed a fairly even distribution across the four degrees of responsibility. About one-third (35.3 percent) of the respondents reported a minor degree. The other three degrees of responsibility were selected by approximately 21 percent of the respondents. Sixty percent of the assistant principals reported they had either a major or minor degree of responsibility. An advisory role for the assistant principal was reported by 31.5 percent of the principals. In the ideal practice, all

three groups recommended a greater involvement by the assistant principals. Almost three-fourths favored either a major or minor degree of responsibility, or an increase of 18.1 percent over the actual practice. The assistant principals reported the lowest level of involvement in the ideal situation.

4. Evaluating teacher performance. The response pertaining to the degree of involvement of the assistant principal in evaluating teacher performance indicated that almost two-thirds (64.6 percent) had a major responsibility for this function. Another 28.3 percent of the respondents indicated that the assistant principals had a minor involvement. Only 2.4 percent reported that the assistant principal was not involved with evaluating teachers. There was little disagreement among the three groups. In terms of the ideal practice, virtually no changes were recommended by the respondents. The major degree of responsibility increased only 1.3 percent, and the minor level increased only .7 percent.

5. Planning inservice activities. Supervision of Instruction Function number 5, planning inservice activities, was regarded as either a major or minor responsibility of the assistant principal by 60.8 percent of the total number of respondents. The principals reported a slightly higher level of involvement for this function than did the superintendents or assistant principals. Over 11 percent of the

respondents reported that the assistant principal had no responsibility for planning inservice activities. In the ideal situation, over half of the assistant principals recommended a minor degree of responsibility. All three groups favored a substantial increase in the degree of responsibility by the assistant principal. All of the principals believed the assistant principal should have some involvement with planning inservice activities.

6. Conferring with teachers about student learning problems. The response to Supervision of Instruction Function number 6, conferring with teachers about student learning problems, indicated that the assistant principals exercise a high degree of involvement. Over 85 percent of the respondents reported that the assistant principal had either a major or minor degree of responsibility. All three groups reported very similar responses. In the ideal practice, the respondents favored a slightly higher level of involvement. The combined response of major and minor degree of responsibility was over 91 percent. Only 1.2 percent recommended that the assistant principals should not be involved with teacher conferences regarding student problems.

7. Working with teachers to improve lesson planning and pacing. The responses of the three groups indicated that the assistant principals carried a heavy degree of responsibility for Supervision of Instruction Function

number 7, working to improve lesson planning. Almost three-fourths (74.3 percent) of the respondents reported that the assistant principal had either a major or minor degree of responsibility. The principals reported the highest degree of involvement among the three groups. In terms of the ideal situation, all three groups favored a substantial increase in the assistant principals' level of involvement. Over 87 percent recommended either a major or minor degree of responsibility. There were only slight differences in the responses among the three categories of respondents. Only one superintendent believed that the assistant principals should not be involved in this function.

8. Organizing assembly programs and field trips. The responses to Supervision of Instruction Function number 8, organizing assembly programs and field trips, indicated that the assistant principals were more likely to have a minor degree of responsibility or an advisory role. However, over 70 percent of the superintendents reported that the assistant principal had either a major or minor degree of responsibility. Only about half of the principals and assistant principals reported this same level of involvement. Over 14 percent of the respondents indicated that the assistant principal had no involvement in planning assemblies and field trips. In the ideal situation, almost half (45.1 percent) recommended a minor level of involvement. All three groups favored a higher degree of responsibility.

However, almost one-third (32.0 percent) recommended either an advisory role or no involvement.

9. Developing campus management plan. Almost half (47.4 percent) of the respondents indicated that the assistant principal had a minor degree of responsibility for carrying out Supervision of Instruction Function number 9, developing the campus management plan. Another one-fourth reported the assistant principal had a major responsibility. Over 22 percent indicated that the assistant principals served in an advisory capacity. There were virtually no differences among the three categories of respondents. In the ideal situation, all three groups recommended a higher level of participation by the assistant principal in developing the campus plan. Over 82 percent favored either a major or minor degree of responsibility. This was an increase of 10.2 percent over the actual situation.

Curriculum development--actual and ideal practice.--  
Table XLIX compares the responses of the superintendents, principals, and assistant principals regarding the degree of responsibility assigned to the assistant principal for five curriculum development functions.

1. Selecting new textbooks and learning materials. An analysis of the responses to Curriculum Development Function number 1, selecting new textbooks and materials, revealed a significant difference among the three groups.

TABLE XLIX

RESPONSES OF SUPERINTENDENTS, PRINCIPALS AND ASSISTANT PRINCIPALS REGARDING  
THE DEGREE OF RESPONSIBILITY ASSIGNED TO ASSISTANT PRINCIPALS IN THE AREA  
OF CURRICULUM DEVELOPMENT, BY PERCENTAGE

Degree of Responsibility	Actual Percentage				Ideal Percentage			
	Supt.	Prin.	Assist. Prin.	Total Sample	Supt.	Prin.	Assist. Prin.	Total Sample
1. Selecting new textbooks and learning materials.								
Major	11.5	14.7	19.7	14.9	16.8	17.3	23.7	19.0
Minor	34.6	33.3	17.1	29.0	44.6	45.3	36.8	42.5
Advisory	45.2	28.0	38.2	38.0	35.6	30.7	32.9	33.3
No involvement	8.7	24.0	25.0	18.0	3.0	6.7	6.6	5.2
Number reporting	104	75	76	255	101	75	76	252
X <sup>2</sup> significance	.0037*				.6847			
2. Serving on curriculum revision committees.								
Major	18.3	16.2	11.8	15.7	23.8	23.0	13.3	20.4
Minor	43.3	31.1	17.1	31.9	52.5	43.2	45.3	47.6
Advisory	27.9	20.3	36.8	28.3	17.8	28.4	33.3	25.6
No involvement	10.6	32.4	34.2	24.0	5.9	5.4	8.0	6.4
Number reporting	104	74	76	254	101	74	75	250
X <sup>2</sup> significance	.0001*				.2152			
3. Investigating innovative programs at other schools.								
Major	8.9	9.5	6.6	8.4	21.8	24.0	19.7	21.8
Minor	45.5	35.1	23.7	35.9	52.5	50.7	48.7	50.8
Advisory	22.8	24.3	28.9	25.1	15.8	20.0	26.3	20.2
No involvement	22.8	31.1	40.8	30.7	9.9	5.3	5.3	7.1
Number reporting	101	74	76	251	101	75	76	252
X <sup>2</sup> significance	.0740				.5978			

TABLE XLIX--Continued

Degree of Responsibility	Actual Percentage				Ideal Percentage			
	Supt.	Prin.	Assist. Prin.	Total Sample	Supt.	Prin.	Assist. Prin.	Total Sample
4. Attending state and local curriculum conferences.								
Major	21.4	16.0	14.7	17.8	26.7	20.0	21.1	23.0
Minor	35.9	42.7	26.7	35.2	51.5	57.3	55.3	54.4
Advisory	24.3	17.3	20.0	20.9	11.9	17.3	17.1	15.1
No involvement	18.4	24.0	38.7	26.1	9.9	5.3	6.6	7.5
Number reporting	103	75	75	253	101	75	76	252
X <sup>2</sup> significance	.0606				.7057			
5. Developing drug and alcohol abuse prevention programs.								
Major	16.5	4.0	3.9	9.1	21.6	10.7	7.9	14.2
Minor	35.9	22.7	11.8	24.8	45.1	33.3	31.6	37.5
Advisory	31.1	30.7	32.9	31.5	23.5	38.7	48.7	35.6
No involvement	16.5	42.7	51.3	34.6	9.8	17.3	11.8	12.6
Number reporting	103	75	76	254	102	75	76	253
X <sup>2</sup> significance	.0000*				.0036*			

\* P &lt; .01.



The assistant principals reported a lower level of involvement than the superintendents and principals when the two highest degrees of responsibility were compared. Only 36.8 percent of the assistant principals reported either a major or minor level of involvement, while the superintendents and principals reported 46.1 percent and 48.0 percent, respectively. Over 45 percent of the superintendents indicated that the assistant principals served only in an advisory capacity. Almost one-fourth of the principals and assistant principals reported the assistant principal was not involved with selecting new materials. In terms of the ideal situation, all three groups recommended a substantial increase in the involvement of the assistant principal. Over 60 percent favored either a major or minor degree of responsibility for the assistant principal in carrying out this function.

2. Serving on curriculum revision committees. The responses of the three groups to Curriculum Development Function number 2, serving on curriculum revision committees, indicated a significant difference among the different categories of respondents. The assistant principals reported a much lower level of involvement than the other two groups. Over 60 percent of the superintendents reported either a major or minor level of responsibility. Only 28.9 percent of the assistant principals responded with this same degree of responsibility. Over one-third of the principals and

assistant principals reported that the assistant principal was not involved with curriculum revision. Only 10.6 percent of the superintendents responded at this same level. In terms of the ideal practice, all three groups recommended a substantial increase in the desired level of involvement by assistant principals. Over half (52.5 percent) of the superintendents favored a minor degree of responsibility. Over two-thirds (68.0 percent) of the respondents favored either a major or minor level of responsibility. Only 6.4 percent recommended that the assistant principal should not be involved with this function.

3. Investigating innovative programs at other schools. An analysis of the responses to Curriculum Development Function number 3, investigating innovative programs, revealed that the assistant principal exercised a low level of involvement. Over 30 percent of the respondents indicated that the assistant principal was not involved with visiting other schools to investigate new programs. Only 8.4 percent reported a major degree of responsibility. Almost 70 percent of the assistant principals indicated they acted only in an advisory role or had no involvement. The superintendents reported the highest level of involvement. In the ideal practice, over half (50.8 percent) of the respondents favored a minor degree of responsibility. The assistant principals recommended a slightly lower level of responsibility than the other two groups.

4. Attending state and local curriculum conferences. The responses of the three groups to Curriculum Development Function number 4, attending state and local curriculum conferences, revealed a fairly even distribution across the four degrees of responsibility. Over 35 percent of the respondents reported that the assistant principals had a minor level of responsibility. The assistant principals reported a lower level of involvement than the superintendents and principals. In the ideal situation, over half (54.4 percent) of the respondents favored a minor level of involvement for assistant principals in this function. Over three-fourths recommended either a major or minor degree of responsibility by the assistant principals. Only 7.5 percent believed that the assistant principals should not be involved with attending curriculum conferences.

5. Developing drug and alcohol abuse prevention programs. Almost two-thirds (66.1 percent) of the respondents reported that the assistant principals exercised only an advisory role or had no involvement with Curriculum Development Function number 5, developing drug prevention programs. However, over half (52.7 percent) of the superintendents reported either a major or minor level of involvement, while only 15.7 percent of the assistant principals reported this same degree of responsibility. This was a statistically significant difference. Over half (51.3 percent) of the assistant principals reported they were not involved with

this function. In terms of the ideal situation, over two-thirds (66.7 percent) of the superintendents favored either a major or minor degree of responsibility for assistant principals. The principals and assistant principals recommended a lower level than the superintendents. This was also a significant difference. However, all three groups favored an increase over the actual situation.

Community relations--actual and ideal practice.--In Table L, the responses of the superintendents, principals, and assistant principals regarding community relations are compared. This broad area includes six specific functions.

1. Addressing civic groups. An analysis of the responses to Community Relations Function number 1, addressing civic groups, indicated that the assistant principals had little responsibility for carrying out this function. Two-thirds (66.6 percent) of the respondents reported that the assistant principal had either an advisory role or was not involved with speaking before groups. Over half (51.3 percent) of the assistant principals reported they had no involvement with the task. The superintendents reported a higher level of responsibility for assistant principals than the other two groups. All three categories favored increasing the involvement of the assistant principal in the ideal situation. almost half (47.6 percent) recommended a minor degree of responsibility. Only 16.8 percent

TABLE I

RESPONSES OF SUPERINTENDENTS, PRINCIPALS AND ASSISTANT PRINCIPALS REGARDING THE DEGREE OF RESPONSIBILITY ASSIGNED TO ASSISTANT PRINCIPALS IN THE AREA OF COMMUNITY RELATIONS, BY PERCENTAGE

Degree of Responsibility	Actual Percentage				Ideal Percentage			
	Supt.	Prin.	Assist. Prin.	Total Sample	Supt.	Prin.	Assist. Prin.	Total Sample
1. Addressing civic groups.								
Major	7.7	10.7	1.3	6.7	14.0	14.9	5.3	11.6
Minor	35.6	18.7	22.4	26.7	52.0	47.3	42.1	47.6
Advisory	18.3	28.0	25.0	23.1	20.0	21.6	31.6	24.0
No involvement	38.5	42.7	51.3	43.5	14.0	16.2	21.1	16.8
Number reporting	104	75	76	255	100	74	76	250
X <sup>2</sup> significance	.0266				.1938			
2. Preparing educational exhibits.								
Major	10.8	6.8	6.6	8.3	14.1	17.6	3.9	12.0
Minor	35.3	28.4	19.7	28.6	48.5	43.2	31.6	41.8
Advisory	27.5	24.3	23.7	25.4	24.2	21.6	46.1	30.1
No involvement	26.5	40.5	50.0	37.7	13.1	17.6	18.4	16.1
Number reporting	102	74	76	252	99	74	76	249
X <sup>2</sup> significance	.0657				.0033*			
3. Preparing news releases about the school.								
Major	12.5	24.0	24.0	19.3	15.8	29.7	20.3	21.3
Minor	28.8	18.7	28.0	25.6	39.6	36.5	43.2	39.8
Advisory	23.1	26.7	21.3	23.6	24.8	17.6	28.4	23.7
No involvement	35.6	30.7	26.7	31.5	19.8	16.2	8.1	15.3
Number reporting	104	75	75	254	101	74	74	249
X <sup>2</sup> significance	.2522				.1188			

TABLE L--Continued

Degree of Responsibility	Actual Percentage				Ideal Percentage			
	Supt.	Prin.	Assist. Prin.	Total Sample	Supt.	Prin.	Assist. Prin.	Total Sample
4. Working with PTA or PTO.								
Major	26.9	29.3	31.6	29.0	25.5	41.9	28.9	31.3
Minor	48.1	42.7	47.4	46.3	56.9	39.2	56.6	51.6
Advisory	21.2	22.7	13.2	19.2	13.7	14.9	11.8	13.5
No involvement	3.8	5.3	7.9	5.5	3.9	4.1	2.6	3.6
Number reporting	104	75	76	255	102	74	76	252
X <sup>2</sup> significance	.6671				.2742			
5. Coordinating major fund-raising activities.								
Major	14.4	9.3	10.5	11.8	18.6	16.2	6.6	14.3
Minor	24.0	25.3	19.7	23.1	23.5	33.8	31.6	29.0
Advisory	29.8	25.3	31.6	29.0	28.4	16.2	34.2	26.6
No involvement	31.7	40.0	38.2	36.1	29.4	33.8	27.6	30.2
Number reporting	104	75	76	255	102	74	76	252
X <sup>2</sup> significance	.7867				.0666			
6. Working with parent volunteer program.								
Major	30.1	22.7	25.0	26.4	35.6	32.4	21.1	30.3
Minor	38.8	29.3	22.4	31.1	40.6	36.5	38.2	38.6
Advisory	18.4	26.7	25.0	22.8	17.8	17.6	31.6	21.9
No involvement	12.6	21.3	27.6	19.7	5.9	13.5	9.2	9.2
Number reporting	103	75	76	254	101	74	76	251
X <sup>2</sup> significance	.0724				.0972			

believed that the assistant principal should have no involvement.

2. Preparing educational exhibits. The second function under Community Relations was preparing educational exhibits. The respondents indicated that the assistant principal exercised a low degree of responsibility for this function. Almost three-fourths (73.7 percent) of the assistant principals reported they had only an advisory role or had no involvement. The principals and superintendents reported a higher level of involvement for the assistant principal. In the ideal situation, all three groups recommended an increase in the level of responsibility. However, the assistant principals favored a significantly lower level of involvement than the other two groups. Almost 65 percent of the assistant principals recommended either an advisory or no involvement degree of responsibility. The superintendents and principals reported 37.3 percent and 39.2 percent, respectively, for the same level of responsibility.

3. Preparing news releases about the school. An analysis of the responses to Community Relations Function number 3, preparing news releases, revealed a fairly even distribution across the four degrees of responsibility. Over 55 percent of the respondents reported that the assistant principal had either an advisory capacity or was

not involved. Almost 45 percent indicated that the assistant principal had either a major or minor degree of responsibility. The superintendents reported the lowest level of involvement. In the ideal practice, almost 40 percent of the principals favored a minor role for the assistant principal. Almost 30 percent of the principals would like to see the assistant principals assume a major degree of responsibility. All three groups favored increasing the assistant principals' level of involvement.

4. Working with Parent Teacher Associations or Parent Teacher Organizations. The respondents reported that the assistant principals carried a heavy responsibility for Community Relations Function number 4, working with parent organizations. Over 75 percent of the respondents indicated that the assistant principal had either a major or minor degree of responsibility. Only 5 percent were not involved with parent organizations. All three groups reported very similar degrees of responsibility. In terms of the ideal situation, the superintendents and principals favored a slightly higher level of involvement, while the assistant principals recommended maintaining about the same level of responsibility. Almost 42 percent of the principals favored a major role for the assistant principal in working with parent groups.

5. Coordinating major fund raising activities. The responses to Community Relations Function number 5,



coordinating major fund raising activities, indicated the assistant principal had a low level of responsibility. Only one-third (34.9 percent) of the respondents reported that the assistant principal had either a major or minor degree of responsibility for this activity. All three groups reported consistent results for this function. In the ideal situation, all three groups recommended a larger role for the assistant principal in coordinating fund raising activities. Half of the principals favored either a major or minor level of responsibility for the assistant principals. The superintendents and assistant principals favored a slightly lower degree of responsibility. However, the largest percentage (30.2 percent) recommended that the assistant principal should not be involved with this activity.

6. Working with parent volunteer groups. An analysis of the responses to Community Relations Function number 6, working with parent volunteer groups, indicated a very even distribution across the four degrees of responsibility. The largest percentage (31.1 percent) of the respondents reported a minor level of responsibility. The next highest percentage (27.6 percent) indicated the assistant principal had no involvement. However, the superintendents reported a much higher level of involvement than the other two groups. They indicated that over two-thirds (68.9 percent) of the

assistant principals had either a major or minor degree of responsibility. Approximately half of the principals and assistant principals reported this same level of responsibility. In terms of the ideal practice, all three groups recommended increasing the degree of responsibility. Over two-thirds (68.9 percent) favored either a major or minor role. Among the three groups, the superintendents recommended the highest level of involvement.

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## CHAPTER V

### SUMMARY

This study was undertaken to analyze the position of the elementary school assistant principal as it existed in the State of Texas during the 1985-1986 school year. It was concerned with the demographic status of the position and the degree of responsibility assigned to the assistant principal for forty-eight specific job functions. The purposes of this final chapter are to summarize the study, to report the major findings, to present the conclusions of the investigator, and to make recommendations based on the findings and conclusions.

#### Summary of Study

The study progressed through four phases. The first phase included a search and review of the literature relative to the elementary school assistant principalship in the United States. This search resulted in the selection and adaptation of two previously developed survey instruments. The first questionnaire was designed to collect basic demographic status information from assistant principals. It was developed by the National Association of Elementary School Principals in 1969 (4). The second questionnaire was designed to gather information regarding

the degree of responsibility of the assistant principal for forty-eight possible job functions. It was completed by superintendents, supervising elementary principals, and elementary assistant principals. The instrument was developed by William James Goetsch, also in 1969 (3).

The second phase consisted of submitting the two adapted instruments to a panel of experts. This panel was composed of two superintendents, two elementary principals, and three elementary assistant principals. The panel members offered various suggestions for improvement of the instruments. This phase also included establishing the reliability of the role and function instrument using the test-retest method. The instrument was submitted to a graduate class consisting of twenty students. The students were either current administrators or teachers pursuing an administrator's certificate. The test-retest method revealed an 86.4 percent agreement.

The third phase of the study included identifying the population and selecting a sample. Information gathered by the Texas Education Agency indicated that there were approximately 550 elementary assistant principals employed in 135 school districts across Texas. A sample of 125 assistant principals was randomly selected. The supervising principals of the members of the sample were automatically included. Since the entire sample of superintendents was

relatively small, it was decided to survey the entire group. The fourth phase consisted of analyzing the data after they were received. The demographic status information was reported in percentages. The role and function data were also reported in percentages. This information was also analyzed by using the chi-square technique to determine whether the perceptions of the superintendents, principals, and assistant principals differed significantly at the .01 level.

### Findings

The findings of this study are divided into two parts: (1) the findings derived from the demographic status survey instrument, and (2) the findings relative to the degree of responsibility of the assistant principal for forty-eight specific job functions in the actual practice and the ideal practice. These functions were divided into five broad areas.

#### Demographic Status Findings

##### Personal characteristics of assistant principal.--

These characteristics include the following.

1. The median age was between 40 and 44 years. Only 3.9 percent were less than 30 years old and 15.6 percent were 50 years or more.

2. The sample included 37.7 percent males and 62.3 percent females.

3. Over 79 percent were married, 6.5 percent were single, and 14.3 percent were widowed, divorced, or separated.

4. Over 85 percent of the assistant principals reported their ethnicity as white, about 9 percent were Hispanic, and 5 percent were Black.

5. About 92 percent used the title assistant principal. Only 5.2 percent used the title vice-principal.

6. Over three-fourths of the assistant principals belonged to Texas Elementary Principals and Supervisors Association. About 20 percent reported membership in Texas State Teachers Association.

Experience and preparation of assistant principals.--

The following characteristics were indicated.

1. All but one of the assistant principals had earned either the master's or doctor's degree. Five percent had completed the doctor's degree.

2. The median number of years for total school experience was between 11 and 15 years. No one had worked less than 5 years, and 5 percent had 36 or more years of experience.

3. The median number of years experience as an elementary assistant principal was 3 years. For 15.6 percent of the sample, 1985-1986 was their first school year as an assistant principal.

4. Almost 17 percent had never taught in an elementary classroom. The median number of years of teaching in an elementary classroom was eight.

5. About one-fourth of the assistant principals had taught in a secondary classroom. Other previous educational experiences included special education classroom (5.2 percent), coaching (8 percent), counselor (5.6 percent), central office specialist (13 percent), elementary principal (5.2 percent), and secondary assistant principal (2.6 percent).

6. Almost 85 percent had a permanent mid-management certificate.

7. Almost half sought the position because they wanted to prepare for the principalship. About 20 percent said they preferred administration and supervision to classroom work.

8. About 70 percent wanted to become an elementary principal some day.

9. About three-fourths of the assistant principals were selected by a committee, usually composed of assistant superintendents, principals, and teachers.

10. About 80 percent reported that the principal was directly involved in the assignment of assistant principals.

Working conditions of assistant principals.--The following conditions were noted.



1. All but one of the assistant principals were full-time administrators primarily serving only one school.

2. The median salary for 1985-1986 was \$32,400. The lowest reported salary was \$21,500, and the highest was \$45,000.

3. The median length of the number of contracted work days was between 194 and 203. Only 3.9 percent worked 183 days, and 5.3 percent worked 224 days.

4. Almost 95 percent reported working in only one school.

5. The most common organizational scheme for the schools served by assistant principals was kindergarten through grade five (25.3 percent) and kindergarten through grade six (34.2 percent). Fourteen other organizational arrangements were reported.

6. The median enrollment of the schools was between 700 and 799 students. Just 7.6 percent had an enrollment of less than 500 pupils. Fifteen percent had 1,000 or more students.

7. About 56 percent of the schools were described as economically average. About one-fourth were below average, and 17.5 percent were economically above average.

8. The median enrollment of school districts employing assistant principals was between 20,000 and 29,999.

9. Over half of the districts were characterized as suburban. Twenty-two percent were urban and 21 percent

were small towns. Only 6.5 percent were considered rural school districts.

10. Over half of the assistant principals were located in only three regional education service centers (Regions IV, X, and XIX).

11. Almost half (45.9 percent) of the assistant principals reported their schools were accredited by the Southern Association of Colleges and Schools.

12. About 95 percent of the assistant principals had a private office.

13. Eighty-eight percent of the assistant principals had access to at least the equivalent of a half-time secretary.

14. The median number of hours spent at school each week was between 46 and 50 hours.

15. About two-thirds of the assistant principals were involved in school-related activities only one or two nights per month.

16. Three-fourths of the assistant principals reported their districts had designated a salary schedule especially for administrators.

17. About three-fourths of the assistant principals reported no serious hindrances to their functioning efficiently.

18. Actual usage of time by assistant principals in various tasks included the following: administration,

35.9 percent; pupil personnel, 27.9 percent; supervision of instruction, 22.8 percent; curriculum development, 7.3 percent; and community relations, 5.9 percent.

19. Ideal usage of time by assistant principals in various tasks included the following: administration, 24.5 percent; pupil personnel, 20.4 percent; supervision of instruction, 34.2 percent; curriculum development, 13.3 percent; and community relations, 7.6 percent.

#### Role and Function Findings

1. The median was five years for the amount of time the districts have employed assistant principals.

2. About half of the districts employed only one assistant principal. The median number of assistant principals was two. Dallas and El Paso employed over forty assistant principals.

3. About 30 percent of the districts plan to increase or decrease the number of assistant principals in 1986-1987. Only two districts plan to decrease the number.

4. Eight percent of the districts did not have written job descriptions for assistant principals.

5. Over 90 percent of the assistant principals were used as second appraisers in the teacher evaluation process.

6. Five years was the median amount of time principals had worked with an assistant principal.

7. Administration functions. The findings for the most important and least important functions were obtained from the highest percentage and lowest percentage responding major to the sixteen administrative functions.

a. The assistant principals had a major role in actual practice in the following administrative functions: (1) administering school in absence of principals, (2) distributing textbooks and supplies, (3) requesting substitute teachers, and (4) administering student attendance program.

b. The assistant principals were reported as having the least involvement in actual practice in the following administrative functions: (1) preparing school budget, (2) preparing annual campus performance report, (3) scheduling audio-visual materials, and (4) preparing school bulletins and teacher handbooks.

c. Under the ideal situation, the total sample recommended a major role for the following functions: (1) administering school in absence of principal, (2) distributing textbooks and supplies, (3) requesting substitute teachers, and (4) administering student attendance programs.

d. The assistant principal should have the least involvement in the following administrative functions: (1) preparing school budget, (2) preparing annual

campus performance report, (3) scheduling audio-visual materials, and (4) administering transportation program.

8. Pupil personnel functions. The findings for the most important and least important functions were obtained from the highest percentage and lowest percentage responding major to the twelve pupil personnel functions.

a. The assistant principal was reported as having a major role in actual practice for the following pupil personnel functions: (1) administering the student discipline program, (2) conferring with parents regarding student problems, and (3) supervising cafeteria, halls, playground, etc.

b. The respondents reported the assistant principal as having a limited role in actual practice in the following pupil personnel functions: (1) directing guidance and counseling program, (2) determining promotion or retention of students, and (3) compiling case studies for special education referrals.

c. A major degree of responsibility was recommended by the respondents for the assistant principal in the ideal situation for the following pupil personnel functions: (1) administering student discipline program, (2) conferring with parents regarding student problems, and (3) supervising cafeteria, halls, and playground.

d. The groups recommended the least involvement in the ideal practice for the following pupil personnel functions: (1) directing guidance and counseling programs, (2) determining promotion or retention of students, and (3) compiling case studies for special education referrals.

9. Supervision of instruction functions. The findings for the most important and least important functions were obtained from the highest percentage and lowest percentage responding major to the nine supervision of instruction functions.

a. The assistant principal performed a major role in actual practice in the following supervision of instruction functions: (1) evaluating teacher performance, (2) conferring with teachers about student learning problems, and (3) assisting teachers with new techniques, methods, and materials.

b. The respondents reported the assistant principal having the least responsibility for the following supervision of instruction functions: (1) conducting demonstration lessons, and (2) organizing assembly programs and field trips.

c. The three groups recommended that the assistant principal have a major responsibility in the ideal practice for the following supervision of instruction functions: (1) evaluating teacher performance,

(2) assisting teachers with new techniques, methods, and materials, (3) conferring with teachers about student learning problems, and (4) working with teachers to improve lesson planning and pacing.

d. The recommendations of the respondents indicated the least involvement of the assistant principal under ideal conditions for the following supervision of instruction functions: (1) organizing assembly programs and field trips, and (2) planning inservice activities.

10. Curriculum development functions. The findings for the most important and least important functions were obtained from the highest percentage and lowest percentage responding major to the five curriculum development functions.

a. The respondents indicated that the assistant principal had a major responsibility for the following curriculum development functions: (1) attending state and local curriculum conferences, (2) serving on curriculum revision committees, and (3) selecting new textbooks and learning materials.

b. The assistant principals were least involved with investigating innovative programs at other schools and developing drug and alcohol abuse prevention programs.

c. In the ideal situation, the respondents recommended a major role in the following curriculum development functions: (1) attending state and local curriculum conferences, and (2) investigating innovative programs at other schools.

d. The assistant principal should have the least involvement with developing drug and alcohol abuse prevention programs.

11. Community relations functions. The findings for the most important and least important functions were obtained from the highest percentage and the lowest percentage responding major to the six community relations functions.

a. The respondents reported working with parent organizations and working with parent volunteer programs as the major community relations function of the assistant principal. The group also recommended these same two functions as major involvement in community relations for the assistant principal in the ideal practice.

b. The community relations functions for which the assistant principal had the least responsibility were addressing civic groups and preparing educational exhibits. This was true also in the recommendations for ideal practice responses of the three groups.



12. Most important functions. The findings for the most important functions were obtained from the highest percentage responding major to the forty-eight functions.

a. In actual practice, the three groups indicated the following functions were the most important duties performed by the assistant principals: (1) administering school in absence of principal (93.3 percent), (2) distributing textbooks and supplies (79.2 percent), (3) administering student discipline program (67.8 percent), and (4) evaluating teacher performance (64.6 percent).

b. In the ideal practice, the respondents recommended a major role for the assistant principal for the following functions: (1) administering school in absence of the principal (94.0 percent), (2) evaluating teacher performance (65.9 percent), (3) administering student discipline program (62.3 percent), (4) distributing textbooks and supplies (61.1 percent), and (5) conferring with parents regarding student problems (60.6 percent).

13. Least important functions. The findings for the least important functions were obtained from the lowest percentage responding major to the forty-eight functions.

a. The respondents indicated the assistant principals had the least responsibility for the following functions: (1) addressing civic groups (6.7

percent), (2) preparing school budget (7.1 percent), (3) directing guidance and counseling program (7.6 percent), (4) preparing educational exhibits (8.3 percent), (5) investigating innovative programs in other schools (8.4 percent), (6) developing drug and alcohol abuse prevention programs (9.1 percent), and (7) preparing annual campus performance report (10.7 percent).

b. In the ideal practice, the following functions were recommended as the least important: (1) directing guidance and counseling programs (9.6 percent), (2) preparing school budget (11.1 percent), and (3) preparing annual campus performance report (15.7 percent).

14. Most important functions in actual practice--superintendents. The findings for the most important functions were obtained from the highest percentage responding major to the forty-eight functions: (a) administering school in the absence of principal (93.3 percent), (b) distributing textbooks and supplies (77.7 percent), (c) administering student discipline program (70.9 percent), (d) evaluating teacher performance (63.7 percent), and (e) conferring with parents regarding student problems (62.1 percent).

15. Most important functions in ideal practice--superintendents. The findings for the most important functions in the ideal practice were obtained from the

highest percentage responding major to the forty-eight functions: (a) administering school in absence of principal (95.1 percent), (b) administering student discipline program (68.3 percent), (c) evaluating teacher performance (67.0 percent), (d) distributing textbooks and supplies (63.6 percent), and (e) conferring with parents regarding student problems (61.8 percent).

16. Most important functions in actual practice-- principals. The findings for the most important function in actual practice were obtained from the highest percentage responding major to the forty-eight functions: (a) administering school in absence of principal (92.1 percent), (b) distributing textbooks and supplies (84.2 percent), (c) evaluating teacher performance (63.2 percent), (d) administering student discipline program (57.9 percent), and (e) conferring with parents regarding student problems (52.6 percent).

17. Most important functions in ideal practice-- principals. The findings for the most important functions in ideal practice were obtained from the highest percentage responding major to the forty-eight functions: (a) administering school in absence of principal (93.3 percent), (b) distributing textbooks and supplies (71.2 percent), (c) evaluating teacher performance (65.8 percent), (d) administering student discipline program (59.2 percent), and

(e) conferring with students regarding student problems (59.2 percent).

18. Most important functions in actual practice--assistant principals. The findings for the most important function in actual practice were obtained from the highest percentage responding major to the forty-eight functions: (a) administering school in absence of principal (94.7 percent), (b) distributing textbooks and supplies (76.3 percent), (c) administering student discipline program (73.7 percent), (d) evaluating teacher performance (67.1 percent), and (e) conferring with parents regarding student problems (59.2 percent).

19. Most important functions in ideal practice--assistant principals. The findings for the most important functions in the ideal practice were obtained from the highest percentage responding major to the forty-eight functions: (a) administering school in absence of principal (93.2 percent), (b) evaluating teacher performance (64.5 percent), (c) conferring with students regarding student problems (60.5 percent), (d) administering student discipline program (57.3 percent), and (e) assisting teachers with new techniques, methods and materials (51.3 percent).

20. Significant differences in perceptions of superintendents, principals and assistant principals. The findings for differences in perceptions among the three groups

of respondents were obtained by analyzing the chi-square significances of each of the ninety-six chi-squares. Thirteen of the ninety-six chi-squares were significantly different at the .01 level.

In actual practice the significant differences in perceptions are as follow.

a. In the function of administering tutorial programs the superintendents reported that the assistant principals had a lower major and no involvement degree of responsibility and a much higher minor level of responsibility than the other two groups.

b. In the function of administering student attendance programs the superintendents indicated a much higher major degree of responsibility and lower advisory and no involvement roles than the principals and assistant principals.

c. In the function of assigning students to teachers at the beginning of the school year, the assistant principals reported a major level of involvement almost twice as high as the principals and superintendents.

d. In the function of orienting new students to school the superintendents reported a major degree of responsibility over twice as high as the other two groups.

e. In the function of directing testing programs, including achievement and Texas Education Assessment of Minimum Skills (TEAMS), the superintendents reported

a much lower major level of involvement than the principals and assistant principals.

f. In the function of selecting new textbooks and learning materials, the superintendents reported a much lower level of no involvement. The principals reported a much lower level of an advisory role, and the assistant principals indicated they had a lower minor degree of involvement than the other groups.

g. In the function of serving on curriculum revision committees, the superintendents reported a much higher degree of responsibility and the assistant principals reported a much lower level of involvement.

h. In the function of developing drug and alcohol abuse prevention programs the superintendents reported that the assistant principals were more heavily involved with this function than the other two groups.

In ideal practice the following significant differences were noted.

a. Under the function of administering student programs the superintendents recommended a much higher level of major responsibility and much lower levels of advisory and no involvement roles.

b. Under the function of orienting new students to school, twice as many superintendents favored a major degree of responsibility than the other two groups. They also

recommended a much lower advisory role for the assistant principals.

c. Under the function of supervising cafeteria, halls, and playground, the assistant principals favored a much lower level of major involvement and a higher advisory degree of responsibility.

d. Under the function of developing drug and alcohol abuse prevention programs, the superintendents recommended that the assistant principals should be more heavily involved with this task than the other two groups.

e. Under the function of preparing education exhibits, the assistant principals favored much lower major and minor degrees of responsibility than the superintendents and principals. They also recommended a much larger level of advisory degree of responsibility.

#### Conclusions

The findings obtained from the responses of the participants in this study of the elementary school assistant principal have provided evidence to support a number of conclusions.

1. The status of the elementary assistant principal in Texas has improved considerably as compared to the status reported in the National Association of Elementary School Principals' study in 1969 and Georgia study in 1970. This is indicated by (a) higher level of college training,

(b) greater percentage holding permanent administrative credentials, (c) greater participation in professional organizations, (d) better office facilities, (e) greater availability of secretarial help, (f) higher percentage of assistant principals reporting no teaching duties, and (g) higher percentage of assistant principals reporting no serious hindrances to efficient functioning.

2. The reported salaries of the elementary assistant principals in Texas are very competitive with salaries nationwide. According to the Education Research Service (2, p. 33) the median salary earned by elementary assistant principals nationwide in 1985-1986 was \$32,279. The median in Texas for 1985-1986 was \$32,400, or \$121 above the national median.

3. Assistant principals in Texas are more likely to be either widowed, divorced, or separated as compared to assistant principals in 1969.

4. Assistant principals in Texas are less likely to have elementary classroom teaching experience as compared to assistant principals in earlier studies.

5. A Texas elementary school with a full-time assistant principal is likely to have a lower enrollment than a school with an assistant principal seventeen years ago.

6. The title assistant principal has been accepted as the most appropriate title for this position.



7. Assistant principals in Texas are likely to spend more time at school than assistant principals in 1969.

8. The high degree of involvement of most of the assistant principals in all areas of elementary school operations indicates that the position is serving as a training situation for new elementary principals.

9. The number of male elementary principals in Texas will continue to decline as many of the existing assistant principals are promoted to principal in the next few years.

10. There is a general consensus among the superintendents, principals, and elementary assistant principals regarding the most important function of the elementary assistant principal in actual practice as well as the ideal practice. In the thirteen job functions where one group reported a significantly different perception, none were listed among the most important functions.

11. Generally, only small differences existed between the actual practice and the ideal situation. The assistant principals are probably spending too much time in direct supervision of students and not enough time supervising the instructional program.

#### Recommendations

1. In the seventeen years since the National Association of Elementary School Principals (NAESP) conducted the only nationwide study of the elementary school assistant

principalship, many changes have occurred in elementary education. The NAESP should undertake such a study again before the end of the decade.

2. The formal job description of the elementary assistant principal should be written in general terms so that the principal and assistant principal can negotiate some of the specific functions. In order to form an effective team the two administrators should attempt to complement each other's strengths and weaknesses.

3. The assistant principal should be actively engaged in all areas of elementary school administration. By assuming duties in all areas, the assistant principalship will provide effective training for the principalship. The assistant principal should have complete authority for one or two programs, such as the Chapter 1 remedial program or the ESL (English-as-a-second-language) program. This will allow the assistant principal to learn about program design, budgeting, central office procedures, scheduling of teachers and students, monitoring procedures, and program evaluation.

4. The assistant principalship should be established in schools with an enrollment larger than 600 students. The formula developed by Adams (1) in 1958 is still beneficial for determining whether a school needs additional administrative personnel.

5. The assistant principal should be appointed by the local board of trustees to serve as the other appraiser under

the new Texas Teacher Appraisal System. Many of the requirements of this system can be met more easily by someone who works at the same campus full-time.

6. All elementary assistant principals should have at least two years of elementary classroom teaching experience. This would probably reduce the number of assistant principals experiencing serious hindrances to efficient functioning.

7. The major responsibilities of the elementary assistant principal should include the following functions: (1) administering school in absence of the principal, (2) evaluating teacher performance, (3) administering student discipline program, (4) distributing textbooks and supplies, and (5) conferring with parents regarding student problems.

## CHAPTER BIBLIOGRAPHY

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2. Education Research Service, Inc., "Salaries Paid Professional Personnel in Public Schools, 1985-86: Part 2 of National Survey of Salaries and Wages in Public Schools," Arlington, Virginia, Education Research Service, Inc., 1986.
3. Groetsch, William James, "The Perceptions of Selected Superintendents, Elementary Principals and Assistant Principals Toward the Status and Functions of Assistant Elementary Principals in the State of New Jersey," unpublished doctoral dissertation, College of Education, Temple University, Philadelphia, 1969.
4. National Association of Elementary School Principals, The Assistant Principalship in Public Elementary Schools--1969: A Research Study, Washington, National Association of Elementary School Principals, National Education Association, 1970.

APPENDIX

Dear Superintendent:

Your district is one of only 140 districts in Texas reported to have employed elementary assistant principals during the 1984-1985 school year. I am currently conducting a statewide survey of the status and role of the elementary assistant principal as perceived by superintendents, elementary principals, and elementary assistant principals. To the best of my knowledge, an investigation of elementary assistant principals in Texas has never been attempted. In fact, very little research has been reported nationwide regarding this position.

I am very interested in gathering the opinions of superintendents of districts that currently employ elementary assistant principals. Please take a few minutes to complete the enclosed survey instrument and return it to me. I will be happy to send a summary after the data have been analyzed.

Sincerely,

Dean Anthony  
Director of Elementary Education  
Denton Independent School District  
P. O. Box 2387  
Denton, Texas 76202

Candidate for Doctor of Philosophy,  
North Texas State University

Dear Elementary Principal:

Your assistant principal has been randomly selected to participate in the first statewide study of the elementary assistant principalship. As part of this study, I am asking you to complete the enclosed survey instrument entitled "Role of the Elementary Assistant Principal in Texas." Your assistant principal will complete a copy of the same instrument. Your superintendent will be asked to complete the same questionnaire as well. The purpose is to compare perceptions of superintendents, principals, and assistant principals toward the role and function of the elementary principal.

Please complete the instrument and return it to me as soon as possible. Your responses are vitally important for an understanding of the most effective use of elementary assistant principals.

Sincerely,

Dean Anthony  
Director of Elementary Education  
Denton Independent School District  
P. O. Box 2387  
Denton, Texas 76202

Candidate for Doctor of Philosophy,  
North Texas State University

Dear Elementary Assistant Principal:

You have been randomly selected to participate in an important study of your administrative position. If you are no longer an assistant principal, please pass this packet to your successor.

There are only about 540 elementary assistant principals working in 140 school districts across Texas. There has never been an effort to study your position on a statewide basis. In fact, only a few studies have ever been conducted in the United States. Your numbers have increased about 42 percent in the last five years, but no one really knows very much about you and your function.

Enclosed you will find two survey instruments and an envelope that is to be given to your supervising principal. If you work in two or more schools, you may select either principal. This envelope contains another copy of the instrument entitled "Role of the Elementary Assistant Principal in Texas." This same questionnaire is being mailed separately to all of the superintendents whose districts employ elementary assistant principals. The purpose is to compare perceptions of superintendents, principals, and assistant principals toward your role and function.

Please take a few minutes to complete both questionnaires and return them to me. Also, urge your principal to complete his or her survey instrument as soon as possible.

Sincerely,

Dean Anthony  
Director of Elementary Education  
Denton Independent School District  
P. O. Box 2387  
Denton, Texas 76202

Candidate for Doctor of Philosophy  
North Texas State University



## ROLE OF THE ELEMENTARY ASSISTANT PRINCIPAL IN TEXAS

Superintendent's Survey Instrument

- (1-4) ID Code \_\_\_\_\_  
 (5) Card Code 1 \_\_\_\_\_

PART I

- (6-35) 1. Name of district \_\_\_\_\_
- (36-37) 2. Including this year, how many years has your district employed elementary assistant principals? \_\_\_\_\_ years
- (38-39) 3. How many elementary assistant principals does your district employ?  
 \_\_\_\_\_ assistant principals
- (40) 4. Does your district plan to increase or decrease the number of elementary assistant principals in 1986-87? \_\_\_\_\_ 1. Yes \_\_\_\_\_ 2. No  
 If yes, please explain \_\_\_\_\_  
 \_\_\_\_\_
- (41) 5. Does your district have a written job description for the elementary assistant principal? \_\_\_\_\_ 1. Yes \_\_\_\_\_ 2. No
- (42) 6. Does the elementary assistant principal serve as the second appraiser for elementary teachers? \_\_\_\_\_ 1. Yes \_\_\_\_\_ 2. No

PART II

The second part of this survey seeks to determine the degree of responsibility of the elementary assistant principal for a number of possible job functions in the typical elementary school in Texas. The first column indicates the degree of responsibility of the elementary assistant principal in actual practice in your district. The second column indicates the ideal practice that would provide the most effective use of the elementary assistant principal.

DEGREES OF RESPONSIBILITY

1. Major indicates the assistant principal frequently has complete responsibility for carrying out a given function. This does not omit the principal's responsibility but indicates the assistant spends a large portion of time on this function.
2. Minor indicates the assistant principal has joint responsibility with one or more staff members.
3. Advisory indicates the assistant principal only gives opinions or offers advice and has no direct involvement.
4. No involvement indicates the assistant principal has no responsibility for carrying out a given function.

DIRECTIONS: Please circle the number that indicates the degree of responsibility of the elementary assistant principal for each particular function in actual practice as well as the ideal practice.

1 - Major            3 - Advisory  
2 - Minor            4 - No Involvement

(1-4) ID Code \_\_\_\_\_

(5) Card Code 2

A. Administration

	<u>ACTUAL</u>				<u>IDEAL</u>				
1. Administering school in absence of principal	1	2	3	4	1	2	3	4	(6-7)
2. Preparing school bulletins and teacher handbooks	1	2	3	4	1	2	3	4	(8-9)
3. Handling routine office work	1	2	3	4	1	2	3	4	(10-11)
4. Distributing textbooks and supplies	1	2	3	4	1	2	3	4	(12-13)
5. Requesting substitute teachers	1	2	3	4	1	2	3	4	(14-15)
6. Administering the cafeteria	1	2	3	4	1	2	3	4	(16-17)
7. Scheduling teachers' duties; i.e., playground, hall, etc.	1	2	3	4	1	2	3	4	(18-19)
8. Conducting fire and tornado drills	1	2	3	4	1	2	3	4	(20-21)
9. Scheduling audio-visual materials	1	2	3	4	1	2	3	4	(22-23)
10. Administering transportation program	1	2	3	4	1	2	3	4	(24-25)
11. Administering tutorial program	1	2	3	4	1	2	3	4	(26-27)
12. Preparing school budget	1	2	3	4	1	2	3	4	(28-29)
13. Administering special programs; i.e., Chapter 1, ESL	1	2	3	4	1	2	3	4	(30-31)
14. Preparing Annual Campus Performance Report	1	2	3	4	1	2	3	4	(32-33)
15. Administering student attendance program	1	2	3	4	1	2	3	4	(34-35)
16. Administering elementary summer school	1	2	3	4	1	2	3	4	(36-37)

	<u>ACTUAL</u>				<u>IDEAL</u>				
B. Pupil Personnel									
1. Directing guidance and counseling program	1	2	3	4	1	2	3	4	(38-39)
2. Administering student discipline program	1	2	3	4	1	2	3	4	(40-41)
3. Serving on ARD committees	1	2	3	4	1	2	3	4	(42-43)
4. Compiling case studies for special education referrals	1	2	3	4	1	2	3	4	(44-45)
5. Assigning students to specific teachers at the beginning of the school year	1	2	3	4	1	2	3	4	(46-47)
6. Assigning students to specific teachers as they enter during the year	1	2	3	4	1	2	3	4	(48-49)
7. Determining promotion/retention of students	1	2	3	4	1	2	3	4	(50-51)
8. Counseling students	1	2	3	4	1	2	3	4	(52-53)
9. Orienting new students to school	1	2	3	4	1	2	3	4	(54-55)
10. Conferring with parents regarding student problems	1	2	3	4	1	2	3	4	(56-57)
11. Supervising cafeteria, halls, playground	1	2	3	4	1	2	3	4	(58-59)
12. Directing testing program, including achievement and TEAMS	1	2	3	4	1	2	3	4	(60-61)
C. Supervision of Instruction									
1. Assisting teachers with new techniques, methods, and materials	1	2	3	4	1	2	3	4	(62-63)
2. Orienting new teachers to school	1	2	3	4	1	2	3	4	(64-65)
3. Conducting demonstration lessons	1	2	3	4	1	2	3	4	(66-67)
4. Evaluating teacher performance	1	2	3	4	1	2	3	4	(68-69)
5. Planning inservice activities	1	2	3	4	1	2	3	4	(70-71)
6. Conferring with teachers about student learning problems	1	2	3	4	1	2	3	4	(72-73)

	<u>ACTUAL</u>				<u>IDEAL</u>				
7. Working with teachers to improve lesson planning and pacing	1	2	3	4	1	2	3	4	(74-75)
8. Organizing assembly programs and field trips	1	2	3	4	1	2	3	4	(76-77)
9. Developing campus management plan	1	2	3	4	1	2	3	4	(78-79)

(1-4) ID Code \_\_\_\_\_

(5) Card Code 3

## D. Curriculum Development

1. Selecting new textbooks and learning materials	1	2	3	4	1	2	3	4	(6-7)
2. Serving on curriculum revision committees	1	2	3	4	1	2	3	4	(8-9)
3. Investigating innovative programs at other schools	1	2	3	4	1	2	3	4	(10-11)
4. Attending state and local curriculum conferences	1	2	3	4	1	2	3	4	(12-13)
5. Developing drug and alcohol abuse prevention programs	1	2	3	4	1	2	3	4	(14-15)

## E. Community Relations

1. Addressing civic groups	1	2	3	4	1	2	3	4	(16-17)
2. Preparing educational exhibits	1	2	3	4	1	2	3	4	(18-19)
3. Preparing news releases about the school	1	2	3	4	1	2	3	4	(20-21)
4. Working with PTA or PTO	1	2	3	4	1	2	3	4	(22-23)
5. Coordinating major fund raising activities	1	2	3	4	1	2	3	4	(24-25)
6. Working with parent volunteer program	1	2	3	4	1	2	3	4	(26-27)

## ROLE OF THE ELEMENTARY ASSISTANT PRINCIPAL IN TEXAS

Elementary Principal's Survey Instrument

Please return to: Dean Anthony  
 Director of Elementary Education  
 Denton Independent School District  
 P. O. Box 2387  
 Denton, Texas 76202

- (1-4) ID Code \_\_\_\_\_  
 (5) Card Code 1 \_\_\_\_\_

PART I

- (6-35) 1. Name of district \_\_\_\_\_  
 (36) 2. Including this year, how many years have you worked with an elementary assistant principal? \_\_\_\_\_ years

PART II

The second part of this survey seeks to determine the degree of responsibility of the elementary assistant principal for a number of possible job functions in the typical elementary school in Texas. The first column indicates the degree of responsibility of the elementary assistant principal in actual practice in your district. The second column indicates the ideal practice that would provide the most effective use of the elementary assistant principal.

DEGREES OF RESPONSIBILITY

1. Major indicates the assistant principal frequently has complete responsibility for carrying out a given function. This does not omit the principal's responsibility but indicates the assistant spends a large portion of time on this function.
2. Minor indicates the assistant principal has joint responsibility with one or more staff members.
3. Advisory indicates the assistant principal only gives opinions or offers advice and has no direct involvement.
4. No involvement indicates the assistant principal has no responsibility for carrying out a given function.

DIRECTIONS: Please circle the number that indicates the degree of responsibility of the elementary assistant principal for each particular function in actual practice as well as the ideal practice.

- 1 - Major                      3 - Advisory
- 2 - Minor                     4 - No Involvement

(1-4) ID Code \_\_\_\_\_

(5) Card Code 2

A. Administration

	<u>ACTUAL</u>	<u>IDEAL</u>	
1. Administering school in absence of principal	1 2 3 4	1 2 3 4	(6-7)
2. Preparing school bulletins and teacher handbooks	1 2 3 4	1 2 3 4	(8-9)
3. Handling routine office work	1 2 3 4	1 2 3 4	(10-11)
4. Distributing textbooks and supplies	1 2 3 4	1 2 3 4	(12-13)
5. Requesting substitute teachers	1 2 3 4	1 2 3 4	(14-15)
6. Administering the cafeteria	1 2 3 4	1 2 3 4	(16-17)
7. Scheduling teachers' duties; i.e., playground, hall, etc.	1 2 3 4	1 2 3 4	(18-19)
8. Conducting fire and tornado drills	1 2 3 4	1 2 3 4	(20-21)
9. Scheduling audio-visual materials	1 2 3 4	1 2 3 4	(22-23)
10. Administering transportation program	1 2 3 4	1 2 3 4	(24-25)
11. Administering tutorial program	1 2 3 4	1 2 3 4	(26-27)
12. Preparing school budget	1 2 3 4	1 2 3 4	(28-29)
13. Administering special programs; i.e., Chapter 1, ESL	1 2 3 4	1 2 3 4	(30-31)
14. Preparing Annual Campus Performance Report	1 2 3 4	1 2 3 4	(32-33)
15. Administering student attendance program	1 2 3 4	1 2 3 4	(34-35)
16. Administering elementary summer school	1 2 3 4	1 2 3 4	(36-37)

	<u>ACTUAL</u>				<u>IDEAL</u>				
<b>B. Pupil Personnel</b>									
1. Directing guidance and counseling program	1	2	3	4	1	2	3	4	(38-39)
2. Administering student discipline program	1	2	3	4	1	2	3	4	(40-41)
3. Serving on ARD committees	1	2	3	4	1	2	3	4	(42-43)
4. Compiling case studies for special education referrals	1	2	3	4	1	2	3	4	(44-45)
5. Assigning students to specific teachers at the beginning of the school year	1	2	3	4	1	2	3	4	(46-47)
6. Assigning students to specific teachers as they enter during the year	1	2	3	4	1	2	3	4	(48-49)
7. Determining promotion/retention of students	1	2	3	4	1	2	3	4	(50-51)
8. Counseling students	1	2	3	4	1	2	3	4	(52-53)
9. Orienting new students to school	1	2	3	4	1	2	3	4	(54-55)
10. Conferring with parents regarding student problems	1	2	3	4	1	2	3	4	(56-57)
11. Supervising cafeteria, halls, playground	1	2	3	4	1	2	3	4	(58-59)
12. Directing testing program, including achievement and TEAMS	1	2	3	4	1	2	3	4	(60-61)
<b>C. Supervision of Instruction</b>									
1. Assisting teachers with new techniques, methods, and materials	1	2	3	4	1	2	3	4	(62-63)
2. Orienting new teachers to school	1	2	3	4	1	2	3	4	(64-65)
3. Conducting demonstration lessons	1	2	3	4	1	2	3	4	(66-67)
4. Evaluating teacher performance	1	2	3	4	1	2	3	4	(68-69)
5. Planning inservice activities	1	2	3	4	1	2	3	4	(70-71)
6. Conferring with teachers about student learning problems	1	2	3	4	1	2	3	4	(72-73)

	<u>ACTUAL</u>				<u>IDEAL</u>				
7. Working with teachers to improve lesson planning and pacing	1	2	3	4	1	2	3	4	(74-75)
8. Organizing assembly programs and field trips	1	2	3	4	1	2	3	4	(76-77)
9. Developing campus management plan	1	2	3	4	1	2	3	4	(78-79)

(1-4) ID Code \_\_\_\_\_

(5) Card Code 3

D. Curriculum Development

1. Selecting new textbooks and learning materials	1	2	3	4	1	2	3	4	(6-7)
2. Serving on curriculum revision committees	1	2	3	4	1	2	3	4	(8-9)
3. Investigating innovative programs at other schools	1	2	3	4	1	2	3	4	(10-11)
4. Attending state and local curriculum conferences	1	2	3	4	1	2	3	4	(12-13)
5. Developing drug and alcohol abuse prevention programs	1	2	3	4	1	2	3	4	(14-15)

E. Community Relations

1. Addressing civic groups	1	2	3	4	1	2	3	4	(16-17)
2. Preparing educational exhibits	1	2	3	4	1	2	3	4	(18-19)
3. Preparing news releases about the school	1	2	3	4	1	2	3	4	(20-21)
4. Working with PTA or PTO	1	2	3	4	1	2	3	4	(22-23)
5. Coordinating major fund raising activities	1	2	3	4	1	2	3	4	(24-25)
6. Working with parent volunteer program	1	2	3	4	1	2	3	4	(26-27)



## ROLE OF THE ELEMENTARY ASSISTANT PRINCIPAL IN TEXAS

Elementary Assistant Principal's Survey Instrument

Please return to: Dean Anthony  
 Director of Elementary Education  
 Denton Independent School District  
 P. O. Box 2387  
 Denton, Texas 76202

(1-4) ID Code \_\_\_\_\_  
 (5) Card Code 1

PART I

(6-35) 1. Name of district \_\_\_\_\_

PART II

The second part of this survey seeks to determine the degree of responsibility of the elementary assistant principal for a number of possible job functions in the typical elementary school in Texas. The first column indicates the degree of responsibility of the elementary assistant principal in actual practice in your district. The second column indicates the ideal practice that would provide the most effective use of the elementary assistant principal.

DEGREES OF RESPONSIBILITY

1. Major indicates the assistant principal frequently has complete responsibility for carrying out a given function. This does not omit the principal's responsibility but indicates the assistant spends a large portion of time on this function.
2. Minor indicates the assistant principal has joint responsibility with one or more staff members.
3. Advisory indicates the assistant principal only gives opinions or offers advice and has no direct involvement.
4. No involvement indicates the assistant principal has no responsibility for carrying out a given function.

DIRECTIONS: Please circle the number that indicates the degree of responsibility of the elementary assistant principal for each particular function in actual practice as well as the ideal practice.

1 - Major            3 - Advisory

2 - Minor            4 - No Involvement

(1-4) ID Code \_\_\_\_\_

(5) Card Code 2

A. Administration

	<u>ACTUAL</u>				<u>IDEAL</u>				
1. Administering school in absence of principal	1	2	3	4	1	2	3	4	(6-7)
2. Preparing school bulletins and teacher handbooks	1	2	3	4	1	2	3	4	(8-9)
3. Handling routine office work	1	2	3	4	1	2	3	4	(10-11)
4. Distributing textbooks and supplies	1	2	3	4	1	2	3	4	(12-13)
5. Requesting substitute teachers	1	2	3	4	1	2	3	4	(14-15)
6. Administering the cafeteria	1	2	3	4	1	2	3	4	(16-17)
7. Scheduling teachers' duties; i.e., playground, hall, etc.	1	2	3	4	1	2	3	4	(18-19)
8. Conducting fire and tornado drills	1	2	3	4	1	2	3	4	(20-21)
9. Scheduling audio-visual materials	1	2	3	4	1	2	3	4	(22-23)
10. Administering transportation program	1	2	3	4	1	2	3	4	(24-25)
11. Administering tutorial program	1	2	3	4	1	2	3	4	(26-27)
12. Preparing school budget	1	2	3	4	1	2	3	4	(28-29)
13. Administering special programs; i.e., Chapter 1, ESL	1	2	3	4	1	2	3	4	(30-31)
14. Preparing Annual Campus Performance Report	1	2	3	4	1	2	3	4	(32-33)
15. Administering student attendance program	1	2	3	4	1	2	3	4	(34-35)
16. Administering elementary summer school	1	2	3	4	1	2	3	4	(36-37)

	<u>ACTUAL</u>				<u>IDEAL</u>				
B. Pupil Personnel									
1. Directing guidance and counseling program	1	2	3	4	1	2	3	4	(38-39)
2. Administering student discipline program	1	2	3	4	1	2	3	4	(40-41)
3. Serving on ARD committees	1	2	3	4	1	2	3	4	(42-43)
4. Compiling case studies for special education referrals	1	2	3	4	1	2	3	4	(44-45)
5. Assigning students to specific teachers at the beginning of the school year	1	2	3	4	1	2	3	4	(46-47)
6. Assigning students to specific teachers as they enter during the year	1	2	3	4	1	2	3	4	(48-49)
7. Determining promotion/retention of students	1	2	3	4	1	2	3	4	(50-51)
8. Counseling students	1	2	3	4	1	2	3	4	(52-53)
9. Orienting new students to school	1	2	3	4	1	2	3	4	(54-55)
10. Conferring with parents regarding student problems	1	2	3	4	1	2	3	4	(56-57)
11. Supervising cafeteria, halls, playground	1	2	3	4	1	2	3	4	(58-59)
12. Directing testing program, including achievement and TEAMS	1	2	3	4	1	2	3	4	(60-61)
C. Supervision of Instruction									
1. Assisting teachers with new techniques, methods, and materials	1	2	3	4	1	2	3	4	(62-63)
2. Orienting new teachers to school	1	2	3	4	1	2	3	4	(64-65)
3. Conducting demonstration lessons	1	2	3	4	1	2	3	4	(66-67)
4. Evaluating teacher performance	1	2	3	4	1	2	3	4	(68-69)
5. Planning inservice activities	1	2	3	4	1	2	3	4	(70-71)
6. Conferring with teachers about student learning problems	1	2	3	4	1	2	3	4	(72-73)

	<u>ACTUAL</u>				<u>IDEAL</u>				
7. Working with teachers to improve lesson planning and pacing	1	2	3	4	1	2	3	4	(74-75)
8. Organizing assembly programs and field trips	1	2	3	4	1	2	3	4	(76-77)
9. Developing campus management plan	1	2	3	4	1	2	3	4	(78-79)

(1-4) ID Code \_\_\_\_\_

(5) Card Code 3

## D. Curriculum Development

1. Selecting new textbooks and learning materials	1	2	3	4	1	2	3	4	(6-7)
2. Serving on curriculum revision committees	1	2	3	4	1	2	3	4	(8-9)
3. Investigating innovative programs at other schools	1	2	3	4	1	2	3	4	(10-11)
4. Attending state and local curriculum conferences	1	2	3	4	1	2	3	4	(12-13)
5. Developing drug and alcohol abuse prevention programs	1	2	3	4	1	2	3	4	(14-15)

## E. Community Relations

1. Addressing civic groups	1	2	3	4	1	2	3	4	(16-17)
2. Preparing educational exhibits	1	2	3	4	1	2	3	4	(18-19)
3. Preparing news releases about the school	1	2	3	4	1	2	3	4	(20-21)
4. Working with PTA or PTO	1	2	3	4	1	2	3	4	(22-23)
5. Coordinating major fund raising activities	1	2	3	4	1	2	3	4	(24-25)
6. Working with parent volunteer program	1	2	3	4	1	2	3	4	(26-27)

## DEMOGRAPHIC STATUS OF THE ELEMENTARY ASSISTANT PRINCIPAL IN TEXAS

Elementary Assistant Principal's Survey Instrument

The following questionnaire is designed to collect basic demographic data regarding the men and women currently serving as elementary assistant principals in Texas. Please feel free to make additional comments on the last page. Also enclose a copy of your formal job description if available.

Please complete and return in the enclosed envelope to:

Dean Anthony  
 Director of Elementary Education  
 Denton Independent School District  
 P. O. Box 2387  
 Denton, Texas 76202

(1-4) ID Code 3

(5) Card Code 4

(6) 1. What percentage of your workday is devoted to a regular classroom teaching assignment?

     1. 0%                           3. 26%-50%                           5. 76%-100%  
     2. 1%-25%                           4. 51%-75%

(7) 2. What is your age?

     1. Less than 25                           4. 35-39                           7. 50-54  
     2. 25-29                           5. 40-44                           8. 55 or older  
     3. 30-34                           6. 45-49

(8) 3. What is your sex?

     1. Male                           2. Female

(9) 4. What is your marital status?

     1. Single                           2. Married                           3. Widowed, divorced, or separated

(10) 5. What is your ethnicity?

     1. White                           3. Black                           5. Indian  
     2. Hispanic                           4. Asian                           6. Other

(11-15) 6. What is your total salary for 1985-86? \_\_\_\_\_

(16) 7. How many days do you work each year?

     1. 183                           3. 194-203                           5. 214-223  
     2. 184-193                           4. 204-213                           6. 224 or more

- (17) 8. How much college credit have you earned?
- \_\_\_\_ 1. Bachelor's degree and 0-14 hours
- \_\_\_\_ 2. Bachelor's degree and 15-29 hours
- \_\_\_\_ 3. Bachelor's degree and 30+ hours
- \_\_\_\_ 4. Master's degree and 0-29 hours
- \_\_\_\_ 5. Master's degree and 30-59 hours
- \_\_\_\_ 6. Master's degree and 60+ hours
- \_\_\_\_ 7. Doctorate
- (18) 9. Including this year, what is the total number of years of experience you have had in education?
- \_\_\_\_ 1. 5 or less      \_\_\_\_ 4. 16-20      \_\_\_\_ 7. 31-35
- \_\_\_\_ 2. 6-10          \_\_\_\_ 5. 21-25      \_\_\_\_ 8. 36 or more
- \_\_\_\_ 3. 11-15        \_\_\_\_ 6. 26-30
- (19-20) 10. Including this year, how many years have you served as an elementary assistant principal?
- \_\_\_\_ Years
11. How many years of experience have you had in other assignments? Please write in the number of years next to the category.
- (21-22) \_\_\_\_ Classroom teacher (elementary)
- (23-24) \_\_\_\_ Classroom teacher (secondary)
- (25-26) \_\_\_\_ Special education teacher (speech, resource, self-contained, etc.)
- (27-28) \_\_\_\_ Coach
- (29-30) \_\_\_\_ Counselor
- (31-32) \_\_\_\_ Central office specialist (curriculum, supervision, etc.)
- (33-34) \_\_\_\_ Elementary principal
- (35-36) \_\_\_\_ Secondary principal
- (37-38) \_\_\_\_ Secondary assistant principal
- (39-40) \_\_\_\_ Other, please specify \_\_\_\_\_

- (41) 12. Do you hold a permanent mid-management certificate?  
 \_\_\_\_\_ 1. Yes      \_\_\_\_\_ 2. No
- (42-43) 13. Including this year, how many years has your district employed elementary assistant principals?  
 \_\_\_\_\_ Years
- (44) 14. How many schools do you serve?  
 \_\_\_\_\_ 1. 1      \_\_\_\_\_ 2. 2      \_\_\_\_\_ 3. 3 or more
15. What is the grade span of the school(s) you serve? Please mark the appropriate grade levels.
- | SCHOOL A |                       | SCHOOL B |                       |
|----------|-----------------------|----------|-----------------------|
| (45)     | _____ Prekindergarten | (55)     | _____ Prekindergarten |
| (46)     | _____ Kindergarten    | (56)     | _____ Kindergarten    |
| (47)     | _____ Grade 1         | (57)     | _____ Grade 1         |
| (48)     | _____ Grade 2         | (58)     | _____ Grade 2         |
| (49)     | _____ Grade 3         | (59)     | _____ Grade 3         |
| (50)     | _____ Grade 4         | (60)     | _____ Grade 4         |
| (51)     | _____ Grade 5         | (61)     | _____ Grade 5         |
| (52)     | _____ Grade 6         | (62)     | _____ Grade 6         |
| (53)     | _____ Grade 7         | (63)     | _____ Grade 7         |
| (54)     | _____ Grade 8         | (64)     | _____ Grade 8         |
16. What is the enrollment of the school(s) you serve?
- (65) School A: \_\_\_\_\_ 1. 1-199      \_\_\_\_\_ 4. 500-599      \_\_\_\_\_ 7. 800-899  
 \_\_\_\_\_ 2. 200-399      \_\_\_\_\_ 5. 600-699      \_\_\_\_\_ 8. 900-999  
 \_\_\_\_\_ 3. 400-499      \_\_\_\_\_ 6. 700-799      \_\_\_\_\_ 9. 1,000 or  
 more
- (66) School B: \_\_\_\_\_ 1. 1-199      \_\_\_\_\_ 4. 500-599      \_\_\_\_\_ 7. 800-899  
 \_\_\_\_\_ 2. 200-399      \_\_\_\_\_ 5. 600-699      \_\_\_\_\_ 8. 900-999  
 \_\_\_\_\_ 3. 400-499      \_\_\_\_\_ 6. 700-799      \_\_\_\_\_ 9. 1,000 or  
 more

17. How would you describe the economic status of the school(s) you serve?
- (67) School A:  
 \_\_\_\_\_ 1. Below average \_\_\_\_\_ 2. Average \_\_\_\_\_ 3. Above average
- (68) School B:  
 \_\_\_\_\_ 1. Below average \_\_\_\_\_ 2. Average \_\_\_\_\_ 3. Above average
- (69) 18. What is the current enrollment of your district?
- \_\_\_\_\_ 1. 1- 1,999 \_\_\_\_\_ 4. 20,000-29,999 \_\_\_\_\_ 7. 50,000 or more  
 \_\_\_\_\_ 2. 2,000- 9,999 \_\_\_\_\_ 5. 30,000-39,999  
 \_\_\_\_\_ 3. 10,000-19,999 \_\_\_\_\_ 6. 40,000-49,999
- (70) 19. How would you describe the location of your district?
- \_\_\_\_\_ 1. Urban \_\_\_\_\_ 2. Suburban \_\_\_\_\_ 3. Small town \_\_\_\_\_ 4. Rural
- (71-72) 20. In which regional service center is your district located?  
 \_\_\_\_\_
- (73) 21. Is your elementary school accredited by the Southern Association of Colleges and Schools? \_\_\_\_\_ 1. Yes \_\_\_\_\_ 2. No
- (74) 22. What kind of office space is provided for you?
- \_\_\_\_\_ 1. Separate office  
 \_\_\_\_\_ 2. Share office  
 \_\_\_\_\_ 3. Desk in general school office  
 \_\_\_\_\_ 4. Other, please specify \_\_\_\_\_
- (75) 23. What kind of secretarial/clerical help is provided for you?
- \_\_\_\_\_ 1. Have no trained, paid help  
 \_\_\_\_\_ 2. Have equivalent of a half-time secretary  
 \_\_\_\_\_ 3. Have equivalent of a full-time secretary  
 \_\_\_\_\_ 4. Other, please specify \_\_\_\_\_
- (76) 24. How many hours do you spend at school each week?
- \_\_\_\_\_ 1. Less than 35 \_\_\_\_\_ 3. 41-45 \_\_\_\_\_ 5. 51-55  
 \_\_\_\_\_ 2. 36-40 \_\_\_\_\_ 4. 46-50 \_\_\_\_\_ 6. 56 or more



(77) 25. On the average, how many nights each month are you involved with school-related activities?

- 0     3     6  
 1     4     7  
 2     5     8 or more

(78) 26. What is your official title?

1. Elementary assistant principal  
 2. Elementary vice-principal  
 3. Administrative assistant  
 4. Assistant to the principal  
 5. Other, please specify \_\_\_\_\_

(79) 27. How is your salary determined?

1. Regular teacher salary  
 2. Regular teacher salary plus flat amount of \$ \_\_\_\_\_  
 3. Index schedule based on teacher salary schedule  
 4. Schedule designed especially for administrators  
 5. Other, please specify \_\_\_\_\_

(80) 28. What was your primary reason for becoming an assistant principal?  
(Check one)

1. Preferred administration and supervision to classroom work  
 2. Needed a larger income  
 3. Wanted to prepare for principalship  
 4. Urged to do so by principal  
 5. Encouraged to do so by superintendent or central staff  
 6. Other, please specify \_\_\_\_\_

(1-4) ID Code 3  
 (5) Card Code 5

29. To which professional organizations do you belong? (Check all that are applicable)
- (6)  Texas Elementary Principals and Supervisors Association
- (7)  Texas State Teachers Association, NEA
- (8)  American Federation of Teachers
- (9)  Association of Texas Professional Educators
- (10)  Texas Classroom Teachers Association
- (11)  National Association of Elementary School Principals
- (12)  Association for Supervision and Curriculum Development
- (13)  Texas Association for Supervision and Curriculum Development
- (14)  Texas Association of School Administrators
- (15)  Other, please specify \_\_\_\_\_
30. Do you consider the elementary assistant principalship your final career goal?
- (16)  1. Yes  2. No
- (17) If not, what position would you like most to hold? (Check one)
1. Elementary principal
2. Secondary principal
3. Central office specialist
4. Assistant superintendent
5. Superintendent
6. College instructor
7. Other, please specify \_\_\_\_\_

- (18) 31. How does your district select elementary assistant principals?
- \_\_\_\_ 1. Superintendent selects
- \_\_\_\_ 2. Assistant superintendent selects
- \_\_\_\_ 3. Principal selects
- \_\_\_\_ 4. Process involving interview committee, written examinations
- \_\_\_\_ 5. Other, please specify \_\_\_\_\_
- (19) 32. How is one assigned to a school as an assistant principal?
- \_\_\_\_ 1. Central office makes placement without consulting principal
- \_\_\_\_ 2. Principal makes choice from list of eligibles
- \_\_\_\_ 3. Assignment is made after principal is consulted
- \_\_\_\_ 4. Principal is free to recruit and interview, and assignment is usually made upon his recommendation to central office
- (20) 33. Does your district have a formal job description?
- \_\_\_\_ 1. Yes \_\_\_\_ 2. No
- (21) 34. What do you believe is the most serious hindrance to your functioning efficiently as an assistant principal?
- \_\_\_\_ 1. My own lack of preparation and experience for administrative work
- \_\_\_\_ 2. The unwillingness of the principal to delegate responsibility and authority to me
- \_\_\_\_ 3. A lack of understanding among the staff of the school as to my duties and authority
- \_\_\_\_ 4. Other, please specify \_\_\_\_\_
- \_\_\_\_ 5. There are no hindrances
35. On the basis of the average work week, what percent of your time is devoted to each major area?
- (22-23) \_\_\_\_ % Administration - school management, textbooks, buses, reports
- (24-25) \_\_\_\_ % Pupil personnel - discipline, counseling, student records
- (26-27) \_\_\_\_ % Supervision of instruction - classroom observation
- (28-29) \_\_\_\_ % Curriculum development - selecting materials, committee work
- (30-31) \_\_\_\_ % Community relations - PTA, civic groups

36. Ideally, what percent of your time should be devoted to each major area?

- (32-33) \_\_\_\_\_% Administration - school management, textbooks, buses,  
cafeteria
- (34-35) \_\_\_\_\_% Pupil personnel - discipline, counseling, student records
- (36-37) \_\_\_\_\_% Supervision of instruction - classroom observation
- (38-39) \_\_\_\_\_% Curriculum development - selecting materials, committee work
- (40-41) \_\_\_\_\_% Community relations - PTA, civic groups

November 5, 1985

Dear Superintendent:

Your district is one of only 130 districts in Texas reported to have employed elementary assistant principals during the 1984-1985 school year. I am currently conducting a statewide survey of the status and role of the elementary assistant principal as perceived by superintendents, elementary principals, and elementary assistant principals. This is the second mailing of this questionnaire, and 68 percent of the superintendents have already responded. I would like to include the results from every district, if possible. Your responses will be useful even if your district no longer has elementary assistant principals.

The elementary assistant principal is the fastest growing administrative position in Texas (42 percent increase in five years). To the best of my knowledge, an investigation of elementary assistant principals in Texas has never been attempted. In fact, very little research has been reported nationwide regarding this position.

I am very interested in gathering the opinions of superintendents of districts that currently employ elementary assistant principals. Please take about ten minutes to complete the enclosed survey instrument and return it to me by November 15. If you no longer employ elementary assistant principals, please indicate this information on the questionnaire and place it in the return envelope. I will be happy to send a summary after the data have been analyzed.

Sincerely,

Dean Anthony  
Director of Elementary Education  
Denton Independent School District  
P. O. Box 2387  
Denton, Texas 76202

Candidate for Doctor of Philosophy,  
North Texas State University

November 5, 1985

Dear Elementary Principal:

Your assistant principal has been randomly selected to participate in the first statewide study of the elementary school assistant principalship. This is the second mailing of this questionnaire, and you may have already responded. If this is the case, please indicate this information on the survey instrument and place it in the return envelope. This will help ensure the accuracy of the study.

As part of this study, I am asking you to complete the enclosed survey instrument entitled "Role of the Elementary Assistant Principal in Texas." Your assistant principal will complete a copy of the same instrument. Your superintendent will be asked to complete the same questionnaire as well. The purpose is to compare perceptions of superintendents, principals, and assistant principals toward the role and function of the elementary assistant principal.

Please complete the instrument and return it to me by November 15.

Sincerely,

Dean Anthony  
Director of Elementary Education  
Denton Independent School District  
P. O. Box 2387  
Denton, Texas 76202

Candidate for Doctor of Philosophy,  
North Texas State University

November 5, 1985

Dear Elementary Assistant Principal:

You have been randomly selected to participate in an important study of your administrative position. This is the second mailing of this questionnaire and some of you may have already responded. If you have already completed the enclosed questionnaire, please indicate this information on one of the forms and place in the return envelope. This will ensure the accuracy of the survey.

There are only about 550 elementary assistant principals working in 130 school districts across Texas. There has never been an effort to study your position on a statewide basis. In fact, only a few studies have ever been conducted in the United States. Your numbers have increased about 42 percent in the last five years, but no one really knows very much about you and your function.

Enclosed you will find two survey instruments and an envelope that is to be given to your supervising principal. If you work in two or more schools, you may select either principal. This envelope contains another copy of the instrument entitled "Role of the Elementary Assistant Principal in Texas." This same questionnaire is being mailed separately to all of the superintendents whose districts employ elementary assistant principals. The purpose is to compare perceptions of superintendents, principals, and assistant principals toward your role and function.

Please take a few minutes to complete both questionnaires and return them to me by November 15.

Sincerely,

Dean Anthony  
Director of Elementary Education  
Denton Independent School District  
P. O. Box 2387  
Denton, Texas 76202

Candidate for Doctor of Philosophy,  
North Texas State University



**National Association of  
Elementary School Principals**

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Moorestown, New Jersey 08057

**DIRECTOR, ZONE II (1987)**

MICHAEL FRIEDBERG  
Parkview Valley Middle School  
Troy, Pennsylvania 19126

**DIRECTOR, ZONE III (1986)**

EDWARD STEPHENS  
Luhock Elementary School  
Parkersburg, West Virginia 26101

**DIRECTOR, ZONE IV (1986)**

DUGRES B. HARDISON  
Anabel C. Perry Elementary School  
Miramar, Florida 33023

**DIRECTOR, ZONE V (1986)**

NANCY WEST  
Stourwall Elementary School  
Lexington, Kentucky 40503

**DIRECTOR, ZONE VI (1986)**

JEAN L. NOLTE  
Central School - DePaul School  
Rhinelander, Wisconsin 54501

**DIRECTOR, ZONE VII (1985)**

DANIEL R. QUINN  
Franklin Elementary School  
Grand Forks, North Dakota 58203

**DIRECTOR, ZONE VIII (1987)**

SHIRLEY LINCOLN  
Riverton Park Elementary School  
Houston, Texas 77079

**DIRECTOR, ZONE IX (1985)**

WILBERT W. EHLERSLON  
Birchwood Elementary School  
Bellevue, Washington 98025

**EXECUTIVE DIRECTOR**

SAMUEL G. SAVA  
1920 Association Drive  
Reston, Virginia 22091

June 10, 1985

Dean W. Anthony  
Director of Elementary Education  
Denton Independent School District  
P. O. Box 2387  
Denton, Texas 76202

Dear Dr. Anthony:

With regard to your letter of May 10, you have our permission to use the adapted instrument that was taken from the questionnaire that our association used in 1969 to gather data for "The Assistant Principals in Public Elementary School - 1969: A Research Study".

Good luck with your questionnaire.

Sincerely yours,

Samuel G. Sava  
Executive Director

SGS/lp



## Denton Independent School District

OFFICE OF CURRICULUM/INSTRUCTION  
P. O. BOX 2387  
DENTON, TEXAS 76202

May 10, 1985

Dr. William J. Groetsch  
1809 Durham Road  
Langhorne, Pennsylvania 19047

Dear Dr. Groetsch:

Attached is a copy of a survey instrument entitled, "Role of the Elementary Assistant Principal in Texas". This instrument was adapted from the questionnaire you developed for your study in 1969.

I would like your permission to use this instrument to survey superintendents, elementary principals, and elementary assistant principals in Texas in the fall of 1985.

Respectfully,

*Dean W. Anthony*

Dean W. Anthony  
Director of Elementary Education

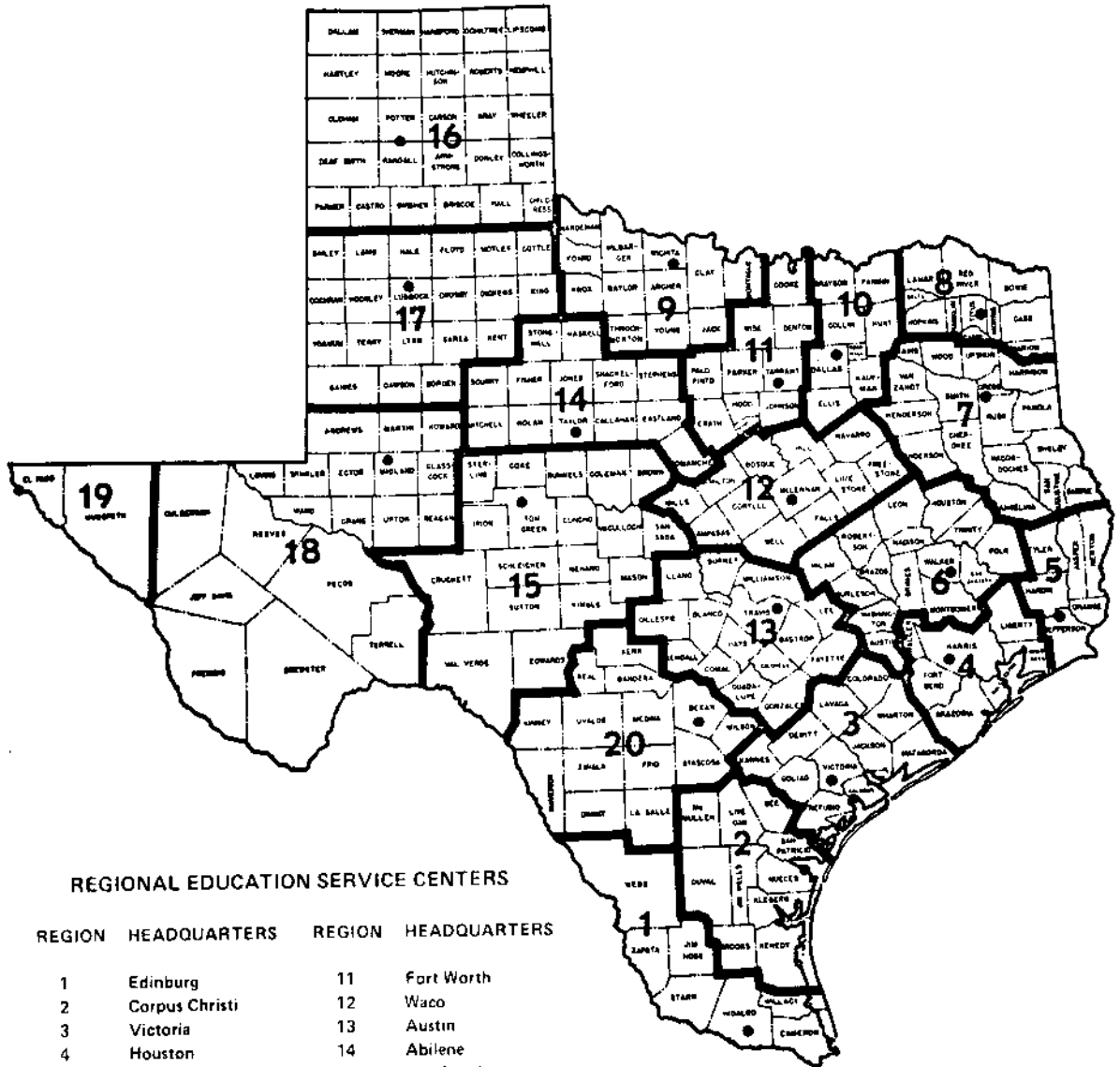
DWA/se  
Enclosure

*May 15, 1985*

*You have my permission to utilize the above mentioned study survey instrument in your study.*

*I wish you the very best for a successful completion of your Texas study.*

*Good Luck  
William J. Groetsch*



**REGIONAL EDUCATION SERVICE CENTERS**

REGION	HEADQUARTERS	REGION	HEADQUARTERS
1	Edinburg	11	Fort Worth
2	Corpus Christi	12	Waco
3	Victoria	13	Austin
4	Houston	14	Abilene
5	Beaumont	15	San Angelo
6	Huntsville	16	Amarillo
7	Kilgore	17	Lubbock
8	Mount Pleasant	18	Midland
9	Wichita Falls	19	El Paso
10	Richardson	20	San Antonio

TABLE LI  
PARTICIPATING SCHOOL DISTRICTS' NUMBER OF RESPONDENTS

Name of District	Superintendent	Principal	Assistant Principal
Aldine ISD	1	4	3
Alief ISD	1	1	3
Argyle ISD	0	1	0
Arlington ISD	1	2	2
Austin ISD	0	0	2
Bastrop ISD	1	0	0
Belton ISD	1	0	0
Boerne County Line ISD	1	0	0
Brazosport ISD	1	0	0
Bridge City ISD	1	0	0
Brownsville ISD	0	3	3
Bryan ISD	1	0	0
Bushland ISD	1	0	0
Carrizo Springs ISD	1	2	2
Cedar Hill ISD	1	0	0
Channelview ISD	1	1	0
Chapel Hill ISD	1	0	0
Clear Creek ISD	1	1	1
Clint ISD	1	0	0
Coahoma ISD	1	1	1
Conroe ISD	1	4	4
Copperas Cove ISD	1	0	0
Corpus Christi ISD	0	1	2
Corsicana ISD	1	1	1
Crosby ISD	1	0	0
Daingerfield-Lone Star ISD	0	1	1
Dallas ISD	1	3	2
Del Valle ISD	1	1	1
Denton ISD	1	3	3
Diboll ISD	1	0	0
El Paso ISD	1	9	5
Fort Bend ISD	1	0	0
Fort Worth ISD	1	1	0
Fort Sam Houston ISD	1	0	0
Galena Park ISD	1	0	0
Giddings ISD	1	1	1
Goose Creek ISD	1	0	0
Greenville ISD	1	0	0
Harlandale ISD	1	0	0
Hays Consolidated ISD	1	0	0

TABLE LI--Continued

Name of District	Superintendent	Principal	Assistant Principal
Hemphill ISD	1	0	0
Hempstead ISD	1	0	0
Henderson ISD	1	0	0
Hereford ISD	1	0	0
Houston ISD	1	1	0
Huffman ISD	1	0	0
Humble ISD	0	1	2
Huntsville ISD	1	0	0
Hurst-Eules-Bedford ISD	1	1	0
Jacksonville ISD	1	0	0
Jasper ISD	1	0	0
Jim Hogg County ISD	1	0	0
Judson ISD	1	1	1
Killeen ISD	1	2	2
Klein ISD	1	4	5
La Marque ISD	1	0	0
La Porte ISD	1	1	1
Lake Dallas ISD	1	0	0
Lamar Consolidated ISD	1	0	1
Lamesa ISD	0	1	1
Lancaster ISD	1	1	0
Leander ISD	1	0	0
Livingston ISD	1	0	0
Longview ISD	1	0	0
Los Fresnos Consolidated ISD	1	0	0
Lubbock ISD	1	2	2
Manor ISD	1	0	0
Marlin ISD	1	1	1
McKinney ISD	1	0	0
Mesquite ISD	1	3	3
Mexia ISD	1	1	1
Montgomery ISD	1	0	0
New Caney ISD	1	1	1
North Forest ISD	0	1	0
Northside ISD	1	1	3
Odem-Edroy ISD	1	0	0
Paris ISD	1	0	0
Pasadena ISD	1	1	1
Pearland ISD	1	0	0
Pearsall ISD	1	0	0
Pecos-Barstow- Toyah ISD	1	0	0

TABLE LI--Continued

Name of District	Superintendent	Principal	Assistant Principal
Pflugerville ISD	1	0	0
Pilot Point ISD	1	0	0
Pine Tree ISD	1	0	0
Pleasanton ISD	1	0	0
Port Arthur ISD	1	1	1
Red Oak ISD	1	1	1
Richardson ISD	1	2	2
Rio Grande City ISD	1	0	0
Robstown ISD	1	0	0
Rockdale ISD	1	1	1
Roma ISD	1	0	0
San Felipe--Del Rio Consolidated ISD	1	0	0
Santa Fe ISD	1	0	0
Sealy ISD	1	0	0
Silsbee ISD	1	0	0
Socorro ISD	0	1	2
Southside ISD	1	0	0
Spring Branch ISD	1	0	0
Spring ISD	1	1	1
Sweeny ISD	1	0	0
Tarkington ISD	1	0	0
Temple ISD	1	0	0
Tomball ISD	1	1	1
United ISD	1	0	0
Vidor ISD	1	0	0
Waller ISD	1	0	0
Weslaco ISD	1	0	0
Wharton ISD	1	0	0
Willis ISD	1	0	1
Windham Schools	1	0	0
Wylie ISD	1	0	0
Ysleta ISD	1	3	4

## Arlington ISD

## Duties of Vice-Principal

If we want to talk about unsung heroes, let's talk about the vice-principal. As a principal, I can assure you that my job will be a lot easier and more effective because of your new vice-principal--\_\_\_\_\_. It isn't often that these people get the recognition they deserve. Despite that lack of recognition, they continue to function as vital and dynamic educators within the system. This is why I am delighted to have the opportunity to work with a vice-principal who exemplifies the best of the best; a person who is as dedicated as she is efficient; as knowledgeable as she is practical. The staff will soon learn that \_\_\_\_\_ is not only a top-notch vice-principal, she is also an outstanding human being. You need to understand what her responsibilities will be this year at \_\_\_\_\_. She will be helping us in the following areas:

1. calling substitutes,
2. morning duty,
3. cafeteria duty,
4. supervising buses,
5. assist music teachers in organizing a choir program,
6. fire drill practice twice a month,
7. bad weather drills,
8. cleaning machines in workroom,
9. assist in discipline of students,

10. handle children in the clinic,
11. PTA board parliamentarian,
12. assist principal with volunteer program,
13. assist in the office,
14. attend district board meetings,
15. textbook custodian, and
16. assist principal with administrative duties as necessary.

## Clear Creek ISD

## Elementary Assistant Principal

Is under the immediate supervision of the principal for all duties and responsibilities.

1. Serves as principal in the absence of the regular principal.
2. Works cooperatively with the principal and other administrators.
3. Executes Board of Trustees and administrative policy of the district.
4. Receives training and assists the principal in the general administration of the school including such activities as (a) textbooks, (b) budget preparation, (c) school financial accounts, (d) principal's representative on various committees, (e) grounds and building maintenance, (f) school reports, (g) testing programs, (h) teacher recruitment, (i) student discipline, (j) scheduling, and (k) inservice planning.
5. Observes in classrooms to assist teachers with methods of classroom management and implementation of the curriculum.
6. Maintains good public and personnel relations with the community and school staff.
7. Performs other duties as assigned by the principal.



## Conroe ISD

## Job Description for Assistant Principal for Discipline

The assistant principal for discipline is responsible to the building principal and will work with the principal to promote an atmosphere conducive to learning. His specific duties shall be:

1. to work with students who have behavioral problems in the classroom,
2. to make referrals to the counselor regarding students that may need counseling or testing,
3. to contact parents on excessive absences of a student and help eliminate the situation if truancy is the problem,
4. to assist teachers who may be having discipline problems with a student or class,
5. to meet with students' parents to help better understand the child and the problems involved,
6. to communicate information to teachers that may help explain what is happening in a student's home life so that they may be more tolerant and understanding of the student,
7. to assign teachers to duty posts and develop the rules necessary for maintaining acceptable standards of discipline,
8. to advise the principal of any consistent problems that may hinder the educational process,

9. to work with teachers who have various duty posts and may be having problems controlling students, and
10. to advise the principal of any vandalism, ground hazards, or unsafe conditions of the school plant.

## Corpus Christi ISD

## Elementary Assistant Principal

The elementary assistant principal will work under the direct supervision of the campus principal and the division of curricular and instructional services. General responsibilities will include assisting the principal with the planning, implementation, and evaluation of the instructional program conducted in the elementary school, as well as assisting the principal with specified administrative duties. The elementary assistant principal will be responsible for working with the total student body(ies) and entire faculty(ies) of the school(s) assigned.

Typical duties include

1. works with the principal as a member of his or her instructional council,
2. works with the elementary chairpersons to coordinate the total instructional program,
3. works with teacher teams as they plan, implement, and evaluate instruction,
4. attends meetings scheduled by the department of elementary education,
5. assists in the selection and distribution of textbooks to be allocated to teachers,
6. assists the principal in planning and scheduling instructional time periods,

7. works with any special programs personnel assigned to the school for the purpose of improving and coordinating instruction,
8. assists the principal and staff in their formulation of school goals and objectives,
9. assists the principal in the development of parental involvement activities for the school community,
10. assists the principal in complying with special education guidelines,
11. participates in parent conferences related to instructional and administrative issues at the discretion of the principal,
12. assists the principal in the management of student behavior, and
13. assists with administrative duties as prescribed by the principal.

These duties are not intended as all inclusive or restrictive of the responsibilities of the elementary assistant principal. As the position becomes operational, assigned duties will be revised to accommodate apparent needs.

Positions requirements: Education--master's degree in elementary education; Certification--administrative certificate or certifiable; and Experience--a minimum of three years teaching experience at the elementary level.

## Corsicana ISD

## Job Description for Vice-Principal

Assistance in the opening and closing of school:

1. preparation of building and grounds,
2. scheduling of supervision responsibilities regarding lunchroom, bus, halls, and playground,
3. inventory of materials, supplies, textbooks, etc. help distribute these items,
4. check conditions of equipment and have ready for use (audio-visual, air condition, play ground),
5. assist with the preparation of open house and other meetings including inservice,
6. execution of assigned reports and records, and
7. other duties as assigned.

After school starts:

1. assist the principal in providing leadership for a quality program of education,
2. selected discipline matters will claim the vice-principal's attention,
3. schedule and execute fire drills,
4. requisition materials, supplies and the maintenance of equipment,
5. supervise building maintenance, busses, lunchroom decorum,
6. distribution of test material and insure test security,

7. participate in selected areas of planning with the principal (conferences with the principal), and
8. other assigned duties including selected record keeping activities.

Duties prescribed by instruction from supervisor administrative officers (superintendent, etc.) will claim the attention of the vice-principal.

The vice-principal will positively respond to rules and regulations of the board of trustees and other approved agencies.

Performance responsibilities:

1. When the principal is on campus, the vice-principal shall be responsible for the specific regular duties assigned.
2. When the principal is not on campus, the vice-principal will assume the responsibility of the total school program.
3. Administrative duties will be in writing by the principal.
4. The vice-principal will perform duties as assigned by proper CISD authority.

## El Paso ISD

Assistant Principal--Elementary, Intermediate,  
and Junior High School

## Qualifications:

1. Minimum of three years of teaching experience in the El Paso ISD.
2. Minimum of master's degree.
3. Demonstrated ability as a classroom teacher and preferably previous experience in instructional administration.
4. Must have valid Texas Mid-Management or Administrator Certificate.

## Reports to:

Principal.

## Performance responsibilities:

1. assists the principal in implementing and maintaining discipline of the student body,
2. supervises attendance and truancy,
3. assists principal with classroom observation,
4. assists principal with supervision of faculty and student body,
5. assists principal with supervision of extracurricular activities,
6. assists principal in the organization and preparation of in-building inservice,

7. provides leadership to teachers in classroom management, discipline, and instruction,
8. acts as chairman of the ARD committee as assigned by principal,
9. supervises and/or organizes the textbook inventory, audio-visual equipment inventory, physical education equipment inventory, and all other equipment as assigned by the principal,
10. assists principal in the building of schedules, organization, and budget,
11. holds conferences with parents related to attendance and discipline,
12. oversees the operation of the campus in the absence of the principal,
13. helps the principal in the promotion of community relations, and
14. performs such other tasks as may be assigned by the principal.

Job goal: To assist the principal in providing effective administrator leadership of the local school in the implementation, maintenance, and improvement of the instructional program.

Terms of employment: Work year as established by the Texas Education Agency; salary as determined by the Board of Trustees.

Date approved: February 22, 1983.



## Klein ISD

## Associate Principal Job Description

## Instruction:

1. observes the instructional program,
2. works with teachers to improve the quality of instruction,
3. works with the principal in checking teacher lesson plans and consults when necessary,
4. works with the principal in checking report cards the first two six-weeks and the last six-weeks,
5. works with teachers in planning for art contests, literary contests, poster contests, Auntie Litter activities, etc.
6. works with principal and instructional office in planning teacher inservice-faculty meetings,
7. stays continually aware of curriculum changes and implementation,
8. works with the library committee on a regular basis in matters pertaining to curriculum correlation and library use,
9. works with the science committee in matters pertaining to inservice, centers, and materials,
10. works with the art committee in matters pertaining to hall displays and contests, and
11. supervises lounge and calendar.

Personnel:

1. assists in teacher evaluations,
2. performs evaluations on the aides and custodians,
3. calls for substitutes each afternoon,
4. works closely with all bus drivers and transportation department,
5. works with teachers to improve the quality of instruction,
6. works with teachers to coordinate use of the facility,
7. works with the aides in matters pertaining to bus duty and before school discipline,
8. works with teachers in matters pertaining to P.M. bus duty, and
9. works with the cafeteria manager in matters pertaining to cafeteria, lunchroom, behavior, lunch tickets, scullery, schedule changes, etc.

Discipline:

1. assists the principal with discipline and counseling of students in accordance with school plan and philosophy,
2. develops individual student plans where necessary,
3. keeps accurate records of all dealings with student discipline concerns,
4. follows school board policy in matters relating to corporal punishment and suspension, and

5. works with bus drivers and children in matters pertaining to bus problems.

Building maintenance:

1. is responsible for all aspects of building maintenance and custodial operations,
2. inspects the building and grounds on a monthly basis and completes the monthly building structure and safety hazard report,
3. works with the custodial and maintenance departments in matters relating to PTO and open house,
4. completes the summer maintenance needs request,
5. inspects the building for cleanliness on a regular basis, and
6. supervises lounges.

Student organizations:

1. works with the safety patrol sponsor and members,
2. works with the service club sponsor and members, and
3. organizes and supervises school buddy activities.

Testing and student placement:

1. reviews the records of new students as the records arrive, looks for indications of special class placement or other pertinent information and informs teacher of such,
2. tests and places all new students,
3. is responsible for coordinating all school testing: ESL, SRA, Otis Lennon, TABS, end-of-year placement, and

4. represents the administration in special education meetings as designated by the principal.

Public relations:

1. works closely with all bus drivers, maintenance personnel, cafeteria staff and custodial personnel,
2. meets and visits with all new parents when they register their children,
3. works with scouts and scouting sponsors in arranging meetings and other activities,
4. shows new and/or prospective parents around the school,
5. is responsible for coordinating news releases,
6. works with teachers and parents in matters pertaining to discipline,
7. works with the PTO music and art appreciation mothers in planning and scheduling presentations,
8. works with the PTO historian in matters pertaining to picture taking, news releases and scrapbook items,
9. works with homeroom mother coordinators in matters pertaining to the holiday and spring parties,
10. works with the volunteer coordinator,
11. works with the chairman of Santa's Secret Shop and coordinates the school end,
12. works with the first vice-president in matters pertaining to the school store, and
13. works with the school office of public information.

Transportation:

1. works with the transportation department in matters relating to buses, bus drivers, student discipline, etc.,
2. schedules bus duty responsibilities,
3. supervises bus duty each day,
4. works with teachers in matters pertaining to P.M. bus duty,
5. works with students in matters pertaining to bus conduct, and
6. works with aides in matters pertaining to A.M. and P.M. bus duty.

Communication:

1. keeps principal informed, and
2. keeps custodians and kitchen staff informed of schedule changes and needs.

Miscellaneous:

1. sees that the cafeteria, library and/or art room are ready for PTO meetings, faculty meetings and other school programs,
2. schedules two fire drills and one disaster drill a month and keeps appropriate records,
3. is responsible for the annual fire safety report, and
4. works with teachers in matters relating to "Auntie Litter."

Performs other related duties as assigned by principal.

Reports to the principal.

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