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## An Analysis of Assistant Principals' Role in the Administrative Process as Identified by Tasks in Five Selected Areas

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**AN ANALYSIS OF ASSISTANT PRINCIPALS'  
ROLE IN THE ADMINISTRATIVE PROCESS  
AS IDENTIFIED BY TASKS IN  
FIVE SELECTED AREAS**

by

**Patricia K. Doherty**

**A Dissertation Submitted to the Faculty of the School of Education  
of Loyola University of Chicago in Partial Fulfillment  
of the Requirements for the Degree of  
Doctor of Education**

**January**

**1982**

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Loyola University of Chicago

AN ANALYSIS OF THE ASSISTANT PRINCIPALS' ROLE  
IN THE ADMINISTRATIVE PROCESS AS IDENTIFIED  
BY TASKS IN FIVE SELECTED AREAS

Purpose

The purpose of the study was to determine the relationships between principals' and assistant principals' responses which identified the areas of task responsibility, rated values of importance of areas and administrative functions performed by non-classroom elementary assistant principals in select administrative districts of the city of Chicago.

Methodology

The study sample consisted of forty-six matched pairs of elementary principals and non-classroom elementary assistant principals from five select administrative districts of the city of Chicago. Nine matched pairs of questionnaire respondents were randomly selected for the interview sample.

The questionnaire instrument utilized Gulick's administrative model to identify administrative functions performed by assistant principals. Ninety-six commonly recognized tasks assigned to assistant principals in the areas of pupil personnel, staff personnel, curriculum and instruction, community relations and school management were identified as the task-related functions performed by assistant principals.

A six-point Likert scale was developed to determine the relative value of tasks performed by assistant principals in each of the administrative areas.

The relationship between selected variables, such as job titles, sex, years in administration, viewpoint of assistantship position and questionnaire responses was determined utilizing the chi square test of significant difference.

Principals' and assistant principals' responses which rated assistant principals' task responsibilities were compared using the t test of significance for equality of means. Principals' and assistant principals' rated value of tasks which identified the importance value of each administrative area were compared utilizing the t test of significance for equality of means.

The tasks within each administrative area were categorized according to administrative functions using proportional descriptive percentages.

#### Major Findings and Conclusions

The major findings and conclusions were:

1. Principals' and assistant principals' questionnaire responses rated similarly the responsibilities of assistant principals in each of the five administrative areas.
2. Principals questionnaire responses rated community relations the area of most responsibility and assistant principals' questionnaire responses rated staff personnel the area of most responsibility delegated to assistants.
3. Principals and assistant principals agreed in rating curriculum and instruction the area of least responsibility delegated to assistants.
4. Principals' and assistant principals' questionnaire responses rated the task values similarly in each administrative area.
5. Principals and assistant principals agreed in rating school management the area of highest value of importance and curriculum and instruction

the lowest rated value of importance.

6. Principals and assistant principals similarly rated coordinating the foremost function performed by assistants in each administrative area. Planning and directing were equally rated the second most frequent function performed by assistants in four of the five administrative areas.

7. Principals tended to view the assistant principalship position as an internship position.

8. Male assistant principals tended to view the assistant principalship position as an internship position.

9. Women assistant principals tended to be equally divided between aspiring for a principalship position and remaining in the assistantship position as a career position.

## ACKNOWLEDGMENTS

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Gratitude is extended to the district superintendents who supported the study and to the principals and assistant principals who responded to the questionnaires and consented to interviews which provided the necessary data for the study.

Finally, the author wishes to thank her mother for her understanding and encouragement which helped the author bring this work to completion.

## VITA

Patricia Kathryn Doherty, daughter of Philip and Virginia Doherty was born in Chicago, Illinois.

In 1957, she graduated from Aquinas High School. She received the degree of Bachelor of Philosophy with an education major and music major in February, 1962 from DePaul University, Chicago, Illinois. And in February, 1966, she was awarded the degree Master of Education from DePaul University.

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She holds membership in Alpha Sigma Nu, National Jesuit Honor Society; Kappa Delta Pi, National Honor Society in Education and Phi Delta Kappa, Professional Educational Fraternity.

At DePaul University, she had served as an executive officer in Kappa Delta Pi. And for four years she has held office in the Loyola Chapter of Phi Delta Kappa.

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## CHAPTER I

### INTRODUCTION

Administration is a process integral to the implementation of organizational goals and objectives. Attending to the many, as well as varied, organizational responsibilities and functions are administrators at various levels in the administrative hierarchy. At virtually every administrative level, the position of administrative assistant exists and is recognized as necessary to accomplishing administrative goals.

Educational administration, not unlike other professions or fields of administration, recognizes administrative assistants.

In 1970, Hencley, McCleary and McGrath noted that in large elementary schools, positions such as assistant principals, administrative assistants, coordinators and directors were provided in addition to the principal.<sup>1</sup> In the same year, Faber and Shearron cited a trend toward increased employment of an assistant administrator in the elementary schools, particularly in the larger schools in metropolitan areas. This additional administrator known generally as assistant principal, was also referred to as vice-principal.<sup>2</sup>

The need for the assistant administrators was affected by increased development and expansion of instructional and pupil services offered in the

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<sup>1</sup>Stephen Hencley, Lloyd McCleary, and J. McGrath, The Elementary School Principalship (New York: Dodd, Mead and Co., 1970), p. 3.

<sup>2</sup>Charles Faber and Gilbert Shearron, Elementary School Administration: Theory and Practice (New York: Holt, Rinehart and Winston, Inc., 1970), p.252.

schools. This increased development and expansion of pupil services resulted in increased administrative duties and responsibilities. With this increased emphasis on responsibility, the position of assistantship received increased recognition as an integral and necessary position within the administrative organization of the public schools. Despite this increased recognition, Faber and Shearron state, "That a commonly accepted job definition for the assistant principal was lacking."<sup>3</sup> The absence of information related to the assistant principal was also a concern of David Austin, when, two years later, he referred to the position as, "ill-defined in even the best professional literature."<sup>4</sup>

As the recognition and need for the assistant increased, it would seem imperative that the responsibilities and the administrative role of the assistant principal would be clearly defined.

A review of the literature revealed that the contrary exists. The educational literature replete with studies of administrative functions of superintendents, principals and instructional functions of teachers nonetheless neglects the assistant principal. Few studies had researched duties of elementary assistant principals and virtually no study had been conducted of the role of urban elementary assistant principals in the administrative process.

This lack of research of the assistant principal's role in the administrative process only serves to emphasize the need to identify and

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<sup>3</sup>Ibid.

<sup>4</sup>David B. Austin, "The Assistant Principal - What Does He Do?" Theory Into Practice (February, 1972), p. 68.

analyze administrative practices which effect the resourceful utilization of the assistant principals. This study responds to the need by: 1) identifying and analyzing general administrative functions recommended in the literature and 2) examining relationships between select factors and elementary assistant principals' role in the administrative functions.

#### PURPOSE OF THE STUDY

To determine and analyze the role of non-classroom public elementary assistant principals in select districts of the city of Chicago, this study attended to the following principal purposes:

1) determine the principals' utilization of non-classroom public elementary assistant principals in selected administrative process functions as identified by tasks assigned to assistant principals';

2) determine the relationships between principals' responses and assistant principals' responses regarding the assistant principals' role in selected administrative process functions;

3) determine and identify the principals' and assistant principals' valued importance of the selected administrative task areas and related functions performed by assistant principals; and

4) determine the relationships between select variables and questionnaire responses of principals and assistant principals.

These purposes were accomplished by:

1) reviewing the literature to determine the most commonly recommended administrative tasks for elementary assistant principals; ninety-six tasks

were identified;

2) determining and identifying elementary assistant principal task responsibility in five administrative areas;

3) determining and identifying principals' and assistant principals' valued importance of these five administrative areas;

4) determining and identifying the task related administrative functions performed by elementary assistant principals in five administrative areas; and

5) determine relationships between select variables and principals' and assistant principals' questionnaire responses.

By collecting data and information of the nature of administrative task activity and corresponding task-related functions, as well as relationships of select variables, this study analyzed the role of the elementary assistant principal in the administrative process. This study, then, is an administrative role analysis of non-classroom elementary assistant principals' administrative practices, not a study to determine what should be practiced by non-classroom elementary assistant principals.

#### SIGNIFICANCE OF THE STUDY

In the development of school systems, certain aspects of administration have become firmly entrenched in the design of public education. One such aspect was the development of the school superintendency. Another was the rise of the principalship. And more recently, the position of assistant principal has become an important part of the administrative hierarchy in



public school administration.<sup>5</sup>

Faber and Shearron cited a trend toward increased employment of assistant administrators in elementary schools, particularly large elementary schools in metropolitan areas.<sup>6</sup>

Yet, Knezevich stated assistant principals "are no longer unusual or confined only to large schools, but may be found in the administrative make-up of many school districts within the United States."<sup>7</sup> Notwithstanding, both Knezevich and Faber agreed that in general, the assistant principalship has been created of necessity, due to increased development and expansion of pupil personnel services, reorganization and growth.

Childress, at a 1972 National Association of Secondary School Principals Conference, stated, "One of the challenges confronting secondary school educators today is the development of a role definition for the assistant principal, both by title and job orientation."<sup>8</sup>

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<sup>5</sup>National Association of Elementary School Principals, The Assistant Principalship in Public Elementary Schools-1969 A Research Study (Washington, D.C.: National Education Association, 1970), p. 4.

<sup>6</sup>Faber and Shearron, op. cit., p. 252.

<sup>7</sup>Stephen J. Knezevich, Administration of Public Education (New York: Harper and Row, 1969), p. 280.

<sup>8</sup>Jack Childress, "Assistant Principals Need Role Definition, Keynoter Says," National Association of Secondary School Principals Newsletter, 20 (December, 1972), p. 1.

Unfortunately, the past orientation of the community and other educators toward the role of the assistant principal has been distorted, generally negative and uninformed.<sup>9</sup> This viewpoint would appear to have resulted from the general failure to reorganize professional opportunities which should be associated with the assistant principal's role.<sup>10</sup>

In Administration of Public Education, Knezevich expressed concern regarding the effective use of the assistant principals. While Knezevich emphasized, "recognizing the specialization of the assistant principal for expertise and professional growth," he also proposed "...that principals organize their administration so that the assistant principals can also become generalists."<sup>11</sup> Additionally, Knezevich encouraged assistant principals to become members of "an administrative team with increased opportunities"<sup>12</sup> so as to utilize their (assistants) abilities in sharing administrative responsibilities with the principals.

Moreover, Knezevich stated, "assistant principals seem to be partially responsible for many things, but infrequently responsible for any one thing."<sup>13</sup>

Apparently, the assistant principalship exists in an ambiguous atmosphere due to many factors, one of which is lack of specific role

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<sup>9</sup>Jack Childress, "The Challenge of the Assistant Principalship," National Association of Secondary School Principals Bulletin, 57 (October, 1973), pp. 1-9.

<sup>10</sup>Ibid.

<sup>11</sup>Knezevich, op. cit., p. 280.

<sup>12</sup>Knezevich, op. cit., p. 281.

<sup>13</sup>Knezevich, op. cit., p. 281.

definition. From this ambiguity has arisen the need to indicate a more specific role for the assistant principal, if the assistant is to become a more effective member of the administrative team in the public school.

As Austin stated, "the nature of the position must be redefined in such a manner that this position in the administrative structure has its own meaning and value and does not exist primarily because someone also has more than he can do and needs assistance."<sup>14</sup>

Welsh's study concluded and recommended that "further study of the assistant principalship is needed if the position is to provide maximum benefit to both the school's educational program and to the position holder."<sup>15</sup>

Thus this present study responds to the need, as previous sources indicated, and contributes to the professional literature by:

1. identifying and analyzing the non-classroom elementary assistant principals' role in the administrative process functions,
2. providing assistance to administrative training institutions in evaluating current programs of educational administration,
3. providing assistance to administrative training institutions in developing within the administrative program an area of training which focuses on the role performance of assistants,

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<sup>14</sup>David Austin and Harry Brown, Report of the Assistant Principalship (Washington, D.C.: National Association of Secondary School Principals, 1970), p. 73.

<sup>15</sup>William Welsh, "An Analysis of the Duties and Responsibilities of the California Elementary School Vice-Principal" (unpublished Ed.D. dissertation, University of the Pacific, 1975), p. 75.

4. providing assistance to school superintendents and school boards in the selection and evaluation process of elementary assistant principals,
5. providing data and assistance to elementary principals in selection, training and evaluation processes of elementary assistant principals,
6. providing assistance to elementary principals in their efforts to improve the educational program, and
7. providing data and assistance to assistant principals regarding the practices and role of the elementary assistant principals in the administrative process.

To date, no study had analyzed the elementary assistant principals' participation in the administrative process.

This background provides the focus for an extensive in-depth analysis of the role of the elementary assistant principals in the administrative process. Tasks, task-related functions, and their value as important administrative activities were identified by those delegating the tasks and functions (the principals) and those receiving the delegated tasks and functions (the assistant principals) and employed in this present study.

#### STATEMENT OF THE PROBLEM

For the reason that there existed a serious lack of published information of assistant principals' role in the administrative process, this present study analyzes Chicago elementary assistant principals' role in select administrative functions. In an effort to contribute to a better understanding of this administrative position, this study determines the task areas

and administrative functions delegated to Chicago elementary assistant principals.

The problem was then the identification of administrative task areas and functions performed by assistant principals. Specifically, in what areas do assistant principals perform administrative duties? What administrative functions do assistant principals perform? By establishing analytical data of Chicago non-classroom elementary assistant principals, this study determined:

- 1) the principals' utilization of non-classroom public elementary assistant principals in selected administrative process functions as identified by tasks assigned to assistant principals,
- 2) the relationship between principals' responses and assistant principals' responses regarding the assistant principals' role in selected administrative process functions,
- 3) and identified the principals' and assistant principals' response values to the importance of selected task areas and related functions performed by assistant principals, and
- 4) the relationships between select variables and questionnaire responses of principals and assistant principals.

Specifically, this study answers the following questions:

1. What are the areas delegated to assistant principals?
2. What administrative functions do these task areas identify?
3. Is there a difference between the assistant principals' task responsibility identified by principals and the assistant principals' task responsibility identified by the assistant principals?

4. Is there a difference between the principals and assistant principals valued importance of tasks and functions performed by assistant principals?
5. Are importance functions, identified by principals and assistant principals delegated to the assistant principals? If so, which functions?
6. Is there a relationship between the title position of the respondent and the viewpoint of the assistant principalship position?
7. Is there a relationship between the sex of the respondent and the viewpoint of the assistant principalship position?

#### LIMITATIONS OF THE STUDY

From the twenty Chicago Public School System districts, five districts were selected for this study. The data reflected Chicago Board of Education philosophy and policy, as well as select matched pairs of elementary principals' and non-classroom elementary assistant principals' questionnaire responses.

The utilization of the city of Chicago as an area in which to conduct research was justified by the nature of the research, which was aimed at achieving an accurate analysis of the administrative role of non-classroom elementary assistant principals in a large, urban city school system. This study was not intended as a study of the many kinds of assistant principals that exist throughout the state and/or nation. Therefore, limiting the study to Chicago rather than multi-school districts controlled for differences in: a) district policies, b) administrative qualifications, c) administrative selection, and d) appointment practices.

Results of this study though germane to Chicago elementary schools with non-classroom assistant principals, may be germane to other single urban metropolitan school districts.

District superintendents assisted in identifying the non-classroom elementary assistant principals, as subjects of this study.

Assistant principals of special schools, e.g., handicapped, educational and vocational guidance centers, pre-schools, and middle schools are excluded from this study. Assistant principals in these schools and/or programs perform tasks reflecting specialization, which may limit the scope of their (assistants) administrative duties and functions. For example, assistant principals in pre-school centers seldom perform tasks relative suspensions, and truancy or work with law enforcing agencies. Also, administrative responsibilities are divided among assistants of middle schools. Therefore, because of the nature of the specialization or delegation of responsibilities to assistant principals, only regular schools with one non-classroom assistant principal were selected. This selection procedure assured greater validity and less variability in the five (5) selected administrative areas and six (6) administrative process functions performed by assistant principals.

The sample of non-classroom elementary assistant principals of five districts in the Chicago school system were matched with respective elementary principals. Matched pairs of elementary assistant principals and elementary principals were utilized in this present study to provide comparative analysis of principals' and assistant principals' questionnaire and interview responses and to avoid overlooking important differences, findings, trends and implications.

Objectivity is always difficult to obtain in research, particularly in the behavioral sciences. With this objectivity awareness, and by researching both principals and assistant principals responses, this study reduced bias. In affecting reduction of subjectivity and bias in questionnaire and interview responses, and analysis and interpretations, this study researched both the subjects delegating the functions and those subjects delegated the functions.

Identification of assistant principals' task activity was limited to five (5) selected areas: 1) pupil personnel, 2) staff personnel, 3) curriculum and instruction, 4) community relations and 5) school management. These five (5) areas were employed in this study for the reason that they were recognized in the educational literature as the five most common categorical areas of administration. This point is further clarified in Chapter II.

While the literature recognized five common administrative areas, the Southern States Cooperative Program in Educational Administration, nonetheless identified eight critical administrative areas. These critical areas are 1) pupil personnel, 2) instruction and curriculum development, 3) community-school leadership, 4) staff personnel, 5) school plant, 6) organization and structure, 7) school finance and business management, and 8) school transportation.<sup>16</sup>

Two administrative areas, school transportation and school finance and business management, identified by the Southern States Cooperative Program in

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<sup>16</sup>Calvin Grieder, Truman Pierce and K. Forbis Jordan, Public School Administration (New York: Ronald Press, 1969), p. 106.



Educational Administration, were included in the category of school management. This decision was made in the interest of presenting concisely all major administrative areas.

In Administration of Public Education, Knezevich delineated the administrative process models of Fayol, Gulick, Newman and Sears. Six (6) functions namely: planning, coordinating, directing, staffing, reporting and organizing were most common to these models and therefore used to limit this study.

To provide additional analysis to response differences the following variables were compared: a) title position of the respondent, b) respondent viewpoint of the assistantship position, and c) sex of the respondent. Respondent viewpoints were limited to two descriptors, i.e. a) the assistant principal position viewed as a career position, b) the assistant principal position viewed as an internship for principalship.

Additional limitations of this study include:

1. Willingness of assistant principals and principals to participate in the study.
2. Limitations inherent in utilizing mailed questionnaires and personal interviews.

Questionnaire bias although controlled to the greatest extent may have unconsciously entered into the data.

Furthermore, interview information involved with subjective interpretations may be liable to error in forming general conclusions. While Lawrence Meyers and Neal Crossen noted limitations of obtaining interview information contingent upon the interview environment, sex, age, and bias of the

interviewers,<sup>17</sup> Van Dalen supported the interview technique. Van Dalen reported that respondents are often more open in interview interactions than with written contacts only.<sup>18</sup>

Given these caveats, the data of this study were analyzed in as fair and objective manner as possible.

#### METHODS AND PROCEDURES

Any study of this type requires considerable research, correspondence and follow up, as well as reliance on the professional attitudes and integrity of those participating.

Subsequent to identifying the problem, research into the professional literature was necessary to gain insight into the problem. The following standard references were utilized for this research: the Education Index; Dissertation Abstracts; Education Research Information Center (ERIC); Dictionary of Education and Encyclopedia of Educational Research.

After identifying the problem, the next step was to narrow the focus of the study to determine: a) the purpose of the study, b) the methods of obtaining data and c) the setting from which such data were to be obtained.

To accomplish the purpose of this study the following methodology was employed.

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<sup>17</sup>Lawrence S. Meyers and Neal Crossen, Behavioral Research: Theory, Procedure, and Design (San Francisco: W. H. Freeman and Co., 1974), pp. 70-71.

<sup>18</sup>Deobold Van Dalen, Understanding Educational Research (New York: McKay Co., 1971), p. 123.

## 1. Pilot Questionnaire--The Assistant Principal Questionnaire

With the assistance of the previously mentioned references, as well as selected dissertations, specific tasks related to five (5) recognized general administrative areas namely: pupil personnel, staff personnel, community relations, school management, and curriculum and instruction were gleaned from the literature to develop the pilot questionnaire. Specifically, the dissertations of Block, Knox, Welsh and McDonough, in addition to Austin and Brown's study identified tasks common to assistant principals.

Administrative process models developed by experts were reviewed. For the reason that Gulick's administrative process model was frequently referred to in the educational literature and recognized as an acceptable administrative model, it was utilized to identify the administrative role of the assistant principal. Thus Gulick's administrative model functions namely: a) planning, b) organizing, c) staffing, d) directing, e) coordinating, and f) reporting were employed in this study.

## 2. Field Study of Pilot Questionnaire

Once the specific tasks were grouped by administrative areas, the Likert scale of task importance and the administrative functions established, the field study respondents were selected. The field study consisted of practitioners from three (3) suburban Cook County school districts, one (1) Cook County school district and one (1) Lake County school district. Five matched pairs were selected to: a) validate the questionnaire for construct and content validity, b) avoid overlooking delegated tasks, c) avoid overlooking important differences relative the identification of tasks, functions

and valued importance of tasks and functions between the administrator delegating the tasks and the administrator performing the delegated tasks and d) control for respondent bias by comparing similarities, and differences between matched pairs of administrators.

Respondents were asked to review the identification of assistant principal responsibility in administrative tasks. Responsibility was rated YES, either FULL or SHARED RESPONSIBILITY or NO RESPONSIBILITY in specific tasks. Respondents were also asked to review the rating of importance to each task according to a six (6) point Likert scale ranging from NO IMPORTANCE to INDISPENSABLE IMPORTANCE. Respondents were asked also to review the identification of each task-related administrative function. The data of the field study were collected and revealed the following recommendation:

1. "clarification of the type of school, e.g., junior high, middle school or elementary"
2. "school management tasks appropriate to suburban school districts, however, question appropriateness to larger school districts"
3. "suggest format change to include identification of administrative process functions on each page of the questionnaire"
4. "removal of the term assisting from the list of specific administrative tasks"
5. "removal of common-on-the job management styles"
6. "removal of the following duties: a) field trips, b) school alumni association, and c) school photographs"
7. "list of task responsibilities is most thorough and complete"

In light of the informative results and comments received from principals (four respondents) and assistant principals (five respondents) validating the questionnaire, the instrument was adapted with revision of

format and removal of ambiguous terms.

### 3. Final Questionnaire The Assistant Principal Questionnaire

The final questionnaire including fact sheet (Appendix B), letter of explanation (Appendix A) and cover letter (Appendix B) were mailed to forty-six (46) matched pairs of elementary administrators (principals and non-classroom assistant principals) from five (5) randomly selected school districts of the Chicago Public School System.

### 4. Interviews

The objectives of the interviews were: 1) to clarify the data, 2) to validate and corroborate the data, and 3) to gain insights into the relationships between the principals' and assistant principals' responses, which were not available through independent analysis of the questionnaires. Therefore, the interviews probed for explanation of the differences and similarities between principals' and respective assistant principals' responses to the questionnaires.

From the twenty-one matched pairs of respondents, nine (9) matched pairs of principals and respective assistant principals were randomly selected for the interviews. The interviewees were then contacted by phone to schedule an interview appointment. Prior to the scheduled interview appointment, interview questions were mailed to the interview sample.

### 5. Data Analysis

The data received from the questionnaires and interviews were tabulated. Through a comparison of the ratings given by elementary principals

and elementary non-classroom assistant principals to: a) assistant principal administrative task activity, b) assistant principal task-related functions, c) valued importance of these tasks and task-related functions, and d) viewpoint of assistantship position and relationships between select variables, this study examined and analyzed the role of non-classroom elementary assistant principals in the administrative process.

Appropriate measures, chi square, t tests and descriptive statistics were employed in this study. The detailed presentation of the measures and the methodological procedures are explained in Chapter III.

## 6. Conclusions, Recommendations and Implications

Conclusions, recommendations and implications resulted from data analysis which focused on differences, commonalities, problems and trends.

### DEFINITION OF TERMS

To assist in the understanding of this study, it is necessary to establish clarification of key terms. The following terms are identified as key terms:

1. Assistant Principal: officer who is designated as assistant to the principal of a school and whose specific powers and duties vary according to the local situation.<sup>19</sup>

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<sup>19</sup>Carter V. Good and Winifred R. Merkel, ed., Dictionary of Education, 2nd ed., (New York: McGraw-Hill, 1959), p. 411.

2. Non-classroom Assistant Principal: officer, without classroom assignment, who is designated as assistant to the principal of a school.
3. Chicago Elementary Schools: those schools containing provision for grades K-8 and/or 5 to 15 years age cycle organization.
4. Responsibility: the obligation that an individual assumes when he accepts a general work assignment or job to perform properly the functions and tasks that have been assigned to him, to the best of his ability, in accordance with the directions of the executive to whom he is accountable.<sup>20</sup>
5. Curriculum and Instruction: activities relating directly to the course of study and improvement of services designed to facilitate instruction.<sup>21</sup>
6. Community Relations: activities that involve adults in the community in their various relations to the school.<sup>22</sup>
7. Staff Personnel: activities that relate directly to teachers and teacher aides, to their professional and personal welfare, and to their professional improvement and status.<sup>23</sup>

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<sup>20</sup>Carter V. Good and Winifred R. Merkel, ed., Dictionary of Education, 3rd ed., (New York: McGraw-Hill, 1973), p. 499.

<sup>21</sup>Austin and Brown, op. cit., p. 33.

<sup>22</sup>Ibid., p. 32.

<sup>23</sup>Ibid., p. 32.

8. Pupil Personnel: activities associated with students' concerns, needs and problems, with their welfare in school and within the community, with their control and guidance and with the improvement of their health, social and school life.<sup>24</sup>
9. School Management: activities related to operating the school and providing for the physical necessities of the educational program.<sup>25</sup>
10. Directing: implementation of decision in the form of orders and instructions to staff and students.<sup>26</sup>
11. Planning: purposeful preparation culminating in decisions or plan of objectives and method for subsequent action.<sup>27</sup>
12. Organizing: establishing of formal structure of authority, through which work is done.<sup>28</sup>
13. Staffing: recruitment, training and morale of personnel.<sup>29</sup>

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<sup>24</sup>Ibid., p. 33.

<sup>25</sup>Ibid., p. 31.

<sup>26</sup>Luther Gulick and L. Urwick, ed., Notes On The Theory Of Organization, Papers On The Science Of Administration (New York: Institute of Public Administration, 1937), p. 13.

<sup>27</sup>Ibid.

<sup>28</sup>Ibid.

<sup>29</sup>Ibid.



14. Coordinating: process of interrelating various parts of work and unifying human resources for the purpose of obtaining common objectives.<sup>30</sup>
15. Reporting: communication process to inform supervisors and subordinates through records, research and inspection.<sup>31</sup>

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<sup>30</sup>Ibid.

<sup>31</sup>Ibid.

## ORGANIZATION OF THE STUDY

This research was organized and presented in five chapters. Chapter I included The Introduction to the Study, The Purpose and Significance of the Study, The Statement of the Problem, Limitations, Methods and Procedures, Definitions and the Organization of the Study.

Chapter II reported the authoritative literature and research in the field from which the Field Test and Final Questionnaire were developed.

Chapter III identified the Administrative Task Areas and Functions, The Questionnaire Sample Study, The Interview Sample Study, The Development of the Data Gathering Instruments, Statistical Methods employed in the analysis of the data and The Design of Data Presentation and Analysis.

Chapter IV reported all pertinent statistical findings obtained through analysis of the data.

Chapter V provided a Summary of Conclusions and Recommendations of the significant aspects of this study.

## CHAPTER II

### REVIEW OF THE LITERATURE

The purpose of this study was to determine if a relationship existed between principals' responses and assistant principals' responses of the assistant principals' role in the administrative process. This purpose was accomplished by: 1) examination of the most commonly recommended assistant principals' administrative tasks; 2) comparison of the ratings given by principals and assistant principals to: a) the assistant principals' participation in these tasks and b) assistant principals' participation in the corresponding administrative process functions; 3) interviews of matched pairs of principals and assistant principals; and 4) analysis of data.

This study examines the nature of the relationship with particular focus on problems, strengths, weaknesses, similarities, dissimilarities, and trends.

Chapter II reflects the literature that: 1) presented the chronological evolution of the assistant principalship; 2) identified the most frequently recommended administrative tasks for the assistant principalship; 3) identified the major functions of the administrative process and 4) identified the participation of the assistant principal in the administrative process.

The review of the literature revealed that six administrative functions: planning, coordinating, organizing, staffing, reporting and directing are the most frequently referred elements of the administrative process.

Also, the literature identified curriculum and instruction, pupil personnel, community relations, staff personnel and school management, as the most frequently cited administrative areas that compose the educational administrative process.

Literature related to the recommended administrative tasks and areas and the elements of the administrative process was reviewed to ascertain the purpose and importance of administrative activity for assistant principals, as well as the role of the assistant principal in the activity.

Beginning the review of the literature is a chronological history of the evolution of the assistant principalship in educational administration.

#### EVOLUTION OF THE ASSISTANT PRINCIPALSHIP

Historically, assistant principals appeared in 1849 in Boston, Massachusetts. Prior to this time, Boston operated two types of schools. One type of school was administered by writing masters; the second type administered by the grammar masters. As the two schools consolidated, two masters with divided and equal authority resulted. After years of dissension, the local board assigned the grammar teacher as master and the writing teacher as sub master.<sup>1</sup>

Jacobson, Logsdon, and Wiegman reported that, as early as 1857, principals in some Boston schools were relieved of teaching duties by a teacher known as the head assistant, for either part of each day or two half

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<sup>1</sup>National Association of Elementary School Principals, The Assistant Principalship in Public Elementary Schools-1969: A Research Study (Washington, D.C.: National Education Association, 1970), p. 4.

days a week. Other United States cities adopted similar plans to free the principal for the performance of the principals' newly emerging administrative and supervisory duties.<sup>2</sup>

Referring to the hierarchy within the schools' administrative structure in the mid and late eighteen hundreds, Paul Pierce reported, "a teaching male principal as the controlling head of the school and, in the primary department, a woman principal, under the direction of the male principal."<sup>3</sup>

The first mention of the assistant principal assuming all or the major portion of the principal's duties was made by Boston Superintendent John Philbrick, in 1867, when he stated that "every head assistant should be capable of handling the master's work during his absence."<sup>4</sup>

Records of the Baltimore schools showed that assistant principals were first assigned in 1895. The position was that of a teaching assistant, who was considered assistant to the principal. The assistants' duties generally were in the areas of pupil accounting and maintenance of records. Shortly thereafter, the duties of the assistants were expanded to include "other duties in addition to regular class instruction as may from time to time be

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<sup>2</sup>Paul Jacobson, James Logsdon, and Robert Wiegman, The Principalship: New Perspectives (Englewood Cliffs, N.J: Prentice Hall, 1973), pp. 30-31.

<sup>3</sup>Paul Pierce, The Origin and Development of the Public School Principalship (Chicago: University of Chicago Press, 1935), p. 12.

<sup>4</sup>National Association of Elementary School Principals, The Assistant Principalship in Public Elementary Schools-1969: A Research Study (Washington: National Education Association, 1969), p. 4.

delegated to them by the principal."<sup>5</sup>

It may be summarized that the role of the assistant principalship was created by the newly emerging administrative and supervisory duties placed upon the building principal. While the schools of the period were purely academic, school populations, nonetheless, began to increase following the Civil War. This school population increase resulted in the growing acceptance of the concept of public education. The duties of the head assistant appeared to have had consisted of a regular teaching assignment plus relieving the principal (master) of classes and routine clerical tasks to free the principal (master) to visit classrooms and supervise the instructional program.

#### 1900-1950

After 1900, the size of urban elementary schools continued to grow. This growth was paralleled by the increased appointment of head teacher assistants and assistant principals. In 1922, John Bracken, then editor and secretary of the National Association of Elementary School Principals Journal expressed the preference of principals performing supervisory functions and assistants performing delegated routine tasks.<sup>6</sup>

In the following year, a survey of 83 large city school systems

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<sup>5</sup>Virgil Hollis, "Elementary Schools With and Without Vice Principals" (Unpublished Ed.D. dissertation, Stanford University, 1952), p. 296.

<sup>6</sup>National Association of Elementary School Principals, op. cit., p. 5.

conducted by the National Education Association's Department of Elementary School Principals reported that only thirty-seven communities had assistant principals in the schools. The assistants' duties were found to be poorly defined and included regular classroom teaching, administration and supervision.<sup>7</sup>

Forty-one of eighty-five cities with populations over 250,000 reported assistant principals in some elementary schools, as cited in Schroeder's 1924 study. Schroeder concluded that: 1) assistant principals were seldom given duties in the areas of community leadership, professional growth and supervision, 2) assistant principals' functions were determined primarily by the principal, 3) duties varied widely among the different school systems and 4) the position was essentially based on relieving the principal of routine duties, so that the principal could supervise the instructional program.<sup>8</sup>

A movement toward an expanding professionalism in school administration was noted by Cubberly. It was at this time that community relations became a major function of the expanding professionalism of school administration.<sup>9</sup>

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<sup>7</sup>Ibid.

<sup>8</sup>Esther Schroeder, "The Status of the Assistant Principal in the Elementary School" Fourth Yearbook, Department of Elementary School Principals, The National Education Association (Washington, D.C.: National Education Association, 1925), pp. 389-400.

<sup>9</sup>Ellwood Cubberly, The Principal and His School (Boston: Houghton Mifflin Co., 1923), p. 44.

It may be assumed that the expanded concept of the principalship, with its new duties and responsibilities, particularly in large urban schools, contributed to the trend of adding an assistant principal to the elementary school staff. The Fourth Yearbook of the Department of Elementary School Principals of the National Education Association contained the following reference:

As the task of supervision constitutes the chief function of the principal, administrative duties should be taken care of in such way as to allow time and opportunity for the principal to supervise instruction given in the classroom....The principals should be observed that no work should be undertaken by the principal that can be done by someone else...The best means of carrying out this fundamental principle is to place an executive secretary in the principal's office, to have an assistant principal and to delegate certain duties to others.<sup>10</sup>

Similar attention and study of the assistant principal, conducted by the Seventh Yearbook of the Department of Elementary School Principals, concluded and classified the assistant principals into three functional roles:

- 1) chiefly supervisory work with some duties in administration,
- 2) chiefly administration with some duties of a supervisory and clerical nature, and
- 3) chiefly teaching with administrative and clerical responsibilities.<sup>11</sup>

This report also expressed concern that two extreme possibilities might

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<sup>10</sup>Ida Bailey, "The Principalship as an Administrative Office" Fourth Yearbook, Department of Elementary School Principals, National Education Association (Washington, D.C.: National Education Association, 1925), p. 386.

<sup>11</sup>"Assistants of the Supervising Principal," Seventh Yearbook of the Department of Elementary School Principals, Vol.VII, No. 3 (Washington, D.C.: National Education Association, 1928), p. 256.



occur "that principals would give all supervisory responsibilities to the assistant principal and principals would perform only routine duties, or that the principals would not assign worthwhile duties to the assistant principals."<sup>12</sup> Reflecting this apprehension, the report recommended that the two most important purposes of the assistant principalship include "assisting the principal in order that certain functions of the elementary school might be performed effectively and providing in-service training for future principals."<sup>13</sup>

As the assistant principal came to be recognized as providing the means for freeing principals to concentrate on the supervision of instruction and community leadership, superintendents became forced with the problem of deciding the school size which justified the assignment of an assistant principal. Schroeder stated that:

In a small school one person might easily carry out a complete supervisory program. In such a school an assistant principal would be unnecessary. In a large school, the number of classes or variety of work might render it impossible for one person to supervise the teaching effectively. Here an assistant principal would prove expedient.<sup>14</sup>

In 1941, George Kyte reported that assistant principals tended to be appointed to large schools or where the supervising principal had charge of

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<sup>12</sup>Ibid., p. 253.

<sup>13</sup>Ibid., p. 93.

<sup>14</sup>Schroeder, op. cit., p. 397.

two or more buildings.<sup>15</sup> Furthermore, Kyte noted that in extremely large schools it was not unusual to find two or more full-time assistant principals assigned to the office.<sup>16</sup>

The Department of Elementary School Principals again focused attention to the assistant principalship in the 1948 Twenty-Seventh Yearbook. The Twenty-Seventh Yearbook contained a comparison of the then present position of the assistant principal to the department's 1928 study.<sup>17</sup> The findings disclosed that "though the assistant principals had decreased the teaching load and increased the time devoted to supervision and administration, few supervising principals had the service of an assistant principal."<sup>18</sup>

According to the report, a definite trend to professionalize the position of the assistant principalship had occurred during the 1928 to 1948 period:

...increase of assistant principal major duties of supervision 5 percent and administration 4.5 percent ... However, duties of the assistant were described as generally being determined by the policies of the principal, the enrollment of the school, the type of neighborhood in which it is located and the adequacy of clerical help.<sup>19</sup>

Still concern was expressed that the duties delegated to the

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<sup>15</sup>George Kyte, The Principal at Work (New York: Ginn and Co., 1941), p. 393.

<sup>16</sup>Ibid.

<sup>17</sup>"The Elementary School Principalship, Today and Tomorrow," Twenty-Seventh Yearbook of the Department of the Elementary School Principals, Vol. 27, No. 1 (Washington, D.C.: National Education Association, 1948), p. 256.

<sup>18</sup>Ibid.

<sup>19</sup>Ibid., pp. 55-56.

assistant principals were still too often based on expedience rather than sound principles of organizational and personnel administration. Also, it was the recommendation of the Twenty-Seventh Yearbook Committee that "there should be extensive and intensive studies of the duties of assistant principals, so that principals may learn to free themselves from major technical duties and that assistants may gain experience in the duties of the principalship."<sup>20</sup>

To this point, the present study has addressed the assistant principalship and its evolution during the fifty years of the twentieth century. From this historical perspective, it is apparent that many authorities in education agreed that administrative responsibilities expanded and required the efforts of more than one principal professional. It is also apparent that while agreement existed as to the need of the assistant principal, few assistant principal positions existed. It now seems appropriate to turn attention to the role of the assistant principal since 1950, as reflected in the educational literature.

#### 1950-PRESENT

During the 1950's the position of the assistant principalship continued to evolve, because of necessity, due to increased development and expansion of pupil personnel services, consolidation of schools,

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<sup>20</sup>Ibid., p. 237.

reorganization and population growth. Thus, the assistant principalship continued to evolve into a role that provided additional administrative assistance to meet increased demands assumed by the principal. Some school districts, however, still viewed the assistant as a person attending to clerical and lesser administrative tasks, while leaving the major functions of administration solely to the principal. Notwithstanding, the trend was moving gradually from this clerical viewpoint to that of including the assistant principal in major administrative functions.

With an increase in the number of assistant principals and a re-direction in the purpose and nature of the assistantship, a need existed to modify assistant principals' duties and responsibilities to achieve the changing objectives. Jesse Sears expressed such a need in his book, The Nature of the Administrative Process. Sears proposed that duties and responsibilities should be clearly assigned and related to the organizational and managerial structure, the position objectives, and the program to be administered.<sup>21</sup>

In 1951, Avery and Chester Diethert reported a study of the assistant principalship. According to their findings, "...a majority of the functions of the elementary school assistant principals and elementary school principals are common to each other."<sup>22</sup>

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<sup>21</sup>Jesse Sears, The Nature of the Administrative Process (New York: McGraw-Hill, 1950), p. 305.

<sup>22</sup>Avery E. Diethert and Chester C. Diethert, "Cooperative Planning for Administration," School Board Journal, CXXII (March, 1951), p. 33.

These authors proposed:

Since the assistant principal should be able to take the principal's place at any time, the duties for which an assistant principal should be able to assume responsibility should be the same as those of the principalship.<sup>23</sup>

In a later work, George Kyte devoted a chapter of his book to "The Principal's Supervision of the Assistant Principal". As viewed by Kyte, the purposes of the assistant principalship position were: 1) aid to the principal, assuming excessive administrative responsibilities, and 2) supervised training and experience to the assistant, in all phases of the principalship.<sup>24</sup> In addition to the author's stressed importance of assistant principals major responsibility experience was the equally important modification of duty assignments. Moreover, Kyte urged principals to delegate the necessary authority to assistants, so that assistants could carry out the assigned responsibilities.<sup>25</sup>

Also in 1953, Edmondson, Roemer and Bacon classified the duties and responsibilities of the assistant principal into "1) business and administration and 2) pupil welfare".<sup>26</sup>

Yet, John Otto in Elementary School Organization and Administration noted the difficulty in assessing the status of the position because of its

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<sup>23</sup>Ibid.

<sup>24</sup>George Kyte, Principal at Work (2nd ed.; New York: Ginn and Co., 1952), p. 393.

<sup>25</sup>Ibid., p. 397-398.

<sup>26</sup>J. Edmondson, Joseph Roemer and Francis Bacon, The Administration of the Modern Secondary School (4th ed.: New York: Macmillan Co., 1953), pp. 94-95.

loose definition.

Senior teachers in charge of a school in the absence of the principal, a full-time teacher with administrative duties after school, part-time administrators and full-time administrators all fall in the category of assistant principal.<sup>27</sup>

While John Otto was concerned with the definition of the assistant principal, Stephen Knezevich expressed concern about the effective use of the assistant principal. Knezevich noted that assistant principals' tasks were determined apparently by what the principals delegated. "The wide variation of duties delegated to assistants indicates that some assistants have been used effectively, whereas others (assistants) have been immersed in primarily clerical chores."<sup>28</sup> Furthermore Knezevich commented:

The position may be considered an internship only if specifically designed for this function. An assistant principal limited to performing menial chores cannot be said to be enjoying opportunities for professional growth and development. A principal should view an assistant principal as an intern principal in a much different light from an assistant who is relieving him of a few chores.<sup>29</sup>

As heretofore studies and experts in the field revealed, an apparent inefficient utilization of the assistant principal and the position existed, due apparently to the lack of a precise and defensible definition.

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<sup>27</sup>John Otto, Elementary School Organization and Administration (New York: Appleton-Century Co., 1954), p. 586.

<sup>28</sup>Stephen Knezevich, Administration of Public Education (New York: Harper & Bros., 1962), p. 319.

<sup>29</sup>Ibid.

Citing increased enrollment and consolidation of small school districts into larger units as the reasons for the importance and growth of the assistant principalship position, Barrett emphasized and supported the utilization of the assistantship position. This author proposed increasing the scope of assistant principals' administrative activities, so as to relieve the principals for more important duties.<sup>30</sup>

Gillespie viewed the assistant principal as an educational leader with training and talents closely paralleling those of the principal.<sup>31</sup>

Edmund Adams, further, noted that "most assistant principals were virtually participating in all major areas of the elementary school administration."<sup>32</sup>

The view that assistant principals should participate in major administrative areas, however, was not shared by all members of the educational community. For example, Hunt and Pierce, at that time, recommended that the main duty delegated to the assistant principals should be the routine management of the school. Hunt and Pierce reasoned that the assistant principals should perform duties which had little to do with the leadership and curriculum and instructional functions, while leaving these

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<sup>30</sup>Thomas Barratt, "Assistant Principals," The American School Board Journal, CXXX, No. 4 (April, 1955), p. 56.

<sup>31</sup>T. Marcus Gillespie, "Assistant Principal: Status, Duties and Responsibilities," The Bulletin of the National Association of Secondary School Principals, XLV, No. 259, (December, 1961), pp. 59-68.

<sup>32</sup>Edmund Burke Adams, "An Analysis of the Position of Elementary School Assistant Principal" (unpublished Ed.D. dissertation, Univ. of So. California, 1958), p. 324.

areas to the principal and teaching staff.<sup>33</sup>

The need of assistant principals, not the utilization of assistant principals was the focus of Daniel Griffith in 1962. Griffiths, not unlike previously cited experts, concluded that the organizational structure of the modern elementary school in large cities, at that time, required the assistant principalship position. Further, Griffiths recommended that a staffing ratio of one assistant to each principal with twenty-five teachers, i.e., 1-25 become established.<sup>34</sup>

The assistant principalship was the subject of a nation-wide study sponsored by the National Association of Secondary School Principals in 1969. This study, also known as the Austin and Brown study, indicated that principals tend more frequently than assistant principals to rate the assistants with substantial delegated measures of responsibility for important functions of school administration. These differences in viewpoints, "though small, suggest that some disharmony exists between the way an assistant principal understands the range and character of his duties and the way the principal does."<sup>35</sup> Conclusions germane to the role of the assistant principalship were:

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<sup>33</sup>Herold Hunt and Paul Pierce, The Practice of School Administration (Boston: Houghton Mifflin Co., 1958), p. 123.

<sup>34</sup>Daniel Griffiths et al., Organizing Schools for Effective Education (Danville, Ill.: The Interstate Printers and Publishers, Inc., 1962), p.145.

<sup>35</sup>David Austin and Harry Brown, Report of the Assistant Principalship (Washington, D.C.: National Association of Secondary School Principals, 1970), p. 47.



- 1) Critical to the understanding of any assistant principal, is the peculiar relationship between the principal and the assistant principal.
- 2) It is the principal's concept of the role of the assistant principal which will be most influential.
- 3) Of equal importance, however, is the principal's idea of the responsibilities of his own position.<sup>36</sup>

As previously stated, that with the development and expansion of public pupil personnel services and consolidation of schools, an increase in assistant principals resulted, particularly in larger urban school systems. However, since the mid-seventies, school systems were beginning to experience a decline in elementary student enrollments. With declining enrollment and its effect upon staff positions, it seemed that few advancement positions would become available. Therefore, many assistant principals apparently accepted the fact, that chances for advancement to the principalship were remote.

These dwindling promotional opportunities to assistant principals were the concern of Burgess. In the National Association of Secondary School Principals Bulletin, Burgess reported, "many assistant principals have come to view their jobs as career goals."<sup>37</sup>

With decreasing urban elementary student enrollment affecting promotional opportunities of assistant principals, as well as other practicing administrators, a new dimension had been added to school

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<sup>36</sup>Ibid., p. 77.

<sup>37</sup>Loyola Burgess, "The Assistant Principalship: Where Now?," National Association of Secondary School Principals Bulletin, LX (April, 1976), p. 77.

administration. As promotional opportunities reduced, professional advancement was fostered with "teaming". As members of the "administrative team," principals and assistant principals shared responsibility for decision-making and implementation of those decisions. Each member was informed and involved in all administrative area functions. Knezevich stressed that the team approach not only had the potential of alleviating many frustrations of the assistant principal and making the job more attractive a career position, it also enhanced effective communication, decision making and supervision within the school.<sup>38</sup>

Within the available literature, much attention had been directed to "team" approaches also referred to as "participatory management", "management teams", and "shared decision-making" to name a few. The prevailing view seemed to indicate that members in administrative positions should be provided opportunities for participation in the administrative process. Kindsvatter and Tossi's concept of "junior partnership" exemplified this viewpoint. According to Kindsvatter and Tossi, "when assistant principals performed administrative functions, a junior partnership relationship with the principal existed."<sup>39</sup>

With this historical presentation, it is apparent that there had been general agreement as to the need for the assistant principalship position, but lack of homogeneity as to the nature and role of the position.

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<sup>38</sup> Stephen J. Knezevich, Administration of Public Education (New York: Harper and Row, 1969), pp. 280-281.

<sup>39</sup> Richard H. Kindsvatter and Donald J. Tossi, "Assistant Principal: A Job in Limbo," Clearinghouse, 45 (April, 1971), pp. 456-64.

Until now, the present study had addressed the evolution of the assistant principalship. It now seems appropriate to turn attention to the role of the assistant principal in the administrative process.

#### FUNCTIONS OF THE ADMINISTRATIVE PROCESS

Initiating this section is the identification of the functions of the educational administrative process. Secondly, literature reflecting the participation of assistant principals in the administrative process functions is reviewed.

Succinctly, the nature of the administrative process can be described as an orderly, consciously, and controlled interdependent action.<sup>40</sup> Sears noted that the process action consisted of clearly definable functions which are not mechanical or automatic but conscious and controlled.<sup>41</sup> In fact, the functions as stated by Sears, "...were phases of a continuous process that must be harmonized to achieve effective and efficient administration."<sup>42</sup>

Experts in the field have identified the functions of the administrative process. For the purpose of highlighting the administrative functions commonly identified in the literature, as well as to introduce the functions utilized in this study, functions were gleaned from recognized administrative models.

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<sup>40</sup>Sears, op. cit., p. 30

<sup>41</sup>Ibid.

<sup>42</sup>Ibid.

The functions of administration, as classified by experts in the field, are listed in Knezevich's work, Administration of Public Education. The administrative models of Fayol, Newman, Sears and Gulick were outlined by Knezevich.<sup>43</sup>

Fayol's organizational model included planning, organizing, commanding, coordinating and controlling as the administrative functions.<sup>44</sup>

Newman's model of organizational administrative process identified planning, organizing, staffing, assembling, resources, directing, and controlling.<sup>45</sup>

Sears model, similar to Fayol's terminology, consisted of planning, organizing, directing, coordinating, and controlling.<sup>46</sup>

Not unlike previously cited models, Gulick included planning, organizing, staffing, directing, coordinating, reporting and budgeting as the functions identifying the administrative process. Since Gulick's administrative process model was frequently referred to in educational literature and recognized as an acceptable model, it is utilized in this present study. Essentially, Gulick's administrative process model consisted of the following functions:

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<sup>43</sup>Stephen Knezevich, Administration of Public Education (New York: Harper Row, 1975), p. 28.

<sup>44</sup>Ibid.

<sup>45</sup>Ibid.

<sup>46</sup>Ibid.

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| 1. Planning     | outline of objectives and methodology to accomplish the objectives                     |
| 2. Organizing   | establishment of formal structure of authority through which work is done              |
| 3. Staffing     | recruitment, training and morale of personnel  |
| 4. Directing    | decision-making, giving orders or instructions   |
| 5. Coordinating | interrelating various parts of work  |
| 6. Reporting    | keeping supervisors and subordinates informed through records, research and inspection |
| 7. Budgeting    | fiscal planning, accounting and control. <sup>47</sup>                                 |

This study, then, employs the planning, organizing, staffing, directing, coordinating and reporting functions of the administrative process. In the school district studied, budgeting is planned and allocated at the central office, thus little or no real budgeting function occurs at the local level. Therefore, budgeting is not included as an administrative process function in this study.

With the administrative process functions established, the next logical step is to identify the administrative areas with related specific tasks delegated to assistant principals. And these tasks assigned to assistant principals then reflect and identify the administrative functions performed by assistant principals.

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<sup>47</sup>Luther Gulick and L. Urwick, ed., Notes on the Theory of Organization, Papers on the Science of Administration (New York: Institute of Public Administration, 1937), p. 13.

ADMINISTRATIVE AREAS: TASKS DELEGATED  
TO ASSISTANT PRINCIPALS

Before proceeding to the delegated administrative areas and related tasks, it is essential and important to focus and direct attention to the act of delegation. Delegation, the ability to get results through others, is an important administrative skill. The ability to delegate properly is an indication of the ability to administer. As Allen stated, "The key to a manager's success is his ability to get others to do work for him by delegating responsibility and authority. This requires skills and self-discipline, but it is absolutely necessary so that the manager can multiply his limited strength through that of others."<sup>48</sup>

Three essential aspects of delegation have been identified by Allen.

...entrustment of work, or responsibility to another for performance; the entrustment of powers and rights to authority to be exercised; and the creation of an obligation or accountability on the part of the person accepting the delegation, to perform in the terms of the standards established.<sup>49</sup>

Similarly, Knezevich stated that the process of delegation involved:

1. assignment of duties by an executive to subordinate,
2. granting of permission of authority to make commitments to utilize resources and to determine other action necessary to perform delegated duties or responsibilities, and
3. creation of an obligation on the part of each subordinate to the executive for satisfactory performance of duties.<sup>50</sup>

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<sup>48</sup>Louis Allen, Professional Management: New Concepts and Proven Practices (New York: McGraw-Hill, 1973), p. 123.

<sup>49</sup>Ibid., p. 116.

<sup>50</sup>Knezevich, op. cit., p. 44.

Furthermore, Knezevich emphasized, "When an administrator delegated responsibility and authority to a subordinate, he should be precise in specifying the standards of performance he expects and should establish the parameters of the authority granted."<sup>51</sup>

Recently, George A. Rieder, president of American Society for Personnel Administrators, noted that studies have shown that "twenty-five percent of the duties, tasks and objectives managers perform are not even expected by their superiors."<sup>52</sup> At the same time, "...the managers do not even know twenty-five percent of the performance for which the boss holds him accountable."<sup>53</sup>

One reason for this less than clear delegation might be explained by the apparent lack of understanding as to the nature and requirements of delegation.

In examining practices of administrative delegation, the educational literature and studies reported assistant principals' tasks were delegated by the principals. Also, after extensive research, common educational administrative task areas surfaced. These areas were: instruction and curriculum, pupil personnel, staff personnel, school management and community-relations.

Most notable in identifying the administrative task areas was the

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<sup>51</sup>Ibid.

<sup>52</sup>George A. Rieder, "The Role of Tomorrow's Manager," The Personnel Administrator, 20 (January, 1975), p. 16.

<sup>53</sup>Ibid.

study of the Southern States Cooperative Program in Educational Administration. The Southern States Cooperative Program addressed the tasks of educational administration and classified the tasks into eight (8) critical areas namely:

- 1) Instruction and Curriculum Development
- 2) Pupil Personnel
- 3) Community-School Relations
- 4) Staff Personnel
- 5) School Plant
- 6) Organization and Structure
- 7) School Finance and Business Management
- 8) School Transportation.<sup>54</sup>

With the administrative areas established, the ensuing studies, report the delegated administrative areas and task activity of assistant principals as identified in the literature.

According to Rankin, the specific duties and responsibilities assistant principals exercised were "spelled out by the principal",...."It was the principal's view of the assistant principal that determined what the assistant principals did and to a degree how the assistant did it."..."the principal then, was the single most critical dimension for the possible change in role responsibility for the assistant principal."<sup>55</sup>

Apparently, the scope of participation and influence of the assistant

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<sup>54</sup>The Critical Task Areas taken from Southern States Cooperative Program in Educational Administration, Better Teaching in School Administration, Nashville, Tenn., George Peabody College for Teachers, 1965, as cited in Charles Faber and Gilbert Shearron, Elementary School Administration, Theory and Practice, New York, Holt, Rinehart and Winston, 1970, pp. 225-227.

<sup>55</sup>Donald L. Rankin, "A Unified Approach to Administration," National Association of Secondary School Principals Bulletin, 57 (October, 1973), p. 73.



principal was then determined largely by the principal's perception of the assistant principal's administrative role participation.

Assistant principal responsibilities were the concerns of Childress to the extent, that the author urged job definition and job description through job delineation for assistant principals. The author stated:

tasks of assistant principals emanate from school needs, what the principal is willing to delegate, what the principal wants to keep to himself, or what the definition of the role is as assumed by the community, will determine the assistant principal assignment. Therefore, the role of the assistant principal, will be different from administration to administration. Where ever the assistant principal position exists, however, some degree of specificity in assignment must be present.<sup>56</sup>

Heretofore focus was upon the delegated administrative areas of the assistant principals as identified in the literature.

George Kyte's work was cited earlier. To reiterate, Kyte suggested that all major duties of the elementary school principal should be assigned to the assistant principal. Also, Kyte recommended modification from time to time to provide the assistant principal with a full range of administrative experience.<sup>57</sup> Additionally, the author recommended that the assistant principal perfect skills in the areas of supervision, administration, public relations and office management. The following specific duties were

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<sup>56</sup>Jack R. Childress, "The Challenge of the Assistant Principal," National Association of Secondary School Principals Bulletin, 57 (October, 1973), p. 5.

<sup>57</sup>George Kyte, The Principal at Work (New York: Ginn, 1941), p. 397.

suggested as assignments to the assistant principal.

- 1) inspection of the school plant, 2) supervisory visits,
- 3) supervisory conferences, 4) parent conferences, 5) pupil counseling, 6) discipline, 7) organizing and scheduling and
- 8) supervision of pupil activities.<sup>58</sup>

A study of assistant principals in the public elementary schools of the city of Buffalo was conducted by Samuel Block in 1962. Block identified six major functional areas of the assistant principals: instructional, office management, personnel (teacher and pupil), finance, school-community and professional. Specific tasks related to instruction were:

audio-visual program, revising curriculum, supervising and evaluating teachers, special and exceptional children's programs, demonstration lessons, textbooks and supplies, ordering and inventoring.<sup>59</sup>

Tasks related to office management as employed by Block were:

administering in absence of principal, developing school philosophy, school lunch program and school census report.<sup>60</sup>

Tasks related to personnel were:

pupil-teacher problems, pupil progress reports, suspending pupils, case studies, attendance reports, lesson plans, student teachers.<sup>61</sup>

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<sup>58</sup>Ibid., p. 400.

<sup>59</sup>Samuel Block, "A Job Analysis and Job Description of Assistant Principals in the Public Elementary Schools of the City of Buffalo" (unpublished Ed.D. dissertation, University of Buffalo, 1962), Appendices.

<sup>60</sup>Ibid.

<sup>61</sup>Ibid.

Tasks related to financial duties were:

library and textbook budget requests, treasurer of school accounting fund, book and locker fees and community agencies fund drives.<sup>62</sup>

Tasks related to the school and community were:

conferring with parents and community members, PTA and law enforcement agencies.<sup>63</sup>

Block found that assistant principals and principals were in general agreement regarding the present and ideal level of responsibility and the time allocated to the activities of the assistant principals. The only area of significant difference was the area of instructional responsibility. While there was a significant difference between principals' and assistant principals' responses to the present responsibility practiced by the assistants, there was no significant difference between assistants' and principals' responses to the ideal responsibility of the assistant principals in the instructional area. Specific findings and recommendations included:

- 1) Both principals and assistant principals felt that supervision and evaluation of teachers should remain largely the control of the principal, but that some responsibility be shared with the assistants, so as to provide on-the-job training under the guidance of a capable administrator.
- 2) Curriculum activities should be shared by both administrators, with the principal assuming the major responsibility.

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<sup>62</sup>Ibid.

<sup>63</sup>Ibid.

- 3) The assistant principal should share in the development of the school philosophy.
- 4) The assistant principal has a need for greater involvement in professional growth activities and to display qualities of professional leadership.
- 5) Both groups of administrators agreed that the assistant principal did not perform the majority of their delegated functions frequently. This may well result from the fact that a tremendous number of functions fall within the responsibility range of the elementary school administrators, and therefore insufficient time is available to perform each one at frequent intervals. It is also true that certain functions such as, ordering textbooks and supplies, arranging the school calendar and collecting locker fees need not be taken care of each day or even each week.
- 6) Assistant principals devote the largest per cent of their time working to control pupils.<sup>64</sup>

As a result of the investigation, Block recommended that assistant principals perform in the following duties:

- a) supervision and evaluation of teachers; b) revising the curriculum; c) administer the school in the absence of the principal; d) control pupil behavior; e) adjust pupil-teacher problems; f) confer with parents; g) coordinate youth activities and h) visit other schools.<sup>65</sup>

Block also stressed the need for further study to reveal the time ratio of the many diverse activities performed by assistant principals.

The assistant principal level of task responsibility was studied by Pfeffer. The study concluded that major responsibilities--either full or

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<sup>64</sup>Ibid., pp. 159-168.

<sup>65</sup>Ibid., p. 174.

shared responsibilities--were classified into four categories:

- 1) SUPERVISION: a) observe teaching, confer with teachers and follow-up, b) supervision of pupil conduct outside class rooms, c) plan, preside over and evaluate outcomes of faculty meetings, d) plan, administer and interpret tests.
- 2) PUPIL PERSONNEL: a) parent conferences, b) pupil conferences, c) conferences with school personnel about pupils, d) pupil problems--academic, social, discipline and attendance.
- 3) PUBLIC RELATIONS: a) community, civic and patriotic activities, b) PTA.
- 4) ORGANIZATION AND ADMINISTRATION: a) managing school personnel, coordination of programs, b) scheduling--teacher and pupil schedules, c) adjusting programming and parent conferences, d) administering special services and activities--student and support activities, e) administering business and office duties--books, finance, supplies and clerical staff, f) opening and closing of school year, g) development of policy, rules and regulations.<sup>66</sup>

Most of these duties were either the major responsibility or the shared responsibility of seventy-five percent of the assistant principals studied.

Coppedge surveyed 263 assistant principals from schools, with 1000 pupils or more, in twelve states of the North Central Association, and found that of eighty-five duties performed, personally or shared by more than fifty per cent of the respondents the top duties were:

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<sup>66</sup>Edward Pfeffer, "Duties of Vice Principals in New Jersey," The Bulletin of the National Association of Secondary School Principals, XXXIX, (May, 1955), pp. 57-59.

1. "administering school in absence of principal,
2. representing school at professional meetings,
3. parent conferences on pupil adjustments,
4. representing school at community functions, and
5. parent conferences regarding pupil discipline."<sup>67</sup>

Further, Coppedge found that the areas of major responsibility were pupil welfare and school management.

Cantley's study of the assistant principals in California's Junior high schools concluded that the "administration of the instructional program proved to be the area of least responsibility."<sup>68</sup> The response to the author's questionnaire revealed "a relative low degree of responsibility in the area of instructional planning."<sup>69</sup>

Also, Cantley found that the junior high school assistant principals in California had little responsibility in planning and conducting faculty meetings. In addition, the supervision of substitute teachers, evaluation of teachers, assigning teachers to the master schedule, interviewing and recommending new teachers and the handling of grievances between teachers were areas in which the assistant principals were delegated little or no responsibility.

The highest area of responsibility for the assistant principals,

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<sup>67</sup>Floyd Coppedge, "New Image of the Assistant Principal," Clearing-house, XLII (January, 1968), p. 283.

<sup>68</sup>Bruce Cantley, "The Role of the Assistant Principal in California Junior High Schools" (unpublished Ed.D. dissertation, University of So. California, 1972), pp. 45-46.

<sup>69</sup>Ibid.

according to Cantley, was in the area of pupil personnel service. Other areas in which the assistant principals exercised considerable responsibility included, administration of the program of student activities and management of the school. While assistant principals exercised a moderate degree of responsibility in public relations, the administration of the instructional program ranked last in the major responsibility areas studied.

Not unlike Cantley's study was Welsh's study of elementary school assistant principals. Assistant principals, in Welsh's study, reported devoting excessive time to the major duty area of pupil personnel; less than adequate time to the major duty area of community-school relations; adequate time to the major duty area of administration and slightly less than adequate time to supervision.<sup>70</sup>

Unequivocally, the largest single sample of assistant principal data, to date, was the National Association of Secondary School Principals Study, also known as the Austin and Brown Study.<sup>71</sup> The study was sub-divided into the "shadow study" and the "normative study". The conclusion of the observers for the shadow study was that the title "assistant" was so inappropriate a description. "The principal is the figurehead, who communicates

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<sup>70</sup>William Welsh, "An Analysis of the Duties and Responsibilities of the California Elementary School Vice Principal" (unpublished Ed.D. dissertation, University of the Pacific, 1975), p. 135.

<sup>71</sup>Austin and Brown, op. cit., pp. 1-107.

upward. The assistant principal is the link with the outside, the link to and for many teachers."<sup>72</sup>

For the normative study, a questionnaire inventoried administrative activities in six major areas. These major areas were school management, staff personnel, community relations, student activities, curriculum and instruction and pupil personnel. The inventory study revealed that assistant principals were involved, to some extent, in virtually every area of administration. Yet, the common combination of attendance and discipline were the major responsibilities of the assistant principals. Moreover, the questionnaire data of assistant principals' and principals' responses presented diverse viewpoints regarding the responsibilities of the assistant principals. Principals reported greater levels of responsibility, either full responsibility or shared responsibility, delegated to the assistant principals in the areas of school management, staff personnel, community relations, curriculum and instruction and pupil personnel. Assistant principals reported slight responsibility or no responsibility in the same areas. However, principals and assistant principals reported similar viewpoints as to the importance of assistant principals' activities in: school management, staff personnel, community relations, curriculum and instruction and pupil personnel.<sup>73</sup>

The National Association of Secondary School Principals, the Austin

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<sup>72</sup>Ibid., p. 23.

<sup>73</sup>Ibid., pp. 101-105.



and Brown Study consisted of the following specific tasks:

**SCHOOL MANAGEMENT:** budget, calendars, daily bulletins, transportation services, starting and closing the school year, custodial services, clerical services, school financial accounts, cafeteria services, emergency arrangements, non-school and school-related building use, instructional equipment and supplies.

**STAFF PERSONNEL:** school policies, orientation program for new teachers, teacher personnel records, substitute teachers, student teachers, teacher duty rosters, teacher selection, faculty meetings.

**COMMUNITY RELATIONS:** school alumni association, school public relations program, PTA, administrative representative at school-community functions, adult education programs, working with youth agencies, community drives.

**CURRICULUM AND INSTRUCTION:** evaluation of teachers, providing instructional materials, curriculum development, work-study programs, textbook selection, innovations, experiments and research, master schedule, school district-wide examinations, and articulation with feeder schools.

**PUPIL PERSONNEL:** pupil discipline, orientation program for new students, instruction for home-bound students, guidance program, testing program, relationship with educational and employer representatives, school assistance to students in transition from school to post-school life.

**STUDENT ACTIVITIES:** assemblies, varsity athletics, photographs, student council, school clubs, traffic or safety squad, school newspaper and school dances.<sup>74</sup>

According to this National Association of Secondary School Principals: Austin and Brown study, the assistant principalship emerged as a position that offered few fulfillments as a personally satisfying position. "The negative stresses, the inability to see things through, the trivialities or minor tasks

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<sup>74</sup>Ibid.

that are of great importance to others but provide the incumbent with little sense of fulfillment--these are identified as the major sources of low levels of job satisfaction."<sup>75</sup>

Apparently, assistant principals made decisions and performed tasks which could be described as intermediate, since many of the assistants' responsibilities did not provide the satisfaction of knowing the outcome of the incumbents' decisions and actions. To this respect, the National Association of Secondary School Principals strongly urged cooperative efforts by administrators to expand the knowledge base relative to the organizational framework, job descriptions, the work flows, the operations of systems, as well as the important considerations of human relations and human interactions.<sup>76</sup>

Organizational framework and responsibilities were the concerns of Knezevich, as he supported the assistant principalship position. Knezevich stressed the practice of assigning both general and specialized duties to assistant principals, so as to provide opportunities to increase and utilize assistants' abilities in sharing major administrative responsibilities with the principals.<sup>77</sup>

Not unlike Knezevich, Mazzei recognized the possibilities inherent in the assistant principal position. Mazzei expressed the need to remove

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<sup>75</sup>Ibid., p. 82.

<sup>76</sup>Ibid., p. 87.

<sup>77</sup>Knezevich, 1969, op. cit., pp. 280-281.

assistant principals from mundane discipline duties and to direct their (assistants) abilities in affecting improvement of the teaching-learning process. Mazzei stated, "All administrators should help to improve the quality of education...concentrate on teacher and program evaluation...help teachers with problems of how to teach."<sup>78</sup>

Brown and Rentschler's study reported the reasons why assistant principals often were not appointed to fill principalship vacancies in the same schools. As part of the procedures utilized by these authors, 192 Indiana principals were asked to respond to a checklist of duties assigned to secondary assistant principals. The top five items which appeared most often for high school assistant principals were pupil personnel tasks. And the top ten items, in addition to pupil personnel tasks, included school management tasks, student activities and staff personnel tasks. Thus, it was clear that assistant principals less often performed duties related to instructional leadership or curriculum development. And because of this apparent lack of a balanced and comprehensive administrative experience, assistant principals tended not to be appointed to principalship where they (assistants) served as assistants.<sup>79</sup>

Hentges' study of "The Assistant Principalship in Selected Minnesota

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<sup>78</sup>Renato Mazzei, "What Is a Vice Principal?" Clearinghouse 49 (March, 1976), p. 319.

<sup>79</sup>Glenn Brown and James Rentschler, "Why Don't Assistant Principals Get the Principalship?" The Bulletin of the National Association of Secondary School Principals 57 (October, 1973), pp. 36-47.

Secondary Schools" concluded that assistant principals in Minnesota were involved in practically all aspects of the administrative process. Most duties of assistants involved sharing responsibilities with the principals, rather than total responsibility alone. Secondary principals generally viewed the work of the assistant principals as important to the overall functioning of the school when there was shared or total responsibility and also when the degree of authority was of a high level.

Principals and assistant principals shared similar viewpoints concerning the amount of responsibility, the degree of authority, and the importance of the work of the assistant principals. However, principals, more frequently than assistant principals, believed that the assistant principals had substantial amounts of responsibility for important functions which require a relatively high level of decision-making authority. And this high degree of decision-making authority was generally granted in the area of pupil personnel activities.<sup>80</sup>

The work of Bordinger examined the level of assistant principals' tasks. Generally, assistant principals' tasks, according to Bordinger, were low-level tasks. For the most part these low-level tasks did not require a high degree of sophisticated decision-making skills. "Seldom were assistant principals assigned full responsibility for planning, organizing,

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<sup>80</sup>Joseph Hentges, "A Normative Study of the Assistant Principalship in Selected Minnesota Secondary Schools" (unpublished Thesis, Mankato State University, 1976), pp. 115-116.

coordinating and implementing responsibilities."<sup>81</sup>

Interest in the elementary assistant principalship position was evident with the work of the National Association of Elementary School Principals. This association's Research Study of the Assistant Principalship in Public Elementary Schools researched elementary assistant principals' participation in the areas of pupil personnel, supervision and curriculum, general administration and staff personnel. Only assistant principals were surveyed. When assistant principals were asked what role they (assistants) preferred, "seventy-four percent (74%) of the assistants responded to a general administrative role and twenty-six percent (26%) responded to a specialist role."<sup>82</sup> The data indicated that pupil personnel was the major responsibility delegated to assistant principals. In this regard, "sixty-five percent (65%) of the assistant principals surveyed would like to increase the duty of supervision to make their work more effective and satisfying."<sup>83</sup>

McDonough's study, "Secondary School Assistant Principalship" researched the role of the assistant principal in administrative process

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<sup>81</sup>Donald Bordinger, "Making the Assistant Principalship a Career Position," National Association of Secondary School Principals Bulletin, 57 (October, 1973), p. 11.

<sup>82</sup>National Association of Elementary School Principals, op. cit., pp. 52-53.

<sup>83</sup>Ibid., p. 47.

functions. Although McDonough's dissertation studied secondary assistant principals, the utilization of Gulick's administrative model by McDonough parallels the nature and design of this study.

McDonough classified secondary assistant principals' duties into eight areas: discipline, teacher personnel, pupil personnel, curriculum, public relations, guidance and counseling, building maintenance and plant management, extra curricular and miscellaneous. Gulick's POSCORB model was utilized. Findings, as reported by McDonough indicated that:

- 1) assistant principals were primarily responsible for the organization and coordination of their areas of school administration;
- 2) assistant principals shared the responsibility for planning with the principal and others;
- 3) assistant principals had no responsibility for staffing and budgeting;
- 4) assistant principals had varying responsibility in directing and reporting depending upon the duty, principal and school in question.<sup>84</sup>

When the same assistant principals were interviewed, the following were viewed as major ways assistant principals participated in the administrative process: "a) assisted in decision-making, b) planned the school program, c) advised the principals, d) shared in policy formation, e) formed a liaison with staff, f) performed assigned tasks well, and

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<sup>84</sup>Patrick McDonough, "An Analysis of the Public Secondary School Assistant Principalship in the States of Maryland and Virginia in Schools with Student Enrollment of 1000 and Above" (unpublished Ed.D. dissertation, Loyola Univ., 1970), p. 116.

g) improved instruction with staff."<sup>85</sup>

The assistant principals' participation in the educational administrative leadership role then appeared partial according to McDonough's study.

It is appropriate, at this point, to briefly highlight the significance of Chapter II and further to provide focus to this present study.

As Chapter II reports, increase in administrative and supervisory duties, pupil population and consolidation of schools influenced the emergence of the assistant principalship position. Clearly, the assistant principalship evolved into a position that provided additional administrative assistance to meet increased demands assumed by the principals. Unclear, however, is the precise nature and role of the elementary assistant principal in the administrative process. While previously cited sources analyzed the assistant principals' duties and indicated variable duty responsibilities, yet unanalyzed is the role of the elementary assistant principal in the administrative process. To this purpose this present study analyzes the role of the elementary assistant principal in the administrative process.

The next chapter presents in detail the procedures employed in identifying the study sample, questionnaire and interview development and data collection.

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<sup>85</sup>Ibid.

## CHAPTER III

### INTRODUCTION

The nebulously defined role of the assistant principal in the administrative process, as Chapter II literature indicates, emphasized the need to identify and analyze assistant principal administrative role performance. This study responds to the need by identifying and analyzing administrative functions and related factors which influence the administrative performance of the assistant principals, as recommended in the literature. Specifically, the study identifies the administrative role of the sample of non-classroom elementary assistant principals in the city of Chicago.

The Statement of the Problem, The Purpose of the Study, and the Overview are presented in Chapter I. Chapter II reviewed the related research and the professional literature. The present chapter details the following:

- 1) identification of the administrative process, functions, areas and tasks;
- 2) identification of the study sample;
- 3) development and validation of the questionnaire instrument;
- 4) data collection;
- 5) selection of the interview sample;
- 6) purpose and development of the interview guide;
- 7) design of data presentation and analysis.



## ADMINISTRATIVE PROCESS, FUNCTIONS

## AREAS AND TASK IDENTIFICATION

Gulick's administrative process model, frequently referred to in the professional literature and recognized as an acceptable model of administrative functions, was utilized in this study.

Gulick's administrative process model identified seven administrative functions:

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|-----------------|--|
| 1. Planning     | purposeful preparation culminating in decision or plan of objectives and method for subsequent action                      |
| 2. Organizing   | establishing of formal structure of authority, through which work is done  |
| 3. Staffing     | recruitment, training and morale of personnel  |
| 4. Coordinating | process of interrelating various parts of work and unifying human resources for the purpose of obtaining common objectives |
| 5. Reporting    | communication process to inform supervisors and subordinates through records, research and inspection                      |
| 6. Directing    | implementation of decisions in the form of orders and instructions to staff and students                                   |
| 7. Budgeting    | fiscal planning, accounting and control. <sup>1</sup>  |

With budgeting planned and allocated at the central office of the school district studied, little or no real budgeting function occurs at the local level, for this reason, the budgeting function was not included in

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<sup>1</sup>Gulick, op. cit., p. 13.

this study. Thus, this study utilized six important administrative process functions:

1. Planning
2. Organizing
3. Staffing
4. Coordinating
5. Reporting
6. Directing

#### ADMINISTRATIVE AREAS AND TASKS

The related research and professional literature were reviewed to determine the common assistant principal administrative tasks and practices as identified by experts in the field of school administration. A list of five general administrative areas and ninety-nine specific tasks were identified in the related research and professional literature as important administrative areas and tasks practiced by elementary assistant principals.

The works of Pfeffer<sup>2</sup>, Block<sup>3</sup>, McDonough<sup>4</sup>, Welsh<sup>5</sup>, Austin and Brown<sup>6</sup>, and the Southern States Cooperative Program in Educational

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<sup>2</sup>Pfeffer, op. cit., pp. 57-67.

<sup>3</sup>Block, op. cit., appendices.

<sup>4</sup>McDonough, op. cit., pp. 1-116.

<sup>5</sup>Welsh, op. cit., appendices.

<sup>6</sup>Austin and Brown, op. cit., pp. 101-105.

Administration<sup>7</sup> identified five (5) administrative areas namely: pupil personnel, staff personnel, school management, community relations and curriculum and instruction.

Although ninety-nine specific tasks were commonly identified from the research cited above, ninety-six (96) specific tasks were utilized in this present study. Three (3) tasks were eliminated as recommended by questionnaire comments from the field study participants.

The following general administrative areas and specific tasks are gleaned from the previously cited literature.

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<sup>7</sup>Southern States Cooperative Program, op. cit., pp. 225-227.

## AREA: PUPIL PERSONNEL

The administrative area of pupil personnel as utilized in this study consists of twenty-four (24) specific tasks associated with: a) student concerns, needs and problems, b) student welfare in school and in the community, c) student guidance and control in school and d) improvement of health, social and school life of the student.

The twenty-four tasks were:

1. developing student disciplinary rules and regulations
2. communicating student disciplinary rules and regulations
3. enforcing discipline
4. counseling student clubs, government, committees
5. guidance programs (counseling pupils and parents)
6. adjusting pupil-pupil conflicts
7. adjusting pupil-teacher conflicts
8. adjusting pupil-teacher aide conflicts
9. administering pupil attendance procedures
10. administering pupil tardiness procedures
11. suspending students
12. supervising students in playground, hall areas, cafeteria, special events, etc.
13. compiling pupil truancy reports
14. attending to sick and injured students (first aid, reports and contacts parents)
15. facilitating programs for exceptional students
16. facilitating testing program

17. facilitating student activities (events, dances, athletics, assemblies, etc.)
18. supervising student newspapers
19. facilitating graduation-related activities
20. orientation program for new pupils
21. facilitating pupil medical, dental and health services
22. supervising school safety squad
23. conducting house calls
24. articulating with schools for the transferring students

AREA: STAFF PERSONNEL

The administrative area of staff personnel as utilized in this study consists of twenty-two (22) specific tasks related to: a) teachers and teacher-aides, b) teacher and teacher-aide professional and personal welfare and c) teacher and teacher-aide professional improvement and status.

Specifically, the twenty-two (22) tasks were:

1. supervising teachers
2. supervising teacher-aides
3. observing classes/teaching
4. conferring with teachers
5. conferring with teacher-aides
6. assisting in teacher grade/program placement
7. evaluating teachers
8. evaluating teacher-aides
9. facilitating services of special service personnel (nurse, speech teacher, psychologist, social worker, etc.)

10. adjusting teacher-teacher conflicts
11. adjusting parent-teacher conflicts
12. adjusting teacher-teacher aide conflicts
13. adjusting parent-teacher aide conflicts
14. substituting for absent teacher
15. arranging for and facilitating student teacher programming
16. conducting faculty meetings
17. facilitating in-service for teachers
18. facilitating in-service for teacher aides
19. orientating new teachers
20. orientating new teacher-aides
21. assisting in union and/or grievance conferences
22. attending to sick and injured teachers and teacher aides

AREA: CURRICULUM AND INSTRUCTION

The administrative area of curriculum and instruction, as utilized in this study, consists of twelve (12) specific tasks related to: a) course of study and curricula and b) improvement of services designed to facilitate instruction.

The twelve tasks were:

1. arranging for the dissemination of instructional materials
2. arranging for the dissemination of supplies
3. supervising audio-visual/multi-media hardware
4. selecting textbook and curriculum materials
5. developing curriculum

6. revising curriculum
7. facilitating remedial instruction
8. conducting demonstration lessons
9. ordering instructional materials
10. supervising lesson plans
11. assisting in innovations, experiments and research
12. conducting conferences relative instructional problems

AREA: COMMUNITY RELATIONS

The administrative area of community relations, as utilized in this study consists of fourteen (14) specific tasks related to: a) adults in the community, and b) their various activities and relationships with the schools.

The fourteen tasks were:

1. liaison agent with youth serving agencies of the community
2. referring and working with law enforcement bodies
3. conferring and working with juvenile courts
4. receiving visitors
5. conferring with parents
6. conferring and working with PTA
7. conferring and working with local school council
8. interpreting school policies and educational program
9. preparing parent notices
10. participating in community projects

11. addressing civic groups as administrative representative of the school
12. facilitating school participation in community projects
13. administering volunteer program
14. attending community activities

AREA: SCHOOL MANAGEMENT

The administrative area of school management, as utilized in this study consists of twenty-four (24) specific tasks related to: a) operating the school and b) providing for the physical necessities of the educational program.

The twenty-four (24) tasks were:

1. administering school in the absence of the principal
2. developing local school philosophy
3. developing local school policy rules and regulations
4. preparing administrative bulletins for teachers
5. preparing administrative bulletins for teacher-aides
6. arranging school calendar
7. receiving parents/issuing building passes
8. arranging emergency drills (fire and air raid)
9. preparing school schedules
10. administering safety inspections
11. compiling/collating reports
12. assisting in local school budget and financial accounts
13. attending district meetings
14. collecting funds for community agencies



15. managing inventories
16. preparing newsletters/press releases
17. arranging for substitute teachers
18. assigning of substitute teachers
19. facilitating transportation services
20. planning for the opening of school year
21. planning for the closing of school year
22. preparing teachers' duty roster
23. preparing teacher-aides' duty roster
24. articulating with personnel from other schools

These ninety-six (96) tasks classified into the five (5) areas of administration were translated into the research questionnaire, which is explained in the section "Questionnaire Instrument".

#### STUDY SAMPLE

The sample of this study consisted of matched pairs of elementary principals and non-classroom assigned elementary assistant principals from five (5) selected administrative districts of the city of Chicago Public School System. These five school districts were randomly selected from among the twenty districts of the city of Chicago Public School System. Five districts were recommended, by the Project Director of the Chicago Public School System, to encourage approval and support from the Chicago public school project committee.

With the Chicago public school project committee approval (appendix A), the five superintendents representing the five select districts

were contacted by letter (appendix A) and phone. District superintendents were asked to identify schools with one elementary assistant principal serving as full time elementary assistant principal without classroom responsibilities.

With the cooperation of the five district superintendents, forty-six (46) schools were identified as schools with assistant principals serving as full time elementary assistant principals without classroom responsibilities. Thus, forty-six (46) represents the number of matched pairs, and ninety-two (92) represents the total sample number of principals and assistant principals. These pairs were controlled by: a) matching to the same administrative requirements, i.e., administration and supervision credentials, b) matching to the same school, and c) matching on administrative positions, i.e., both administrators.

Additionally and equally important, matched pairs of elementary principals and elementary assistant principals were utilized to: 1) compare similarities and differences in assistant principal administrative tasks and functions as identified by elementary principals and matched elementary assistant principals, 2) compare similarities and differences in the importance of assistant principal administrative tasks and functions, as identified by elementary principals and matched elementary assistant principals, 3) validate principals' and assistant principals' questionnaire and interview responses and 4) avoid overlooking important differences, trends and implications.

## QUESTIONNAIRE INSTRUMENT

An instrument listing: a) six (6) administrative process functions, b) ninety-nine (99) administrative tasks, grouped into five administrative areas, and c) a six (6) level Likert scale of task importance was developed. The instrument asked respondents to rate assistant principal responsibility in each task of the five administrative areas, importance of task areas and task-related function. This questionnaire instrument was field tested and reviewed for validity in May, 1980 and the first week of June, 1980.

Five matched pairs of administrators--five (5) principals and five (5) corresponding assistant principals--from suburban Cook County districts (3) Cook County district (1) and Lake County district (1) were selected to participate in the field testing. Four (4) principals and five (5) assistant principals reviewed the questionnaire instrument and responded.

The review panel recommended the following emendations:

1. format change to include identification of administrative functions and definitions on each page of the questionnaire.
2. format change to include responsibility definitions and importance of task categories on each page of the questionnaire,
3. removal of the term "assisting" from the list of specific administrative tasks,
4. removal of the following duties: a) field trips, b) school alumni association, and c) school photographs
5. removal of management style question.

The field tested instrument, as reviewed by practitioners in the educational field, provided: a) content and construct validity and b) clarity and understanding to the administrative tasks and functions of the

elementary assistant principals.

Using relevant data, i.e., the recommendations from the field study, the six page final questionnaire "QUESTIONNAIRE OF THE TASKS, IMPORTANCE OF TASKS, AND ADMINISTRATIVE PROCESS OF ASSISTANT PRINCIPALS" instrument was developed. This questionnaire lists a) ninety-six (96) administrative tasks grouped into five (5) administrative areas, b) a six point Likert scale of administrative task importance, and c) six (6) administrative process functions.

It is the purpose of the questionnaire instrument to: a) identify the administrative responsibilities and functions of non-classroom elementary assistant principals in five select districts within the Chicago Public School System, b) identify the similarities and dissimilarities of the sample of elementary principals' and non-classroom elementary assistant principals' responses to the elementary assistant principals administrative practices recommended by the related research and professional literature, c) identify the relationships between the sample of elementary principals' and non-classroom elementary assistant principals' identification of the selected administrative task related functions of elementary assistant principals, d) identify the relationships between the sample elementary principals' and non-classroom elementary assistant principals' valued importance of select administrative task areas delegated to elementary assistant principals, and e) identify the relationships between select variable and questionnaire responses of principals and assistant principals.

"QUESTIONNAIRE OF THE TASKS, IMPORTANCE OF TASKS, AND ADMINISTRATIVE PROCESS OF ASSISTANT PRINCIPALS" consists of three (3) sections. The first section establishes the assistant principals' responsibilities for carrying out given tasks. The respondents were asked to rate assistant principals' level of responsibility to each of the ninety-six (96) specific tasks. Three (3) categories NO, YES-FULL, and YES-SHARED were employed to rate the level of responsibility.

The second section establishes the importance of the tasks. The respondents were asked to rate the ninety-six (96) specific tasks as each contributes to the effective and efficient administration of the educational program. Given a six point Likert scale, respondents were asked to rate the importance of the tasks of the assistant principals. The six point Likert scale consists of the following categorical and numerical values:

- 1-Least Important
- 2-Minor Importance
- 3-Average Importance
- 4-Major Importance
- 5-Extreme Importance
- 6-Indispensable Importance

The third section identifies the assistant principals' administrative functions as established in Gulick's model:

- 1-Planning
- 2-Organizing
- 3-Staffing
- 4-Coordinating

5-Reporting

6-Directing

The respondents were asked to identify the administrative functions, to which each task was most closely related.

An additional fact sheet was included to collect biographical information relating to the following variables: a) title position, b) sex, c) years in administration, d) years in current position, e) areas of specialized training, f) viewpoint of assistant principalship position, as well as information of the assignment of teacher aides. These variables were then compared and related to the questionnaire responses.

#### DATA COLLECTION

As previously explained the field study recommendations resulted in a six-page questionnaire. Therefore, with the questionnaire field tested and the sample identified, the next step was the distribution of the questionnaires to the sample. For questionnaire distribution purposes, a mailing list was formed. This list consisted of forty-six schools previously identified as employing one full time non-classroom elementary assistant principal. The questionnaires (appendix B) accompanied by cover letters (appendix B), approval letters (appendix A) and stamped self-addressed envelopes were mailed in September, 1980 to the sample of forty-six (46) elementary principals and forty-six (46) matched elementary assistant principals of the forty-six (46) identified schools in five (5) select districts of the Chicago Public School System.

In addition to enclosing copies of the approval letter, phone calls

were made to the administrators to enlist cooperation and prompt responses.

After approximately three weeks, fifty-one questionnaires had been returned in self-addressed envelopes. Follow-up letters (appendix A) and additional questionnaires were mailed September 30, 1980 to administrators not having returned the questionnaires.

Of the ninety-two questionnaires originally mailed to schools, a total of sixty-eight (74%) questionnaires were returned. From these returns three (3) questionnaires were unusable, i.e., two questionnaires were incomplete and one questionnaire lacked responses to any question. From the sixty-five (71%) usable questionnaire returns, thirty-six (36) represent the number of principal returns and twenty-nine (29) the number of assistant principal returns. For the first part of the data results all sixty-five questionnaires were utilized for tabulation and data analysis. And for the second part of the data analysis, the interview, eighteen questionnaires (nine matched pairs of principals and assistant principals) were randomly selected from twenty-one matched pairs of questionnaires as the interview sample. The interview selection is presented in the next section.

Data from the questionnaire fact sheets were arranged and tabulated by frequency counts to determine:

1. The numbers and percentages of questionnaire returns from principals and assistant principals
2. The numbers and percentages of questionnaire returns from male and female principals
3. The numbers and percentages of questionnaire returns from male and female assistant principals

4. The total number of years in administration reported by principals and assistant principals
5. The number of years in current title position reported by principals and assistant principals
6. Common areas of specialized training reported by principals and assistant principals
7. The numbers and percentages of principals and assistant principals identifying the assistant principalship as a career position
8. The numbers and percentages of principals and assistant principals identifying the assistant principalship as an internship position
9. The numbers and percentages of male and female principals identifying the assistant principalship as a career position
10. The numbers and percentages of male and female principals identifying the assistant principalship as an internship position
11. The numbers and percentages of male and female assistant principals identifying the assistant principalship as a career position
12. The numbers and percentages of male and female assistant principals identifying the assistant principalship as an internship position

Furthermore, the chi square statistic was utilized to: a) test and identify significant differences between the principals' and the assistant principals' viewpoints of the assistant principalship position, and b) test and identify significant differences between the sex of the respondents and viewpoint of the assistant principalship position.

And the data in parts one (1), two (2), and three (3) of the questionnaire were arranged and tabulated according to the following procedures:

1. Coding of the questionnaire responses for computer processing
2. typing key punch cards for computer processing



3. Frequency counts determining the "NO" rating assigned by principals and assistant principals to the task responsibilities of assistant principals in five administrative areas
4. Frequency counts determining the "YES-FULL" ratings assigned by principals and assistant principals to the task responsibilities of assistant principals in five administrative areas
5. Frequency counts determining the "YES-SHARED" ratings assigned by principals and assistant principals to the task responsibilities of assistant principals in five administrative areas
6. Determination of mean values and identification of significant differences, as measured by a t test, between principals' and assistant principals' rated questionnaire responses of assistant principal task responsibility in five administrative areas
7. Frequency counts determining the "LEAST" ratings assigned by principals and assistant principals to the valued importance of tasks in five administrative areas
8. Frequency counts determining the "MINOR" ratings assigned by principals and assistant principals to the valued importance of tasks in five administrative areas
9. Frequency counts determining the "AVERAGE" ratings assigned by principals and assistant principals to the valued importance of tasks in five administrative areas
10. Frequency counts determining the "MAJOR" ratings assigned by principals and assistant principals to the valued importance of tasks in five administrative areas
11. Frequency counts determining the "EXTREME" ratings assigned by principals and assistant principals to the valued importance of tasks in five administrative areas
12. Frequency counts determining the "INDISPENSABLE" ratings assigned by principals and assistant principals to the valued importance of tasks in five administrative areas
13. Determination of mean values and identification of significant differences, as measured by a t test, between principals' and assistant principals' rated questionnaire responses to the valued importance of tasks in five administrative areas

14. Frequency counts determining the "PLANNING" ratings assigned by principals and assistant principals to the task-related functions of assistant principals in five administrative areas
15. Frequency counts determining the "ORGANIZING" ratings assigned by principals and assistant principals to the task-related functions of assistant principals in five administrative areas
16. Frequency counts determining the "STAFFING" ratings assigned by principals and assistant principals to the task-related functions of assistant principals in five administrative areas
17. Frequency counts determining the "COORDINATING" ratings assigned by principals and assistant principals to the task-related functions of assistant principals in five administrative areas
18. Frequency counts determining the "REPORTING" ratings assigned by principals and assistant principals to the task-related functions of assistant principals in five administrative areas
19. Frequency counts determining the "DIRECTING" ratings assigned by principals and assistant principals to the task-related functions of assistant principals in five administrative areas
20. Determination and identification of differences as measured by descriptive percentages between principals and assistant principals rated questionnaire responses of task-related functions of assistant principals in five administrative areas
21. In-depth personal interview responses from nine (9) matched pairs of questionnaire respondents recorded for item and content analysis and comparison.

The data collected were reviewed and analyzed with respect to the following considerations:

1. Is there a relationship between principals' and assistant principals' ratings of assistant principals' administrative responsibilities?
2. Is there a relationship between principals' and assistant principals' ratings of valued importance given to the administrative areas

which are delegated to assistant principals?

3. Is there a relationship between principals' and assistant principals' responses identifying the administrative functions performed by assistant principals?

4. Is there a relationship between the title position of the respondent and the viewpoint of the assistantship position?

From the data, measured by non-parametric statistics, e.g., chi square, t tests of significance for equality of means and descriptive percentages, significant differences and similarities between principals' and assistant principals' questionnaire responses were identified. These significant differences and similarities became the factors utilized in developing the interview questions. These questions were then asked of the sample during personal interviews.

#### INTERVIEW SAMPLE SELECTION

For the purpose of identifying the interview sample, only matched pairs of principal and assistant principal questionnaire respondents were considered. From twenty-one (21) matched pairs, nine (9) matched pairs of questionnaire respondents were randomly selected for interviews. The interview sample, composed of nine (9) matched pairs of administrators, were then contacted by phone to schedule an interview appointment. The personal interviews were conducted during the last and first two weeks of March and April, 1981 respectively.

With the interview sample selection procedure described, the next

step, the purpose and format of the interview is presented.

#### INTERVIEW GUIDE: PURPOSE AND DEVELOPMENT

The second instrument utilized in this study was an open-ended interview guide, developed from content analysis of the questionnaire responses, and designed to elicit oral responses from the nine (9) matched pairs of principals and assistant principals.

The interview guide was formulated for the purposes of validating the questionnaire responses and standardizing the interview situations to the highest possible degree.

Interview guides (appendix C) were mailed to nine (9) matched pairs of principals and assistant principals in March, 1981. Interviews were scheduled and conducted during the last and first two weeks of March and April, 1981, respectively.

Oral responses were sought from matched pairs of principals and assistant principals and recorded on an interview data sheet according to the following questions:

##### Interview Questions Administered to Principals

1. Most principals surveyed viewed the assistant principalship as an internship (for principal) position.
  - a. Do you agree with this viewpoint? Explain
  - b. What do you do to structure a variety of task experiences for your assistant?
2. The survey data revealed that assistant principals are delegated task responsibilities, many of which are shared.
  - a. Explain how you decide which tasks to delegate to your assistant?
  - b. Why are many tasks shared? And with whom are the tasks shared?

- c. Since many tasks are shared, does this cause any problems or conflicts in carrying out the tasks? What are the problems?
  - d. What are the reporting procedures used by which you are informed of your assistant's activities, accomplishments and/or problems?
3. If you were to select one area in which your assistant holds the most responsibility, which area would that be? Why? Was this your decision or your assistant's decision?
  4. If you were to select one area of least responsibility for your assistant, which area would that be? Why? Was this your decision or your assistant's decision?
  5. In which area would you like to see your assistant assume more responsibility? Why doesn't he/she?
  6. Which area do you view as the most necessary for the efficient and effective operation of the school? Explain
  7. Which area do you view as the least necessary for the efficient and effective operation of the school? Explain
  8. Which function do you view as the most necessary for the efficient and effective operation of the school? Explain
  9. Which function do you view as the least necessary for the efficient and effective operation of the school? Explain
  10. In which function would you like to see your assistant assume more participation? Why doesn't he/she?
  11. When you are ready to select a new assistant principal, how would you determine which candidate best fits your administrative philosophy? What would you look for in your selection process?

#### Interview Questions Administered to Assistant Principals

1. Fifty percent of the assistant principals surveyed viewed the assistant principalship as internship (for principal); while the other fifty percent considered the assistant principalship as a career position.

What is your viewpoint? Please explain

2. The survey data revealed that assistant principals are delegated task responsibilities, many of which are shared.
  - a. Explain how your task responsibilities are decided?
  - b. Why are many tasks shared? And with whom? Are there some tasks assigned to you that you delegate to another?
  - c. Since many tasks are shared, are there problems or conflicts associated with sharing and carrying out task responsibilities? What are the problems or conflicts?
  - d. What are the reporting procedures used by which you inform your principal of your activities, accomplishment and/or problems?
3. If you were to select one area in which you hold the most responsibility, which area would that be? Why? Was this your decision or your principal's?
4. If you were to select one area in which you hold the least responsibility, which area would that be? Why? Was this your decision or your principal's?
5. In which area would you like to assume more responsibility? Why don't you?
6. Which area do you view as the most necessary for the efficient and effective operation of the school? Explain
7. Which area do you view as the least necessary for the efficient and effective operation of the school? Explain
8. Which function do you view as the most necessary for the efficient and effective operation of the school? Explain
9. Which function do you view as the least necessary for the efficient and effective operation of the school? Explain
10. In which function would you like to assume more participation? Why? Why don't you?

The purposes of the interview were to:

- a. obtain explanations of similarities and differences between the

responses of principals and assistant principals

- b. gain insights into the relationship between the principals and

assistant principals, which were not available through independent analysis

of questionnaires

- c. identify the similarities and differences that exist regarding the responsibilities of assistant principals
- d. identify the similarities and differences that exist regarding the values given administrative areas
- e. identify the similarities and differences that exist regarding the values given administrative process functions
- f. identify the similarities and differences of local school situational factors and characteristics that relate to the administrative role of the assistant principalship.

Oral interview responses, recorded on the interview data sheet, provided data for further in-depth content analysis.

#### DATA PRESENTATION AND ANALYSIS

The data were organized in the forms of graphs, tables and narratives and analyzed in response to major research questions. The forms of data presentation report the following:

1. Personal Background: Title Position, sex of Respondents
2. Total Years in Administration of Respondents
3. Respondents Viewpoints of Assistant Principalship
4. Relationship of the Sex of the Respondent and the Viewpoint of the Assistant Principalship
5. Respondents' ratings of assistant principals responsibilities in five administrative areas
6. Respondents' rated importance of five administrative areas
7. Task-related functions in five administrative areas identified by respondents

The basic methodology used in this study was the comparative survey method of research. Questionnaire response data were compiled by non-parametric methods: chi square, t test of significance for equality of means, descriptive proportional statistics, mean values and mean differences.

For the oral interview, open-ended questions, developed from content analysis of questionnaire responses, provided data and insights unavailable through independent analysis of the questionnaire responses.

The procedures employed in identifying the study sample, questionnaire and interview guide development, and data collection and presentation were presented in this chapter. Findings of each of the previously cited statistical measures and treatments are reported in the subsequent chapter, along with significant findings as they relate to the study.



## CHAPTER IV

### PRESENTATION AND ANALYSIS OF DATA

The data gathered from the survey questionnaires of Chicago elementary principals and non-classroom elementary assistant principals were subjected to extensive analysis in an effort to establish significant information of the administrative role of Chicago non-classroom elementary assistant principals.

Divided into four major sections, Chapter IV reports the findings of this study.

Section 1 identifies the personal and professional variables and their relationships to questionnaire responses. The variables: a) job title, b) years in administration, c) sex, and d) viewpoint of assistantship were obtained from the questionnaire fact sheet.

Section 2 presents and analyzes the findings of questionnaire responses to the responsibility of Chicago elementary non-classroom assistant principals in five (5) select administrative areas namely: pupil personnel, staff personnel, curriculum and instruction, community relations and school management.

Section 3 reports and analyzes the questionnaire responses of the rated importance given to the five (5) select administrative areas.

Section 4 identifies the assistant principals' task related administrative functions and subsequently identifies the role of the

assistant principals in the administrative process.

The nature of the relationships is analyzed with particular focus on similarities, differences and trends.

The study sample consisted of forty-six (46) matched pairs of elementary administrators, i.e. forty-six non-classroom elementary assistant principals matched to forty-six elementary principals. Validated questionnaires utilizing: a) YES and NO responses, b) Gulick's administrative process functions and c) a Likert scale of importance were mailed to forty-six matched pairs of administrators (92 administrators). The sixty-five (71%) returned questionnaires were from thirty-six (36) principals and twenty-nine (29) assistant principals. Twenty-one pairs (65%) of matched principals and assistant principals were represented in the sixty-five questionnaire returns.

Principals and assistant principals in responding to the questionnaire: 1) indicated a. job title, b. sex, c. total years in administration, and d. viewpoint of assistant principalship (career position or internship for principal); 2) rated the elementary assistant principals' responsibility in ninety-six administrative tasks in five select administrative areas; 3) rated the value of the ninety-six administrative tasks in five select administrative areas; and 4) identified the task-related functions performed by assistant principals.

The personal and professional response variables were compared using chi square test of significance.

The second section, responses to elementary assistant principals' responsibility were compared using t test of significance for equality of

means.

The third section responses, to the Likert scale of importance of tasks were compared using t test of significance for equality of means.

The fourth section responses which identified the task-related functions were analyzed using proportional descriptive statistics.

Each section includes a presentation of the data with an analysis of the data. Inasmuch as analysis sections are provided, some data sections also include analysis for clarity and emphasis.

Data were organized and analyzed as to differences and similarities between principals' and assistant principals' questionnaire responses.

The .05 probability level was predetermined as indicating a statistically significant difference between principals' and assistant principals' responses. Findings with probability levels near the .05 significant difference were notably emphasized.

Comparisons of the data are illustrated through tables, graphs, and charts.

The four major sections are presented pursuant to the following outline:

1. Personal and professional characteristic variables of participating principals and non-classroom assistant principals
  - A. Comparison of questionnaire responses
  - B. Analysis of questionnaire responses
2. Assistant Principals' responsibilities
  - A. Comparison of questionnaire responses
  - B. Analysis of questionnaire responses

3. Importance of assistant principals' tasks
  - A. Comparison of questionnaire responses
  - B. Analysis of questionnaire responses
4. Assistant principals' task-related functions
  - A. Comparison of questionnaire responses
  - B. Analysis of questionnaire responses

QUESTIONNAIRE RESPONSES OF PARTICIPATING PRINCIPALS  
AND ASSISTANT PRINCIPALS IN FIVE SELECT  
DISTRICTS OF CHICAGO, ILLINOIS

Items 1 and 2

Name and School

Items 1 and 2 of the questionnaire asked the respondents' names and schools. Because of a commitment to confidentiality, the data of items 1 and 2 remain confidential and therefore are not presented.

Item 3

Job Title

TABLE 1  
RESPONDENTS' JOB TITLES

Title	Number of Questionnaires Sent	Number of Questionnaires Returned	Percent of Returns
Principal	46	36	78%
Assistant Principal	46	29	63%

Item 3 of the questionnaire asked the respondents' job titles. Of the sixty-five returned questionnaires, thirty-six respondents indicated they held principal titles and twenty-nine respondents held the assistant principal titles. It is noteworthy to observe that while seventy-eight percent (78%) of the returned questionnaires were from principals; sixty-three percent (63%) of the returned questionnaires were from assistant principals. A greater return was expected from assistant principals by virtue of the nature of the study. It was expected that assistant principals would participate in a study which published valid findings and promoted interest and importance to the assistantship position.

Item 4

Sex of the Respondents

TABLE 2  
SEX OF THE RESPONDENTS

Sex	Number of Respondents	Percent of Respondents
Male	41	63%
Female	24	37%
Total	65	100%

Item 4 of the questionnaire related to the sex of the respondents. Forty-one (63%) returned questionnaires were from males; twenty-four (37%) were from female respondents. The following table presents the title position and the sex of the respondents.

TABLE 3  
TITLE POSITION AND SEX OF RESPONDENTS

Title	Male	Female	Total
Principals	27	9	36
Assistant Principals	14	15	29
Total	41	24	65

The questionnaire returns from assistant principals represented a proportionate number of male and female respondents. On the other hand, principal questionnaire returns represented a disproportionate number of male and female respondents. Although thirty-one and fifteen questionnaires were sent to male and female principals respectively, the returns indicated that eighty-seven percent (87%) of the males and sixty percent (60%) of the females responded. Notwithstanding the initial disproportionate ratio, a real disproportionate number of principal returns existed.

While female principals and male principals were willing and did participate in responding to the questionnaire, more female than male principals were unwilling to respond to the questionnaire. It would appear then that more female than male principals perceived an uncertainty as to the use of the study data.

Item 5                    Total Years in Administration

TABLE 4  
RESPONDENTS' YEARS IN ADMINISTRATION

Title	Years			
	1-6	7-12	13-19	20-27
Principals	3 (8.3%)	10 (27.8%)	16 (44.4%)	7 (19.4%)
Assistant Principals	11 (37.9%)	11 (37.9%)	7 (24.3%)	0
Total	14	21	23	7

Item 5 of the questionnaire related to the respondents' total number of years in administration. As shown in Table 4, seventy-six percent (76%) of the assistant principals and thirty-six percent (36%) of the principals surveyed responded to serving less than thirteen years in administration. The seventy-six percent (76%) figure provided a contrast with: a) the reported twenty-four percent (24%) figure representative of assistant principals who have been in the position for more than thirteen years and less than twenty years, and b) the fact that not one assistant principal had been in the position for twenty years or longer. It would appear that few administrators remain in the assistant principal position for an extensive period of time.

The data showing assistant principals with less years in administrative service than principals might be explained with the possibility that the position of assistant principal does not possess the holding power of the principalship. This underscores the possibility that many assistant

principals either move on to another position in administration or vacate the position entirely.

#### Items 6, 7, and 8

As the data were collected, it became obvious that the data of items 6, 7, and 8 were not germane to the study and therefore were not treated or reported.

#### Item 9 Viewpoint of the Assistant Principal Position

Item 9 of the questionnaire asked the respondents to indicate whether they viewed the assistant principalship as a career position or an internship position. To test and compare viewpoint differences between principals and assistant principals, the chi square test of significance was employed.

Table 5 presents the principals' and assistant principals' viewpoints of the assistantship position.



TABLE 5  
 RESPONDENTS' VIEWPOINTS OF  
 ASSISTANT PRINCIPAL POSITION

Title	Career Viewpoint	Internship Viewpoint	Total
Principals	9	27	36
Assistant Principals	14	15	29
Total	23	42	65
Chi Square	3.806		
DF	1		
P	.0511		
Continuity Adj. Chi-Square	3.842 DF = 1 p.0500		

As a result of the chi square test of significance, the hypothesis "there is no significant difference between principals' and assistant principals' viewpoint responses" was rejected at the p.05 level. In effect, the chi square test reported a significant difference at the p.05 level between principals' viewpoint of the assistant principalship and the assistant principals' viewpoint of the assistant principalship position. The data revealed that principals tended to view the assistant principalship as a position of internship training for future principalship, while assistant principals were divided rather equally between career and internship viewpoints. Fifty percent of the assistant principals surveyed viewed their position as an intermediate position that provides a training opportunity

for future school principals; while the other fifty percent indicated a view to remain in the assistantship as their final administrative career position.

These assistant principals' responses were consistent with Morton's findings. In 1976 Morton reported a sizeable number of surveyed assistant principals planned to remain in the position of assistant principal.

An awareness of an unpredictable job market affecting promotional opportunities is apparently reflected in the present study being reported, because more assistant principals elected to remain in the position as a career. Yet, while this present study reports more assistant principals, compared to Morton's findings, elected to remain in the position, an equal number elected for principalship training. It would seem that the career viewpoint underscores the supply and demand effect governing the educational community, as it relates to job opportunities.

Since 1979, the Chicago public schools have experienced dramatic budget reductions, which have resulted in either eliminated or reduced administrative and teaching positions. Because of this fiscal concern and the effects of declining enrollment, it would seem that fewer assistant principals view opportunities to advance to the principalship.

Interviews with assistant principals who elected to remain assistant principals revealed interestingly different explanations for their selection. Assistants were either satisfied with their role or reconciled the position as a terminal position. Those assistants who expressed satisfaction with their role stated the assistantship as a realization of a professional goal. As these assistants expressed satisfaction with their role, it is

likely that job satisfaction, as well as self-worth, was realized.

And those assistants reconciled to the assistantship expressed a reluctance to assume the principalship role. They expressed a mere acceptance of the assistantship as a terminal position, as far as subsequent promotions were concerned.

If the assistantship is perceived as a "dead-end" job and void of satisfaction, it is then probable that distortions concerning both the importance and value of self and job role may exist. If this should continue, it is likely that an individual's self worth and contribution to administration are questioned with serious doubt.

Yet assistant principals who aspired to assume the principalship revealed neither satisfaction nor dissatisfaction, but rather expectations of gaining administrative experience and training for future principalship. Since these aspiring assistants were aware of previous and uncertain of future staff and program reductions, they (assistants) perceived little or no immediate need for newly certified principals in Chicago. If this is true, and opportunities for principal certification and placement continue to remain closed, assistants would tend to abandon the aspirations for principalship in Chicago or vacate the position entirely.

On the other hand, all interviewed principals but one were in agreement with assistantship as an internship position, which provided practical preparation and experience for future principals. This philosophical viewpoint attached to the role of assistantship tends to generate motivation and encouragement for further promotion to those who hold the role of assistantship.

If principals were committed to this internship philosophy, it could be expected that principals would delegate accordingly and comprehensively a variety of task experiences to assistant principals. Yet, when specifically asked: WHAT DO YOU DO TO STRUCTURE A VARIETY OF TASK EXPERIENCES FOR YOUR ASSISTANTS? all principals stated in interviews that they (principals) assign tasks and areas of responsibility according to the strengths and expertise of the assistants.

Since the actual practice of assigning tasks was not consistent with the principals' viewpoint, it would appear that expedience influenced the principals' decision in determining task assignments.

#### Item 9 Viewpoint of Assistantship Position and Sex of Respondent

Item 9, viewpoint, was the most revealing variable of the personal and professional variables surveyed. Because of the significant viewpoint findings, this variable was further compared to the sex of the respondent. Table 6 presents the viewpoints of the respondents compared to the sex of the respondents.

As a result of the chi square measurement, the hypothesis "there is no significant difference between the sex of the respondent and the viewpoint of the respondent" was narrowly accepted at the p.05 level. However, if one were to compare this data at the p.06 level, the hypothesis would be rejected. At this probability level, significant differences would be noted between the male tendency to view the assistant principalship as an internship position and the equally divided viewpoints of the

TABLE 6

## RESPONDENTS' SEX TO VIEWPOINT OF ASSISTANT PRINCIPAL POSITION

Sex	Career Viewpoint	Internship Viewpoint	Total
Male	11	30	41
Female	12	12	24
Chi Square	3.555		
DF	1		
P	.0594		
Continuity Adj. Chi Square	3.550	df = 1	p.0596

females.

During interviews, all but one male assistant stated the aspiration of principalship as the reason for taking the principals' examination. Clearly then, most male assistant principals interviewed aspire to assume the principalship.

While half the interviewed female assistants preferred to remain in the assistantship position; the other half had, not unlike the male assistants, elected to take the principals' exam.

It was obvious that those aspiring administrators, who took the examination, perceived the assistantship as a position providing for

administrative advancement.

Females who selected the career position stated that they viewed the assistantship as: 1) the realization of an individual aspirational goal, 2) a position of security, knowing that final authority and total responsibility of the school is designated to the principal, and 3) a position of specialization.

### Summary

Questionnaire data and interview responses of principals and assistant principals indicated:

1. Principals tended to view the assistant principalship as internship.
2. Assistant principals possess less years in administration than principals.
3. Male assistant principals tended to view the assistantship position as preparation for principalship.
4. Women assistant principals are equally divided between aspiring for a principalship and electing to remain in the assistantship as a career position.

QUESTIONNAIRE RESPONSES OF PARTICIPATING PRINCIPALS  
AND ASSISTANT PRINCIPALS TO RESPONSIBILITIES OF  
ASSISTANT PRINCIPALS IN FIVE SELECT AREAS  
OF ADMINISTRATION

PUPIL PERSONNEL

This section first indicates the common pupil personnel task responsibilities of assistant principals as determined by the responses of matched pairs of assistant principals and principals. Principals and assistant principals were asked to rate the assistant principals' responsibilities in twenty-four (24) pupil personnel duties. These pupil personnel task responsibilities were:

1. developing student disciplinary rules and regulations.
2. communicating student disciplinary rules and regulations
3. enforcing discipline
4. counseling student classes, government, committees
5. guidance programs (counseling pupils and parents)
6. adjusting pupil-pupil conflicts
7. adjusting pupil-teacher conflicts
8. adjusting pupil-teacher-aide conflicts
9. administering pupil attendance procedures
10. administering pupil tardiness procedures
11. suspending students
12. supervising students in playground, hall areas, etc.
13. compiling pupil truancy reports

14. attending to sick and injured students (first aid reports, and contacts parents)
15. facilitating programs for exceptional students
16. facilitating testing program
17. facilitating student activities
18. supervising student newspapers
19. facilitating graduation-related activities
20. orientation program for new pupils
21. facilitating pupil medical, dental and health services
22. supervising school safety squad
23. conducting house calls
24. articulating with schools for transferring students.

The frequencies of assistant principals' and principals' responses to the assistant principals' pupil personnel responsibilities were measured and compared using t test of significance for equality of means. Table 7 reports the data findings.

By applying a t test at the p.05 level, the hypothesis "there is no significant difference between assistant principals' and principals' responses of the assistant principals' responsibility in the area of pupil personnel" was accepted. There was no significant difference observed in any category of responsibility. The t test score on: 1) NO RESPONSIBILITY was  $t=1.0078$ ;  $p. > .05$ ; 2) FULL RESPONSIBILITY was  $t=-.0519$ ;  $p. > .05$ ; and 3) SHARED RESPONSIBILITY was  $t=-.9140$ ;  $p. > .05$ . The mean scores of NO RESPONSIBILITY were principals 6.9; assistant principals 6.10. The mean scores of FULL RESPONSIBILITY were principals 1.83; assistant principals 1.86.



TABLE 7

## ASSISTANT PRINCIPAL PUPIL PERSONNEL RESPONSIBILITIES

Asst. Principals Responsibility	No Respon- sibility			Full Respon- sibility		Shared Respon- sibility		Totals	
	Number	No. of Responses	%	No. of Responses	%	No. of Responses	%		
Principals	39	250	(29%)	66	(8%)	548	(63%)	864	100%
Asst. Princi- pals	29	177	(25%)	54	(8%)	465	(67%)	696	100%
Totals	65	427		120		1013		1560	
Means									
Principals		6.94		1.83		15.22			
Asst. Princi- pals		6.10		1.86		16.03			
Standard Devia- tions									
Principals		3.46		2.13		3.40			
Asst. Princi- pals		3.18		2.32		3.74			
Standard Error									
Principals		.57		.35		.56			
Asst. Princi- pals		.59		.43		.69			
t Score		1.0078		-0.0519		-0.9140			
df	63								
p Value		.31		.95		.36			

The mean scores of SHARED RESPONSIBILITY were principals 15.22; assistant principals 16.03. Both principals and assistant principals similarly rated the assistant principals' responsibilities in the area of pupil personnel. Mean scores indicated that assistant principals had no responsibility in seven (7) tasks, full responsibility in two (2) tasks and shared responsibility in fifteen (15) tasks.

The task frequency count converted to percentages show that assistant principals rated assistant principals with NO RESPONSIBILITY in twenty-five percent (25); FULL RESPONSIBILITY in eight percent (8%); and SHARED RESPONSIBILITY in sixty-seven percent (67%) of the tasks in the area of pupil personnel. While principals rated assistant principals with NO RESPONSIBILITY in twenty-nine percent (29%), FULL RESPONSIBILITY in eight percent (8%); and SHARED RESPONSIBILITY in sixty-three percent (63%) of the tasks in the area of pupil personnel.

For the purpose of identifying the tasks representing the NO RESPONSIBILITY mean scores, the top seven tasks rated with the highest number of "NO" ratings were identified and reported as the tasks for which assistant principals had no responsibility.

Table 7.1 presents the principals and assistant principals NO RESPONSIBILITY ratings, ranked in descending order.

While the data revealed assistant principals hold no responsibility in these tasks, they (assistants) nonetheless hold full or shared responsibility in the remaining tasks.

Since principals and assistant principals both agree to the responsibilities performed by assistants, it would appear that duties and

TABLE 7.1

## PUPIL PERSONNEL TASKS WITH NO ASSISTANT RESPONSIBILITY

Tasks	Principals Ranking	Assistant Principals Ranking
Supervising Student Newspapers	1	1
Supervising Safety Squad	2	2
Conducting House Calls	3	2
Facilitating Testing Program	4	3
Compiling Pupil Truancy Reports	6	3
Articulating with Schools for Transferring Students	5	3
Counseling Student Clubs	6	4

responsibilities of assistant principals were clearly established and delegated in the area of pupil personnel.

Yet, as aware of assistant principals' performance in pupil personnel tasks both groups of administrators were, perhaps more conspicuous would be the lack of performance. Because of the numerous and imperative tasks related to facilitating pupil services, supervising student activities and behavior, any lack of administrative attention to these responsibilities would likely become obvious to the entire school climate.

If administrators fail to provide commitment and demonstrate competency in fulfilling administrative responsibilities, they (administrators) risk affecting negative relationships between students and staff, as well as low student and faculty morale.

#### STAFF PERSONNEL

Principals and assistant principals were asked to rate the assistant principals' responsibilities in twenty-two (22) staff personnel duties. The staff personnel task responsibilities were:

1. supervising teachers
2. supervising teacher-aides
3. observing classes/teaching
4. conferring with teachers
5. conferring with teacher-aides
6. assisting in teacher grade/program placement
7. evaluating teachers
8. evaluating teacher-aides
9. facilitating services of special service personnel (nurse, speech teacher, psychologist, social worker, etc.)
10. adjusting teacher-teacher conflicts
11. adjusting parent-teacher conflicts
12. adjusting teacher-teacher-aide conflicts
13. adjusting parent-teacher-aide conflicts
14. substituting for absent teacher
15. arranging for and facilitating student teacher programming

16. conducting faculty meetings
17. facilitating in-service for teachers
18. facilitating in-service for teacher-aides
19. orientating new teachers
20. orientating new teacher-aides
21. assisting in union and/or grievance conferences
22. attending to sick and injured teachers and aides

The frequencies of assistant principals' and principals' responses to the assistant principals' staff personnel responsibilities were measured and compared using t test of significance for equality of means. Table 8 reports the data findings.

The t score tested at the p.05 level resulted in the acceptance of the hypothesis "there is no significant difference between assistant principals' and principals' responses of the assistant principals' responsibility in the area of staff personnel." There was no significant difference observed in any category of responsibility. The t test scores on: 1) NO RESPONSIBILITY was  $t=.9504$ ;  $p > .05$ ; 2) FULL RESPONSIBILITY was  $t=-1.4463$ ;  $p > .05$ ; and 3) SHARED RESPONSIBILITY was  $t=-.0786$ ;  $p > .05$ . The mean scores of NO RESPONSIBILITY were principals 5.83; assistant principals 4.82. The mean scores of FULL RESPONSIBILITY were principals .94; assistant principals 1.86. The mean scores of SHARED RESPONSIBILITY were principals 15.22; assistant principals 15.31. Both principals and assistant principals rated rather closely the assistant principals' shared responsibilities in the area of staff personnel. Mean scores indicated that assistant principals had no responsibility in five or six tasks (assistant principals, princi-

TABLE 8

## ASSISTANT PRINCIPAL STAFF PERSONNEL RESPONSIBILITIES

Asst. Principal Responsibility	No Responsibility			Full Responsibility		Shared Responsibility		Totals	
	No.	No. of Responses	%	No. of Responses	%	No. of Responses	%		
Principals	36	210	(27%)	34	(4%)	548	(69%)	792	100%
Asst. Principals	29	140	(22%)	54	(8%)	444	(70%)	638	100%
Totals	65	350		88		992		1430	
Means									
Principals		5.83		0.94		15.22			
Asst. Principals		4.82		1.86		15.31			
Standard Deviations									
Principals		4.31		1.77		4.20			
Asst. Principals		4.14		3.25		4.82			
Standard Error									
Principals		.71		.29		.70			
Asst. Principals		.76		.60		.89			
t Score		.9504		-1.4463		-0.0786			
df	63								
p Value		.34		.15		.93			

pals respectively), full responsibility in one or two tasks (principals, assistant principals respectively), and shared responsibility in fifteen tasks.

The task frequency count converted to percentages show that assistant principals rated assistant principals with NO RESPONSIBILITY in twenty-two percent (22%); FULL RESPONSIBILITY in eight percent (8%); and SHARED RESPONSIBILITY in seventy percent (70%) of the tasks in the area of staff personnel. While principals rated assistant principals with NO RESPONSIBILITY in twenty-seven percent (27%); FULL RESPONSIBILITY in four percent (4%); and SHARED RESPONSIBILITY in sixty-nine percent (69%) of the tasks in the area of staff personnel.

For the purpose of identifying the tasks representing the NO RESPONSIBILITY mean scores, the top six tasks rated with the highest number of "NO" ratings were identified and reported as the tasks for which assistant principals had no responsibility.

Table 8.1 presents the principals and assistant principals NO RESPONSIBILITY ratings, ranked in descending order.

While the data revealed assistant principals hold no responsibility in the above tasks, they (assistants) hold full or shared responsibility in the remaining tasks.

Although Table 8 reports no significant difference existed between principals' and assistant principals' ratings given to assistant principals' staff personnel responsibilities, it is noteworthy to mention an

TABLE 8.1

## STAFF PERSONNEL TASKS WITH NO ASSISTANT RESPONSIBILITY

Tasks	Principals Ranking	Assistant Principals Ranking
Evaluating Teachers	1	1
Evaluating teacher-aides	3	2
Union/Grievance Conferences	2	3
Observing Classes/Teaching	2	4
Student Teacher Programing	4	4
Substituting for Absent Teacher	2	

apparent disparity between principals' and assistant principals' ratings given to the full and no responsibility categories. When comparing the percentages of responses given by these administrators, principals rated less delegated responsibility to assistants than did assistants. Assistant principals then tended to rate that they (assistants) performed more task responsibilities than their principals rated.

The level of assistant principal responsibility, reported in the present study, was in contrast to Austin and Brown's nationwide survey. Austin and Brown reported levels of disagreement between principals' and assistant principals' ratings of assistant principals' responsibility in the area of staff personnel. According to this survey, assistant principals reported slight or no responsibility in staff personnel, whereas



principals reported greater responsibility levels assigned to assistant principals.

If the assistant principals, in the present study being reported, are sincere and truly perceive their (assistants) participation in conferences, frequent exchange of information, facilitating services, and adjustment of teacher problems, as performing staff responsibilities, this perception might account for their (assistants) higher ratings given to staff personnel responsibilities.

And if it is true that assistant principals and teachers have established open communication and mutual respect, it is likely to expect teachers to seek assistance from assistant principals when encountering problems.

Furthermore, if teachers are aware that assistant principals have no delegated role or authority to perform staff evaluations, teachers would tend to perceive assistants as less threatening to job performance evaluations.

For this reason, it might also be expected that teachers would likely refer problems to assistants rather than principals, because of this likely perception of job performance evaluation.

## CURRICULUM AND INSTRUCTION

Principals and assistant principals were asked to rate the assistant principals' responsibilities in twelve curriculum and instruction tasks.

These curriculum and instruction responsibilities were:

1. arranging for the dissemination of instructional materials
2. arranging for the dissemination of supplies
3. supervising audio-visual/multimedia hardware
4. selecting textbook and curriculum materials
5. developing curriculum
6. revising curriculum
7. facilitating remedial instruction
8. conducting demonstration lessons
9. ordering instructional materials
10. supervising lesson plans
11. assisting in innovations, experiments and research
12. conducting conferences relative instructional problems

The frequencies of principals' and assistant principals' responses to the assistant principals' curriculum and instruction responsibilities were measured and compared using t test of significance for equality of means.

Table 9 reports the data findings.

The t score tested at the p.05 level resulted in the acceptance of the hypothesis "there is no significant difference between assistant principals' and principals' responses to the assistant principals' responsibility in the area of curriculum and instruction." There was no significant

TABLE 9

## ASSISTANT PRINCIPAL CURRICULUM AND INSTRUCTION RESPONSIBILITY

Asst. Principal Responsibility	No Responsibility			Full Responsibility		Shared Responsibility		Totals	
	Number	No. of Responses	% %	No. of Responses	%	No. of Responses	%		
Principals	36	146	(34%)	27	(6%)	259	(60%)	432	100%
Asst. Principals	29	133	(38%)	25	(7%)	190	(55%)	348	100%
Totals	65	279		52		449			
Means									
Principals		4.05		.75		7.19			
Asst. Principals		4.58		.86		6.55			
Standard Deviations									
Principals		3.66		1.27		3.42			
Asst. Principals		3.26		1.57		3.14			
Standard Error									
Principals		.61		.21		.57			
Asst. Principals		.60		.29		.58			
t Score		-0.6087		-0.3173		.7790			
df	63								
p Value		.54		.75		.43			

difference observed in any category of responsibility. The t test score on: 1) NO RESPONSIBILITY was  $t = -.6087$ ;  $p > .05$ ; 2) FULL RESPONSIBILITY was  $t = -.3173$ ;  $p > .05$ ; and 3) SHARED RESPONSIBILITY was  $t = .7790$ ;  $p > .05$ . The mean scores of NO RESPONSIBILITY were principals 4.05; assistant principals 4.58. The mean scores of FULL RESPONSIBILITY were principals .75; assistant principals .86. The mean scores of SHARED RESPONSIBILITY were principals 7.19; assistant principals 6.55. Both principals and assistant principals similarly rated the assistant principals' responsibilities in the area of curriculum and instruction. Mean scores indicated that assistant principals had no responsibility in four (4) tasks, full responsibility in one (1) task and shared responsibility in seven (7) tasks.

The task frequency count converted to percentages show that assistant principals rated assistant principals with NO RESPONSIBILITY in thirty-eight percent (38%); FULL RESPONSIBILITY in seven percent (7%); and SHARED RESPONSIBILITY in fifty-five percent (55%) of the tasks in the area of curriculum and instruction. While principals rated assistant principals with NO RESPONSIBILITY in thirty-four percent (34%); FULL RESPONSIBILITY in six percent (6%); and SHARED RESPONSIBILITY in sixty percent (60%) of the tasks in the area of curriculum and instruction.

For the purpose of identifying the tasks representing the NO RESPONSIBILITY mean scores, the top four tasks rated with the highest number of "NO" ratings were identified and reported as the tasks for which assistant principals had no responsibility.

Table 9.1 presents the principals and assistant principals NO RESPONSIBILITY ratings, ranked in descending order.

TABLE 9.1

## CURRICULUM &amp; INSTRUCTION TASKS WITH NO ASSISTANT RESPONSIBILITY

Tasks	Principals Ranking	Assistant Principals Ranking
Supervising Lesson Plans	1	2
Conducting Demonstration Lessons	2	4
Revising Curriculum	4	1
Developing Curriculum	3	3

The data revealed assistant principals hold no responsibility in these four tasks, they (assistants) nevertheless hold full or shared responsibility in the remaining tasks.

While there was no significant difference between principals' and assistant principals' responses to the curriculum and instructional responsibilities of the assistant principals, as reported in Table 9, a noteworthy disparity is evident. When comparing the response percentages in the no responsibility category, assistants' ratings resulted in a slightly higher percentage of no responsibility than did principals' ratings. Assistant principals apparently rated themselves with less responsibility in curriculum and instruction than did their (assistants) principals.

Since assistant principals rated themselves with less responsibility, perhaps assistants minimize their responsibilities and performance or delegate responsibilities to another or both. If this is true, it is not unlikely that assistants may view themselves as less adequate in performing curriculum and instruction tasks.

## COMMUNITY RELATIONS

Principals and assistant principals were asked to rate the assistant principals' responsibilities in fourteen (14) community relations duties.

These community relations task responsibilities were:

1. Liaison agent with youth serving agencies of the community
2. referring and working with law enforcement bodies
3. conferring and working with juvenile courts
4. receiving visitors
5. conferring with parents
6. conferring and working with PTA
7. conferring and working with local school council
8. interpreting school policies and educational program
9. preparing parent notices
10. participating in community projects
11. addressing civic groups as administrative representative of the school
12. facilitating school participation in community projects
13. administering volunteer program
14. attending community activities

The frequencies of assistant principals' and principals' responses to the assistant principals' community relations responsibilities were measured and compared using t test of significance of equality of means.

Table 10 reports the data findings.

By applying a t test at the p.05 level, the hypothesis, "there is no significant difference between assistant principals' and principals'

TABLE 10

## ASSISTANT PRINCIPAL COMMUNITY RELATIONS RESPONSIBILITIES

Asst. Principal Responsibility	No Responsibility			Full Responsibility		Shared Responsibility		Totals	
	Number	No. of Responses	%	No. of Responses	%	No. of Responses	%		
Principals	36	87	(17%)	24	(5%)	393	(78%)	504	100%
Asst. Principals	29	97	(24%)	13	(3%)	296	(73%)	406	100%
Totals	65	184		37		689		910	
Means									
Principals		2.41		.66		10.91			
Asst. Principals		3.34		.44		10.20			
Standard Deviations									
Principals		2.90		1.47		2.79			
Asst. Principals		3.29		.94		3.42			
Standard Error									
Principals		.48		.24		.46			
Asst. Principals		.61		.17		.63			
t Score		-1.2060		.6907		.9206			
df	63								
p Value		.23		.49		.36			

responses of the assistant principals' responsibility in the area of community relations" was accepted. There was no significant difference observed in any category of responsibility. The t test scores on: 1) NO RESPONSIBILITY was  $t=-1.2060$ ;  $p > .05$ ; 2) FULL RESPONSIBILITY was  $t=.6907$ ;  $p > .05$ ; and 3) SHARED RESPONSIBILITY was  $t=.9206$ ;  $p > .05$ . The mean scores of NO RESPONSIBILITY were principals 2.41; assistant principals 3.34. The mean scores of FULL RESPONSIBILITY were principals .66; assistant principals .44. The mean scores of SHARED RESPONSIBILITY were principals 10.91; assistant principals 10.20. Mean scores indicated that assistant principals had no responsibility in two or three tasks (principals, assistant principals respectively), full responsibility in one task and shared responsibility in eleven or ten tasks (principals, assistant principals respectively).

The task frequency count converted to percentages show that assistant principals rated assistant principals with NO RESPONSIBILITY in twenty-four percent (24%); FULL RESPONSIBILITY in three percent (3%); and SHARED RESPONSIBILITY in seventy-three percent (73%) of the tasks in the area of community relations. While principals rated assistant principals with NO RESPONSIBILITY in seventeen percent (17%); FULL RESPONSIBILITY in five percent (5%); and SHARED RESPONSIBILITY in seventy-eight percent (78%) of the tasks in the area of community relations.

For the purpose of identifying the tasks representing the NO RESPONSIBILITY mean scores, the top three tasks rated with the highest number of "NO" ratings were identified and reported as the tasks for which assistant principals had no responsibility.



Table 10.1 presents the principals and assistant principals NO RESPONSIBILITY ratings, ranked in descending order.

TABLE 10.1  
COMMUNITY RELATIONS TASKS WITH NO ASSISTANT RESPONSIBILITY

Tasks	Principals Ranking	Assistant Principals Ranking
Volunteer Program	1	1
Addressing Civic Groups as Administrative Representatives	2	1
Working with Juvenile Courts	3	2

The data revealed assistant principals hold no responsibility in three tasks, nevertheless, assistants hold full or shared responsibilities in the remaining tasks.

Table 10 shows that while principals' and assistant principals' responses revealed no significant difference, assistant principals' ratings indicated a slightly higher percent of responses in the no responsibility category. Assistant principals perhaps were unaware of their community relations role performance as they (assistants) interpret school programs and policies in parent conferences. All areas considered, community relations was one of the areas of greatest responsibility for assistant principals, as reported in questionnaire responses. It is not difficult to understand why principals would delegate shared responsibilities in this area. The

fact emerges that in order to work intelligently with students and implement programs, administrators must know the school-community climate. For it is this knowledge that will determine the methods utilized in handling problems. Yet, the ubiquitous nature of school-community relations apparently defy firm parameters and therefore tend to be difficult to evaluate.

#### SCHOOL MANAGEMENT

Principals and assistant principals were asked to rate the assistant principals' responsibilities in twenty-four (24) school management duties.

These school management task responsibilities were:

1. administering school in the absence of the principal
2. developing local school philosophy
3. developing school policy, rules and regulations
4. preparing administrative bulletins for teachers
5. preparing administrative bulletins for teacher-aides
6. arranging school calendar
7. receiving parents/issuing building passes
8. arranging emergency drills (fire and air raid)
9. preparing school schedules
10. administering safety inspections
11. compiling/collating reports
12. assisting in local school budget and financial accounts
13. attending district meetings
14. collecting funds for community agencies
15. managing inventories
16. preparing newsletters/press releases
17. arranging for substitute teachers
18. assigning of substitute teachers

19. facilitating transportation services
20. planning for the opening of school year
21. planning for the closing of school year
22. preparing teachers' duty roster
23. preparing teacher-aides' duty roster
24. articulating with personnel from other schools

The frequencies of assistant principals' and principals' responses to the assistant principals' school management responsibilities were measured and compared using the t test of significance of equality of means. Table 11 reports the data findings.

The t scores tested at the p.05 level resulted in the acceptance of the hypothesis "there is no significant difference between assistant principals' and principals' responses to the assistant principals' responsibility in the area of school management." There was no significant difference observed in any category of responsibility. The t test scores on: 1) NO RESPONSIBILITY was  $t = -.2618$ ;  $p > .05$ ; 2) FULL RESPONSIBILITY was  $t = .3425$ ;  $p > .05$ ; and 3) SHARED RESPONSIBILITY was  $t = .0826$ ;  $p > .05$ . The mean scores of NO RESPONSIBILITY were principals 6.11; assistant principals 6.44. The mean scores of FULL RESPONSIBILITY were principals 2.61; assistant principals 2.37. The mean scores of SHARED RESPONSIBILITY were principals 15.27; assistant principals 15.17. Both principals and assistant principals rated similarly the assistant principals' responsibilities in the area of school management. Mean scores indicated that assistant principals had no responsibility in six (6) tasks, full responsibility in

TABLE 11

## ASSISTANT PRINCIPAL SCHOOL MANAGEMENT RESPONSIBILITIES

Asst. Principal Responsibilities	No. Responsibility			Full Responsibility		Shared Responsibility		Totals	
	Number	No. of Responses	%	No. of Responses	%	No. of Responses	%		
Principals	36	220	(25%)	93	(11%)	551	(64%)	864	(100%)
Asst. Principals	29	187	(27%)	67	(10%)	440	(63%)	696	(100%)
Totals		407		162		991			
Means									
Principals		6.11		2.61		15.27			
Asst. Principals		6.44		2.37		15.17			
Standard Deviations									
Principals		5.52		2.86		5.17			
Asst. Principals		4.67		2.51		5.02			
Standard Error									
Principals		.92		.47		.86			
Asst. Principals		.86		.46		.93			
t Score		-0.2618		.3425		.0826			
df	63								
p Value		.74		.73		.93			

three (3) tasks and shared responsibility in fifteen (15) tasks.

The task frequency count converted to percentages show that assistant principals rated assistant principals with NO RESPONSIBILITY in twenty-seven percent (27%); FULL RESPONSIBILITY in ten percent (10%); and SHARED RESPONSIBILITY in sixty-three percent (63%) of the tasks in the area of school management. While principals rated assistant principals with NO RESPONSIBILITY in twenty-five percent (25%); FULL RESPONSIBILITY in eleven percent (11%); and SHARED RESPONSIBILITY in sixty-four percent (64%) of the tasks in the area of school management.

For the purpose of identifying the tasks representing the NO RESPONSIBILITY mean scores, the top six tasks rated with the highest number of "NO" ratings were identified and reported as the tasks for which assistant principals had no responsibility.

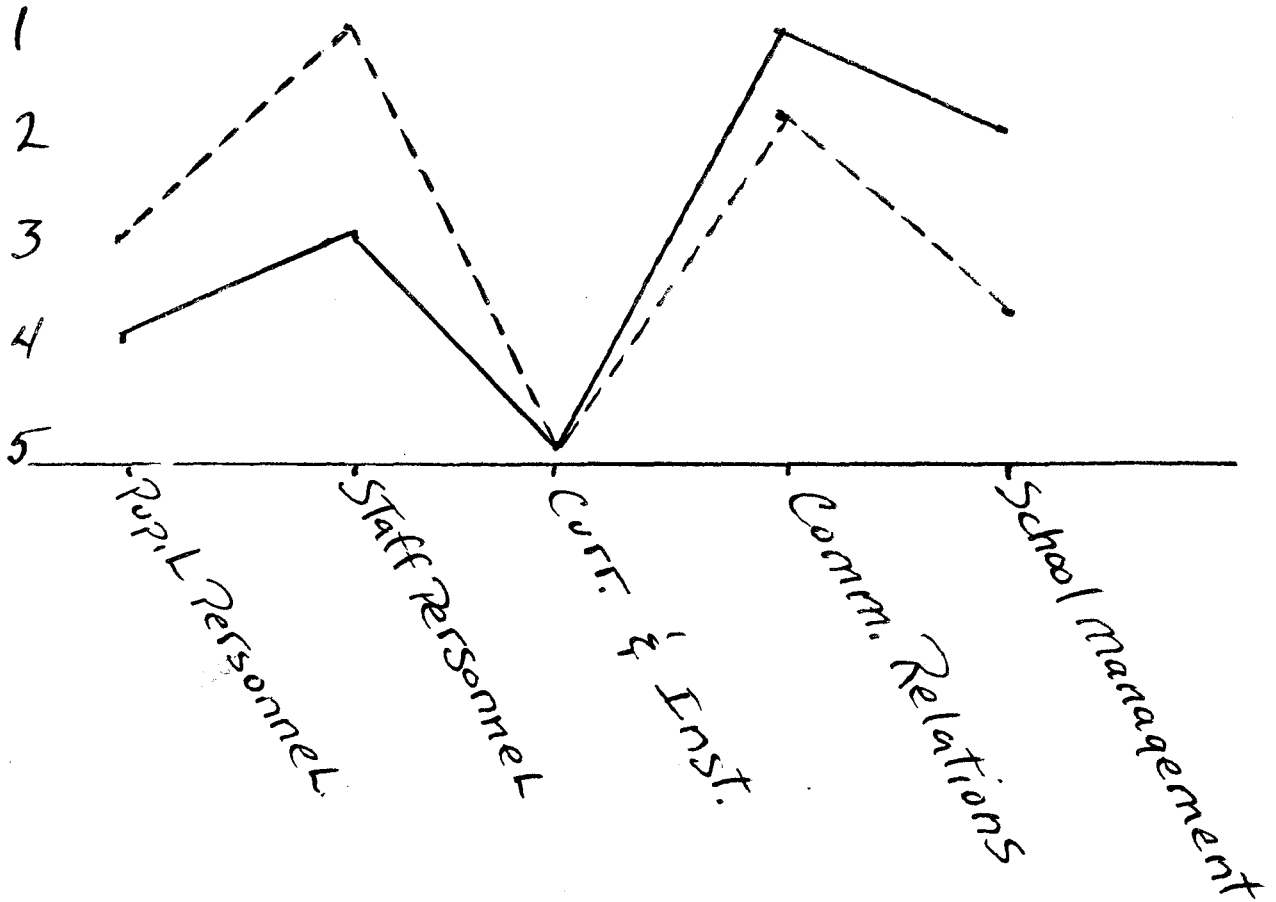
Table 11.1 presents the principals' and assistant principals' NO RESPONSIBILITY ratings, ranked in descending order.

TABLE 11.1  
SCHOOL MANAGEMENT TASKS WITH NO ASSISTANT RESPONSIBILITY

Tasks	Principals Ranking	Assistant Principals Ranking
Transportation Services	1	3
Budget & Financial Accounts	2	1
Newsletters/Press Releases	2	2
Attending District Meetings	1	4
Safety Inspections	2	5
Managing Inventories	3	6

GRAPH 12  
RANKED RESPONSES OF ASSISTANT PRINCIPALS  
RESPONSIBILITIES

RANKED  
RESPONSIBILITY IN  
DESCENDING ORDER



PRINCIPALS' RESPONSES \_\_\_\_\_  
ASST. PRINCIPALS' RESPONSES - - - -

While the data revealed assistant principals held no responsibility in the above six tasks, assistants nevertheless held full or shared responsibilities in the remaining eighteen (18) tasks.

The similarity of principals' and assistant principals' responses, as Table 11 reports, seems to indicate that responsibilities were clearly delegated, established and known by both administrators. Perhaps the nature of management activities lends to clear responsibility and role identification. Management activities tend to result in tangible products, e.g. schedules, reports, etc. Also, management appears fundamental and continuous and thus requires constant attention and monitoring. And for these reasons, it is likely that an administrator's performance or lack of performance would appear obvious.

### Interview Responses

The following interview questions relate to Section 2 of the questionnaire data.

#### Interview Questions Administered to Principals

Why are many tasks shared? And with whom?

Most principals expressed that time constraints and the extensive nature of administration dictated the sharing of task responsibilities. As one principal revealed, sharing results in better and improved communication and coordination, the support and strengths of individuals emerge and ideas evolve.

Principals reported that delegation and sharing of tasks were contingent upon available personnel. While all principals reported sharing

with assistant principals, some revealed that select areas were shared with counselors, bilingual coordinators and resource personnel, e.g. IRIP (intensive reading improvement program), IMIP (intensive math improvement program), and committee chairpersons.

#### Interview Questions Administered to Assistants

Why are many tasks shared? And with whom? Are there some tasks assigned to you that you delegate to another?

Most assistant principals reported that the excessive number of administrative responsibilities and time constraints placed upon principals necessitate delegation.

All assistant principals reported sharing responsibilities with principals. Also, most assistants reported frequent sharing of duties and transfer of administrative information with counselors.

Assistant principals like principals delegated tasks to subordinates. However, most assistant principals stated that their (assistants) acts of delegation were few and limited to counselors, committee chairpersons and clerks and aides.

A few assistant principals revealed that they delegated cautiously knowing that some of the staff were not as receptive to assistants as they (staff) were to principals. It was felt by these assistants that some people, particularly teachers, resented anyone but the principal as the authority of the school, and thus were reluctant to accept delegated tasks from the assistant.



## Interview Responses

Because the following interview questions were similarly administered to principals and assistant principals, both groups' responses are presented.

### What are the reporting procedures used?

Both principals and assistant principals described daily, informal conferences as the reporting procedure utilized. One matched pair of administrators conducted scheduled Monday briefings, in addition to daily conferences. If it is true that principals and assistant principals tend to confer daily, then open and continuous communication between administrators would then be expected to exist.

### Since many tasks are shared, are there problems associated with sharing and carrying out responsibilities?

Most principals reported no major problems existed. While most assistants stated no major problems, they stated they were, on occasion uninformed of new policy, procedures, and/or requirements, until the information appeared in the general superintendent's bulletin. These assistants reasoned that at principals' meetings, current information was presented prior to announcements in the general superintendent's publication. And as assistants, they expected to be appropriately and directly informed by their principals.

If assistants' perceptions are accurate and sincere that information was delayed to them, certainly it would not be difficult for a morale problem to prevail. Without disseminating proper and current information,

principals incur risks of either morale problems or uninformed faculty or both.

If you were to select one area in which you hold (or your Assistant) the most responsibility, which area might that be? Why?

Principals and assistant principals stated pupil personnel and school management as the areas of most responsibility. Pupil personnel was expressed most frequently and school management second.

Interview and questionnaire responses which identified the area of most responsibility delegated to the assistant principals indicated inconsistencies.

Principals and assistants, who stated in interviews that pupil personnel was the major responsibility, explained that since much time and attention was devoted to students and student discipline, pupil personnel was considered the area of most responsibility.

Principals and assistant principals who rated school management explained that because administration of school required daily and continuous management, the assistants' major responsibility was attending to the perpetual and numerous responsibilities of managing the school.

Apparently, then the reasons for rating the areas of most responsibility were influenced and measured by: 1) narrow and limited connotations of the area of pupil personnel, i.e., discipline, 2) the amount of time devoted to areas, and 3) the continuous and numerous responsibilities of school management.

If interview respondents considered pupil personnel and school management, as areas requiring a major portion of their time, when, in fact,

questionnaire respondents' data indicated community, staff personnel and school management, as areas of higher responsibilities, it is likely that an ineffective and unproductive utilization of time prevails. Without training in time management strategies, assistants may give an unnecessary and inordinate amount of time to pupil personnel and school management tasks, while giving superficial attention to the other areas.

Apparently administrators are both unaware of the prevalence of community relations and their (administrators) high level of activity in this area. Perhaps, it is the lack of firm definition, required to establish clear parameters of community relations, or the continuous interlacing of community relations with other areas, that defy separation from the other areas, or both.

If administrators are unaware of their (administrators) activity and involvement in community relations, supportive community relationships are at risk. Unless attention, training and guidelines are made available to administrators for implementing community relations awareness, assistants will perform unknowingly and unproductively with untrained skills in an area delegated with high levels of responsibility. If this were to continue, it would not be difficult then for assistants to fail to realize the source and pervasiveness of the problem, and experience job stress and frustrations.

If you were to select one area in which you (or your assistant) hold the least responsibility, which area might that be? Why?

Interviews with principals and assistant principals revealed that more assistants were not delegated substantial curriculum duties than

assistant principals who were delegated duties.

Most principals and assistants rated curriculum and instruction the area of least responsibility. Also some assistant principals rated staff personnel as the area of least responsibility.

In interviews, principals stated that assistant principals participated less in curriculum and instruction for the following reasons: 1) principals viewed themselves as the instructional leaders, 2) principals placed significant importance upon evaluation of the teaching/learning process, and therefore considered curriculum and instruction the area appropriate to evaluation objective, 3) availability of specialized resource personnel, and 4) principals delegated responsibilities to those persons, specifically teachers, expected to implement the instructional system.

This tendency for principals to delegate according to specialization underscores that the principals' delegation decisions appear to be guided and determined by expediency. Principals and assistant principals stated in interviews that an assistant principal's specialized training or experience in curriculum and the availability of ancillary resource personnel were the factors which determined to whom the principals delegated responsibility in the area of curriculum and instruction. Those assistant principals with curriculum speciality were assigned substantial responsibilities. Those assistants without curriculum speciality were assigned less responsibility. And schools with ancillary resource personnel Namely, IRIP, IMIP, counselors, reading specialists, LD teachers were assigned curriculum and instruction

responsibilities greater than responsibilities assigned to assistants.

Furthermore, in interviews, more assistant principals than principals stated that staff personnel was the area of least responsibility delegated to assistants. These assistant principals reasoned that since board policy mandates staff evaluation to the principals, staff personnel was considered the area of major principal responsibility with little responsibility required to be delegated to the assistant principals. If assistant principals perceive staff personnel limited to assessment and evaluation of staff, clearly then the area of staff personnel might be thought primarily and exclusively an area of principal responsibility. Yet, questionnaire responses indicate little evidence to support this thinking. In fact, assistant principals rated staff personnel tasks the highest area of responsibility delegated to assistant principals. If assistant principals are performing staff personnel tasks which they (assistants) perceive as inappropriate to their role, difficulties and problems relating to role expectations may likely result. It is likely that assistants may become less committed to staff personnel responsibilities and thus affecting negative relationships between both principals and assistants and staff and assistants.

And if principals expect assistant principals to perform in the area of staff personnel, and assistant principals lack understanding and commitment to this area, it is not difficult to expect low ratings by the principals of assistant principals' job performance in the area of staff personnel.

Interesting to note that both groups of administrators were aware of the principals' responsibility in staff evaluation. Assistants, who rated staff personnel as an area with less responsibility, stated that since principals are required and accountable for staff evaluation, logically then staff personnel was expected to be the appropriate area. Yet, principals considered curriculum and instruction as an area more closely related to achieve evaluation objectives.

Clearly, while both groups of administrators were aware of evaluation responsibility, apparently different perceptions and definitions of staff personnel exist.

#### Summary

The hypotheses testing of principals' and assistant principals' questionnaire data in Section 2 indicated:

1. No statistically significant differences existed between principals' and assistant principals' questionnaire ratings to the assistant principals' responsibilities in five select administrative areas. Assistant principals hold responsibilities in each of the five administrative areas.

2. While no statistical significance existed in five administrative areas, disparities were noted in the areas of staff personnel, curriculum and instruction and community relations.

- a. Assistant principals tended to rate themselves with more responsibility in staff personnel tasks, as indicated by a higher percent of full responsibility than did principals.

- b. Assistant principals tended to rate themselves with less responsibility in curriculum and instruction tasks, as indicated by a high

percent of no responsibility, than did principals.

c. Assistant principals tend to rate themselves with less responsibility in community relations tasks, as indicated by a higher percent of no responsibility, than did principals.

3. When ranking the ratings given to assistant principals' responsibilities in the five administrative areas, principals tend to rate community relations and school management as the areas with higher responsibilities, and assistant principals tend to rate staff personnel and community relations with high responsibility levels.

4. Both principals and assistant principals tend to rate curriculum and instruction as the area of least responsibility delegated to assistant principals.

Interview responses from principals and assistant principals indicated:

5. Principals and assistant principals tend to similarly rate pupil personnel and school management as areas in which assistant principals hold the most responsibility.

6. Principals and assistant principals tend to identify curriculum and instruction as the area in which assistant principals hold the least responsibility.

7. When questionnaire ratings of the area of most responsibility and interview responses identifying the area of most responsibility were ranked and compared dissimilar rated areas were noted.

a. Principals questionnaire data indicated community relations and school management, while their (principals) interview responses identified pupil personnel and school management, as the areas in which assistant principals hold high responsibility.

b. Assistant principals questionnaire data indicated staff personnel and community relations, while their (assistants) interview responses identified pupil personnel and school management, as the areas in which assistant principals hold high responsibility.

8. When questionnaire ratings of the area of least responsibility and interview responses identifying the area of least responsibility were compared, a similar ranked area was noted. Both principals' and assistant principals' questionnaire ratings and interview responses tend to rate curriculum and instruction as the area of least responsibility delegated to assistant principals.



QUESTIONNAIRE RESPONSES OF PARTICIPATING PRINCIPALS  
AND ASSISTANT PRINCIPALS TO IMPORTANCE OF TASKS  
IN FIVE SELECT AREAS OF ADMINISTRATION

PUPIL PERSONNEL

This section reports the value of pupil personnel tasks as identified by principals and assistant principals. Principals and assistant principals were asked to rate the values of the twenty-four (24) pupil personnel tasks identified in Section 2 using the following criteria:

1. LEAST
2. MINOR
3. AVERAGE
4. MAJOR
5. EXTREME
6. INDISPENSABLE

The frequencies of assistant principals' and principals' rated value of pupil personnel task responsibilities were tabulated, measured and compared using the t test for significance of equality of means. Table 13 reports the data findings. To arrive at the figures represented in the frequency tables numbered thirteen (13) through seventeen (17), questionnaire responses from thirty-six (36) principals and twenty-nine (29) assistant principals were categorized according to value and totalled. Each category response total was then converted to a percentage of the total responses. The mean value, t score and p value were used for hypotheses

TABLE 13

## IMPORTANCE OF PUPIL PERSONNEL TASKS

Task Importance	Principals			Assistant Principals	
	Weighted Value	No. of Responses	%	No. of Responses	%
Least	1	93	10.8	80	11.5
Minor	2	101	11.7	84	12.1
Average	3	237	27.4 )	182	26.1 )
Major	4	267	30.9 )	193	27.7 )
Extreme	5	100	11.6 )	89	12.8 )
Indispensable	6	66	7.6 )	68	9.8 )
Totals		864	100.0%	696	100.0%
Means		3.43		3.47	
Standard Devia- tions		.54		.60	
Standard Error		.09		.11	
t Score		-.2671			
df	63				
p Value		.79			

testing.

In applying a t test at the p.05 level, as Table 13 illustrates, the hypothesis, "there is no significant difference between assistant principals' and principals' responses of the value of pupil personnel tasks" was accepted. The t test score was  $t = -.2671$ ;  $p > .05$ . The mean score of principals was 3.43; assistant principals 3.47. Both principals and assistants rated similarly the value of pupil personnel tasks. The mean scores of principals and assistant principals indicated that pupil personnel tasks were rated "AVERAGE" i.e., 3.43 and 3.47. Fifty-eight percent (58%) of the principals rated pupil personnel as "AVERAGE" or "MAJOR" importance. Fifty-four percent (54%) of the assistant principals viewed pupil personnel tasks as "AVERAGE" or "MAJOR" importance.

Even though no statistical significant difference existed between principals' and assistant principals' mean values, and a greater percent of principals valued pupil personnel as "AVERAGE" or "MAJOR" importance; a greater percent of assistant principals valued pupil personnel tasks as "EXTREMELY" or "INDISPENSABLY" important.

Tasks such as adjusting pupil conflicts, enforcing discipline, suspensions and truancy reporting tend to address negative behaviors demonstrated by pupils, while developing student disciplinary rules and regulations, facilitating student activities, and medical and health services apparently address positive pupil services. For the reason that pupil personnel tasks attend to negative and positive aspects of pupil guidance and service, pupil personnel might be viewed as an essential and critically important area for affecting administrative control of the school

climate.

Without administrative control of student behaviors, an adverse climate would likely result, thus affecting student safety and learning, not to mention the careers of administrators. It would seem obvious that principals and assistant principals are cognizant that administrators demonstrate competency in relation to their ability to "shape up" student behaviors.

Still, if assistant principals expend excessive energy and time attending to the negative, disruptive and disciplinary problems, it is not difficult to expect these negative aspects of pupil personnel responsibilities to negatively influence the assistant principals' value and performance. And if this were to continue, then assistants would tend to experience job stress. Without a balance of the positive and negative pupil personnel tasks, assistant principals may likely experience job-related "burn-out" side effects.

## STAFF PERSONNEL

This section reports the value of staff personnel tasks as identified by principals and assistant principals. Principals and assistant principals were asked to rate the values of twenty-two (22) staff personnel tasks. Table 14 reports the data findings.

By applying a t test at the p.05 level, the hypothesis, "there is no significant difference between assistant principals' and principals' responses of the valued importance of staff personnel tasks" was accepted. The t test score was  $-1.2353$ ;  $p > .05$ . The mean score of principals was 3.42; assistant principals 3.64. These mean scores indicated that principals and assistant principals placed an "AVERAGE" value, i.e., 3.42 and 3.64, upon staff personnel tasks. Sixty-seven percent (67%) of the principals rated staff personnel tasks as "AVERAGE" or "MAJOR" importance. Sixty-five percent (65%) of the assistant principals rated staff personnel tasks as "AVERAGE" or "MAJOR" importance.

Although no significant difference existed between principals' and assistant principals' mean values, a greater number of assistant principals rated staff personnel tasks with "EXTREME" and "INDISPENSABLE" importance than did principals. This tendency for assistant principals to place higher value to staff personnel was apparently influenced by the critical factors of professional improvement, evaluation and communication.

Since assistants like teachers are evaluated by principals, and if it is true that assistants perceive staff personnel related to job performance evaluation, it is likely to expect staff personnel tasks to be valued highly.

TABLE 14

## IMPORTANCE OF STAFF PERSONNEL TASKS

Task Importance	Principals			Assistant Principals		
	Weighted Value	No. of Responses	%	No. of Responses	% (Total)	
Least	1	44	5.6	27	4.2	
Minor	2	100	12.6	59	9.2	
Average	3	286	36.1 )	230	36.1 )	
Major	4	246	31.1 )	184	28.8 ) 64.9%	
Extreme	5	68	8.6 )	75	11.8 )	
Indispensable	6	48	6.0 )	63	9.9 ) 21.7%	
Totals		792	100%	638	100%	
Means		3.42		3.64		
Standard Deviations		.65		.75		
Standard Error		.10		.13		
t Score	-1.2353					
df	63					
p Value	.22					

And the principals' value of staff personnel would tend to be influenced by their (principals) responsibilities in staff development, staff improvement and staff evaluation.

## CURRICULUM AND INSTRUCTION

This section reports the value of curriculum and instruction tasks as identified by principals and assistant principals. Principals and assistant principals were asked to rate the value of twelve (12) curriculum and instruction tasks. Table 15 illustrated the data findings.

In applying a t test at the p.05 level, the hypothesis "there is no significant difference between assistant principals' and principals' responses of the value of curriculum and instruction tasks" was accepted. The t test score was  $t = -1.4498$ ;  $p > .05$ . The mean score of principals was 3.06; assistant principals 3.36. The mean scores revealed that principals and assistant principals valued curriculum and instruction as "AVERAGE" with 3.06 and 3.36 as mean scores. Sixty-eight percent (68%) of the principals rated curriculum and instruction as "AVERAGE" or "MAJOR" importance. Sixty-two percent (62%) of the assistant principals rated curriculum and instruction as "AVERAGE" or "MAJOR" importance.

Quite distinctive was the proportion of higher valued responses attributed to curriculum and instruction by assistant principals. More than twice as many assistant principals (16%) than principals (7%) valued curriculum and instruction as "EXTREMELY" and "INDISPENSABLY" important.

While the data from the questionnaire responses revealed that principals' and assistant principals' mean scores rated curriculum and instruction "AVERAGE", of greater consequence was the data identifying this area as the least valued of the administrative areas surveyed and the area of least responsibility delegated to the assistants.

As principals delegated less responsibility in curriculum and



TABLE 15

## IMPORTANCE OF CURRICULUM AND INSTRUCTION TASKS

Task Importance	Principals			Assistant Principals		
	Weighted Value	No. of Responses	%	No. of Responses	%	
Least	1	36	8.3	29	8.3	
Minor	2	74	17.1	49	14.1	
Average	3	187	43.3 )	109	31.3 )	
Major	4	107	24.8 )	105	30.2 )	
Extreme	5	19	4.4 )	40	11.5 )	
Indispensable	6	9	2.1 )	16	4.6 )	
Totals		432	100%	348	100%	
Means		3.06		3.36		
Standard Devia- tions		.77		.90		
Standard Error		.12		.16		
t Score		-1.4498				
df	63					
p Value		.15				

instruction, as reported from questionnaire responses, and placed less value upon curriculum tasks, as reported from questionnaire responses, any of the following explanations is possible. 1) Principals, perhaps, view themselves as inadequate in providing administrative leadership to assistant principals and teachers in the area of curriculum and instruction. 2) Assistant principals may view themselves as inadequate in the curriculum and instruction area. 3) Curriculum and instruction tasks are performed by other school personnel with specialized training. 4) Either principals or assistant principals or both are uncomfortable dealing with instructional and curriculum matters. 5) The following required system-wide services: a. teacher in-service conducted system-wide, b. standard curriculum established and structured to mastery learning and continuous progress method and c. curriculum developed and revised at the central office level.

It would seem that as the central office, curriculum department expands its leadership role in the design and direction of the system-wide instructional delivery system, one might expect effects at the local level. If principals view themselves with less required role responsibilities in curriculum and principals are uncomfortable in curriculum matters, the area of curriculum would likely be valued less by principals.

## COMMUNITY RELATIONS

This section reports the value of community relations tasks as identified by principals and assistant principals. Principals and assistant principals were asked to rate the value of fourteen (14) community relations tasks. Table 16 presents the data findings.

The t score tested at the p.05 level resulted in the acceptance of the hypothesis, "there is no significant difference between principals' and assistant principals' responses to the valued importance of community relations tasks." The t test score was -1.6848;  $p > .05$ . The mean score of principals was 3.26; assistant principals 3.60. The mean scores indicated that principals and assistant principals valued community relations as "AVERAGE" i.e., 3.26 and 3.60. Seventy-four percent (74%) of the principals rated community relations as "AVERAGE" or "MAJOR" importance. Sixty-four percent (64%) of the assistant principals rated community relations as "AVERAGE" or "MAJOR" importance.

Also, the data clearly show a greater percent of assistant principals (23%) rating community relations with higher values of "EXTREME" and "INDISPENSABLE" ratings than did principals (9%).

However, if one were to look for significant differences at the p.09 level, a significant difference would be noted between principals' and assistant principals' responses to the valued importance of community relations tasks. At this level, principals' responses indicated a signifi-

TABLE 16

## IMPORTANCE OF COMMUNITY RELATIONS TASKS

Task Importance	Principals			Assistant Principals		
	Weighted Value	No. of Responses	%	No. of Responses	%	
Least	1	28	5.6	20	4.9	
Minor	2	56	11.1	35	8.6	
Average	3	238	47.2 )	160	39.4 )	
Major	4	136	27.0 )	99	24.4 ) 63.8%	
Extreme	5	28	5.6 )	56	13.8 )	
Indispensable	6	18	3.5 )	36	8.9 ) 22.7%	
Totals		504		406		
Means		3.26		3.60		
Standard Devia- tions		.67		.93		
Standard Error		.11		.17		
t Score	-1.6848					
df	63					
p Value	.09					

cantly lower value to community relations. Apparently this could mean that principals, as they expressed in interviews, tend to view community relations as an area without firm parameters, subjective and difficult to measure. Because of this viewpoint, principals would seem to give first attention and value to those areas that they (principals) perceive as objective and measurable.

## SCHOOL MANAGEMENT

This section reports the value of school management tasks as identified by principals and assistant principals. Principals and assistant principals were asked to rate the value of twenty-four (24) school management tasks. Table 17 presents the data findings.

By applying a t test at the p.05 level, the hypothesis "there is no significant difference between assistant principals' and principals' responses of the value of school management tasks" was accepted. The t test score was  $t = -.8533$ ;  $p > .05$ . The mean score of principals was 3.55; assistant principals 3.71. Although the mean scores indicated that principals and assistant principals rated school management as "AVERAGE" i.e., 3.55 and 3.71, this was the area of highest mean value for both groups of administrators. While sixty-two percent (62%) of the principals rated school management as "AVERAGE" or "MAJOR" importance; twenty-one percent (21%) rated this area as "EXTREME" and "INDISPENSABLE" in importance. Similarly, fifty-four percent (54%) of the assistant principals rated school management as "AVERAGE" or "MAJOR" importance; and twenty-eight percent (28%) of the assistant principals gave "EXTREME" and "INDISPENSABLE" ratings.

In comparing the principals' and assistant principals' highest mean scores, it was obvious that school management commanded the highest importance. There appears little doubt that administering the school in the absence of the principal would seem to be viewed with prime importance and

TABLE 17

## IMPORTANCE OF SCHOOL MANAGEMENT TASKS

Task Importance	Principals			Assistant Principals	
	Weighted	No. of Responses	%	No. of Responses	%
Least	1	61	7.0	48	6.9
Minor	2	90	10.4	79	11.3
Average	3	286	33.1 )	188	27.0 )
Major	4	245	28.4 )	190	27.3 )
Extreme	5	99	11.5 )	93	13.4 )
Indispensable	6	83	9.6 )	98	14.1 )
Totals		864		696	
Means		3.55		3.71	
Standard Deviations		.67		.79	
Standard Error		.11		.14	
t Score	-0.8533				
df	63				
p Value	.39				

thus influencing the value attributed to school management.

Furthermore, developing local school philosophy, school policy, rules and regulations seem to demonstrate high-level administrative decision-making skills and abilities and would likely influence and affect higher values to the area of school management.

Many of the management tasks appear to be related to the planning function, i.e., planning for the opening and closing of the school year, preparing school schedules and duty rosters and compiling reports. And, in interviews, planning was commonly recognized and highly valued by both groups of administrators. For these reasons, one would expect school management tasks to be valued highly.



## RANKED RATINGS OF AREA IMPORTANCE

The data reported in Tables 13, 14, 15, 16 and 17 were arranged and presented in Graph 18 to provide synthesis and clarity for comparison and analysis.

The importance of administrative areas, as rated by principals and assistant principals are ranked in order of mean scores from highest to lowest mean scores.

The order of area importance as identified by principals was:

School Management	3.55
Pupil Personnel	3.43
Staff Personnel	3.42
Community Relations	3.26
Curriculum and Instruction	3.06

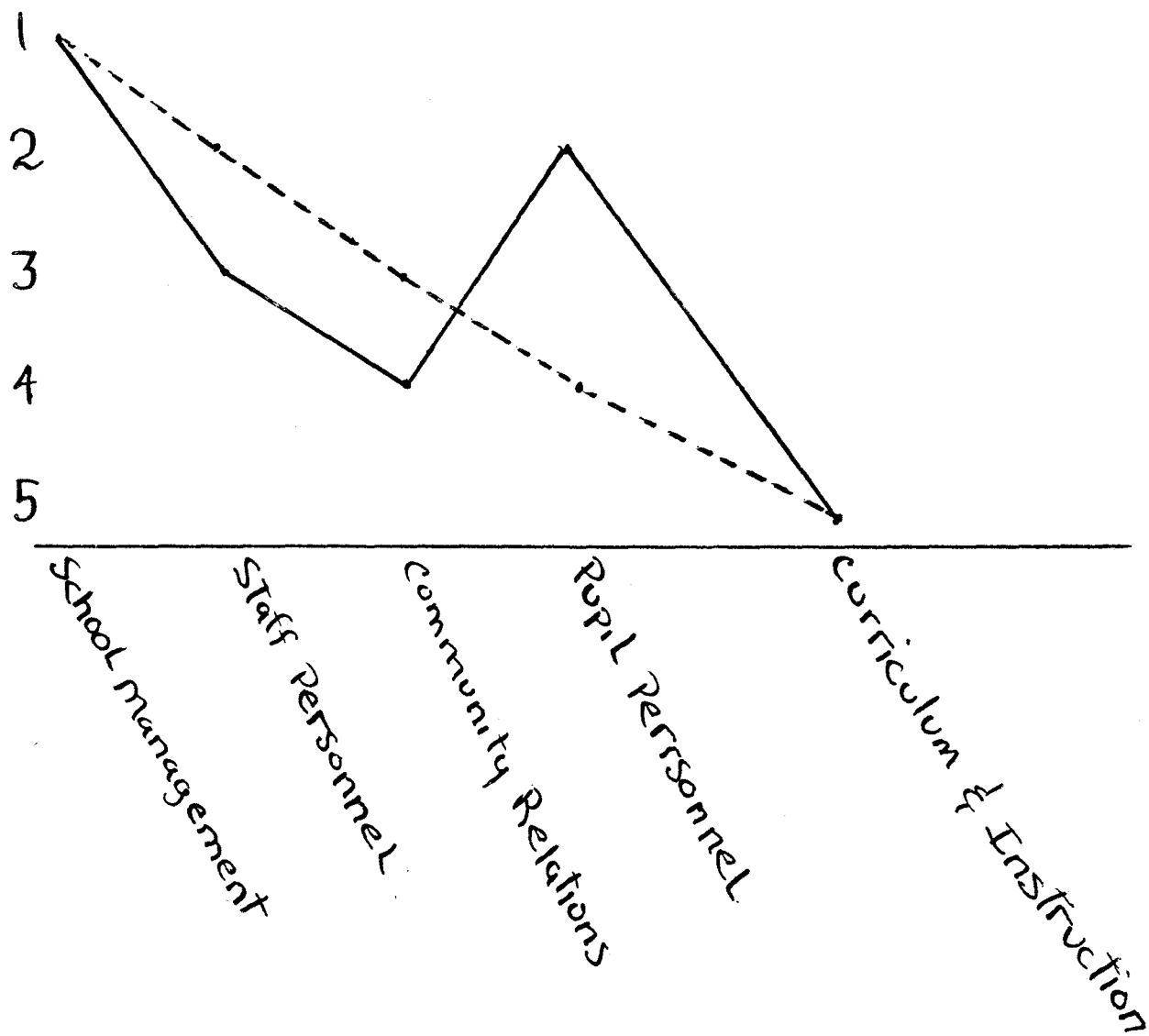
The order of area importance as identified by assistant principals

was:

School Management	3.71
Staff Personnel	3.64
Community Relations	3.60
Pupil Personnel	3.47
Curriculum and Instruction	3.36

Although Graph 18 illustrates that principals and assistant principals viewed the five (5) administrative areas with similar values, "AVERAGE", in reality assistant principals consistently rated every area with slightly higher mean values. In addition assistant principals rated three (3) of the five (5) administrative areas with mean values that exceeded the highest

GRAPH 18  
RANKED IMPORTANCE OF AREAS



PRINCIPALS' RESPONSES \_\_\_\_\_

ASSISTANT PRINCIPALS - - - - -

mean value given by the principals. Furthermore, the assistant principals' lowest mean score, if rounded to tenths, was equal to or higher than four (4) mean values given by principals.

Perhaps, the slightly higher mean value rated by assistant principals were affected by their (assistants): a) genuine valued importance of administrative areas, b) perceptions of ratings expected to be given by assistant principals, c) perceptions of principals' valued importance, and d) perceived opportunity to express self or title importance or both.

## Interview Responses

The following interview questions relate to Section 3 of the questionnaire data.

What area do you view as the most necessary for the efficient and effective operation of the school? Why?

In interviews, most principals and assistant principals said that school management was the most necessary and important area for the effective operation of the school program. Both groups viewed school management as an essential and primary foundation from which the entire school program emanated.

Effective management, according to both groups of administrators, requires sound planning and evaluation of objectives and a staff well informed of the procedures which implement the objectives.

Principals explained that by establishing proper management strategies, many problems tend to be minimized. Principals were quick to add that with sound management, administrators are freed to attend to other important responsibilities of the school. Principals revealed that a method, or lack of a method, used to govern school management tasks either released administrators to attend to other important responsibilities or encumbered administrators with inordinate amounts of time and energy inefficiently expended.

It would seem that principals delegated high levels of school management tasks for any or all of the following reasons: a) numerous tasks, which require more attention than one administrator can provide, b) principals' dislike for those tasks which are clerical in nature and/or

c) principals are freed to assume other important duties.

And, also in interviews, assistant principals explained that school management was rated necessary and important because a) the required number of school management tasks have become so numerous, and b) principals gave recognition and importance to management tasks by delegating and expecting assistant principals to perform management tasks.

For these reasons it is not difficult to expect administrators to be management orientated and give first attention to establishment of sound management strategies.

School management tasks were identified by both groups as the most necessary and important area in both interviews and questionnaire responses. And because both groups of administrators rated school management with high levels of delegated duties, both groups are apparently aware of the assistants' responsibility in this area. The awareness of school management responsibility delegated to assistants and the valued importance given management by principals and assistants may affect the assistant principals' job performance in management, as well as in all other areas. It would not be difficult to expect assistant principals to view their performance in school management tasks as a critical criteria used by principals in evaluating the assistants' total job performance.

Without appropriate management skills, which establish time and task priorities, the assistant principals may likely become preoccupied with each specific detail, if they (assistants) perceive their performance evaluations are at risk. Should excessive attention and commitment continue to be given

to management tasks, other equally important duties and areas may be performed with less concern and commitment.

Unless assistant principals utilize effective management skills, they (assistants) risk either a negative impact upon their job performance or possible lower evaluation ratings of their job performance or both.

What area do you view as the least necessary for the efficient and effective operation of the school? Why?

Although most principals and assistant principals rated community relations as the least necessary and important area, some principals and assistants stated that curriculum and instruction was also least necessary and important.

Dramatic inconsistencies exist between interview responses and questionnaire responses of the least important and necessary area by both groups. These inconsistencies are revealed as interview responses report community relations as rated the least necessary and important by principals and assistant principals, and questionnaire responses report curriculum and instruction as rated the least necessary and important. Although these inconsistencies exist, it seems obvious that community relations is not rated highly important by either interview or questionnaire responses, principals' ratings were ranked fourth; assistants ratings were ranked third.

Nor was community relations expressed in interviews as an area of most responsibility. Yet questionnaire responses by principals and assistants revealed that community relations was rated one of the areas of highest responsibility for assistant principals.

Apparently principals and assistant principals failed to recognize the assistants' responsibility in this area. Either administrators are unaware of community relations activities or administrators are unable to clearly differentiate community relations activities from other area activities.

Principals explained in interviews that community relations, compared to the other areas studied, was less necessary in operating and implementing the school program. Community relations was described as an appendage providing a supportive role to the school program. Most principals stated that they can manage and evaluate pupil personnel services, curriculum and instruction and staff performance, yet they (principals) are unable to manage and evaluate community relations.

Quite similarly, most assistant principals described community relations as an elusive and difficult area to evaluate. Furthermore, assistants said the presence of community relations is known to exist when the community is faced with an issue of education. And times between major problems or issues the community relations climate seems static. Additionally, assistants expressed that a static climate does not assure administrators that the community relations are successful and free of problems.

Apparently principals tend to delegate more tasks in the areas they (principals) value less, for example, community relations to assistants and curriculum and instruction to specialized resource personnel.

And assistant principals are responsible for community relations tasks which they (assistants) value low, either because assistants don't

know how to perceive community relations or the principals' values may tend to influence the assistants' values, or both.

If an activity is valued low, it can be expected to be performed with little interest or commitment. If this lack of commitment and lack of interest in community relations should continue, it is not unlikely that supportive community relations will be adversely affected.

Without professional awareness to community relations assistant principals will perform unwillingly and unproductively in an area delegated with high levels of responsibility.

Interview Question Administered to Principals Only When you are ready to select a new assistant principal, how would you determine which candidate best fits your administrative philosophy? What would you look for in your selective process?

During interviews, principals responded with general characteristics which would determine and in many cases had determined their (principals) selection of assistant principals. Those administrative characteristics commonly described by most principals were: a) cooperative and willing to belong to an administrative team, b) similar viewpoints, c) willing to assume and share responsibility where needed, d) competent, well organized and goal oriented, e) concerned and sensitive to community, f) leadership qualities to implement viable programs, g) broad knowledge of operation of elementary school organization, and h) willing to meet and follow through on problems.



While the selection of assistant principals would seem to be determined by many factors, perhaps most noteworthy and obviously related to this study findings is the criteria of similar viewpoints between principals and assistant principals. Because principals, as expressed in interviews, tend to select assistants with similar viewpoints, one could expect a similarity in "mind sets" between principals and assistant principals. And for this reason, it would seem that the principals' tendency to select assistants who hold similar administrative philosophies apparently relate to the findings of this study.

Summary

The hypotheses testing of principals' and assistant principals' questionnaire ratings in Section 3 indicated:

1. When principals and assistant principals were asked to rate the importance of tasks in five administrative areas, there were no statistically significant differences between principals' and assistant principals' valued ratings given to the five administrative areas.

2. When principals' mean score ratings of importance were compared to assistant principals' mean score ratings of importance, assistant principals tended to rate all five administrative areas with higher mean values.

3. Principals and assistant principals tended to agree in giving school management the highest rating of importance of the five administrative areas.

4. Principals and assistant principals tended to agree in giving curriculum and instruction the lowest rating of importance of the five administrative areas.

Interview responses of principals and assistant principals indicated:

5. Principals and assistant principals tended to similarly rate school management as the most necessary and important administrative area.

6. Principals and assistant principals tended to similarly rate community relations as the least necessary and important administrative area.

7. Both principals' and assistant principals' questionnaire highest ratings of importance and interview responses identifying the most necessary area were rated similar.

8. When questionnaire ratings of least importance and interview responses identifying the least necessary were compared dissimilar areas were noted.

9. Principals tend to select assistant principals who hold similar administrative philosophies and viewpoints.

QUESTIONNAIRE RESPONSES OF PARTICIPATING PRINCIPALS  
AND ASSISTANT PRINCIPALS IDENTIFYING ASSISTANT  
PRINCIPALS' ADMINISTRATIVE FUNCTIONS IN FIVE  
SELECT AREAS OF ADMINISTRATION

This section employed Gulick's administrative process model to identify the administrative functions performed by assistant principals. Principals and assistant principals were asked to identify the functions related to the administrative areas studied. Gulick's functions and definitions used in this study were:

1. PLANNING: purposeful preparation culminating in decisions or plan of objectives and method for subsequent action
2. ORGANIZING: establishing of formal structure of authority, through which work is done
3. STAFFING: recruitment, training and morale of personnel
4. COORDINATING: process of interrelating various parts of work and unifying human resources for the purpose of obtaining common objectives
5. REPORTING: communication process to inform supervisors and subordinates through records research and inspection
6. DIRECTING: implementation of decisions in the form of orders and instructions to staff and students

The frequencies of principals' and assistant principals' responses were tabulated and compared using descriptive percentages.

## PUPIL PERSONNEL

Principals and assistant principals were asked to identify the functions related to the twenty-four (24) tasks in the area of pupil personnel.

Table 19 presents the data findings.

The data revealed that principals identified eleven percent (11%) of all pupil personnel tasks as a planning function; assistant principals identified fourteen percent (14%) as planning. Eleven percent (11%) of all pupil personnel tasks were identified by principals as an organizing function; twelve percent (12%) by assistant principals. Staffing was identified in four percent (4%) of the tasks by principals; three percent (3%) by assistant principals. Principals identified thirty-eight percent (38%) of pupil personnel tasks as a coordinating function, and assistant principals identified thirty-three percent (33%). Reporting was identified in twelve percent (12%) of all pupil personnel tasks by principals and assistant principals fifteen percent (15%). And twenty-four percent (24%) of all pupil personnel were identified by principals as a directing function; twenty-three percent (23%) by assistants.

With these study findings, it was clear that principals and assistant principals agree that coordinating and directing were the principal functions performed by assistants in the area of pupil personnel.

TABLE 19

## PUPIL PERSONNEL FUNCTIONS

Administrative Functions	Principals		Assistant Principals	
	No. of Responses	%	No. of Responses	%
Planning	95	11%	98	14%
Organizing	92	11%	83	12%
Staffing	31	4%	21	3%
Coordinating	331	38%	231	33%
Reporting	104	12%	103	15%
Directing	211	24%	160	23%
Totals	864	100%	696	100%

## STAFF PERSONNEL

Principals and assistant principals were asked to identify the functions related to the twenty-two (22) tasks in the area of staff personnel.

Table 20 presents the data findings.

The data revealed that principals identified almost thirteen percent (13%) of all staff personnel tasks as a planning function; assistant principals identified twelve percent (12%) as planning. Ten percent (10%) of all staff personnel tasks were identified by both administrators as an organizing function. Staffing was identified in nine percent (9%) of the tasks by principals; ten percent (10%) by assistant principals. Principals identified forty-three percent (43%) of staff personnel tasks as a coordinating function, and assistant principals identified forty-four percent (44%). Reporting was identified in nine percent (9%) of all staff personnel tasks by both administrators. And seventeen percent (17%) of all staff personnel tasks were identified by principals as a directing function; fifteen percent (15%) by assistant principals.

Clearly, coordinating and directing emerge as the two most frequent administrative functions performed by assistant principals in the area of staff personnel.

TABLE 20

## STAFF PERSONNEL FUNCTIONS

Administrative Functions	Principals		Assistant Principals	
	No. of Responses	%	No. of Responses	%
Planning	99	12.5%	75	12%
Organizing	79	10%	64	10%
Staffing	70	9%	65	10%
Coordinating	340	43%	280	44%
Reporting	67	8.5%	59	9%
Directing	137	17%	95	15%
Totals	792	100%	638	100%



## CURRICULUM AND INSTRUCTION

Principals and assistant principals were asked to identify the functions related to the twelve tasks in the area of curriculum and instruction.

Table 21 illustrates the findings of this study.

The data revealed that principals and assistant principals identified twenty-four percent (24%) of all curriculum and instruction tasks as a planning function. Eighteen percent (18%) of all curriculum and instruction tasks were identified by principals as an organizing function; nine percent (9%) by assistant principals. Staffing was identified in four percent (4%) of all curriculum and instruction tasks by both principals and assistants. Principals identified thirty-six percent (36%) of curriculum and instruction tasks as a coordinating function; assistants identified forty-one percent (41%). Reporting was identified in two percent (2%) of all curriculum and instruction tasks by principals; twelve percent (12%) by assistants. And seventeen percent (17%) of all curriculum and instruction tasks were identified by principals as a directing function; eleven percent (11%) by assistant principals.

These study findings revealed that principals and assistants agree that coordinating and planning were rated the two most frequently performed functions by assistants in the area of curriculum and instruction.

TABLE 21

## CURRICULUM AND INSTRUCTION FUNCTIONS

Administrative Functions	Principals		Assistant Principals	
	No. of Responses	%	No. of Responses	%
Planning	104	24%	83	24%
Organizing	79	18%	30	9%
Staffing	15	4%	15	4%
Coordinating	154	36%	141	41%
Reporting	8	2%	42	12%
Directing	72	17%	37	11%
Totals	432		348	

## COMMUNITY RELATIONS

Principals and assistant principals were asked to identify the functions related to the fourteen (14) tasks in the area of community relations.

Table 22 reports the study findings.

The data revealed that principals identified six percent (6%) of all community relations tasks as a planning function; assistant principals identified nine percent (9%) as planning. Eleven percent (11%) of all community relations tasks were identified by principals as an organizing function; five percent (5%) by assistant principals. Staffing was identified in one percent (1%) of all community relations tasks by principals; three percent (3%) by assistants. Principals identified sixty-one percent (61%) of all community relations tasks as a coordinating function, and assistants identified fifty-four percent (54%). Reporting was identified in thirteen percent (13%) of all community relations tasks by principals; twenty-three percent (23%) by assistants. And seven percent (7%) of all community relations tasks were identified by principals and assistant principals as a directing function. Both groups were in agreement that coordinating was the most frequently performed function and reporting the second most frequently performed function by assistant principals in the area of community relations.

TABLE 22

## COMMUNITY RELATIONS FUNCTIONS

Administrative Functions	Principals		Assistant Principals	
	No. of Responses	%	No. of Responses	%
Planning	32	6.3%	35	8.6%
Organizing	53	10.5%	21	5.2%
Staffing	7	1.4%	11	2.7%
Coordinating	308	61.1%	218	53.7%
Reporting	67	13.3%	94	23.1%
Directing	37	7.3%	27	6.7%
Totals	504	99.9%	406	100%

## SCHOOL MANAGEMENT

Principals and assistant principals were asked to identify the functions related to the twenty-four (24) tasks in the area of school management.

Table 23 presents the data findings.

The data revealed that principals identified nineteen percent (19%) of all school management tasks as a planning function; assistant principals identified twenty-three percent (23%) as planning. Sixteen percent (16%) of all school management tasks were identified by principals as an organizing function; fifteen percent (15%) by assistant principals. Staffing was identified in one percent (1%) of all school management tasks by principals; two percent (2%) by assistant principals. Principals identified thirty-one percent (31%) of school management tasks as a coordinating function; and assistant principals identified twenty-four percent (24%). Reporting was identified in fourteen percent (14%) of all school management tasks by principals; twenty-two percent (22%) by assistant principals. And nineteen percent (19%) of all school management tasks were identified by principals as a directing function; thirteen percent (13%) of school management tasks were identified by assistants as a directing function.

Both groups of administrators were in agreement in rating coordination the most frequently performed function by assistant principals in the area of school management. Furthermore, principals rated planning and

TABLE 23

## SCHOOL MANAGEMENT FUNCTIONS

Administrative Functions	Principals		Assistant Principals	
	No. of Responses	%	No. of Responses	%
Planning	160	19%	162	23%
Organizing	142	16%	105	15%
Staffing	11	1%	13	2%
Coordinating	264	31%	170	24%
Reporting	123	14%	153	22%
Directing	164	19%	93	13%
Totals	864	100%	696	99%

directing equally the second most frequently performed functions by assistants. And assistants rated planning as the second most frequently performed function by assistants in the area of school management.

In analyzing administrative functions performed by assistant principals, in the school districts surveyed, a trend became evident. Coordination was the primary function performed by assistant principals in every administrative area studied, while staffing was the least performed function.

### Role Analysis

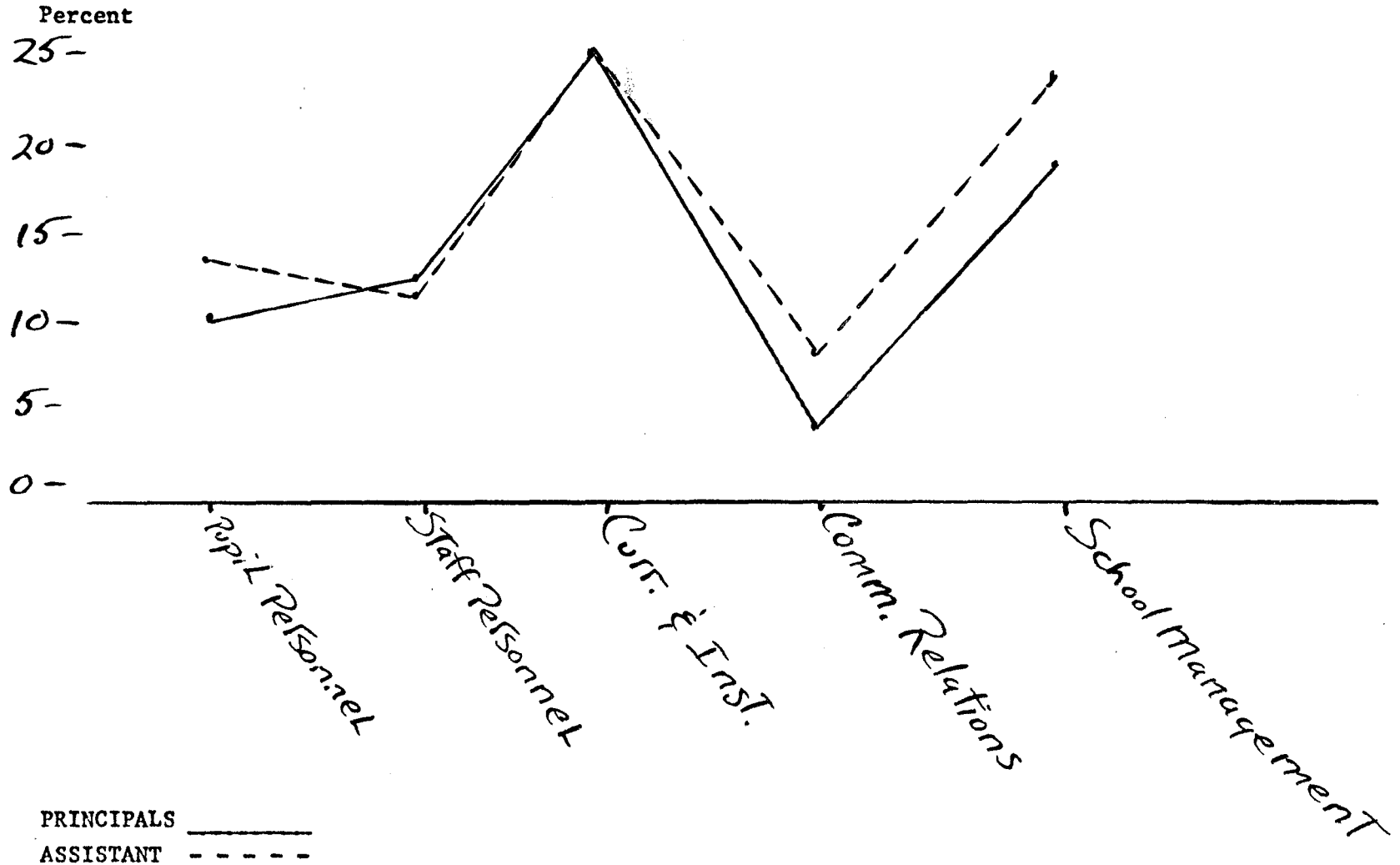
The data presented in Chapter IV revealed that the participating non-classroom elementary assistant principals in select districts of the city of Chicago share in the administrative responsibilities of their (assistants) schools. Since these assistant principals tend to share responsibilities in all five administrative areas, it would appear that they participate as members of administrative teams. With the data findings indicating high ratings of responsibility in community relations and staff personnel, one could describe assistant principals as performing a major role in "people oriented" activities.

Since the assistant principals' administrative role involves high levels of "people" interaction, assistants apparently act as communication links between principals and various constellations, e.g., staff, community, parents and pupils.

As coordinating was rated the major function performed by assistant principals in each administrative area, assistants then can be said to perform in the role of a coordinator. And utilizing Gulick's definition of the coordinating function assistants "interrelate various parts of work and unify human resources for the purpose of obtaining common objectives."

GRAPH 24

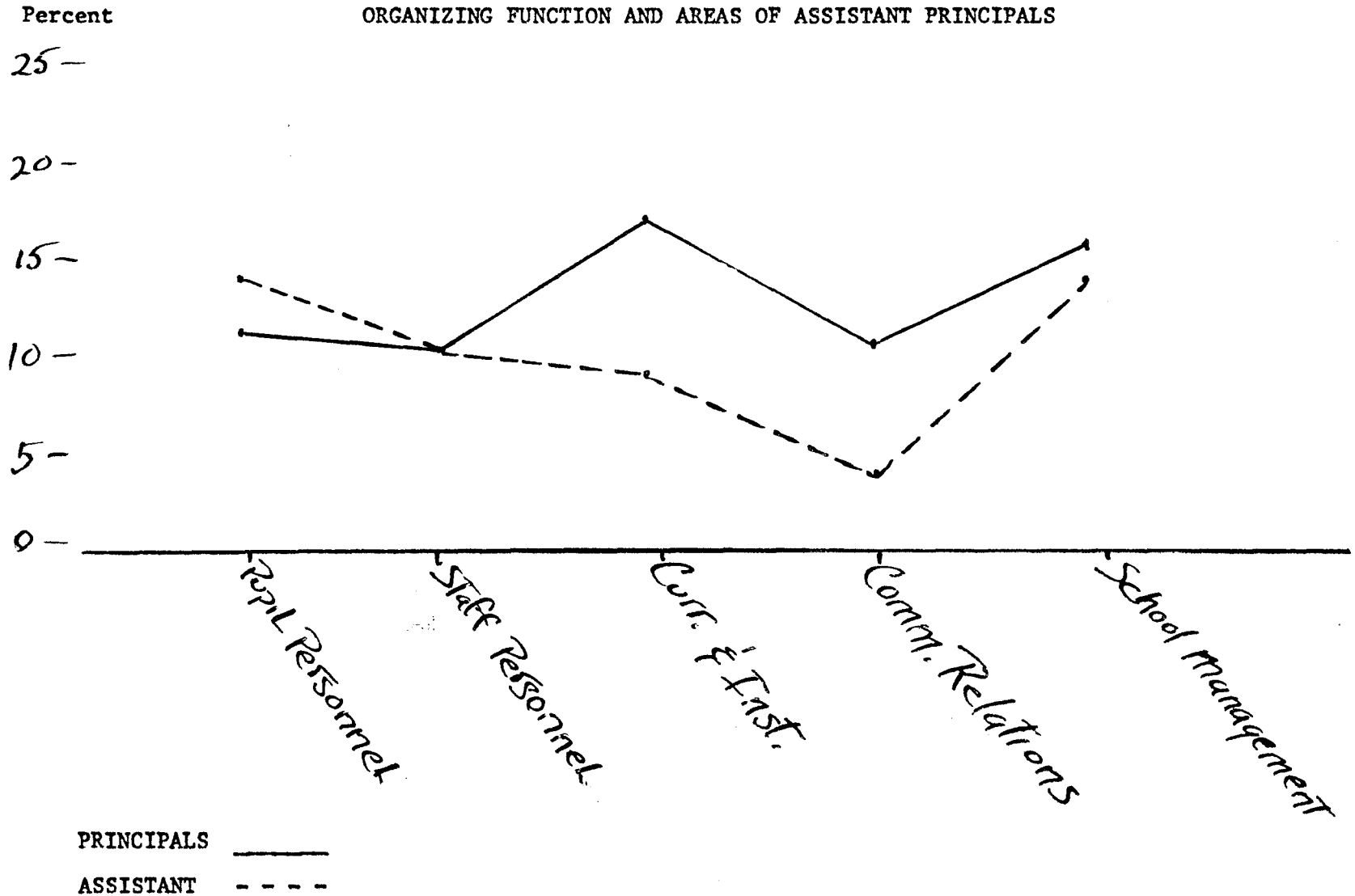
PLANNING FUNCTION AND AREAS OF ASSISTANT PRINCIPALS





GRAPH 25

ORGANIZING FUNCTION AND AREAS OF ASSISTANT PRINCIPALS



GRAPH 26

STAFFING FUNCTION AND AREAS OF ASSISTANT PRINCIPALS

Percent

10-  
9-  
8-  
7-  
6-  
5-  
4-  
3-  
2-  
1-  
0-

Plpl Personnel

Staff Personnel

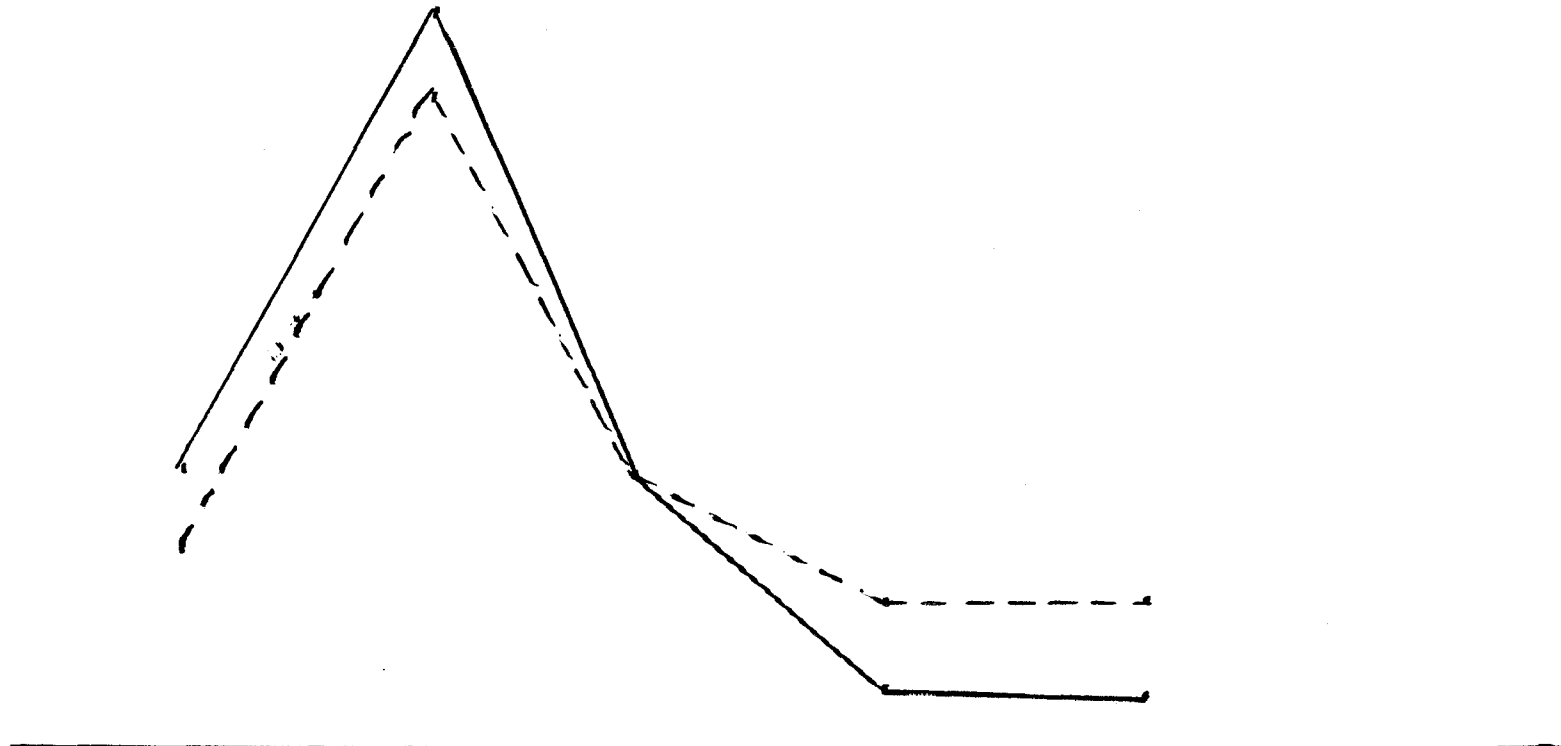
Curr. & Inst.

Comm. Relations

School Management

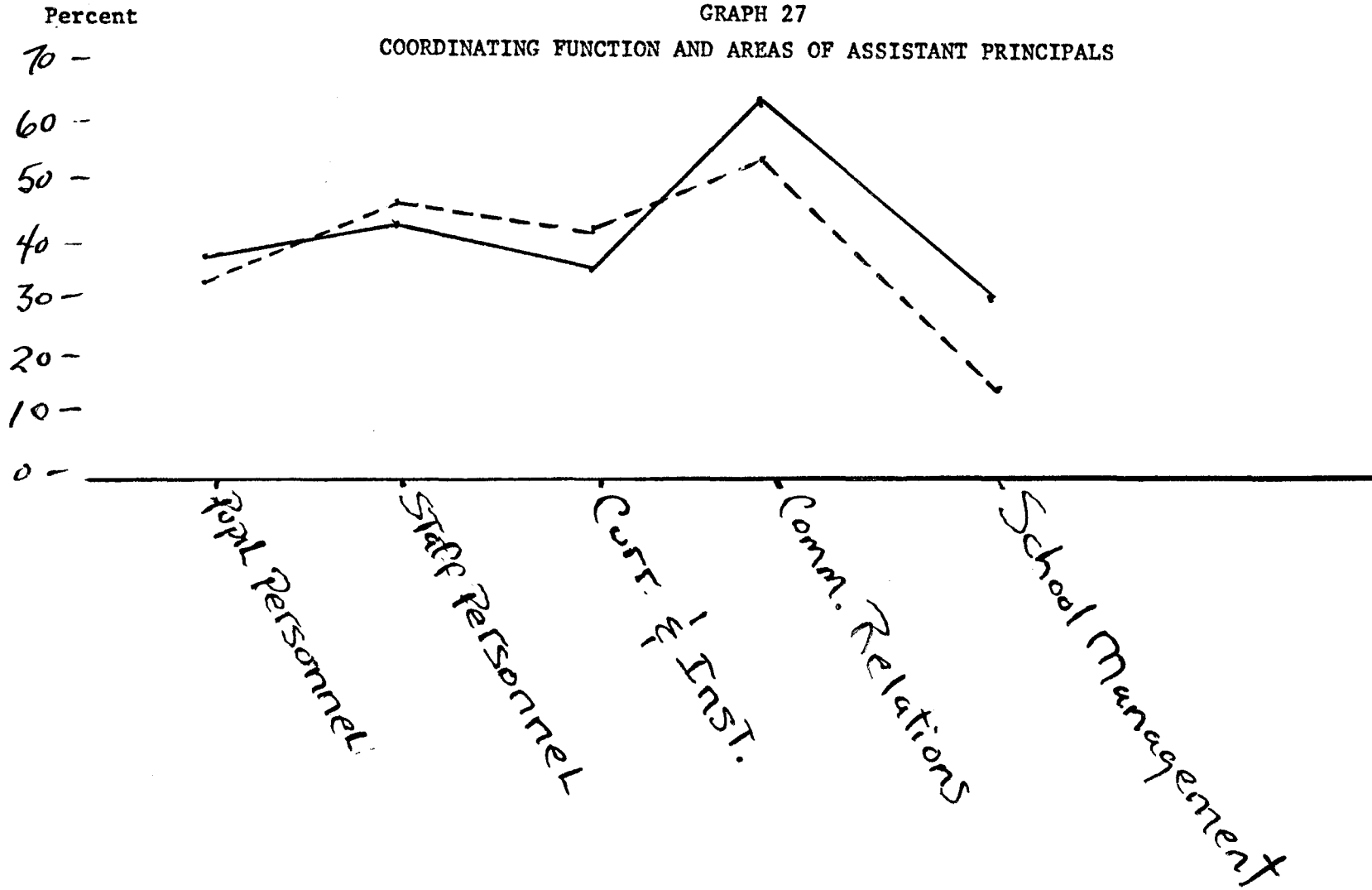
PRINCIPAL  
ASSISTANT

————  
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GRAPH 27

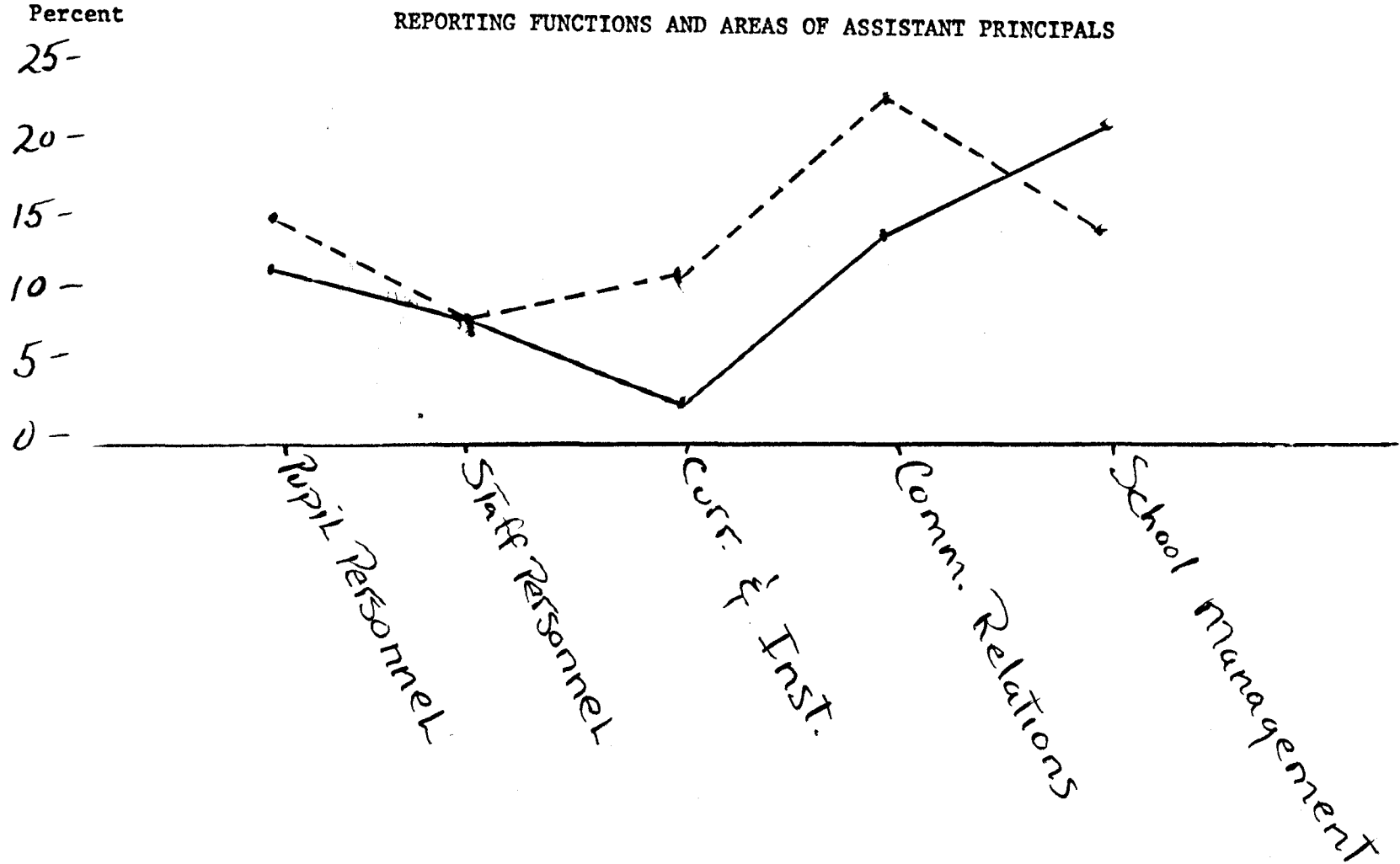
COORDINATING FUNCTION AND AREAS OF ASSISTANT PRINCIPALS



PRINCIPALS ———  
ASSISTANT - - - - -

GRAPH 28

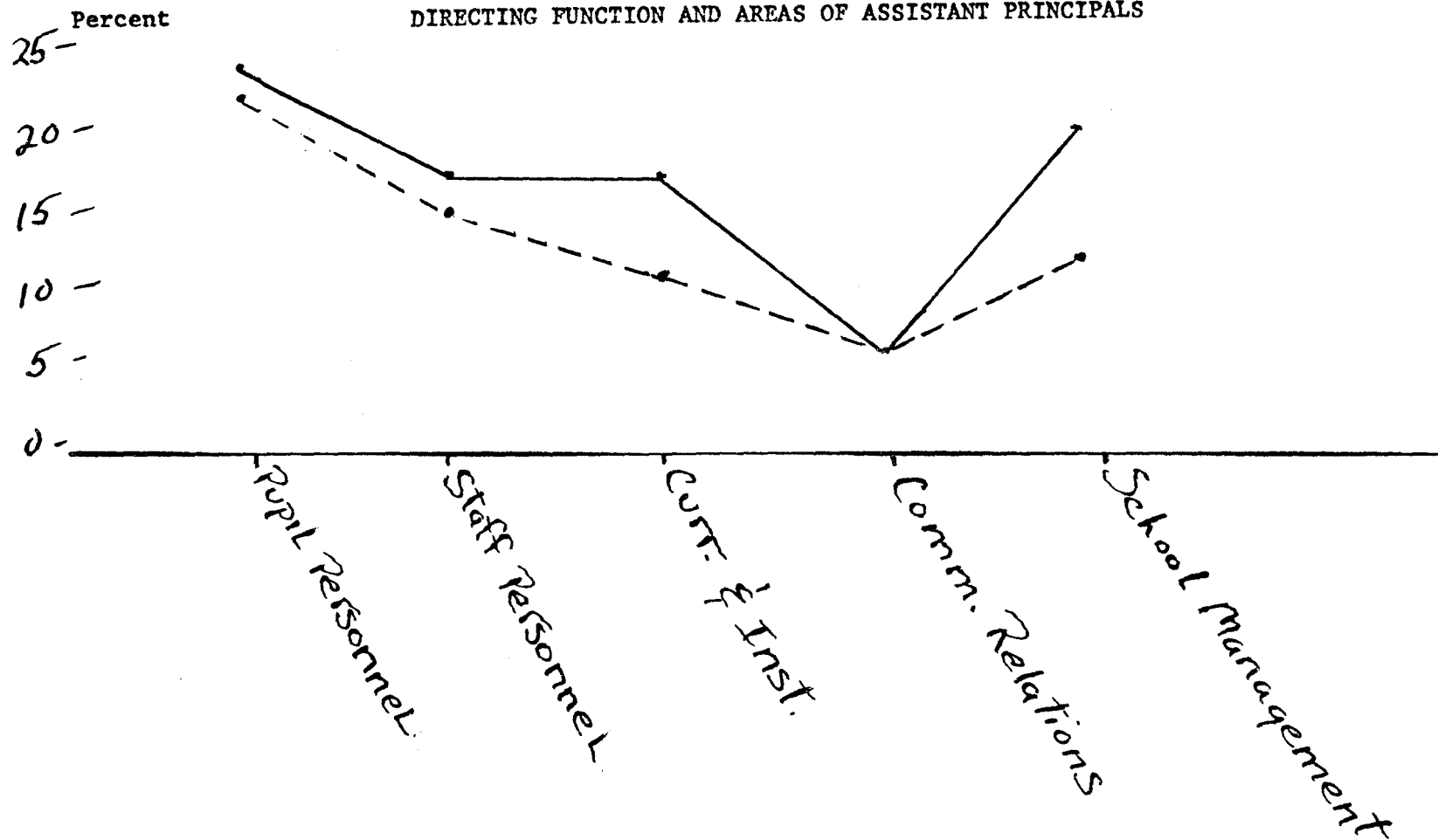
REPORTING FUNCTIONS AND AREAS OF ASSISTANT PRINCIPALS



PRINCIPAL \_\_\_\_\_  
ASSISTANT - - - - -

GRAPH 29

DIRECTING FUNCTION AND AREAS OF ASSISTANT PRINCIPALS



PRINCIPAL ———  
ASSISTANT - - - -

## Interview Responses

The following interview questions relate to Section 4 of the questionnaire data.

Which function do you view as the most necessary for the efficient and effective operation of the school? Explain

In interviews, principals stated four functions as most necessary for the efficient and effective operation of the school.

Planning was rated most frequently by principals. Coordination and staffing were rated next with equal frequency. And the remaining identified function was organization.

Most assistant principals identified planning as the most necessary function of the school program. Coordination was the second most frequently rated function.

Inasmuch as both groups gave first ranking to planning, planning then was identified and reported as the most necessary administrative function for the effective operation of the school.

Principals and assistant principals explained that planning permits administrators to study problems and alternative solutions. These administrators stated that without sound and appropriate planning, confusion, inefficiency, and ineffectiveness tend to result.

If it is true that planning is most necessary for the operation of the school, and both groups of administrators recognize this, it would follow that those administrators responsible for implementing program plans and objectives, would expect opportunities for participation and input in the planning process.

This planning expectation was clearly revealed by assistant principals when they (assistants) were asked: In which function would you want to assume more participation?

Most assistants expressed an interest in wanting to expand their role in the administrative planning of their school programs and operations.

If assistants are sincere in wanting to participate more in planning and their administrative performance involves less planning than they (assistants) expect, problems may emerge. Without participation in a function viewed as important and necessary, principals risk affecting a negative impact upon assistants' morale and perceived administrative role expectations and value and possible role performance.

What area do you view as the least necessary for the efficient and effective operation of the school?

In interviews, most principals stated that reporting was the least necessary function for the school operation. Assistant principals were equally divided among reporting, staffing and directing as the least necessary function for the school operation.

Inasmuch as reporting follows the execution of the other functions, most administrators described reporting as a function similar to an appendix or summary. According to principals and assistant principals reporting requires a disproportionate amount of time expended compared to the benefits returned to the local schools. Since administrators explained that they received little feed-back from reports submitted to the central office, many administrators questioned if the reports were read or considered. If

administrators perceive little benefit realized to them (administrators) at the local level, one could likely expect administrators to either delay forwarding reports or delegate the reporting function to another or both.

Assistants who rated directing as least necessary explained that there is little need for directing, if planning and organization are feasible, sound and well established.

And assistant principals who rated staffing least necessary revealed that the staffing function, as defined in this study, is apparently non-existent in the school districts studied. According to these assistants, since the central office personnel department recruits, selects and assigns teachers, principals have no input in staffing, teacher recruitment, or teacher selection. At best, morale is low affected by involuntary teacher transfers, reduced teaching positions, budget cuts, possible school closings and student desegregation disputes. These assistants feel that whatever attempts are made to raise staff morale are leveled or short lived as the school district becomes involved with another crisis. For these reasons, it would be expected that administrators tend to become frustrated in attempting to deal with morale problems over which they (administrators) have little or no control. If it is true that administrators, particularly principals, have little or no participation in the staffing function as identified by Gulick's model, and are accountable for performing duties which carry out the function, they (administrators) are in a vulnerable position, which could



possibly affect lower administrative morale and job performance evaluations by superiors.

### Summary

Questionnaire data and interview responses of Section 4 indicated:

1. The questionnaire data revealed that assistant principals perform in the role of a coordinator. The coordination function was foremost and commonly identified as the principal function performed by assistant principals in each of the five (5) select administrative areas. Planning and directing were equally rated the second most frequent function performed by assistant principals in four of the five administrative areas.

2. When principals and assistant principals questionnaire ratings of areas with highest responsibilities and related administrative functions performed by assistants were compared, principals tend to rate community relations and school management and related coordinating, reporting and planning functions, while assistant principals tend to rate staff personnel and community relations and related coordinating, directing and reporting functions.

3. When principals and assistant principals questionnaire highest mean score ratings of importance and related administrative functions performed by assistants were compared, principals and assistant principals tend to agree in rating school management and related coordination as the foremost function, and planning and directing as the secondary functions performed by assistant principals. The following specific conclusion resulted from interview responses.

4. Principals and assistant principals tend to rate planning the most important function necessary for the efficient and effective operation of the school.

## CHAPTER V

### PURPOSE

The purpose of this study was to determine the relationships between principals' and assistant principals' responses which identified the administrative role of non-classroom elementary assistant principals in select districts of the city of Chicago. These relationships were then analyzed for similarities, dissimilarities, problems and trends.

### SUMMARY

The review of the literature found that the role of assistant principals in the administrative process was lacking clear definition and identification. This vague and nebulously defined role only emphasized the need to identify and analyze administrative functions performed by assistant principals. In responding to this need, the present study identified the areas of administrative activity and the functions performed by assistant principals in five select districts of the city of Chicago.

### CONCLUSIONS

The conclusions of this present study were as follows:

1. Principals tend to view the assistant principals position as an internship position.
2. Assistant principals tend to possess less years in administration

than principals.

3. Male assistant principals tend to view the assistantship position as preparation for principalship.

4. Women assistant principals tend to be equally divided between aspiring for a principalship position and remaining in the assistantship as a career position.

5. No statistically significant differences existed between principals' and assistant principals' questionnaire response ratings to the assistant principals' responsibilities in five select administrative areas. Assistant principals hold responsibilities in each of the five administrative areas.

6. When ranking the questionnaire ratings given to assistant principals' responsibilities in the five select areas, principals tend to rate community relations the highest delegated area of responsibility. Assistant principals tend to rate staff personnel as the highest delegated area of responsibility and community relations second in responsibility.

7. When ranking the questionnaire ratings given to assistant principals' responsibilities in the five select areas, both principals and assistant principals tend to rate curriculum and instruction as the area delegated with least responsibility to the assistant principals.

8. When principals' and assistant principals' were asked to rate the importance of tasks in five administrative areas, there were no statistically significant differences between principals' and assistant principals' questionnaire valued ratings to the five administrative areas.

9. When principals' questionnaire mean score ratings of importance

were compared to assistant principals' questionnaire mean score ratings of importance, assistant principals tend to rate all five administrative areas with higher mean values.

10. When ranking the questionnaire mean score rating of importance in five administrative areas, principals and assistant principals tend to agree in giving school management the highest rating of importance.

11. When ranking the questionnaire mean score rating of task importance in five administrative areas, principals and assistant principals tend to agree in giving curriculum and instruction the lowest rating of importance.

12. Both principals and assistant principals tend to rate coordinating as the principal function performed by assistant principals in each of the five select administrative areas. Planning and directing were equally rated the second most frequent function performed by assistant principals in four of the five administrative areas.

13. When principals' and assistant principals' questionnaire rating of areas with highest responsibilities and related administrative functions performed by assistants were compared, principals tend to rate community relations and school management and related coordinating, reporting and planning functions. Assistant principals tend to rate staff personnel and community relations and related coordinating, directing and reporting functions.

14. When principals' and assistant principals' questionnaire highest mean score ratings of importance and related administrative functions performed by assistants were compared, principals and assistant principals

tend to agree in rating school management and related coordination as the foremost function, and planning and directing as the secondary functions performed by assistant principals.

15. Principals and assistant principals tend to rate planning the most important function necessary for the efficient and effective operation of the school.

#### RECOMMENDATIONS

The following recommendations are based on the research data and the conclusions.

1. To secure greater awareness of district policy and practice of community relations activities, it is recommended that district superintendents provide or secure resource to inservice administrative teams, specifically assistant principals.

a) provide instruction of the value of community relations

b) suggest strategies to effectively use community relations

2. To secure greater awareness of administrative activities, it is recommended that assistant principals' administrative responsibilities become specifically enumerated in assistant principals' job descriptions. These job descriptions should state principals' minimum job expectations of assistants' performance in each administrative area activity.

3. To secure greater awareness and productivity of administrative performance, it is recommended that principals provide or secure resource to in-service assistants.

a) suggest time management techniques, so that assistant principals may more effectively perform administrative activities.

b) suggest management planning strategies, so that assistant principals may more effectively and efficiently perform management activities.

4. To secure greater clarity and understanding of the area of staff personnel, it is recommended that the role of assistant principals in staff personnel become clearly defined. This role definition should state principals' expectations of assistant principals' staff responsibilities.

5. To expand the assistant principals' role in the planning function, it is recommended that principals examine planning practices in order to increase assistant principals' performance in planning activities.

#### RECOMMENDATIONS FOR FURTHER STUDY

The following recommendations are based on the findings of this study and are submitted as guides for further study.

1) Replication of this study in another large urban school system,

2) Review Gulick's administrative functions for precise definitions which reflect current practices at local school level.

3) Research administrative role satisfaction of elementary assistant principals,

4) Research the administrative role of elementary assistant principals with job descriptions and elementary assistant principals without job descriptions.

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**APPENDIX A**

## APPENDIX A

## FIELD STUDY COVER LETTER

Dear Colleague:

I am presently entering the final stage of doctoral work at Loyola University of Chicago in the area of educational administration.

My research project involves assistant principals and principals. I am analyzing the responsibilities, functions and role of the assistant principal in the administrative process. Seldom has the assistant principalship been the subject of this type of research. Therefore, little is known of the role of the elementary assistant principal in the administrative process. It is to this end that I am writing to enlist your support and help to provide relevant data.

The enclosed survey takes approximately thirty minutes of your time. As an assistant principal, I am quite aware of the burdens which your position places upon your time, but I am asking you to take a few minutes to provide that information which is needed to draw important findings, conclusions and recommendations regarding the assistant principalship role.

If you will please NOT COMPLETE BUT REVIEW AND EVALUATE the enclosed instrument by writing your corrections and comments in the section marked COMMENTS, located on the last sheet. For example, there may be tasks which you find necessary to delete or add; tasks better related to a different area; terms that are not clear and/or format design.

Please enclose questionnaire with any/all comments in the self-addressed stamped envelope before June 6, 1980.



If you are interested in the findings of this study or should you have any questions, you may contact me at Sheridan School, 768-6822.

Thanking you in advance for your cooperation and support.

Gratefully,

Pat Doherty

BOARD OF EDUCATION  
City of Chicago  
DEPARTMENT OF INSTRUCTION SERVICES  
228 NORTH LASALLE STREET  
Chicago, Illinois 60601  
Telephone 641-4060

ANGELINE P. CARUSO  
Interim General Superintendent of Schools  
MANFORD BYRD, JR.  
Deputy Superintendent of Schools  
STEPHEN H. BROWN  
Assistant Superintendent

August 27, 1980

Dear Miss Doherty:

This is to inform you that your request to conduct a "Special Project" in Districts 2, 13, 18, 19 and 20 of the Chicago public schools has been approved by Dr. Eleanor Pick, Deputy Superintendent for Field Services.

This approval, however, is with the expectation of your adherence to the following stipulations.

- participation of any principal, teacher, parent or student is to be voluntary.
- participation will be consistent with rules of Board of Education regarding employee time.
- informed parental consent will be obtained for the participation of any student.
- state, federal and Board of Education regulations, procedures regarding the confidentiality of student records will be adhered to.

It is expected that you will contact the district superintendents indicated in firming up the details with respect to their cooperation in your project.

Mr. Howard Sloan,  
District Superintendent, District 2  
Clinton Elementary School  
6110 N. Fairfield  
Chicago, Illinois 60659

Dr. Alice Blair  
District Superintendent, District 13  
DuSable High School  
4934 S. Wabash Avenue  
Chicago, Illinois 60615

Dr. James Moore  
District Superintendent, District 18  
1633 W. 95th Street  
Chicago, Illinois 60643

Miss Patricia Doherty

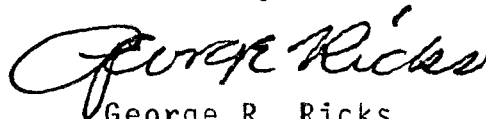
July 28, 1980

Mr. Theodore Lewis  
District Superintendent, District 19  
Taylor Elementary School  
9912 S. Avenue H  
Chicago, Illinois 60617

Dr. James Maloney,  
District Superintendent, District 20  
Poe Elementary School  
10538 S. Langley Avenue  
Chicago, Illinois 60628

We appreciate your interest in our school and we wish you success in your project.

Sincerely,



George R. Ricks  
Director  
Special Projects  
Department of Instruction Services

GRR:j

Attach.

Miss Patricia Kathryn Doherty  
861 161st Street  
Calumet City, Illinois 60409

cc: Dr. Eleanor Pick

## APPENDIX A

## LETTER TO SUPERINTENDENTS

August 30, 1980

Dear Superintendent:

With approval from Dr. Eleanor Pick to conduct my research study, and pursuant our phone conversation, I am forwarding the attached questionnaire and cover letter.

Thank you for permitting the distribution of my research questionnaires in your district.

The questionnaires survey matched pairs of select assistant principals and principals.

Gratefully,

Pat Doherty

## APPENDIX A

## LETTER TO PRINCIPALS

September 4, 1980

Dear Principal:

With approval from both your superintendent and Dr. Eleanor Pick, please find attached copy letter, I am forwarding two questionnaires.

The purpose of the questionnaire is explained in the enclosed cover letter.

It would be gratefully appreciated if you and your assistant would complete separate questionnaires.

Gratefully,

Pat Doherty

## APPENDIX A

## FOLLOW-UP LETTER TO ASSISTANT PRINCIPALS AND PRINCIPALS

September 30, 1980

Dear Colleague:

Several weeks ago, I wrote to you requesting your response to a research questionnaire concerning the responsibilities and functions of elementary assistant principals in Chicago public schools.

As of this writing, I have not received a completed questionnaire from you. Although I am receiving a high rate of return, I would like the opportunity to include your response in my study.

Since your response is extremely important to the significance and meaningfulness of this study, I am taking the opportunity to send you another questionnaire in the event the first one has become misplaced.

A stamped self-addressed envelope is enclosed for your questionnaire return before October 20, 1980.

Please accept my gratitude for your cooperation and contribution to this research.

Gratefully,

Pat Doherty

**APPENDIX B**

## APPENDIX B

## QUESTIONNAIRE COVER LETTER

September 4, 1980

Dear Colleague:

I am presently entering the final stage of doctoral work at Loyola University in the area of educational administration.

My research project involves assistant principals and principals. I am analyzing the responsibilities, functions and role of the assistant principal in the administrative process. Seldom has the assistant principalship been the subject of this type of research. Therefore, little is known of the role of the assistant principal in the administrative process. It is to this end that I am writing to enlist your support and help to provide relevant data.

The enclosed survey takes approximately thirty to forty minutes of your time. As an assistant principal, I am quite aware of the burdens which your position places upon your time, but I am asking you to take a few minutes to provide that information which is needed to draw important findings, conclusions and recommendations regarding the assistant principalship role.

If you will please complete the enclosed instrument and, using the self-addressed stamped envelope, return it before September 26, 1980.

If you are interested in the findings of the study or should you have any questions, you may contact me at Phil Sheridan School, 768-6822.



All questionnaire responses will remain confidential. Your responses will be grouped into the principal or assistant principal category, not individually. Also, to encourage returns, your name would be helpful in identifying those administrators needing follow-up letters of reminders.

With appreciation, I thank you in advance for your cooperation and support.

Gratefully,

Pat Doherty

## APPENDIX B

## QUESTIONNAIRE FACT SHEET

## SECTION I

NAME \_\_\_\_\_

POSITION: PRINCIPAL \_\_\_\_\_  
ASSISTANT PRINCIPAL \_\_\_\_\_

SCHOOL \_\_\_\_\_

SEX: MALE \_\_\_\_\_ FEMALE \_\_\_\_\_

TOTAL YEARS IN  
ADMINISTRATION \_\_\_\_\_TEACHER-AIDES AT SCHOOL: YES \_\_\_\_\_  
NO \_\_\_\_\_

YEARS IN CURRENT POSITION \_\_\_\_\_

AREAS OF SPECIALIZED TRAINING (i.e. SUPERVISION, CURRICULUM, GUIDANCE, ETC.)  
\_\_\_\_\_  
\_\_\_\_\_

## SECTION II

Please answer the following question by placing a check ( ) next to your selection.

Which of the following statements best reflects your viewpoint of the assistant principalship?

\_\_\_\_\_ CAREER POSITION \_\_\_\_\_ INTERNSHIP FOR PRINCIPALSHIP















**APPENDIX C**

## APPENDIX C

## INTERVIEW LETTER TO PRINCIPALS

March 20, 1981

Dear Principal:

Pursuant our phone conversation, enclosed please find two interview guides.

If you and your assistant would look over the interview questions before our interview appointment, I believe we can limit the interview to the scheduled time.

I am most appreciative of your time and assistance.

Looking forward to our interview.

Sincerely,

Pat Doherty

## APPENDIX C

## INTERVIEW GUIDE TO PRINCIPALS

1. Most principals surveyed viewed the assistant principalship as an internship (for principal) position.
  - a. Do you agree with this viewpoint? Explain.
  - b. What do you do to structure a variety of task experiences for your assistant?
2. The survey data revealed that assistant principals are delegated task responsibilities, many of which are shared.
  - a. Explain how you decide which tasks to delegate to your assistant?
  - b. Why are many tasks shared? And with whom are the tasks shared?
  - c. Since many tasks are shared, does this cause any problems in carrying out the tasks? What are the problems?
  - d. What are the reporting procedures used by which you are informed of your assistant's activities, accomplishment and/or problems?
3. If you were to select one area in which your assistant holds the most responsibility, which area would that be? Why? Was this your decision or your assistant's decision?
4. If you were to select one area of least responsibility for your assistant, which area would that be? Why? Was this your decision or your assistant's decision?
5. In which area would you like to see your assistant assume more responsibility? Why doesn't he/she?
6. Which area do you view as the most necessary for the efficient and effective operation of the school? Explain.
7. Which area do you view as the least necessary for the efficient and effective operation of the school? Explain.
8. Which function do you view as the most necessary for the efficient and effective operation of the school? Explain.
9. Which function do you view as the least necessary for the efficient and effective operation of the school? Explain.

10. In which function would you like to see your assistant assume more participation? Why doesn't he/she?
11. When you are ready to select a new assistant principal, how would you determine which candidate best fits your administrative philosophy? What would you look for in your selection process?

#### INTERVIEW GUIDE TO ASSISTANT PRINCIPALS

1. Fifty percent of the assistant principals surveyed viewed the assistant principalship as internship (for principal), while the other fifty percent considered the assistant principalship as a career position.

What is your viewpoint? Please explain.

2. The survey data revealed that assistant principals are delegated task responsibilities, many of which are shared.
  - a. Explain how your task responsibilities are decided?
  - b. Why are many tasks shared? And with whom? Are there some tasks assigned to you that you delegate to another?
  - c. Since many tasks are shared, are there problems associated with sharing and carrying out task responsibilities? What are the problems?
  - d. What are the reporting procedures used by which you inform your principal of your activities, accomplishments and/or problems?
3. If you were to select one area in which you hold the most responsibility, which area would that be? Why? Was this your decision or your principal's?
4. If you were to select one area in which you hold the least responsibility, which area would that be? Why? Was this your decision or your principal's?
5. In which area would you like to assume more responsibility? Why don't you?
6. Which area do you view as the most necessary for the efficient and effective operation of the school? Explain.
7. Which area do you view as the least necessary for the efficient and effective operation of the school? Explain.
8. Which function do you view as the most necessary for the efficient and effective operation of the school? Explain.

9. Which function do you view as the least necessary for the efficient and effective operation of the school? Explain.
10. In which function would you like to assume more participation? Why? Why don't you?

APPROVAL SHEET

The dissertation submitted by Patricia K. Doherty has been read and approved by the following committee:

Dr. Jasper J. Valenti, Director  
Professor, School of Education, Loyola

Dr. Philip M. Carlin  
Associate Professor, School of Education, Loyola

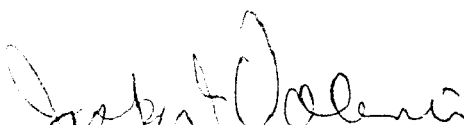
Dr. Robert L. Monks  
Associate Professor, School of Education, Loyola

The final copies have been examined by the director of the dissertation and the signature which appears below verifies the fact that any necessary changes have been incorporated and that the dissertation is now given final approval by the Committee with reference to content and form.

The dissertation is therefore accepted in partial fulfillment of the requirements for the degree of Doctor of Education.

JULY 22, 1981

Date



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Director's Signature